

**Meeting Minutes**

Tuesday, Oct. 21, 2014

1:00 p.m.- 3 p.m., GC 210K

**Division Chair**

Fran Leonard

**Division Vice Chair(s)**

**Full Time Faculty**

Linda Alexander  
 Kathy Boutry  
 Holly Bailey-Hofmann  
 Luis Cordova  
 Suzanne Floyd  
 Fran Leonard  
 Nuala Lincke Ivic  
 Kimberly Manner  
 Clare Norris  
 Karen Quitschau  
 Nancy Sander  
 Rachel Williams

**Curriculum Committee Rep**

Nuala Lincke-Ivic

**Academic Senate Rep**

Luis Cordova

**Adjunct Rep**

Nick Smith

**Instructional Assistant**

Susan Fong

Full-Time Faculty	Present	Absent
Linda Alexander	x	
Kathy Boutry	x	
Holly Bailey-Hofmann	x	
Luis Cordova		x
Suzanne Floyd	x	
Fran Leonard	x	
Nuala Lincke-Ivić		x
Kimberly Manner		x
Clare Norris-Bell	x	
Karen Quitschau	x	
Nancy Sander	x	
Rachel Williams	x	
Adjunct Faculty		
E. Liskin	x	
N. Smith	x	
Guests		

- I. Confirmation of the Agenda – confirmed.
- II. Introductions, Announcements & Acknowledgements
  - A. L. Alexander’s and L. Cordova’s birthdays were celebrated with miniature cupcakes and a card.

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 in GC 210 K, 1:00 pm

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- B. F. Leonard discussed the upcoming Leadership Retreat, Friday, Nov. 21.
  - 1. Social Justice through Action in Public Education will be a featured theme.
  - 2. Avis Ridley-Thomas, an attorney active in dispute resolution and wife of a Los Angeles County Supervisor, will be a featured speaker.
  - 3. Two educators will also be on the panel, Dr. Dawn Person, education professor at Cal State Fullerton and Dr. Tyrone Howard, UCLA. Breakout sessions will focus on leading from the middle, investing in our students' success and cultural competence. All are encouraged to attend.
- C. C. Norris-Bell acknowledged H. Bailey-Hoffman for coordinating a farewell for the custodian, which a number of custodians attended, along with Language Arts faculty.
- D. N. Sander acknowledged Phyllis Braxton for sending 20 people to the Strengthening Student Success Conference in Costa Mesa. P. Braxton and L. Cordova were participating in the selection committee for Dean of Student Services.
- E. F. Leonard announced that the Senate elections will be coming soon.
  - 1. Faculty may nominate themselves.

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2. When nominating someone else, be sure to confirm that nomination with the nominee.

**F. Identifying English Majors**

1. K. Boutry suggested that someone identify students who are English majors and plan an event for them.
2. L. Alexander reported trying to find out students' majors based on scholarship applications for Program Review, but she was told that only donors know who gets a scholarship and other demographics.

**III. Minutes Approved**

A. Minutes from the Sept. 15, 2014 Division meeting were approved and will be posted in the Division Etudes site.

**IV. Program Review**

**A. Division Goals/Outcomes**

1. F. Leonard distributed handouts of Program Review data that showed retention and success rates for the different disciplines in the Division categorized by delivery modality. Careful analysis of this data informs planning for and scheduling of division classes.
2. N. Sander stated that there are some language learners in Eng. 21 and 28 who are not ready for Eng. 21 and 28. She felt that the success rate in ESL classes supported the enrollment of students as language learners instead of their enrollment in remedial courses at WLAC.

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3. N. Sander suggested that students need informed conversations to help them learn about their enrollment choices.
4. N. Sander described the development of a common assessment test coming in Fall 2015.
  - a. Test questions reflect different sets of competencies to filter for remedial students and language learners.
  - b. A writing sample may be requested based on assessment test results.
  - c. F. Leonard mentioned that a survey seeking feedback on these sets of competencies was sent out and is due by Nov. 16.
5. K. Quitschau said that Saudis who attend college on a government scholarship are not funded to take any ESL classes. N. Sander added that this is an administrative and state issue where the Embassy needs be informed that ESL classes at WLAC are credit, transfer-level courses.
6. L. Alexander asked for English instructors' feedback on what to leave in or take out of course outlines for communication classes. Those present agreed that all content will be kept for Program Review submission.
7. K. Quitschau suggested that ESL 4A, the lowest level of ESL and the smallest in enrollment, be cut to allow

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focus on the higher levels. A section of ESL 8 online could be added in its place.

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8. N. Sander would like research clarification on the demographic category of "other." F. Leonard stated that some students are distrustful of self-identifying and choose "other." It was suggested that the category of "language learner identification" be measured as data.

**B. Resource Requests**

1. One or two laptop computers and adaptors for use at Division meetings
2. Better campus-wide WiFi quality
3. Computer lab so that students have access to keyboards during written exams – Someone needs to research and write up the requests and initial costs of note pad computers, such as Chrome Book. These computers could be stored in a cart kept in the Digital Design Studio, available for use by other disciplines as well.
4. More computer routers to expand Ethernet access

**C. Summer and Fall 2015 Galleys**

1. C. Norris-Bell pointed out that there are not many sections of Eng. 21, but these sections are heavily enrolled. She also suggested that there be more sections of on-ground or hybrid Eng. 103 than online

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Eng. 103.

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2. The galleys are due Friday, Oct. 24, and F. Leonard asked that the faculty suggest a day and time for an extra meeting by disciplines to discuss scheduling.
  - a. This input is needed before F. Leonard meets with Dr. W. Jones about the galleys.
  - b. Redline corrections are requested. There is a legal-sized form to add corrections, add sections, and to reinstate sections.
  - c. Sections will be added depending upon allocation as well as retention and success rate outcomes.
  - d. C. Norris-Bell said that student need has to be documented. H. Bailey-Hoffman stated that she has kept waiting lists for her classes.

V. Student Success, C. Norris

A. The Acceleration Project and WLAC

1. This Fall 2014 semester, K. Manner, J. Blount, and C. Norris-Bell are teaching English 21 courses with college-level texts and essay assignments instead of focusing on the progression from grammar to sentence writing to paragraph writing.
  - a. The book, *Multiplication is for White People*, was used for the study how race and ethnicity affect equity in education.

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- b. Short stories, not academic journal articles, are being used for students to study social class.
- c. The book, *Learning the Hard Way*, will be used by the students to study the gender gap in school.
- 2. C. Norris-Bell announced that another group of faculty can be sent for acceleration training next year.
- 3. One goal this semester is to identify students in these Eng. 21 classes who will be ready to go into Eng. 101.
- 4. A future goal is to give students who assess into Eng. 21 the opportunity to take a course – to be created - that could allow them to go into Eng. 101 directly if that course is passed.
- 5. C. Norris-Bell stated that she is using RA (Reading Apprenticeship) strategies by having students work in groups and by focusing on encouragement instead of criticism. She believes class retention is better so far.
- 6. C. Norris-Bell spoke about the use of SI (supplemental instruction) in the classroom this semester. The SI are WLAC students already successful in their classes who attend class and meet students outside of class to guide them to work together.

B. N. Sander described how she has been impressed by the progress and emotional bonding of a cohort of students who have studied and supported each other as a group through ESL 5A, 6A, 8A, and Eng. 101. These students

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are still working together while being enrolled in K. Manner's Eng. 103 this semester.

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1. H. Bailey-Hoffman asked N. Sander to document the progress of this ESL cohort in the Success" area in Module 5 in the Program Review. The details on class size can be removed and moved to the "Enrollment Trends" section.
2. H. Bailey-Hoffman asks that someone volunteer to shepherd The Poster Project in Spring 2015. She will incorporate the assignment of a paper written in eight parts during the semester that results in a poster project in future sections of Eng. 21 and 28.
3. H. Bailey-Hoffman requests that Dr. W. Jones be told about the number and successful results of sections using RA.

## VI. Prerequisite Challenge Process for English

- A. F. Leonard announced that the form and the steps to challenge an English prerequisite are posted on the Language Arts Division web site and requires that the student submit transcripts with grades for previous English classes and a reading/writing assessment that is evaluated by at least two English instructors.
- B. She stated that there have been some challenges this semester. A couple were approved while others were not

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## VII. Writing Lab Report, S. Fong

- A. Writing Lab brochures were distributed, highlighting hours of operation as well as photos and brief biographies of the current tutors.
- B. Excel pie charts comparing campus Writing Lab and OWL attendance in Fall 2013 and 2014 identified by levels were distributed and posted at the Division Etudes site.
- C. Screenshot of the Table of Contents for the Tutor Training Etudes site and samples of written assignment questions for the Modules in the TOC were distributed and posted at the Division Etudes site.
  1. S. Fong described how T. Russell had created these Modules for student tutors to continue the work started in this semester's tutor training session.
  2. There was a four-hour campus tutor training on Friday, Sept. 5, 2014, for General Subject tutors, Writing Lab tutors, and HLRC first-floor reception desk student workers.

## VIII. Committee Reports

## A. Senate Notes, L. Alexander

1. L. Alexander reported that the Distance Education Committee will add links to the campus library and to tutoring to the menu on the Etudes web page.
2. L. Alexander announced that a revision of the Online Teachers' Handbook will be coming soon.

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Submitted 11/24/14 by S. Fong

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