Meeting notes

Denise: IA—Since the Nov. 7th it’s been sitting in the Chancellor’s office for approval, Denise followed up whether there were any questions, etc. to find out what is that is holding up the approval.

There was a pretty descriptive memo she has submitted with the request—she doesn’t understand what the hold-up is. It is embarassing since the IA is waiting for the approval for the hiring.

Suzan: We supply the funding, why can’t they approve it?

Denise: On the budget update: Bad news, the budget transfer of $140,000 was a mistake—carry over was placed incorrectly to our Committee’s budget.

Barbara: Is SEA up and running? Are they going to use the money this semester?

Denise: If there was a carry over we should get a part of that.

Budget for the other committees:

1.6 million: SSSP

867,000: Equity

Ian: The biggest request for tutoring was for DSPS.

Denise: We need equity funds especially for tutoring

Barbara: Does she need to bring a budget for next semester or the original request will apply for next semester. The proposal she submitted was for the entire year. Should she put in the request for the stipends now or in January?

Denise: In January

Denise: Shared the updated budget.

Ian: I appreciate having these updates of the budget and having the transparency.

Everyone: echoed the sentiment

Suzan: We were expecting to pay for the IA this semester—if we have extra money from the IA we can use that for tutoring

Ian: Goals for the semester: be specific about what needs and things to be done by the end of the semester—documenting student needs, At the Equity meeting: “how do you know that basic skills sudents need this or that…” What should be done by the end of the semester?

Denise: What proportion of our main funding do we want to spend on what?

Tutoring, proposals, how should we alloquate the money? Given our budget we have to be careful about the proposals that we will/can fund.

Ian: Organize a gathering where we could find out about students’ needs

What kind of help/resources are we offering?

The big goals—following up on what we are doing

David: Why is equity inquiring about how we use our budget and the justification? are they our boss?

Ian: All the committee’s have to get together and … (didn’t get this!)

Denise: Please tell us what happened at the last college counsel meeting —issues with our membership.

Ian: Ian will be on the agenda for the next meeting. Somebody raised a concern about removing the learning center and the writing center representatives—we removed them as voting members to make sure that quorum is not an issue at our meetings

Barbara: They were concerned about the fact that removing them means that we are not inviting them or reaching out to them

If we have some structure on inviting them being on the email list for the agenda, and the minutes.

Terrence—he hasn’t been coming—make sure that he gets the minutes and be on the invite-list.

Sarah from ASLC has been also invited.

Ian: Is there a rush for removing them? Ian will reach out to them to make sure that the concerns of the College Council is addressed.

Ian: Should we go back to the goals? Last meeting we had some suggestions of newer goals

Barbara: On-boarding—maybe it’s too late to start something new.

Suzan, Denise and Ian will … (not sure what the suggestion was)

David: Main goal is the Student Success center—make sure that it is operational and working as intended.

Denise: APASS proposal—Denise sent it after our last meeting (Oct. 25th) They ask for $35,000

Barbara: Would like to establish a Community of Practice with the Counselors and ESOL instructors to make the curriculum changes—Counselors can’t do that!

With the new funding formula, we need to show success—what is going on during these counseling sessions?

Denise: Counter proposal with Barbara and Suzan to flesh out what this collaboration between ESOL instructors and Counselors would look like.

Denise: They are asking us to fund more counselors.

Suzan: Last year we gave a lot of money and nothing much happened

The money for the 2.5 counselors paid their salaries. I requested feedback from the faculty members: The counselors didn’t adjust their visit for the levels of students in the ESOL classes, ESOL dept. wanted to have visits that was adjusted to the curriculum.

We should combine this with the guided pathways.

Denise: Maybe we can invite David Lee and have a counter proposal for some collaboration that is good. Table it until the next meeting.

Kathy: Did they report back to us??

Suzan: They surveyed students, the report was very general, not very revealing.

Denise: feedback on how efffectively the money was used? How much money did we give last semester? How was that used? How effective was it?

Barbara: Let’s acknowledge the positive: The idea is a good one—thanks for bringing together counseling and student services—that’s good.

Ian: Counselor visits have been very useful, let’s try to keep it up just like the BSOT funded embedded tutoring in the Math 240, Math230 classes and in English. Could that go on?

Suzan: Janelle gave Suzam the permission to use their system—one counselor went to one class… that was the model that we used and it wasn’t acceptable

Barbara: There are counselors who already know the Laney system—bringing in counselors from outside —how would they know what will be appropriate for our students?

Kathy: Douglas Cobb still goes to her class. All her students know who he is. He comes with paperwork for the students to apply for funding for textbooks or other supplies. It is meaningful for the students. Kathy could contact him to email a student that Kathy was concerned about.

Barbara: If students have a connection to the counselors, it’s much more helpful.

Kathy: Student educational plan: important for students to know where they are going—reinforces the connection

Denise: important point: Counselor comes in with the dates of enrollment, late classes have different deadlines—there are so many things that needs to be communicated to the students.

Academic support committee says that we need to do a better job with dissemination of information.

30%: Tutoring

9% IA

Integrated tutoring

Denise: Do we want to go with these percentages forward?

Suzan: Red flag! We don’t have the budget to fund all the tutoring for the entire college!

Denise: yes, the ASC should not be the one to fund it.

Maybe Ian can take the figures to (not sure?)

Ian: pretty much we are paying all tutoring, but some learning communities, like Umoja and Puente has their own budget and Biology tutoring has federal funding.

Suzan: Need to start drafting a proposal for the College to fund tutoring as part of student support—for their success

Parcel tax—suppose to be for tutoring

Language: Tutoring and student support was it’s intention—where is it?

Denise: need to inquire about it.

Ian: He has even budded heads with the Union and it’s suppose to go for some other cause.

Suzan—Talk to Eleni and students could investigate through Laney Tower.

Denise: Since 2013 we had to scramble for money for tutoring.

Suzan: It has to be a concern for the whole college.

Denise: We have to analyze how much money we spent and how much money we do need to statisfy the demand due to AB 705 to document the need.

Ian: It's not just about the pay for the tutoring, but training and …(Ian please fill it in)

Suzan: The needs for the tutoring and the basic skills level students didn’t go away with AB 705.

Maybe we can have a meeting with Clifton and make the statistical inquiry to document the tutoring needs, that could support our porposal for the college to make the college fund tutoring

Ian: AB 705 clause: unless you can show that the students are not going to succeed

There are students who still elect to enroll in a lower class than the tarnsfer level class.

Ian: Evidence: the English before English 1A—he believes that those students will succeed at either the same or higher rate than those who simply repeat the class. That woud be evidence that these lower level classes serve some students well.

Kathy: that data for Math shows the opposite mostly because Algebra doesn’t prepare for Statistics.

Laney should have some of these lower level classes, because we are a Community college that will accept everyone. Not fair to students who have never had the opportunity to take these classes before to not even offer Algebra.

It’s not right to put all our focus for the Transfer students.

Ian: Agenda item for next meeting: what is our perspective on acceleration and what is … (didn’t catch it)

analyze the results

AB 705 —look at it from a more student centered perspective—articulate— the numbers went up… make a more nuanced argument

Suzan: Is there a way to find out about Starfish—how many students were notified for not doing well: English 1A, and transfer level classes in Math—was there an increase in the reporting.

would those numbers be higher then before?

Are the success rates worse than before; Success is A,B, or C and W and F and D are non-success.

Suzan: ESOL: students usually don’t drop—completion rates are pretty good 85% or more. They are here because they desparately need to learn English.

Ian will present next time about tutoring—having trouble with embedded tutoring

He brought in the material that he prepared for the FLEX day. Go over it next —put on the top of the agenda next time.