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| ***COMMITTEE:*** | **Foundation Skills**  |
| ***MEETING DATE:*** | **10/9/2019** |
| ***LOC./TIME:*** | **T801 2:00-3:30pm** |
| ***PARTICIPANTS:*** | David M, Anna, Mayra. Denise, Diane, Suzan, Yiping, Suzan  |
| ***NOTETAKER:*** | **Ian Latta** |
| ***HANDOUTS:*** |

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| **AGENDA ITEM** |  |
| 1. Equity committee report – Ian (5 minutes)

Report from meeting 10-3Equity got 868K this year, plus carryover their budget is one million this year. SSSP is 1.6 millionThis semester we will have to contribute to SEA report on what has been spent over the past year Identify 3-5 activities from equity plan--talk about prgress in each area Calculate what percentage of total SEA funding is being spent on this activity, such as tutoring. Include what all three committees are spending |
| 1. Updates to committee name, charge (60 minutes)

Charge and name ideas:Committee traditionally has focused on students’ academic needs, centered in the classroomWe don’t want to be limited to focusing on AB705noncredit/nontraditional college students Scaffolding supportMetacognitionSupporting student independence and metacognitive developmentHelping students adaptSome students come to class unprepared for what the instructor is going to ask them to do-- access to transfer-level classes?Focus on student abilities--meeting students where they are--the scaffolding ability committee?PROPOSED NEW NAME: Academic Support CommitteeRevisions to current charge and responsibilities Charge:1. Identify and implement strategies to improve the success rates in English, ESOL and math  Responsibilities 1. Acquire input from students, instructors, counselors, and student services to identify needs that are common among students that are under-prepared for transfer-level coursework.2. Create a plan for equitably supporting student success in English, Math, and ESOL, both credit and noncredit 3. Identify grant opportunities, review and make recommendations on grant proposals addressing committee initiatives4. Determine budget priorities and allocation of committee funds 5. Ensure the integration of the committee plans with the plans for student equity and other related grant-funded and categorical programs6. Facilitate participation of student representatives to help identify and accomplish committee goals7. Evaluate proposals (including course proposals) for their merit in helping support student success in college-level coursework 8. Monitor data to assess how students are doing in support classes9. Support student independence, metacognitive development, and writing skills10. Support tutoring resources throughout the College11. Determine if support classes are providing adequate reinforcement of course material to meet the needs of underprepared students12. Ensure alignment of Committee plans with the College’s integrated plan, Guided Pathways and accreditation standards.OUTCOME: Changes shared over email to committee members and then presented at College Council |
| 1. Set goals for the semester

GOALS INFORMALLY DISCUSSED:Getting input on student needsCreating a plan for supportAssessing and researching support initiatives ,including support classesSetting priorities for unspent funds |
| 1. Denise: budget update

Denise: We’ve made progress with IA. Request to advertise went through. We’re adding in extra hours supervising the tech center, so it’s now a full-time position.  |

NOTES:

**Charge ideas**

* Committee traditionally has focused on students’ academic needs, centered in the classroom
* We don’t want to be limited to focusing on AB705
* noncredit/nontraditional college students
* Scaffolding support
* Metacognition
* Supporting student independence and metacognitive development
* Helping students adapt
* Some students come to class unprepared for what the instructor is going to ask them to do-- access to transfer-level classes?
* Focus on student abilities--meeting students where they are--the scaffolding ability committee?
* **Academic Support Committee**

**Revisions to current charge and responsibilities**

Charge:

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

 Responsibilities

1. With input from students, instructors, counselors, and student services, identify unique needs of students who may be under-prepared for transfer-level coursework.

2. Create a plan for equitably supporting student success in English, Math, and ESOL, both credit and noncredit

3. Identify grant opportunities, review and make recommendations on grant proposals addressing committee initiatives

4. Determine budget priorities and allocation of committee funds

5. Ensure the integration of the committee plans with the plans for student equity, grant-funded, and categorical programs

6. Facilitate participation of student representatives to help identify and accomplish committee goals

7. Evaluate proposals (including course proposals) for their merit in helping support student success in college-level coursework

8. Monitor data about how students are doing in support classes

9. Support student independence and metacognitive development

10. Support tutoring resources throughout the College

GOALS

Getting input on student needs

Creating a plan for support

Assessing and researching support initiatives ,including support classes

Setting priorities for unspent funds

For reference, I believe this is the basic skills action plan from the funding proposal form. I’ve also pasted in the list of effective practices from the same form.

* Develop a transparent budget process that addresses the learning needs of basic skills students.
* Continue and expand basic skills tutoring services and tutoring coordination.
* Formulate a task force comprised of student services and instructional faculty, classified staff and students to review and update orientation materials and processes.
* Implement mandatory orientation and assessment of new basic skills students.
* Create a basic skills professional development plan that is supported by the administration.
* Develop a formal faculty orientation and mentorship program.
* Initiate a process for assessment of basic skills courses.
* Continue and expand the tutoring training program and tutoring coordination.
* Continue support of basic skills learning communities and basic skills supplemental instruction.
* Set up a task force to create lists of recommended courses that includes pre-designed course packages that depend upon students’ individual goals and assessment results.

**Summary of Effective Practices from Basic Skills as a Foundation for Student Success in California Community Colleges**

Organizational and Administrative Practices

A.1 Developmental education is a clearly stated institutional priority.

A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.

A.3 The developmental education program is centralized or highly coordinated.

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

A.7 Institutions manage faculty and student expectations regarding developmental education.

Program Components

B.1 Orientation, assessment, and placement are mandatory for all new students.

B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Staff Development

C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices

D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

D.5 A high degree of structure is provided in developmental education courses.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

D.8 Developmental faculty routinely share instructional strategies.

D.9 Faculty and advisors closely monitor student performance.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Agenda for next week: math classes that lack support sections