

English Department

MEETING MINUTES

August 10, 2018

1:15-3:00pm

Room 2721

PRESENT

Baukholt, Robert
Cormier, Judy
Patterson, James
Shaner, Christina
Rowley, Deirdre

Bemis, Roberta
Heumann, Michael
Rowley, Deirdre
Spence, Cynthia
Simpson, Scott

Beope, Nikolai
Lay, Nancy
Sandoval, Angel
Tirado, Xochitl

ABSENT

Garcia, Olivia (conf.)

Howell, Kevin

Morris, Audrey

I. Call to Order

The meeting was called to order at 1:15pm by Chair Michael Heumann.

II. Consent Agenda – May 14, 2018 (M/S/C J. Patterson/R. Baukholt)

The minutes were approved as presented.

III. Action Items

IV. Discussion and Information Items

1. Welcome and General Information

Michael welcomed everyone back and had us all introduce ourselves and our place of birth. He also introduced and welcomed new full-time tenure track instructors Nikolai Beope and Angel Sandoval.

2. Winter/Spring Class Selection Process

Michael posted the winter and spring classes for everyone to review and he announced that Winter 2019 course selection would begin on Monday and Spring 2019 would start as soon as we're done with the winter class selection. Robert, James, Deirdre and Nancy announced at the meeting that they would not be teaching winter. Christina is not sure yet if she is. Michael said that we're supposed to have all course selection done by September 15th but he thinks that's going to be kind of difficult. He thinks we'll be close to being done, and the full-time selection will definitely be done.

Michael asked Nancy if this was her last semester teaching here and she said that it is.

3. AB 705 and the Transformation of English at IVC

The big news for IVC this year is AB 705 which goes into effect next fall, a year from now. So this year we have to make some changes in order to comply. Michael sent out a little FAQ that the Senate sent out. Michael said that it was a little vague, and he still has lots of questions about what we have to do, about what we're supposed to do and what we could do. He hasn't seen anything in writing yet. For instance, can we offer an ENGL 008 class still? He doesn't think so but he hasn't seen it in writing yet so he's waiting for that before he does anything. Another question, what about Reading? What happens to the Reading Program? He really wants to ask people at larger colleges that have really big reading programs like Southwestern, which has a separate Reading department from English. He wants to know, how are they dealing with this? That might give us a clue like where we can go with this. Cynthia shared that some of the larger colleges this summer said that they would help the Reading faculty by letting them teach the co-requisite part of the English class. It's not recommended by the state but it's one of the things they think they can do to help Reading faculty be involved in it and they are discussing it. But the sense is that they're not going to be offering those Basic Skills Reading classes. She said that Reading can be offered as an elective and students can be encouraged to take it.

We have Program Review every year and this year our Programs Review is going to be Reading. Michael would like to spend some time in the English Standards meeting talking about the Reading Program and what to do next.

A couple of other questions were asked regarding the pre-requisites; obviously ENGL 110 and 009 have pre-reqs right now. Michael was originally thinking that we would just get rid of the pre-reqs and then students either place in 110 or they can choose to go into a 009 or 010 class. But there are a number of factors related to those prereqs that need to be ironed out—specifically our own placement process.

James shared that when he was the department chair, Brian asked him to do a study. How well were the 009 students doing in 110 versus the students who came from 010; at that point there was no distinction. He said that maybe that's a report that we might want to get. Cynthia said that she's been studying this for two years and she spent the summer talking to people about it and she said that what they're saying is that they don't care how well they're doing, if you do 009 and then get into 110 they don't care. What they're looking at is for proof that if you take 009 do they have a better chance of graduating. The state hired a Research company who were given one job: to see if there was any body of students who do better, or improve their graduation chances if they take basic skills. They looked at 114 colleges and they looked at 10 years of data, and there wasn't one population, not minority population, not DSPS, or any other single body that did. So what they're telling us is that if our own research can prove theirs wrong, go ahead. But they don't think we can. Cynthia said that that's what they're saying. Michael heard that too from others but he said he'd still like to see the numbers to know whether that's true for us. Cynthia said that the company's research and all their data is supposed to be viewable and posted online. Michael asked her if she could find it and Cynthia said she would and would

share it. Judy said that she was wondering if there's every been any data or research done backwards where students start out in 110, then drop it or fail and then go back to 009 and pass it and then go back to 110. That would show that taking the 009 helped them pass the 110; she said there might only be a small number of students but it still would be data. Cynthia said that what they're saying is that if a student takes 110 and fails and then takes 110 again, the student will have a better chance to graduate than a student who took 009 and then 110.

Michael said that whatever the law says and whatever the decisions are, that's what we're going to do. He'd like to get more specifics and answer some of these questions. He thinks there are going to be some workshops around the state. Cynthia is going to another one on September 14th. She said it'll be in Los Angeles at the Sheraton.

Deirdre said that one of the conferences that she went to, they did a presentation showing that students who took specific pre-req courses because they were not ready to place into the original one, that there were certain courses in certain areas that if the student took that even if they passed it the chances of them graduating were very, very low because the need for that developmental or remedial class indicated other academic lacks that were going to be a point before they graduate where they were going to hit a stonewall. She remembers thinking that that was very sad but interesting. Michael has lots of questions and thinks that he'll be getting the answers pretty quickly. He said either that or they're going to say that they'll be postponing AB 705 which he doesn't think is going to happen at this point. Michael mentioned that Cynthia is teaching our new 055 class, two sections of it in the fall. She is our guinea pig for it so she'll have to give us some regular updates on it to see how it's going and we'll have to decide is this the model we want to use down the road, we can also adjust this model. Michael has brought up the idea to some people on campus to create a five-unit ENGL 110 and they freaked out! He said there are lots of good reasons they did and the number one reason being the 60 units cap for ADT's. When we moved to four units for 110 that caused problems and so this would just exacerbate those problems; he doesn't think it's the best option. In other words if we're going to have a supplemental class he thinks it has to be a separate class; he doesn't think we should bundle it in and make it a five unit 110. Cynthia said that there are some colleges are doing that but that the majority of them are doing them separate. Michael said that he's just thinking in terms of probably the easiest thing for us to get through the system, one that will cause the fewest problems for the rest of the campus.

So the question Michael said is what will our schedule look like next year? He said that we have to create that schedule in the next couple of months. Usually we get it done in the fall for the next year. He said he has to spend some time talking to counseling and also hopefully Enrollment Management can give us some ideas. Michael has no idea what Math is doing at this time. Math has got some issues. Cynthia said she's meeting with Math so she'll find out soon.

Michael said that we kind of laid the ground work for this many years ago. He doesn't think that any of us thought that it was going to be this extreme of a change. Christina said that this was kind of out of line for her but just out of curiosity do we have any

kind of data anywhere that gives us the sense of how many students might be likely to select like a 009 as opposed to going straight into a transfer level? Michael stated that that was a good question. He said that he doesn't know if there's any data for that but he thinks that counselors probably could figure that out. James said that we can also ask the 009 students in classes this semester. He said we can ask the students in those classes if this were their situation would they opt to take 009. Cynthia said that the kind of caution that they said is what they're afraid will happen at colleges, because we're all guessing, they're saying that they don't care if the student does 009, as long as you have space in 110. What they're saying is that you didn't offer enough 110's and they're taking 009 to get their 12 units but they would have taken 110 but they can't because they're full. They say that if they're filling 009's because the 110's are full then they're going to say that you're not meeting their needs, but as long as you have space in the 110's and they could have made that selection, then they're fine.

James said that a lot of the research in Guided Pathways talks about the first year experience where the college has crafted the first year experience and so it may not be a requirement but here's the path that we want you to be on. Deirdre shared that she doesn't know if this will help us or not but that there are community colleges where they don't say that a student is required to take your English first but when you try to sign up for other classes your requirement is you must have finished 110 and that goes for classes outside of English. For History, you must have taken 110 or what the equivalent so the end result is, the student looks at that and get their English out of the way in the beginning. Deirdre said that that would require a lot of cooperation across disciplines. Christina mentioned class caps.

Michael said that we'll be talking about this a lot more. A FAQ document was included with the agenda.

4. Common Finals for 008 and 009

Michael said that Judy and him have been talking quite a bit about this. They did the bulk of the grading from the English 009 Common Final in spring which was not the way it was supposed to work. The Common Final was supposed to have everybody participating in this. Some of them just couldn't, they're part-time and work somewhere else, others had commitments and other things that were going on. We're getting to the point where our 008 and 009's may disappear. Michael is at the point where he doesn't want to run the Common Final grading because it doesn't seem fair to the people that actually do the grading. It's basically like a couple of people that are doing the grading for other people. Either we find a way to get everyone to participate or we don't have one this semester. He's not saying that can't have a Common Final; he's just talking about the grading part. He wanted to get everyone's comments or thoughts about it. James is in agreement with Michael and said that he always thought it was a professional obligation as a member of the department. James and Michael helped out even though they didn't teach 009 last semester. Cynthia's views have been that she wanted to get rid of the common grading from the very beginning. Deirdre said that it's all going to go away anyway.

Michael will put this on the September agenda for a vote do away with the Common Finals. He mentioned that for right now, for anyone teaching 008 and 009, to plan to have their final during finals week.

5. Assessment of Spring 2018 SLO Data

Everyone sent Michael their SLO data and he put it all together and he created a chart that he sent out to everyone. He said in the following semester they're supposed to discuss the data and come to some conclusions about it and maybe suggest some changes to the courses.

Data on 008 and 009 assessed two different SLO's related to thesis statements with adequate support and a solid organizational structure. The percentage of students that passed was 86% and the no-pass students was 18%.

Michael said that 009 and 010 were basically the same SLO's. Michael said that thanks to Angel, there were lots of 010's last year! Michael asked Angel what his experience teaching at the prison last year was like. He said it was a good experience overall. He said that there were a couple of Level 4 students that weren't focused but for the most part students were focused and dedicated; they do the work and they work hard. They work hard to improve in their writing. Michael said that he could attest to that because him and Dean Zielinski went to do an observation over there; he mentioned that Angel had some very intense students and that they're really passionate about what they're reading and they were very interesting! Michael told him that he thinks he got more participation in that class than he'll ever get here at IVC. Michael mentioned that Aaron Abubo will be teaching two classes at the prison this year and also Tracy Hardin will be teaching a class there. Michael told everyone that if they are interested in teaching there to let him know as there will always be spots out there. Christina is interested in teaching a 201 out there.

For 010, Michael thought it was interesting that basically the same percentage of students who had a problem with the first SLO also had a problem with the second one so there wasn't a lot of discrepancy there which he thinks might have something to do with the fact that the students in the prisons had lots of time on their hands to do some work and they applied themselves. Angel said that the students were interested in how practical the knowledge can be so they really gravitated towards the structure of things.

Regarding English 059, Michael said they're still having some trouble with comma splices. Roberta said she will focus on it more. She said that it's too bad that we didn't get to see demonstrated ability to use the past tense; then we would have had a really disappointing percentage in the strong past category. Roberta said "Just look at people speaking at the podium at today's convocation--we had a lot of past tense problems." She said if our students are having problems and they're looking up to people who aren't speaking well, what do we expect? Judy asked, "When all these changes go into effect next year, is the 059 going to survive?" Cynthia said she didn't see why it wouldn't and that she doesn't see how it would be impacted. Michael said now that he thinks about it, this may be the class that we need because some students might get in to 110 and find that they are overwhelmed and that maybe putting them

into a 059 where they can work on the fundamentals of that might be a way to help them out. Scott made a comment regarding the assessment for 059 being wordy, Michael agreed that it was but he also agreed that it was very specific. He asked Roberta how she assessed it, if she didn't mind explaining. Roberta explained that she had a section on the final that has them demonstrate the four ways to correct this problem and it is a comma splice and that's how she got the data; it was very direct according to Roberta. Michael said that the majority got it. Roberta asked Michael if it was okay for her to say something she was thinking about earlier, "You were asking about predicting the number of people who would self-select into a 009." She mentioned looking at the students who are leaving ESL and the number who feel insecure about whether they are ready to take that step into a transfer level class and in part that percentage who feel a little insecure—those students will probably turn up in 009. She said that when she was teaching those classes that's what she would find. Cynthia said that one of the things they were talking about is that they want to make the co-requisite an ESL co-requisite, so it would be the regular 110 but the support would be an ESL specific support. They're hoping to address the issue with that. Cynthia is going to email Sydney and see about the possibility of maybe the ESL Department developing the ESL co-requisite although we have some people in the room that have the ESL background that can do it too. She said that Basic Skills can actually give the person a stipend for the time that is spent developing an ESL co-req. That's one of the things that they're saying, that some of the students would feel that maybe they're not ready so they're thinking go ahead and let them into 110 but into the 110 with the ESL co-req. She said that ESL hasn't decided on what they are going to do, right now they're thinking five semester of ESL and their 6th semester would be the 110 with the ESL co-req. Right now this is all just being discussed. Michael said that Sydney's plan that he saw was essentially either turning the ESL 001 and 002 into non-credit or giving those to adult ed.

So ESL 003, 004, 005 along with the new 008 and 009 ESL classes would be a place for our students to go if they really are going to have some problems in 110. Judy said that would work for ESL students but that couldn't take the place of a different co-req because the ESL co-req wouldn't handle students who were in there for other reasons beyond ESL. "We get DSPS students in there, we get students who have just been out of school forever and they need to brush up so to say here's your co-req, it's ESL that's when you really just shut out a lot of students." Cynthia said that it's on the schedule and that it'll say ESL focused. Anyone who wants to take it can but those ESL students will know that it's directed for them. She said they're also talking about making it DSPS focused, additional DSPS support. What they're saying is that when a student enrolls in the class, they can kind of self-select a particular class. Now if you're a regular 110 student and if that is the time that fits your schedule and you want to take it, that's perfectly fine but they're talking about focusing the co-req, the support lab, for a particular population. Michael thinks we're going to have to get creative on how we approach this. He thinks tailoring certain classes to certain populations seems like a really good way to go.

Michael managed to get lots of data on 110 so he thinks we have a pretty good sampling. About 20% of the students struggled with basic writing. Michael said the 25% of the students struggled with their research paper. Judy said that these

percentages are not counting all the students who dropped the class and Michael agreed. It's assessing the students who stuck it out, who stayed. A lot of students who weren't passing had already left. It doesn't assess those.

Michael had a question for the group regarding MLA Guidelines. He said that most colleges use APA which is the standard. James shared a story about helping a student who said she had to write a paper for her Psychology class and it had to be in APA format. She wrote the paper and then he just helped her format it in APA. He then wrote to the instructor let him know that he didn't help her with the content, just the format in APA. He then offered to help the instructor to put together a short presentation on the APA format for his classes. The instructor wrote back and said never mind, that he would just go back to MLA! Judy said she was under the impression that it was supposed to be MLA that most places use. Michael said that the reality is psychology teachers, sociology teachers and nursing teachers and others usually will use APA. So his question that he was getting to was: should we start teaching APA and MLA? Or is that confusing things too much? Roberta thinks it's too much. Deirdre says if we're going to teach both, in her limited experience, once you come into 110, some have not had any MLA or have only been in 009, so perhaps we could do MLA in 110 and in 201, we could do a review of MLA and then teach them APA. Deirdre doesn't see why they couldn't come out with an understanding on both enough that they went and bought the handbook and they could use it. On the flip side of all that, if the majority of colleges are now doing more APA then she would say let's change so that what our students are learning is something they're going to be able to use. She's willing to teach APA. Cynthia said when she teaches MLA she goes over APA real quick. She has an APA template that she uploads to CANVAS because she tells them that if their other teachers want it they can use it. Cynthia said she'd be willing to change from MLA to APA. Michael has always believed that MLA is a lot easier than APA. Roberta thinks we should do whatever is better for the students as far as who uses it but she thinks we're forgetting that no one remembers this stuff forever and it changes every two or three years. Judy shared that a few years ago she developed a 1-unit research class which focuses specifically on APA, designed for pre-nursing students and anyone else who wanted to take it. Judy said it kind of disappeared but asked if we're interested in offering a 1-unit class, because sometimes they're short just one unit to have 15; she wouldn't mind if her 1-unit poor, neglected 1-unit APA class was resurrected! Michael said that it's something that we can look into.

For 201, most people turned in their data. Michael noticed there was a little higher percentage, 28% of no pass on a certain one compared to the others. He asked how did people give that assessment. James said that he had to go back and reflect; he had to make some adjustments to his peer review to clarify what expectations are for the students and he'll see better student outcomes this coming semester because he's rewording the assignment. Deirdre had two 201's last semester and in both of them she had a minority but enough of minority not to ignore of students who claimed they have not been asked, nor told, nor taught how to do an argument paper in 110. She had to go back and teach how to write argument before she could get in to the rest of it. Some of the students struggled with the analyzing and developing because they were doing it all in one semester whereas the students who had picked up quickly

already knew how to write an argument in an essay and had more time to practice. They had the whole semester instead of maybe two thirds.

Deirdre said that 226 was a fun class to teach. Michael said that the students who take these classes tend to be pretty good students. Deirdre said the thing she found that twisted her Mythology scores is it's a heavy reading class and it appears that there's always some students that come in, hanging there hoping past the drop date. They get behind in the reading and either never catch up or drop out or come and do nothing and then don't show up for the final exam and so that affects everything. She said that they come in to the class not knowing a lot of things and that at the end of the semester, they've really come miles.

Reading 018—Nancy said that it's about what she expected. She has a lot of students who have completed their ESL classes. She said there's always a lot of growth there. For Reading 019, she says that it should have been a part of the final, not just a class assignment at the end of the semester. Michael said that he still needs to talk to Sydney about that plan that we originally had with their 008 and 009 and pairing them up with Reading and whether it's still going to fly. He doesn't see why it couldn't. Cynthia said that John Clarkson is creating an online ESL Reading class. He's in the At One class; they're taking it together. Michael talked to Kaylene and she said she's pretty close to getting that online 010 class developed. He didn't put an online 010 for the spring but he said he can easily change that if she gets that approved.

6. Tutoring Update

Judy, Olivia and Tracy Hardin helped with the training of the embedded tutors this week. Michael mentioned that Olivia is not present at the meeting because she had to go to training for the Puente Program, she also had to go during finals week. She's going to be the Puente Program teacher for us. We had the Puente Program here once before, before Michael's time. It's a really successful program in a lot of colleges.

7. Reading Program

Reported on previously.

V. Reports

1. English Standards

Michael is not sure when meetings will be held. He said we can do this one anytime we want. He will check to see with people what times work best. He deliberately set up the schedule so that we had no classes between 3:00-5:30pm.

2. Basic Skills

Cynthia said there were conferences this summer. She said there's a big one in March. The conference in March is the most informative one you can go to to learn about co-requisites. She can give the dates and hotel but registration for it isn't open yet. She suggested that anyone who wants to do the co-reqs should definitely save those March dates. She has gone twice and as a professor has walked away having learned more than she ever has before at other conferences that she's gone to in her 10 years of teaching. She thinks they're worthwhile. The conference is in Sacramento. She'll share the dates and times with anyone who is

interested in the co-reqs. Michael said there's a good chunk of money that we should be able to use to go.

Michael mentioned that Cynthia went to the training this summer and became a certified instructor. Michael asked Cynthia what she thought about offering some training to people who have not had the training. She said that she would absolutely love to do some training! She said she doesn't know if people would want one on one because of their schedules or if they would like her to plan something specific. She doesn't know how many people are interested in doing the co-requisites so she kind of would need a response. Michael suggested she send out an email asking them. He talked to the part-timers at their orientation and they all seemed to be very interested. He said they've been frustrated when they're only a few classes available and half of them are 010 classes but they can't pick them because they haven't gone to the training for them. Michael said ideally he thinks everyone should get the training because that's the kind of training that will help us in this new universe that we're entering in to (post-705).

3. SLO

4. Distance Education

Xochitl just wanted to let everyone know that she updated the DE website on the IVC webpage. She updated the student one and the faculty one. The faculty have two choices; there's one that has a lot of DE and online information and the second one has a lot of CANVAS help on it. She said she has to talk with Michael about this first but with the changes in our English course offerings, hopefully we can get more 110's online. She had a thought that maybe the online 110 instructors could meet and talk about what we could do to make our 010 more friendly. Michael thinks it's a great idea. Cynthia shared a reminder that Scott and Kaylene said they were interested in creating an online 055 so there's also the potential to do that.

VI. Other

Michael congratulated Angel and Nikolai again for getting their positions here.

Adjournment

The meeting was adjourned at 2:32pm.