**FSC NOTES 4/10/19**

**Participants:** Marla, Kathy, Anna, Ian, Denise, Chuen, Beth, Barbara, Eleni

**Charge (revisit next meeting?**

1. Identify and implement strategies to improve the success rates in English, ESOL and math

**Responsibilities:**

1. Annually assess, revise and implement the Basic Skills Plan included in the Educational Master Plan
2. Identify grant opportunities, review and make recommendations on grant proposals addressing basic skills initiatives
3. Determine budget priorities and allocation of basic skills funds
4. Ensure the integration of the ESOL/Basic Skills Plan with the plans for student equity,  SSSP and grant-funded & categorical programs
5. Facilitate student representatives regularly to help with development of the ESOL/Basic Skills Plan
6. Evaluate proposals for their merit in helping students at the basic skills level

**Fall ‘18/Spring ’19 Accomplishments:**

1. Drafted a list of needs of students at the basic skills level to use as a rubric for evaluating proposals (on reverse side)
2. Made a list of supports and effective practices that we could use as a guide for future funding proposals.
3. Established working groups to make proposals in key areas:
   * DSPS support
   * ESOL/Noncredit
   * Student Success Center
4. Provided ongoing support for tutoring. Funding the Writing Center, Math Lab, DSPS, embedded tutoring in ESOL. Directed research and assessment of tutoring. Provided emergency funding to reopen the TRC in Spring ‘19
5. Created a pilot program and community of practice for tutors to help students in online classes and with Canvas
6. Planning for AB-705, including reports from and discussions with English and Math departments.
7. Creating a handbook for instructors of hybrid and noncredit classes
8. Universal Learning Pilot Project in DSPS
9. CTE Tutoring Research Project
10. Advocate for some space for student support, especially help for technology
11. Funding for embedded counselors in APASS
12. ESOL
    * COP for online/hybrid instruction
    * Handbook for instructors in hybrid and online classes
    * Lunchtime workshops
    * Professional development-- conferences, Grammar COP
    * Developed a self-placement tool
    * Developed a study-skills course for low-level students
    * Noncredit communities of practice
    * English/ESOL community of practice between English 1a and Advanced ESOL

**Student Success Center Tutor Funding-passed**

**TRC Supervision Funding-passed**

**Student obstacles outside of the classroom:**

Tower article about housing /

Hunger

Kathy- we are doing community of practice about Math 13 plus support. Office hours are packed. Students are following me around. Their need is so great. Very few students have taken algebra before.

Many students have dropped. I ask them, and it’s not because of math. It’s because of their lives.

I need counselor to follow up with things that aren’t related to math. I have one now, but I wont have one once grant runs out.

Using Christine Will’s study skills strategy plan. Conferencing with students takes time.

Tutors are vitally important.

Growth mindset/ affective domain

Denise: This is valuable info. We need to make sure to staff these classes with experienced instructors. There needs to be support because there’s going to be burnout.

Beth: WE should try to make a recommendation for next semester to establish a team of instructors to support teachers in the fall for these classes.

Denise: Have you talked to tother colleges?

Kathy: We’re ahead of other colleges.