

## **Minutes from April 30, 2013 DE/ESL Committee Meeting**

Present: Jim Cohen, Sara Toruno-Conley, Julie Von Bergen (note taker), Katalina Wethington

### **Assessment:**

An end goal of the summer assessment work will be presenting our respective departments with information and recommendations.

We came up with a list of outcomes and information we would like from Terrence Willett at RP group. Julie will contact him about working as a consultant.

Here are some of the questions and information we want:

- Examples and explanations of different types of assessment
- What types of data make accurate placement predictions?
- What non-content specific skills are good indicators of success?
- Examples of how to assess study skills, affective skills, communication skills, etc.
- Source material recommendations we could read or research, and referrals to contacts

### **Debrief on March 26 DE/ESL Meeting:**

At the September 24 meeting, invite participants back to discuss practical steps to pursue.

Katalina, Julie and Paula will schedule a one-to-one follow up with administration (Kevin and Bob). To ask:

- What are the values of the administration?
- What do they see the most need for?
- What do they see as priorities for the DE/ESL committee?
- After the presentation, what do they think are important issues related to barriers, equity and professional development?

Areas of importance in our perception:

- Assessment/placement including strategic reassessment and challenge portfolios
- First Year Experience: orientation, paired courses, students feeling part of community, students taking appropriate classes, have prescriptive course maps, appropriately distributing resources, e.g. identifying students with existing college success skills and targeting students with needs
- Idea for a 1 unit DE student skills course paired with Math 12 and English 70, late start to identify struggling students, maybe middle 6 weeks of semester
- A one-size fits all model isn't effective, we need individualized options
- There are significant professional development needs, including teaching effective learning

