

Minutes

September, 19, 2012

General Classroom 210K, Language Arts Conference Room

1:00 P.M. – 3:00 P.M.

Present: K. Boutry, L. Cordova, H. Bailey-Hofmann, F. Leonard, N. Lincke-Ivić, H. Long, C. Norris-Bell, K. Quitschau, N. Sander, R. Williams

Guest: R. Tillberg

1. Welcome and Call to Order
2. Organizational Items
 - a. Confirmation of the Agenda
 - b. Approval of Minutes
 - i. R. Williams requested the inclusion of additional information for the timed writing suggestion in the May 7, 2012 meeting minutes. One purpose for recommending holistic grading is the importance of establishing common standards. Remedial courses will be phased out at most CSUs, so students will have to take timed exams and may have to complete remedial courses at a community college if they don't pass.
 - ii. H. Bailey-Hofmann suggested inviting Donna Olvera, articulation officer, to talk about UC articulation at a future meeting.
3. Program Review, Rebecca Tillberg
 - a. R. Tillberg distributed materials to help with program review and course-level SLO development (F. Leonard has emailed digital copies of these materials to Division members).
 - b. The Modules and Questions Packet provides a chance to measure and report impact of resources or lack of resources allocation to evaluate effectiveness of the budget allocation process.
 - i. Concerning the Facilities portion of Modules and Questions, H. Bailey-Hofmann requests that the electronic marquee in the new buildings be updated to identify what classes and services are on each floor instead of the generic message "classes and offices."

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- c. The Table questions describe SLO assessment methods.
 - i. F. Leonard suggests asking Mary-Jo Apigo if she already has some data for this table.
 - ii. R. Tillberg said that the Division can request funding and then measure the impact of getting or not getting funding.
- d. Budget Reduction Planning
 - i. By engaging in such planning, each department can have a rationale for reduction instead of facing random cuts by administration.
 - ii. H. Bailey-Hofmann stated that there is need to assess, in a future meeting, how resources are allocated in order to prevent cutting the ESL program even more than it has been.
 - iii. R. Williams wanted to know if the Academic Senate can review the ethnic studies program to improve its marketing and to link it to other disciplines.
 - iv. R. Tillberg said that with the program viability process, it is possible to prove a program is viable to protect it. Programs can be prioritized, re-structured and strengthened before they are cut or eliminated.
 - v. R. Tillberg reported that there is a validation process to review program review. Deans are usually the validators who will see if a program viability study should be indicated. Core indicators are enrollment trends, number of full-time faculty, and decreases in sections offered. All divisions will be reviewed to determine whether or not they go through the program viability and program review process.
 - vi. Proportionately cutting through program viability is possible.
 - vii. PIE (Planning and Institutional Effectiveness) Committee will do validation.
- 4. SLOs – course-level, assessment, timeline, Mary-Jo, Todd, Luis
 - a. Course-level SLOs (more detailed than program-level SLOs) need to be completed.

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b. The SLO booklet, *Back to the Basics: Course SLOs*, should help faculty to clarify and measure student progress in meeting course-level SLOs.

c. Rubrics already created need to be applied to assess across each class level (all sections of Eng. 21, for example).

d. F. Leonard passed around a sign-up sheet for faculty to form teams to create course-level SLOs.

5. 2012-13 Division Goals and Measurable Outcomes

a. Goals need to be achievable and measureable decisions based on data.

b. C. Norris-Bell stated the need for strategies to increase the percentage of students who complete Eng. 21 through Eng. 101, such as an intervention plan that included a semester kick-off event.

c. N. Sander announced that there will be a Strengthening Student Success Conference at the Costa Mesa Hilton from Oct. 3-5. Best practices of community colleges and models of programs connected to Achieving the Dream will be presented.

d. The Academic Senate has conference funds available to both full-time and adjunct faculty: \$150 per person per year. Faculty may request that those who don't use their allotted fund to share the funds with those who will.

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f. R. Williams requested that a discussion of what is collegial behavior be a future meeting agenda item.

g. R. Williams suggested that the campus Master Calendar be checked to find out if a future Division meeting can be held after 2 p.m. on some fourth Wednesday of the month or on a Monday. R. Williams was requested to be the person to check the Master Calendar.

6. Curriculum – Engl 21, LS 50 as co-requisite

a. If the Division wishes to remove LS 50 as a co-requisite to Eng. 21, paperwork needs to be submitted to the Curriculum Committee according

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to L. Cordova. N. Lincke-Ivić, as representative, can then take this request to the Curriculum Committee.

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- b. N. Lincke-Ivić reported that the modules go from grade one to eleven and that reading comprehensive can improve dramatically through this software. She recommended that students be given a diagnostic and have the modules tailored to their needs.
 - c. To improve the integration of LS 50 with Eng. 21, it was suggested that Sue De Bord be invited to the next meeting to discuss the curriculum in LS 50. The Division can then move to update the connection between LS 50 and Eng. 21 instead of removing the co-requisite requirement.
7. Pedagogy Discussion and Reflection
- a. Introducing – *The West Guide to Writing*, Kathy Boutry, Clare Norris-Bell, Holly Bailey-Hofmann
 - i. This textbook is good from students from Eng. 21 to Eng. 103, so students can save money when buying this book.
 - ii. Each instructor can choose to require students to buy this guide instead of the Hacker manual.
 - iii. The campus bookstore has a 27% mark-up on textbooks, so the \$58 book could be sold for up to \$88 after taxes.
 - b. Tenure-Review Committees
 - i. A chair and data elements for evaluation need to be selected by committee members.
 - ii. The committee for Luis Cordova is composed of F. Leonard, JA Friedman (non-voting), H. Bailey-Hofmann, K. Quitschau, A. Chiang (Computer Science Chair) as Senate rep.
 - iii. The members of Linda Alexander’s committee are F. Leonard, J.A. Friedman (non-voting), Kate Campbell, speech at LA Harbor College, Nancy Sander, Vanita Nicholas (Senate rep).
 - iv. If anyone doesn’t want all materials to be public, he or she can request an e-Portfolio, which is lockable, from Mary-Jo Apigo.

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c. Announcements, Holly

i. The full-time faculty mail slots in the kitchen are for internal use only. Internal-use mail slots for adjuncts are in the adjunct room, Office Q,

and these are available on request. The faculty/staff web page at the campus web site is the place to request a key for access to Office Q. F. Leonard will then sign the request form and send it to Academic affairs for further processing.

ii. Surplus textbooks sent by publishers will be placed in the Supply Room for faculty use.

8. The following items will appear on the next meeting agenda since we did not have sufficient time in this meeting to cover them:

- a. Student Success/Achieving the Dream – Semester Kick-Off Feedback, Clare
- b. Accreditation Update
- c. Class Sizes – Discussion

9. Upcoming Events: Diversity Conference, El Camino College, Sept. 28th

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