

Meeting Minutes

Monday, March 17, 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		
E. Liskin	x	
J. Ortiz	x	
N. Smith	x	
Invited Guests		
Dr. Walter Jones	x	

I. Confirmation of the Agenda

II. Introductions, Announcements & Acknowledgement

A. Cards were circulated for signing: Maureen O’Brien and Abel Rodriguez are both transferring for promotions.

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 in GC 210 K, 1:00 pm

Spring 2014:

Feb. 19 Wed,
 Mar 17, Mon.
 Apr 17, Thurs.
 May 12, Mon.



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B. C. Norris expressed appreciation for the jigsaw puzzles that H. Bailey-Hofmann and K. Manner have left in the division break room as diversion.

C. S. Fong announced the need for additional Writing Lab tutors this semester and asked faculty to send recommendations.

III. Minutes from Feb. 19, 2014

A. The minutes from the Feb. 19, 2014 Division Meeting were approved.

IV. Pre-Requisite Challenges

A. F. Leonard announced that pre-requisites to English classes are not to be waived. Assessment tests have been validated, and students need to take them although they do have a right to challenge the assessment results

B. Students from POPP wanted to challenge the Eng. 101 prerequisite. F. Leonard stated that a group of two faculty members from this Division reviewed a writing sample based on a reading from these students.

C. Student transcripts were also reviewed by this committee.

D. F. Leonard also said that the assessment tests are now offered only once a year. Dr. W. Jones suggested that the Division should find out the last time this test and its cut scores were validated.

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- V. Reading Apprenticeship & FIG, N. Sander
- A. A six-week online RA course will begin in March 31; send a request to sign up to N. Sander. The course is free if no credit is needed. Participants can apply to CSU East Bay to receive credit for the course.
- B. If anyone has questions about RA, please contact Nancy, Holly, Clare, or Kim.
- C. A section of the Language Arts Etudes sites will be created for FIG topics.
- D. Under development is a library of videos from WLAC that will show college students' experiences with RA. The RA online course now has such videos from students across the country.
- E. C. Norris shared an RA video from her eight-week hybrid Eng. 28 class. She recommends Scott Kecken (his office is behind the Learning Center) as the person to help make classroom videos.
- F. C. Norris said that DOC camera can be used to bring up samples of student work to help students by sharing different approaches to the reading process.
- G. N. Sander suggested that students can use sticky notes if they do not want to write in textbooks.

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- H. K. Quitschau shared that once students volunteered in class, other students were inspired to participate. Students are put in pairs or small groups to help each other work on class activities.
- I. N. Sander described “chunking”: creating small groups of students who were each responsible for one section of a reading. All groups then shared their work with other groups, so reading did not have to be a private activity. Students learned to give reports, to listen, and to give feedback on what they heard and what they learned.
- J. N. Sander also invited faculty to RA events to be held in January and June in Oakland. There are 3CSN (California Community College Success Network) scholarships and a grant that will pay for travel to the Oakland events.
- K. There will also be summer RA training in cooperation with SMC faculty.

VI. Committee Reps’ Reports

- A. Request for Lang. Arts Rep for the Transfer Committee
1. K. Boutry volunteered to be a representative.
- B. Work Group
1. H. Bailey-Hofmann reported that five strategic goals have been drafted as pillars of the new Educational Master Plan for WLAC.

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2. The direction of development is objectives, measures, and then actions. The current focus of the work group is on actions; faculty is invited to help in this process.
3. The projected deadline for the new EMP is in May.
4. F. Leonard pointed out the necessity of having the Educational Master Plan synchronize with the WLAC Equity Plan.

VII. ESL Discipline

A. N. Sander announced that the ESL Discipline Committee met at LACC two Fridays ago.

1. Pierce College is now considering adopting ESL curriculum accepted by seven other colleges in the district.
2. Valley College has not followed this curriculum.
3. Alignment with the coding means that it will be easier for students to transfer between campuses.

VIII. Language Arts Representative to the Academic Senate

A. Nominations were called for this position.

1. R. Williams nominated N. Lincke-Ivić.
2. C. Norris nominated L. Alexander.
3. Faculty nominating faculty not present at today’s meeting were asked to contact the possible nominee to verify interest and willingness to serve in the position.

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4. There will be a formal nomination and election at the next Division meeting, Thursday, April 17.

IX. West’s Open House, April 19, 2014

- A. The Open House will be held Saturday, April 19, 2014, from 10 a.m. until 1 p.m.
- B. H. Bailey-Hofmann circulated a sign-up sheet of volunteers to represent the Division at the event.
- C. Last year, she brought some showcase posters and copies of the English class sequence. She will be unable to attend the event this time.
- D. She said that L. Alexander will be giving her copies of a brochure for communications classes. H. Bailey-Hofmann asks that other disciplines consider creating brochures.
- E. Adjunct J. Ortiz volunteered to attend Open House. H. Bailey-Hofmann said that she would leave materials to be distributed for J. Ortiz. A banner and a table will already be set up for the Division by the time volunteers arrive.
- F. K. Boutry, N. Sander, L. Cordova, and J. Ortiz volunteered to be at this year’s Open House.
- G. The last Open House was held two years ago, and the one in April will be the second open house for WLAC. There will be light refreshments and informational sessions offered to campus visitors.

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- X. Language Arts' Report to the Senate
- A. The focus of the May 13, 2014, Language Arts' report to the Senate will be SLO assessment dialogs and current student success interventions. Language Arts will be paired with another Division, and there is a ten-minute limit on the presentation.
- B. Volunteers are needed to present the report.
- C. The report could include K. Manner's two-minute RA video, or SLO and student success could each present for five minutes.
1. There was a request to see one of K. Manner's videos at the next Division meeting.
- D. N. Sander suggested that volunteers could rehearse the presentation at the April 17 Division meeting.
- E. K. Manner, L. Cordova, and C. Norris will work on the SLO portion of the report.
- XI. California Acceleration Project
- A. C. Norris stated that 19% of students who start at the Eng. 21 level complete Eng. 101. The goal of the project is to eliminate exit points (opportunities to leave).
- B. C. Norris described Eng. 145, Accelerated Reading, Reasoning and Writing that is offered at Southwest Community College. This is a three-unit course that replaces Eng. 21 and Eng. 28.

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1. K. Manner explained that if WLAC offers the course with the same units, top code and title, then WLAC can re-do the content of the class as it wants. Students can be given a choice of taking Eng. 145 or Eng. 21 and Eng. 28. Information concerning this class is in the ECD for faculty reference.
2. A study conducted in fall 2006 found fewer exit points and higher percentages of class sequence completion and passing grades in accelerated courses.
3. C. Norris and K. Manner recommend offering a pilot accelerated class that combines the content of Eng. 21 and 28 to students and then allowing those students to complete a pre-requisite challenge in attempts to skip ahead in the class sequence. L. Cordova expressed an interest in participating in this idea.
4. By consensus, the Division supports piloting the Acceleration Project.

XII. Writing Lab Report, S. Fong**A. Student Evaluation Form Development**

1. C. Norris has found a one-page evaluation form that can be adapted for use in the campus Writing Lab.
2. K. Quitschau suggested adding a question to find out how many times a student used the lab this semester.
3. R. Williams suggested that the evaluation should keep the question rating the tutor's knowledge of a subject.

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4. Other faculty favored changing the question to rate the tutor's knowledge of writing.
5. Results from an evaluation can help improve tutor training and tutor selection.
6. J. Ortiz described how Fullerton uses evaluation forms that make carbon copies. An anonymous copy is placed in a drop box. The students who fill out the forms attach the carbon copy to their rough drafts for their instructor's records.
7. Since the topic for tutoring at today's meeting was creating an evaluation form, the topic for the next meeting will be tutor training.

XIII. SLO Calendar

- A. L. Cordova stated that ESL is ready to schedule the dialog phase (phase 2) for its SLO assessments.
- B. English needs to schedule for phase 1 of SLO assessments to create one or two additional SLOs for each class taught. It is possible to stagger different phases in the same semester. Assessments are scheduled for the next time each class is taught.
- C. K. Manner said that all completed assessments for Eng. 101 have been posted in the Division's Etudes shell.
- D. R. Williams requested that employee ID numbers not be shown on the roster and user list in Etudes. F. Leonard stated that such a request needs to go to Eric Ichon in

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E. Distance Learning.

F. R. Williams requested that the campus use Survey Monkey to let faculty across disciplines have input on setting deadlines for submitting assessments.

1. L. Cordova said that the deadlines are submitted in the SLO committee meetings.
2. He described how phase 1 only requires one page to be filled out: data is documented, not interpreted yet. Interpretations are for phase 4. The data can be the four assessment tools used for each of four classes.
3. K. Manner said that she had picked her Eng. 101 final research paper as a tool and marked it as part of a rubric. Her form was one page and one sample of each rating in the rubric. She can use the same tool for all of her samples now and for phase 1 of other classes in the future.
4. L. Cordova stated that there is more time this semester to schedule the phases over several semesters.

G. All sections of a class level need to be assessed.

Rough draft submitted 3/23/14 by S. Fong

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