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| ***COMMITTEE:*** | **Foundation Skills**  |
| ***MEETING DATE:*** | **9/25/19** |
| ***LOC./TIME:*** | **T801 2:00-3:30pm** |
| ***PARTICIPANTS:*** |  Diane Chang, Suzan, Yiping, Barbara, David, Beth, Denise, Christine, Terrence Williams, Anna. |
| ***NOTETAKER:*** | **Ian Latta** |
| ***HANDOUTS:*** |

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| **AGENDA ITEM** | **GOAL** |
| 1. Math funding proposals

COP and statistics workshopChristine: We’ve been meeting for three years. IT has been useful for us to look at teaching statistics when many math faculty haven’t taken statistics Anna: COP culminated in workshop on teaching statistics. We went though pedagogy, use of technology, best practices. Getting feedback on our assignments is helpful. Christine: We created a canvas shell shared amongst instructors with all of the materials included. Because of AB705, there are a lot more sections of statistics. Anna: We are reaching out to other deparrments to find out how math is utilized and making resources like online videos to help students with math in those disciplines. Beth: I want to make a plug for approving this because the committee is supposed to support innovative practices. AB705 is forcing us to be innovative but not providing funding. Barbara: What you are doing is what we are doing in ESOL. Denise: Is there guided pathways funding that could support this? Suzan: No one committee can support everything that must be done. Marla: What’s the overall budget?Denise: I’ll bring it next semester. Barbara: How can this funding be promoted in the department so that more PT instructors participate? |  12K COP approved, and we are going to approach guided pathways to get funding for statistics workshops.  |
| 1. Updates to committee name and charge
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| 1. Program review planning

Suzan: We received an email from Chris W, who is heading up accreditation. We are contributing to section on student support services. Can we say that with our work we evaluate the quality of support services? Denise: Everything we do in the committee is student support. David: We did a COP for library a couple years ago that had a report. Suzan: We ran surveys in hybrid ESOLBarbara: In noncredit COP, we spent a lot of time trying to help students enroll. Suzan: How do we connect what teachers are doing to COP and match it to student success? David: Grammar COP resulted in revision to curriculum. How do we know that students are benefiting from that?Denise: It would be useful to get feedback from instructors themselves. Barbara: Tutoring and COPs have been the two biggest ways we’ve impacted other departments. Third area is noncredit. Siri is sending out a survey to students in Englihs and Math to see how tutors are helping. Terrence: When I first got to campus, I didn’t hear too much about tutoring, but you hear a lot more students saying they want more tutors. Most students I know who go to work with tutors are not the most struggling but the ones who just want to push their work to the next level.   | Brainstorm ways to assess the committee’s work.Discuss alignment with other departments and areas:  |

Barbara: Noncredit students are refused service at the health center.

Beth: Noncredit students don’t get AC Transit fastpass and health services because they don’t pay fees. This also pertains to students taking fewer than six units.

Barbara: It’s an equity issue. They’re not going to do it unless we pressure them,

Denise: We should come with a viable solution or suggestion for how it should be paid or supported.