

Faculty Development Committee Meeting
Minutes for Tuesday, March 24, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Rose Ann Cerofeci (absent)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (excused)	(RD)	Industry & Technology
Briita Halonen (excused)	(BH)	Humanities
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (excused)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Spring 2015 Meetings: February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

AGENDA

1. Continuing Projects: Fall Professional Development (Flex) Day

(KDD) provided an overview of the proposed program (included). She explained that the objectives included raising faculty awareness of state-mandated changes. She explained that SSSP was developed in response to the Student Success Act of 2014 (SB-1456). There are a number of groups on campus working to implement the changes, including a revised online orientation; offering priority registration for incoming students who complete the core services of orientation, educational planning and assessment; and developing an early alert system. She reported that one of the key challenges is raising students' awareness and ensuring they are utilizing the relevant services. Faculty are uniquely positioned to serve as a conduit for information and referrals. (FB) endorsed the plans to include a handout for faculty, summarizing the relevant changes.

(SO) reported that, following the previous FDC when the changes were discussed, she alerted her students to the fact that students below a 2.0 will lose their BOG fee waiver beginning fall 2016. Most of her students were unaware of this change.

(FB) noted the importance of explaining why the SSSP came into being. Faculty should be offered a clearly stated rationale and objective for the topic. Is the purpose simply to push students through the system, even if they are not ready? In the spring presentation, Dr. Kathleen Gabriel noted that only 28% of students who take at least one remedial class complete their degrees within 8.5 years. (Thanks to Dr. Baker for finding a copy of the research online:

<http://knowledgecenter.completionbydesign.org/sites/default/files/16%20Attewell%20JHE%20final%202006.pdf>)

Faculty face the competing demands of completion and maintaining high standards. In the faculty evaluation process, faculty are asked to comment on their approaches to student success and to encouraging course completion. We need to define what we mean by student success. (KDD) suggested that student success be defined as “helping students achieve their educational goals which may range from a single class to a certificate, degree or transfer.”

(KDD) added that with better awareness of student support services, faculty can more easily refer students who are having difficulty or in danger of dropping. Faculty can also leverage student support programs to improve their teaching in response to SLO results, which is a new component of faculty evaluations. (LMT) thanked (FB) for providing important reminders to define terminology like SSSP and to reinforce that programs on student success are not advocating for lowered academic standards. (MS) agreed that it would be useful to include both faculty and student support professionals as presenters for the breakout sessions.

The team brainstormed possible themes for the program, including building connections, creating partnerships, seeking allies, shifting paradigms, thinking outside the box, sitting with people from other areas. (LMT) reported how impressed she was by the dynamic process that emerged at a recent accreditation meeting at Compton in which faculty and staff participated. She found the contributions of Facilities and Police staff particularly insightful. The cross-fertilization process was very productive.

(KDD) asked the team to review the listing of SSTARs programs to identify those especially important to address at Fall Professional Development (PD) Day. The team agreed on the need to provide not only the names of the offices but a one- to two-sentence description. Possible topics included:

- Tutoring: A panel representing the variety of sources of tutoring on campus (the Math Study Center, the Learning Resources Center, The Reading Success Center, the Writing Center).
- Cohort Programs: FYE, Project Success, Puente (discuss which students have access to which programs).
- Progress Reporting: Athletics, EOPS (if informed about the services these programs offer, faculty can encourage students to utilize the services).

(LMT) suggested that, when laminated, resource materials are more likely to be utilized and kept for future reference. (FB) reported that she’s appreciated the opportunity to liaise with the tutors employed by the Learning Resources Center so she can be certain their approach aligns with the student learning objectives for her courses.

2. **Planning for Future Projects: Culturally Responsive Teaching.** This topic will be addressed at a future meeting.

The meeting was adjourned at 1:50 p.m.