

English Department

MEETING MINUTES
September 11, 2017
1:00-2:00PM
Room 2721

PRESENT

Baukholt, Robert
Heumann, Michael
Morris, Audrey
Sandoval, Angel
Spence, Cynthia

Bemis, Roberta
Howell, Kevin
Rowley, Deirdre
Shaner, Christina
Tirado, Xochitl

Cormier, Judy
Lay, Nancy
Simpson, Scott
Simpson, Scott

ABSENT

Garcia, Olivia
Shaner, Christina

Patterson, James

*Sandoval, Angel

*Time constraints due to teaching at Calipatria/Centinela Prisons.

I. Call to Order

The meeting was called to order at 1:00pm by Chair Michael Heumann.

**II. Consent Agenda – April 10, 2016
(M/S/C R. Bemis/D. Rowley)**

The minutes were approved as submitted.

III. Action Items

None

IV. Discussion & Information Items

1. Winter/Spring Class Selection

Michael will be sending out an email in the afternoon regarding winter session and course selection. Some faculty ended up choosing their selection in the meeting and will be continued with the email going out.

Roberta handed out blank cards that she will be giving to Kathleen Dorantes who is out this semester on medical leave. She would like anybody who is interested in writing a personal note to do so on the blank cards that she will be decorating before giving to Kathleen.

2. Office Hours

Michael talked about the Office Hours email that Dean Zielinski sent out to a select few regarding their office hour ending time and class starting times. The basic idea of the email was that a lot of people have their office hour that went right up to the starting time of their classes and since you have to leave a little earlier than the class starting time that means you have to use those 10 minutes and cut in to your

office hour. So Michael said that in the future faculty should just adjust their office hour and factor that in.

3. College Hour Vote in Senate

Michael said it was an interesting Senate meeting last week as they were discussing the college hour. Dr. Nick wants to move it from 3:00-4:30pm but a lot of people were saying, why are we having college hour at all.? They would like to get rid of it. So that's going to be up for vote at the next Senate meeting. There will be two votes, at least one vote, maybe two votes. The first question will be should there be a college hour, yes or no? If the senate says yes then the second question is, when should it be? A recommendation of a group that did a survey a while back was that 3:00-4:30pm was better for students, better for faculty and staff, and better for support. Michael said he mentioned the college hour vote so that they could tell our rep, Xochitl, what they think about this and give her some recommendations. Michael will actually be running the meeting because Mary Lofgren will be out of town. Michael cannot vote. Roberta asked if the proposed change would also have no classes during college hour. Michael said there are mitigating factors and that it's very difficult to not have science lab classes during that time of 3:00-4:30pm. This was they would only be able to have labs in the morning and the evening and not the afternoon. He's guessing that for this reason there would be exceptions. Audrey asked: when did we have our meetings before college hour came along? Michael told her that we had them at 3:00-4:00pm when our full-time faculty were free. We actually even had them at 5:00pm at one point! So, depending on the outcome of the vote, we'll factor that in for the fall semester and we won't have any classes held at that time. Roberta asked if we would have classes from 2:00-4:00 like she has now and Michael said no, they would be from 1:00-3:00pm. Kevin said he's heard other people say that we should just get rid of college hour and if we even need it. Michael said that if anyone has strong feelings about the college hour to let Xochitl know so that she can vote accordingly.

4. Program Review Data for 110 and 201

Michael was given a whole bunch of Program Review Data. It's basically the success rates and retention rates for the last three years. Michael has two questions. We started Multiple Measures last year, and this year is the second year. Has that made a difference with success rates in 110? The other question is: we've started to offer more 201 classes because the demand has become higher partly because of the multiple measures and partly because of other things. How are the success rates now that we have more 201 classes? Michael presented the data it to the group. Michael says that as of now he doesn't think multiple measures can be demonstrated to have had any negative effect on success rates. However, it is probably too early to know this for certain. He thinks this year will be a better indicator because we had the multiple measures going all year. The data he believes will be more clear. He said last year was rather haphazard! The 201 is the one he finds most interesting. In Fall 2014 we had 163 students; then, in subsequent semesters, it went to 148, 190 and then 264. We have a lot more students taking 201 than ever before. There are all sorts of different factors playing in to this, he said. Despite this, the success rates continue to climb. So that's grate news.

Michael said that we're going to be writing up the Program Review for our composition, writing classes this year and next year we're going to do the reading classes. Cynthia has a concern. She thinks this is the type of data they can use against us when AB705 comes into effect, and we will have to prove that we need 008 and 009. The state is going to look at our success in 110 and they're actually going to use that evidence against us for the 008 and 009. Michael said it's something to factor in as we go along. Xochitl asked what about those students that did go to 008 and 009? Michael said that that's the data we don't. He might be able to get that data from Jose, however. Michael hasn't looked at the data from 008 and 009.

5. Canvas Grading Tool – Xochitl

In regards to Canvas, Xochitl said that Kevin brought this up in the summer but she wasn't teaching this summer and also Deirdre brought this up to her last week. It's a problem but she can't fix it but wants to make everyone aware of it because now everyone is on Canvas. If you're using Canvas to grade essays or any work, when you go in to the grading feature, one is able to make comments and highlight things so that the student can see the instructor's corrections. This avoids having to download the document, doing a bunch of things to it and then uploading it again to give to the student. It can be done right on Canvas. Unfortunately for some reason Canvas has changed the tool that is being used. Xochitl then was going to use Kevin's video to demonstrate but the voice wouldn't work on it so she ended up explaining a little of it. She's having a gradebook training for anyone who needs help with it. When you go into the editing mode you make the edits on the student's essay but then the students can't see the edits unless they go over it with their mouse through the essay; then the highlights appear! So if the students just see the essay, they cannot see anything at all; it's just the essay that they turned in without the comments. The student has to physically go in and go over the essay with their mouse and then the comments will pop up which is horrible, Xochitl says, because first of all, how many students look at the comments on their essay and secondly how many are going to go through with the mouse to check their essay? And it's hard for the student' to even get there, Xochitl said. She feels there's so many hurdles for the students to even see their comments. She said with this new tool, it's totally different. Deirdre said that the Canvas program is glitchy and buggy, there are times that you'll be highlighting or actually typing a comment and that it'll freeze or it won't let you do it. The frustration factor is tremendous Deirdre said.

V. Reports

1. Chair Report

At the Curriculum meeting last week they were talking about recommended preps. A lot of times in the catalog it'll state that a student is recommended to take a class before this one. There are a lot or recommended preps because the people don't want to go through all the trouble to get a prerequisite in place; however, we now have to go through all that stuff for recommended preps as well. This means that, unless anyone has an objection, Michael is going to take off all the recommended preps off all the English classes. Michael said that for the most part

they're kind of an empty thing. They recommend students do that but they don't require anything. So this is what Michael is recommending.

2. English Standards

Michael said that he was hoping that the group could meet the first Monday of each month; however the first Monday in September is a holiday so he's pushing it to the third Monday. He'd like to do two things. First, he wants the group to go through those course outlines, revisions that we had before and kind of say whether we want them or not so that he can get them through the system. The second thing he'll be talking about is Acceleration.

3. Acceleration

Cynthia said she's almost ready with her report but wanted to talk a little about it. There are 14 colleges that are doing the co-requisites. At two different Acceleration events, the organizers talked about what you should do before you make proposals to your English Department. Michael asked Cynthia to back up a bit and tell them what exactly it is she's looking to do. Cynthia said they talked about co-requisites and they suggested that before you talk to your English Department you should talk to certain areas in the college. It looks like colleges are looking to get rid of Basic Skills and they're looking at other ways to serve BS students. One of the ways is to let them go right in to the transfer level English but they have to have some type of support. Cal State has done this, gotten rid of all their basic skills courses. Different colleges are doing it different ways. One of the ways we've been doing it is Learning Communities which looks like that's the way most colleges have been doing it because they've had trouble doing it other ways. The other is to create a new course, either a one unit or two-unit course. Another way they were doing it was changing it to a five or six-unit and it was just one course but most colleges were saying that that was a nightmare. Cynthia went and talked with six counselors; she talked with SSS Program Director Norma Nunez and Dixie in Curriculum, and she got all their feedback on what they suggest. They really liked pairing ENGL 110 with our grammar course ENGL 059 but there would be some rules to that. One is that there's got to be ground courses not linked to the 110. They like the 110 linked to the ground course but they would like it not to be at the 10:00 AM block, which is a prime hour. They like it for multiple reasons which she will write in her report. Dixie and Norma are very proactive and have already given her a code and they already told Cynthia how to make it happen for spring. They gave her a plan. They have been very helpful and encouraging. She had to talk to Michael because he'll be involved in it. She thinks she has a plan. She's not quite ready, but she has all the evidence. She has about four pages of the report and needs about another two pages.

Michael shared a concern he had about using 059. Deirdre shared a concern about the students not being grammar ready.

Michael mentioned that he talked to Melody, David Poor and Matthew and they said that currently our Banner System is set up so that it's really difficult to set up co-requisites; that is, you can set up a co-requisite but there's no way to inform the students of it. Cynthia said that Norma had it all planned. Michael agreed that

there are ways around it. He also mentioned that there's a new version of Banner they're putting together this year and that should solve the problem.

Deirdre asked what is the horrors and the provision because as this Acceleration moves along as it will, as it should because that's what Sacramento wants, ideally somewhere down the road we will have 010 and 110 she said. She asked if our 010 will remain. She asked if there's a way that we could take our 010 and put in a grammar class. Michael said that it's something that we'd really have to discuss.

Michael said that if this is going to be ready for spring they'd really have to sit down and plan.

4. Basic Skills

N/A

VI. Other

VII. Adjournment

The meeting was adjourned at 1:50pm.