

# English Department

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## MEETING MINUTES

October 9, 2017

1:00-2:00PM

Room 2721

### PRESENT

Baukholt, Robert  
Heumann, Michael  
Morris, Audrey  
Shaner, Christina  
Tirado, Xochitl

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

Garcia, Olivia  
Lay, Nancy  
Rowley, Deirdre  
Spence, Cynthia

### ABSENT

Bemis, Roberta

\*Sandoval, Angel

\*Time constraints due to teaching at Calipatria/Centinel Prisons.

#### I. Call to Order

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

#### II. Consent Agenda – September 11, 2017 (M/S/C A. Morris/J. Cormier)

The minutes were approved as corrected.

#### III. Action Items

##### 1. Course Revisions for English 008, 009, 010, and 110

**(M/S/C J. Patterson/C. Shaner to postpone the vote on this item until next month)**

Michael sent the course revisions out last week with the agenda. He sent them out twice already. James Patterson brought to Michael's attention that these were the minutes of the September Meeting and the revisions were listed under Reports and not discussions. He suggested we postpone this until we've had time to discuss them. He apologized for having missed the discussion and repeated that it wasn't list as a discussion. James agreed that he wasn't at the last meeting. Michael agreed to postpone this until our November meeting. He said it wasn't a big deal. Michael also mentioned that then we would have to have a discussion in November and vote on it in December. James said that over the weekend he put together a list of six arguments and oppositions regarding this. He can send it out to the department as separate emails. Michael asked James that if he puts it on the agenda for an action item in November, would he have a problem with that to which James answer was no because he was still going to vote no then too. Fair enough Michael said. Michael then said we're on this subject, could James give us a breakdown of his oppositions. His first opposition is a question that he asked

last spring. Where is the assessment data that demonstrates the need to change our course objectives, he still hasn't seen any data that shows that we need to change our course objectives. The second, his biggest argument is the number, the sheer number of learning objectives for these four courses. Linda Suskie was here in August, she demonstrated that our course objectives that we have for ENGL 110 could easily be reduced to four or five. Michael said he wondered what was actually required for objectives. He also mentioned that Ms. Suskie is from out of state and wondered what is best practice for California. James wanted to make it clear to everyone that the difference between a student learning outcome and a student learning objectives is coming from the California Academic Senate, not the ACCJC. He wanted to make that clear because he's been in meetings where the Curriculum Committee says we have separate SLO's because of the commissioner. That is not true, it's separate because of the statewide AS. James's third objective is AB705 has just been passed. Michael said it has not been signed. James said that we do not have all the data suggesting that we need to change our course outline of record. His last point comes back to the issue of accountability. In the spring semester we had 569 students enrolled in ENGL 009 sections, at the end of the semester 296 passed with an A, B or C. That's roughly 52%. Of those 296 students, do we as instructors have evidence that to demonstrate that all 296 students demonstrated a command of apostrophe use. There is no need to increase student learning objectives if we are not documenting the achievement of each of those learning objectives. The new standards talk about increasing vocabulary, to demonstrate, to provide students with adequate opportunities to demonstrate an increase in vocabulary we will need to assess multiple times throughout the semester, otherwise we are not supposed to give that student a passing grade because the course outline of records states those objectives are the minimum standards for a passing grade. James clarified that he is not talking about student learning outcomes, he's talking about student learning objectives.

Michael said that writing an essay is one of the factors that you incorporate into an assessment. James said that having a student write an essay is an indirect assessment and not a direct assessment. He said that we are required by law to start implementing direct assessment of student learning. James said that a student can put a word in his/her essay but that doesn't demonstrate that the student understands the meaning of the word. It's an indirect assessment rather than a direct assessment. Kevin thinks it would be a direct assessment and he thinks that using a rubric that is very clearly defined would be. He understands where James is coming from when he thinks can they actually use the word but then they'll say they really want us to use authentic. James interrupted Kevin's discussion by reminding the chairman that he had earlier made a motion to postpone and asked if there was a second. A brief exchange of words between the two ensued when Kevin asked James why he cut him off. Kevin told him that he was not going to be disrespected. Michael explained that James had asked for a motion to postpone and they needed to vote on that to further discuss this at a later time. James apologized to Kevin and said he had taken his medication in the morning but maybe it wasn't sufficient. He is trying the best he can to get through this without losing his temper, which he says everyone knows he has a temper. He would like to postpone. James would like to discuss these issues in email

format so that we could have some separation and distance and at this point our minutes do not show that we have discussed these changes, so James is asking that we postpone. Kevin said that he thought him and James had a good rapport so he was surprised that James cut him off. Kevin then shared that he had just had this discussion with Dr. Janio about authentic versus non-authentic versus direct and non-direct. He did agree they needed more time to hatch it out. Deirdre wanted clarity, so she had a questions: If she's assessing vocabulary and she looks at the word choice in an essay, that's indirect so that means the only way she can assess vocabulary directly is give them a vocabulary test? James responded by saying that for the student to demonstrate an increase in vocabulary we need to first establish a baseline of vocabulary which is a vocabulary assessment. Then we need to be able to pick up and demonstrate that the student is adding additional vocabulary to what they already knew at the beginning of the semester. "That's what I'm talking about by direct assessment," James said.

#### **IV. Discussion & Information Items**

##### **1. Co-Requisite Course for English 110**

Cynthia reported that they've been listening to several speakers from different colleges talk about the co-requisites that they are either implementing or piloting. She said they've had a lot of conversations and her final proposal after listening to everyone's comments is that we should create a learning community with an ENGL 110 and a one unit lab. We currently do not have a one unit that is active, it has to be re-activated. The copy that she shared with the group has a one unit lab course from San Joaquin Delta that they created just for the same purpose. Michael wanted to make sure that this was the consensus of the English Standards group to which Cynthia said it was. Cynthia also said that she talked to several other bodies throughout the campus as well. Counseling and Dixie from Curriculum suggested that the class not be offered during the 10:00am hour which is popular prime time. Cynthia thinks that in order to collect meaningful data we should have at least two sections. She offered to teach both sections if no one else volunteered but she also felt we would have more meaningful data with more than one professor teaching it. It's just a pilot for Fall 2018. Cynthia said that this is the track that most colleges have recommended. They've tried other things but this is the most recommended at this time, the ENGL 110 with the lab. The second one is the 110 with a course already in existence but it looks like most people didn't really want to go in that direction. This seems like the pilot that had the most interest. Judy said she kept hearing that the one unit lab had a pre-req so that means that those students are getting a lot more background. Their background is ENGL 008. If they complete 008 they're a candidate for this or if they do multiple measure they're a candidate. Cynthia said that what they decided to use for multiple measures is their transcripts.

Audrey mentioned that one of the advantages of having a one unit lab versus a half unit lab and half unit lecture is that one unit lab they get three hours a week. Michael said yes that it would be three hours credit and with no homework and if you want to incorporate homework in to the class then it would be the half lecture and half lab. Cynthia said that these labs typically do not have homework. Time wise, this class would be set up like ENGL 010 where it is taught in a three hour

time block. Xochitl asked if the one unit class would be taught by a different instructor. Cynthia said that it would be taught by the same instructor and the lecture part of it. Judy wondered what the retention for these types of classes are and if there's any data to show what it is. Cynthia answered that the retention with these classes at college have improved and the success rate also has improved.

James mentioned that in Cynthia's proposal, she makes reference to have attended the CAP Conference. He said he knew that the department had to have accelerated training to teach ENGL 010. He wants to know if they are also going to need accelerated training to this this class with co-reqs. Michael wasn't sure. He mentioned that we're getting close to having someone trained to be a trainer for these classes. Audrey said that next summer they're having the next level of the Summer Institute. She's interested in going but there might be someone else who's interested in going.

## **2. SLO Information - Kevin Howell**

Last Saturday they had a workshop with Dr. Janio from Santa Ana on SLO and PLO's. There were 28 faculty who came. It was really good and even with his ADD it kept his attention. His evaluations were really good. He actually cleared up a lot of things for us. Kevin had a grandiose idea that he was going to have the departments and everybody do PLO's but a lot of departments haven't even done a lot of course SLO's. Dr. Janio asked that he not skip steps. So for the remainder of the semester Kevin is going to meet with the departments and figure out where they are on the SLO cycle. If they haven't done any SLO's, Kevin is not there to scold them but to let them know that they need to get them done. Then they want to ultimately get some PLO's done. In the English Department we are light years ahead of the campus. ACCJC recommends that we do SLO's every two years and PLO's on the third year but they recommend that we do it more often because the more data we have the more changes we can make. With that said, Kevin said he doesn't expect the Math Department, English Department and other departments to be on the same schedule. Kevin is meeting with the Curriculum Committee in three weeks and he's going to go over a lot of stuff. He wants everyone to be on the same page. Kevin thinks that everyone is frustrated with SLO's because they don't think we have a common goal or a common way to go. Kevin said that regarding SPOL, staff/faculty will not have to touch it again. He created some forms on the website, a person now just has to enter the data on that form and submit it to him and then he returns a copy of it to that person. He spoke to Dr. Nick and is going to talk to James about this. For Convocation next year, instead of sitting in the gym and listening to muffled sounds, he would like to break everyone up into departments/staff and work on closing the loop. Let's get in and work on the SLO's, changing them, talking and discussing them because we don't have any information on closing the loop. Well here's the data, what does it say and how are we going to improve on it and then we run through the cycle again based on that. Kevin said that he knows people don't want to work on SLO's but he said that since everyone is required to attend Convocation anyway, we should go ahead and break up into departments and get some work done. Kevin said that he's trying to get everyone on the same page and that way there's no frustration.

### **3. College Hour Vote in Senate: Update**

At the Senate Meeting before the last one, Michael was in charge and they spent the entire time discussing/debating the College Hour! The initial idea was to get rid of it completely and go back to our old schedules that we used to have which was later in the day, that was voted unanimously no. The original thought was to move it to earlier in the day like 3:00-4:30pm but they didn't have a schedule in front of them to see if that would be a good time. Dave Drury and Melody created a schedule that will be voted on at the next Senate Meeting. Michael believes that it'll be something like two days a week only and later in the afternoon.

### **4. Basic Skills Committee Representative for Writing**

Michael said the BS Committee needs a rep for Writing. Cynthia was the rep but she's on another committee now so we're looking for someone to take her place. Michael said that we were still discussing the nature of the Basic Skills Rep. Audrey had it in front of her and offered to share it and just mix it with item V.5 on the agenda. She said we're working with the committee to revise its mission to focusing on Basic Skill students because the way we do business is changing who we report to and how we report is changing a little bit. She read a statement that is still under discussion by the committee, it's the fourth draft. It read:

The Basic Skills Committee was created by mutual agreement between the President/Superintendent and the Academic Senate of Imperial Valley College to oversee the implementation of a statewide basic skills initiative which provides a budget and a regional support system for improving student success in the basic skills areas of Math, Reading and Writing. The Mission of Basic Skills Committee however extends beyond the initiative. It serves as a voice for Basic Skills students throughout the campus, providing recommendations to the Academic Senate on issues related to Basic Skills increasing awareness across the college for the needs of Basic Skills students and promoting high impact practices for student success across campus. The committee reports to the AS and to the Integrated Student Success Committee.

Please let Michael know if you want to be on the committee.

### **5. English's Role in Tutor Training**

Terry Norris retired last year and so there's been a question about how we are going to train our tutors in the future and what's the relationship between the Writing Lab, ??? Resource Center Tutors and the tutors in the library and who's responsible for all this training. Dean Zielinski asked that we start talking about this because maybe it's something we need to involve ourselves with a little bit more. Michael, Olivia, Kevin and Kaylene did some training before the semester started for the Embedded Tutors. Michael said that Terry ran a vigorous training for those tutors. Deirdre said that something has got to be done after she shared one of her student's unpleasant experience at the lab. Judy said a student of hers shared a similar situation involving a tutor. Judy thinks there is some kind of a disconnect with the tutors and students. She said that when she taught at Golden West College anyone

that wanted to be a tutor had to take a one unit tutoring class taught by an English Instructor. James said that we used to have a one unit tutoring class listed in the Education department, but it was cancelled because Terry was not qualified to teach it.

Michael agreed and said that something has to be done and he will talk with some people and get back to the group.

**V. Reports (Were all covered in previous discussions during meeting)**

- 1. English Standards**
- 2. Acceleration**
- 3. Basic Skills**

**VI. Other**

**VII. Adjournment**

**VIII.** The meeting was adjourned at 1:52pm.