

English Department

MEETING MINUTES
November 14, 2016
1:00 – 2:00 p.m.
Room 2721

PRESENT

Baukholt, Robert
Dorantes, Kathleen
Lay, Nancy
Rowley, Deirdre
Spence, Cynthia

Bemis, Roberta
Heumann, Michael
Morris, Audrey
Shaner, Christina
Tirado, Xochitl

Cormier, Judy
Howell, Kevin
Patterson, James
Simpson, Scott

ABSENT

Garcia, Olivia

GUESTS

Zielinski, David

I. Call to Order (Michael Heumann)

The meeting was called to order at 1:00 p.m.

II. Consent Agenda

- October 10, 2016 English Department Meeting Minutes
 - The following addition will be made to section IV(1):
 - Due to the loss of part-time faculty and full-time faculty release time, there are not enough instructors. *Additionally, the English Department lost a full-time faculty member in the fall 2015 semester.*
 - The minutes were approved as presented (M/S/C Bemis/Cormier)

III. Discussion & Information Items

1. Schedule Selection for 2017-18

- Schedule selection is all set for the 2017 – 18 academic year.
- Michael met with three potential part-time faculty members who will be teaching for us. They will fill six unstaffed classes for spring 2017.

2. Program Review Update

- Michael discussed attached Program Review Data sheet and focused on English transfer courses in Program Review this year.
- There is a big jump in numbers of English for transfer majors.
- Success rates and retention rates are above average.
- Program Review is due after Thanksgiving break.

3. SLO Revision

- SLOs were discussed at the English Standards Committee. Audrey and Judy proposed new SLOs. (attached)
- SLOs trimmed down due to redundancy.
- Audrey stated that new SLOs will match with new course objectives that will be more specific.
- Kevin stated that rubrics should also be incorporated with SLOs.
- Michael stated that new SLOs will be implemented in fall 2017.
- James felt that data should be gathered in order to show why current SLOs are not working as they should.

4. PPIS/Restricted Lottery/Student Equity Funds

- A proposal was submitted for Student Equity funds for and acceleration conference in March in Sacramento to send five faculty members.
- Jay Lewenstein received funds to create an anthology of student essays and will be meeting with Michael to discuss further.
- Michael stated that there is \$15,000 in restricted lottery funds for instructional materials. Faculty is encouraged to submit ideas to spend this money.
- Audrey suggested buying the Nelson-Denny Reading Test in order to measure students' reading levels.

5. Common Finals for 008 and 009

- Common finals for ENGL 008 and 009 will be graded on Wednesday and Thursday of finals week.
- The last department meeting of the semester will coincide with the last day of common finals.

IV. Reports

1. SLO – Kevin Howell

- Kevin stated that there will be three training sessions after the Thanksgiving break as well as a training video on the website.

2. Distance Education – Xochitl Trado

- Xochitl stated that there are three options for Canvas training, please check your email.
- There is a training schedule already in place during winter and one will be set up for spring.
- Net Tutor online will be available until June.
- Michael recommends faculty switch over to Canvas in spring because Blackboard will not be available at the end of spring.

3. Basic Skills – Audrey Morris

- Audrey stated that there will be one more Basic Skills meeting on November 29 and they will be working on the mission statement.

- Audrey and Cynthia attended consortium where leadership was discussed.

4. Reading Task Force – Audrey Morris

- Item skipped, already discussed.

5. English Standards Committee

- Item skipped, already discussed.

V. Other

- Michael stated that Norma Nuñez asked him to attend meeting to discuss common assessment.

VI. Adjournment

- The meeting was adjourned at 1:48 p.m.

Program Review Data for English Transfer AA-T

Active English for Transfer Majors by Academic Year

1213	1314	1415	1516	1617	% Change from 1516 to 1617
5	45	131	162	191	18%

Graduates in English for Transfer by Academic Year

1213	1314	1415	1516	Total
3	2	5	25	35

Number of English 220+ Sections Offered by Academic Year

1314	1415	1516	1617	Total Number 2013-2017
5	4	4	5	18

Average Enrollment for English 220+ Course Sections

F2013	S2014	F2014	S2015	F2015	S2016	F2016	Average
17	19	20	23	20	25	22	21

Fall 2013 to Fall 2015 Overall Retention Rates for English 220+ Course Sections

F2013	S2014	F2014	S2015	F2015	Average
80%	74%	88%	80%	90%	82%

Fall 2013 to Fall 2015 Overall Success Rates for English 220+ Course Sections

F2013	S2014	F2014	S2015	F2015	Average
60%	60%	75%	72%	77%	68%

Data to come: # and % of students who successfully completed an English 220+ course and went on to receive any AA or AA-T (English or otherwise)

Current English 110 SLOs	Proposed English 110 SLOs
<ol style="list-style-type: none"> 1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5) 2. Analyze an argumentative text for claim, support, and fallacies (ILO1, ILO2) 3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2) 4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3) 	<ol style="list-style-type: none"> 1. Write a <i>college-level essay</i> that uses correct grammar and sentence structure to <i>strategically introduce and support a point</i>. 2. Demonstrate an understanding of research by evaluating, choosing, integrating and correctly documenting relevant outside sources.

Current English 009 SLOs	Proposed English 009 SLOs
<ol style="list-style-type: none"> 1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4) 2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4) 3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors (ILO1, ILO2, ILO4) 4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5) 	<ol style="list-style-type: none"> 1. Write a <i>logically-organized essay</i> that uses correct grammar and sentence structure to <i>effectively introduce and support a point</i>. 2. Demonstrate an understanding of research by evaluating, choosing, integrating and correctly documenting relevant outside sources.

Current English 008 SLOs	Proposed English 008 SLOs
<ol style="list-style-type: none"> 1. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4) 2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4) 3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences (ILO1, ILO2, ILO3, ILO4) 4. Compose a multi-paragraph essay response to a reading (ILO1, ILO2, ILO4, ILO5) 	<ol style="list-style-type: none"> 1. Write a multi-paragraph essay that clearly introduces, states, and supports a point. 2. Compose clear sentences with correct grammar and standard English sentence structure.