

Meeting Minutes

Lunch was provided.

Wednesday, February 19, 2014

1:00 p.m. - 3:00 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	X	
Karen Quitschau	X	
Nancy Sander	x	
Rachel Williams	x	
Adjunct Faculty		
Invited Guests		
Dr. Walter Jones	x	
Alice Taylor	x	
Sue DeBord	x	

I. Confirmation of the Agenda

II. Introductions, Announcements & Acknowledgement

A. The new Dean, Dr. Walter Jones, stated that his goals were to appreciate people and to be authentic. He

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supports the student-centered classroom over the teacher-centered classroom.

- B. F. Leonard acknowledged the efforts of instructors, such as H. Bailey-Hofmann, N. Sander, and L. Alexander, for creating a more welcoming, congenial environment to students and faculty. She also acknowledged the inaugural Spring Summit, proposed and planned by C. Norris, which highlighted for participants the research and work of organizations focusing on academic success for African American males, including the African American Male Network and Development, of which Dr. Jones is president.
- C. C. Norris commended H. Bailey-Hofmann’s work on the Education Master Plan and reminded all present to complete the brief survey about the plan.
- D. C. Norris expressed appreciation for participation at the recent spring flex day.
- E. H. Bailey-Hofmann spoke about the upcoming poster showcase, May 15. Students may participate as a class, as honors students, or as individual students earning extra credit. There will also be a form for students to participate by viewing and analyzing posters at the fair. This year sign-ups will be online, and March 30 is the deadline. Posters are due ten days before May 15.

III. Minutes from Dec. 9, 2013

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A. The minutes from the Dec. 9, 2013 Division Meeting. N. Lincke-Ivić requested that the minutes state that she considered the language used in that section as "unprofessional" and an "attack" on Rachel and herself. The minutes were approved as corrected.

IV. Reaffirmation of Meeting "Rules of Operation"

A. From the December 9, 2013 meeting minutes, these additions were suggested to be added and accepted by consensus:

1. Hold absent division members accountable to any tasks needed to meet a deadline.
2. When contentious issues emerge, all present may have 2 chances to speak with a 2 min. limit per chance.
3. The person raising an issue becomes the point person for following up on research and problem-solving of that issue.
4. A person introducing a topic can have his/her name added, along with that topic, to the next meeting agenda

V. SLO Assessment Calendar (ESL, CS, English)

A. L. Cordova reported that 6 of 17 sections of Eng. 101 have assessments submitted. Faculty reported that several English 101 assessments that had been submitted were missing from those that Luis

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received. Luis agreed to follow up with the Dean of Teaching and Learning.

- B. F. Leonard reported that she had emailed adjuncts teaching Eng. 101 to complete SLO assessment. Four adjuncts have participated.
- C. F. Leonard will email a new SLO calendar to reflect revisions in the scheduling of phases 1, 2, and 3.
 - 1. Calendar submission is due next Friday, 2/28/14.
 - 2. Phase 1 is assessment. Phase 2 is data interpretation and planning for ways to improve student success.
- D. L. Cordova is seeking points of contact to schedule discussions and meetings, document discussions of the SLO phases, post materials to Etudes, and to invite adjuncts to participate in the process. K. Manner volunteered to represent Eng. 101; H. Bailey-Hofmann, Eng. 94; N. Sander and K. Quitschau, ESL 4A and 8.
- E. L. Cordova distributed copies of phase 1 SLO assessment forms from R. Williams and D. Szlarek for discussion.
- F. F. Leonard asked for a rubric that can be used to interpret the data on these forms.
- G. The division decided that Etudes could be used to post goals, to post assessments, to schedule meetings that focus on a dialog about each different area of assessment, and to invite adjuncts to the discussions.

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H. S. Floyd offered to add any adjuncts to the Etudes site if someone would give her a list of user IDs. K. Manner offered to send her such a list.

I. The results of these specialized meetings could then be reported at Division meetings to help prepare for phase 2.

J. L. Cordova will email all assessments received to K. Manner for posting.

VI. Student Success and Re-Imagining English 21 C. Norris

A. Faculty are invited to the Friday, March 7 Accelerated English and math event presented by 3CSN (California Community College Success Network) that will be held at West. One of the goals is to increase student retention. C. Norris distributed a flier promoting the event.

B. C. Norris introduced the site www.zaption.com to demonstrate how there are interactive videos available that will pause to ask students questions and to collect these answers for the instructor to show what students are doing and learning at the site.

C. C. Norris announced that there will be another FELI (Five-day Experiential Learning Institute) August 18-22, 2014 by the ACE (Academy for College Excellence). FELI emphasizes development of communication and leadership skills.

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- VII. Proposal to Pair Classes with Learning Skills
 - A. S. DeBord distributed fliers promoting learning skills classes that could be paired with Eng. 21 or ESL classes.
 - B. Instructors may request S. DeBord to work in their classrooms between one and three hours per week.
 - C. Instructors are invited to send her syllabi if they would like her to work from their assignments and reinforce class requirements through supplemental instruction.
 - D. S. DeBord is seeking to help transitional groups, students whose skills are between levels, such as students who are almost at Eng. 21 level or between ESL 4 and 5.
- VIII. Reading Apprenticeship & FIG, N. Sander & A. Taylor
 - A. A. Taylor and N. Sander will soon be trainers at WLAC. L. Alexander, S. Floyd, and S. DeBord have also completed the RA program.
 - B. Faculty members are invited to attend the FIG this Thursday, Feb. 20, 2014, in the Winlock. Lunch will be served.
 - C. A six-week online RA course will begin in March; signing up now is encouraged. Planning for another FELI is underway.
- IX. A. Taylor stated that RA can be used in remedial, grade school, and graduate work. There will also be a training session in Oakland, Ca, in June. The focus will be on community colleges to help instructors do less lecturing and

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encourage more student interaction.

Committee Reps’ Reports (See attached.)

X. There was a request for Lang. Arts Rep for the Transfer Committee.

XI. Writing Lab Report, S. Fong

A. Fall 2013 Writing Lab Attendance Stats

1. Pie charts showing the percentage by class level of the number of students who utilized the campus Writing Lab and the OWL were distributed at the meeting and are posted at the Division Etudes site.
2. Faculty members requested seeing a comparison to a previous semester, and they asked for a break down of time in the lab categorized by class level.
3. The correlation between time spent in the lab and final grades could be a question for the institutional researcher to investigate.
4. As a part of evaluating the impact of the Writing Lab, all instructors could be asking students about their use of and feelings about the services at the lab.

The meeting adjourned at 3:00 p.m.

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