

Division Chair

Fran Leonard

Division Vice Chair(s)**Full Time Faculty**

Linda Alexander
 Kathy Boutry
 Holly Bailey-Hofmann
 Luis Cordova
 Josefina Culton
 Suzanne Floyd
 Fran Leonard
 Nuala Lincke-Ivic
 Kimberly Manner
 Margot Michels
 Clare Norris-Bell
 Karen Quitschau
 Nancy Sander
 Leslie Tejada
 Rachel Williams

**Curriculum
 Committee Rep**
 Nuala Lincke-Ivic

Academic Senate Rep
 Luis Cordova

Adjunct Rep
 Nick Smith

**Instructional
 Assistant**
 Susan Fong

**Meeting
 Dates | Times | Location
 in GC 210 K 1:00p.m.**

unless otherwise noted.

Fall 2015:

Aug. 27, Thurs., 1:30 p.m.,
 GC 240

Sep. 21, Mon., SSB 420

Oct. 20, Tues., 2-4 p.m.

Nov. 23, Mon.

Dec. 8, Tues.

Spring 2016:

Feb. 16, Tues.

Mar. 14, Mon.

Apr. 13, Wed.

May 17, Tues.

Meeting Minutes

Monday, Nov. 23, 2015

1:00 p.m. – 3:00 p.m., GC 210K

Full-Time Faculty	Present	Absent
Linda Alexander	x	
Kathy Boutry	x	
Holly Bailey-Hofmann	x	
Luis Cordova		x
Josefina Culton	x	
Suzanne Floyd		x
Fran Leonard	x	
Nuala Lincke-Ivić	x	
Kimberly Manner		x
Margot Michels	x	
Clare Norris-Bell	x	
Karen Quitschau	x	
Nancy Sander	x	
Leslie Tejada		x
Rachel Williams	x	
Adjunct Faculty		
Nancy Goldberg	x	
Andy Lim	x	
Guests		
Dr. Walter Jones		
Allison Tom-Miura	x	

- I. The meeting was called to order at 1:00 p.m. Agenda was confirmed.
- II. Meeting minutes from Oct. 20, 2015 were approved.
- III. Introductions, Announcements & Acknowledgements
 - A. F. Leonard expressed appreciation for all who contributed to the completion of Program Review.

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- Seek facts and data to inform discussions and decisions.

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1. Resource Requests in Program Review – a tenure-track position in Spanish and a tenure-track position in English have been requested
2. Resource requests that did not go through the last time have been re-submitted.

B. N. Goldberg acknowledged the value of a SLO workshop hosted by L. Cordova that she had attended.

IV. California Assessment Initiative Update

A. N. Sander reported that the pilot for the one test that will place students in ESL or English courses depending upon students’ results is slated to start in the spring.

B. In the interim, F. Leonard stated that cut scores for placement have been determined through the input of representatives (F. Leonard for English, N. Sander for ESL) to use temporarily.

V. One College/One Book

A. N. Sander announced that Anthony Lee will be hosting a One Book presentation on Tuesday, Dec. 1, at 1 p.m.

B. She requested that anyone with an idea for a presentation to contact either S. Trujillo or N. Sander.

C. During the spring semester, the One Book FIG will begin the selection process of the next One Book, so input and participation is welcomed.

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D. One Book Across Disciplines

1. In ESL, K. Quitschau reported using the book in her Level 8 class while N. Sander said that she used the prolog of the book in her class.
2. L. Alexander reported that she has asked Leo to have recordings of her students' presentations on the One Book to be edited.
3. N. Sander mentioned that an anatomy instructor has used the book and now plans to use it in her biology class. N. Sander also lauded the microbiology instructor for the tie in of her professional expertise with the book at a recent One Book event.
4. N. Sander wants to invite Culver City High School to collaborate and participate in the next One Book campaign. She had heard that some CCHS students had read the Skloot book during the summer. She expressed the desire to get contacts with the high school, and N. Goldberg invited N. Sander to talk to her about this.

VI. Writing Lab**A. Tutor Training**

1. S. Fong announced that files concerning tutor training and student demographics in the campus and online Writing Lab have been posted in the Division Etudes site under the Nov. 23, 2015 Division Meeting

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discussion topic. She distributed a packet of selected materials from the postings in this site topic.

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2. S. Fong stated that materials from Tutor Training Etudes Modules used by instructor, T. Russell, in Fall 2014 for the online training of both General Subject Tutors and Writing Lab tutors have been used only with the Fall 2015 Writing Lab tutors in one-on-one personal training sessions with each new tutor.
3. S. Fong said that the next step is to collaborate with T. Russell and the new Learning Skills English instructor, J. Aames, on updating tutor training.
4. Instructors discussed contributing to tutor training through creating videos of some of their one-on-one feedback sessions with students during office hours.
5. L. Alexander mentioned that a report on the results of a tutoring survey conducted in 2014 will be coming out in early December. One need is for more promotion of the services of the Writing Lab. There was a suggestion to advertise with student testimonials that may come from survey responses.
6. K. Boutry stated the value of bringing classes to library tours to see where services are located.
7. N. Lincke-Ivić recommended adding tutors to a supplemental Etudes shell to keep tutors current about assignments and to give them access to the students.

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H. Bailey-Hofmann stated that instructors can request a supplemental Etudes shell from Eric Ichon

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B. Professional Learning

- 1. S. Fong stated that she had attended the following Tech Fair Workshops this semester: Mindset and Reading Apprenticeship.
2. She will attend the next RA FIG to continue training in RA that she will pass along to the Writing Lab tutors.
3. She will be bringing a group of Writing Lab tutors to N. Sander's next RA workshop for Tech Fair on Tuesday, Dec. 1, 2015.
4. She plans on attending the Tutor Expo that will be held in March 2016 in San Diego.

C. Update on Tutor Budget

- 1. S. Fong pointed out the draft copy of a grant application to obtain funding for campus and online Writing Lab for the spring semester and summer session.
2. Funds from the Language Arts Division will be exhausted by the end of the winter 2016 session.
3. Staffing for the Writing Lab had been supplemented for years by the Learning Center in the Library Division. Those grants have now ended.
4. S. Fong showed a copy of a research project that had been requested by T. Russell concerning the

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relationship between math students in developmental levels who did or did not enroll in General Subject Tutoring and their rates of class retention and successful course completion. She made a request for a similar study to be done for the retention and completion rates of ESL and English students who did or did not use the campus and/or the online Writing Lab.

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5. This request was approved by instructors present at the meeting, and the groups to be studied are students in ESL 5A, 6A, and 8 as well as students in Eng. 21, 28, and 101.

VII. Collaboration – Non-credit

A. Allison Tom-Miura discussed the benefits of expanding non-credit course offerings at WLAC.

1. a gateway to college
2. transition between K-12 to community college
3. Preparation for college or for work
4. free courses
5. no 30-unit limit
6. no repeatability limit
7. different budget source (the cost of non-credit courses do not come out of the budget for credit courses)
8. stepping stones to getting financial aid after achievement of a GED

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- B. One of the goals is that all non-credit classes be attached to a certificate program.
- C. A. Tom-Miura has discussed with P. Banday the possibility of creating late-start non-credit classes in English and math for students who enrolled too late for credit classes.
- D. Non-credit classes cannot be used as acceleration since they are not required classes.
- E. Because non-credit classes do not take away from the budget for credit classes, lower levels of classes could become non-credit, and more credit sections could be offered at higher levels.
- F. Cost of textbooks for non-credit classes are not supported by financial aid.
- G. N. Sander requested a list of non-credit classes that already exist in the district and in the state. L. Alexander stated that a list of existing non-credit classes can be downloaded from ECD. She also stated that LA Trade Tech offers non-credit classes in basic communication skills: conflict resolution as well as leadership and communication.
- H. A. Tom-Miura stated that she trains faculty to give students enrollment options based on facts from the college catalog and from the discipline or department, so students can make their own choices.

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VIII. Student Success

A. C. Norris-Bell distributed the latest edition of the ATD newsletter. She spoke about the use of supplemental instruction to aid acceleration. Student workers have been in the classroom for every class meeting and lead group meetings outside of class as facilitators who help students to figure out answers for themselves. T. Russell was the informal SI coordinator last semester. There has been approval to fund a new SI coordinator who will train SI workers and coordinate with English, math, and counseling. C. Norris-Bell invites instructors to seek feedback on the job description for this position.

IX. Division Raffle

A. People attending today's meeting were asked to place slips of paper with their names written on them into a bag from which Dr. Jones drew two names.

B. These two people were C. Norris-Bell and K. Quitschau; they won free admission to the Holiday Part to be held on Thursday, Dec. 10, 2015.

The meeting concluded at 3:00 p.m.

Final draft submitted by S. Fong, 2/17/16

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