

Meeting Minutes

Thursday, April 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-Ivic		x
Kimberly Manner	x	
Clare Norris	x	
Karen Quitschau	x	
Nancy Sander	x	
Rachel Williams		x
Adjunct Faculty		
E. Liskin	x	
Invited Guests		
S. Trujillo	x	
A. Aguiar		x

I. Confirmation of the Agenda**II. Introductions, Announcements & Acknowledgements**

A. A birthday card was distributed and cake was shared to celebrate N. Sander's upcoming birthday.

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- Place new items in the "parking lot" for a future meeting agenda.
- Seek facts and data to inform discussions and decisions.

Meeting Dates | Times | Location
 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. In addition to being a volunteer, F. Leonard wanted to acknowledge other faculty helping at the April 19, 2014, Open House: L. Alexander, C. Norris-Bell, K. Boutry, K. Manner, N. Sander, K. Quitschau, N. Smith, and J. Ortiz. And to Holly for her help with preparations for the Open House. It takes a team!
- C. F. Leonard announced that she has been able to get four boxes of copy paper as reimbursement for the paper the Division has used in its campus activities and committees.
- D. F. Leonard asks that in case of an absence, faculty unable to attend the Curriculum Committee need to designate a substitute, informing the committee chair, to prevent the meeting from lacking a quorum.
- E. C. Norris-Bell acknowledged H. Bailey-Hofmann for buying a birthday gift to express appreciation for the custodian who takes care of the Division offices.
- F. H. Bailey-Hofmann expressed appreciation for K. Manner who was selected to be faculty professional development coordinator for WLAC.
- G. H. Bailey-Hofmann wanted to thank S. Fong for taking minutes for the meetings of the Division.

III. Minutes from Mar. 17, 2014

- A. The minutes from the Mar. 17, 2014 Division Meeting were not approved. The faculty at the meeting decided to ask R. Williams to clarify the dates and page numbers

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referred to in her requests for changes. Then faculty will be able to analyze where changes are needed.

- B. English discipline faculty members stated that the meeting minutes are not a transcript and do not need to be a record of all statements made in the meeting.
- C. K. Manner requested a change in XI, B-1 of the draft for the March 17, 2014 meeting minutes: Eng. 145 is the correct course number, not Eng. 185.
- D. F. Leonard requested page numbers to be included in future drafts of meeting minutes.
- E. English faculty present at the meeting agreed to state that the Division has no problem with the current hiring policy and employment requirements for prospective Writing Lab tutors

IV. Library Services – S. Trujillo

- A. S. Trujillo asked that faculty please tell adjuncts that they can use the order request form on the HLRC webpage to request night and weekend workshops on web site evaluation skills, source citation, and efficient database searches for their students.
- B. She also asked faculty to tell their students that librarians around the worlds are accessible via the Chat link on the web page to offer free help online 24/7.
- C. Distributing a copy of the HLRC webpage, S. Trujillo announced that she is available to visit classes to give a

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five-to-ten minute talk about available library services.

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- D. She encouraged faculty to promote remote access of library databases to their students. Electronic guides to using these databases are under development.
- E. She requested donations to the library of professional journals for student use.
- F. Prior to this Division meeting, S. Trujillo had sent a link to a library survey of instructor interest in workshops via email to Language Arts faculty.
- G. She said that she is working on giving MLA-specific workshops. If instructors can have at least ten students express interest in a workshop and if at least five students show up to the workshop, she can hold such a workshop when given advanced notice of two weeks.
- H. Students may also seek one-on-one help at the library reference desk.
- I. S. Trujillo also stated that the HLRC webpage does have a link to online tutorials, such as writing and research guides as well as how to use databases.
- V. College Catalog
 - A. F. Leonard stated that she will forward any desired changes in the catalog to A. Aguiar. Any requests for changes need to be submitted by the end of spring semester to meet the mid-July deadline.

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VI. Adding Eng. 203 to Fall 2014 Schedule

- A. F. Leonard announced that Eng. 203 has not been included in the Fall 2014 schedule although there has been a pattern of offering Eng. 203 in the fall and Eng. 204 in the spring.
- B. F. Leonard circulated a list of sixteen student signatures to show a desire to take an on-ground section of Eng. 203 this Fall 2014. In Fall 2013, Eng. 203 was an online class.
- C. N. Sander pointed out that if a class is not included in a galley, it can be hard to get the class re-instated.
- D. Faculty present decided not to offer English 203 in the Fall 2014 semester, especially because of the lateness of the request in terms of planning, but include it as an on-ground section for Spring 2015. F. Leonard will speak to the Dean, Dr. W. Jones, about offering this class when they meet to go over the Spring 2015 class offerings.

VII. Spring 2015 – suggestions for additional class offerings

- A. F. Leonard asks that suggestions for additional classes and modalities of these classes be sent to her.
- B. N. Sander would like to know the spring ESL allocation.
- C. H. Bailey-Hofmann announced that interviews are going on to hire an additional research analyst. She would like to request an evaluation of the success rates for late-start classes in terms of retention.

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- D. N. Sander wanted to request an online section of ESL 8 because of its good enrollment and retention.
1. She pointed out that ESL 6 online and all ESL reading courses have been cut. She requests re-instatement of these classes based on demonstrated enrollment and retention.
- E. K. Manner would like the analyst to help the Division determine unmet needs. She asked if more sections of Eng. 102 could be offered since enrollment is still high for these classes at this time in the semester.
- F. H. Bailey-Hofmann announced that a change to the waiting list is coming: if someone does enroll, then the name will update and disappear from the waiting list.
- G. F. Leonard reported that the campus president suggested that the Division prepare a wish list to use any money that may come from the May 15 Revise. Changes in the state budget will affect the college budget.
- H. C. Norris-Bell requests development of an Eng. 145 outline and scheduling for three sections of it for Spring 2015 to be taught by C. Norris-Bell, J. Blount, and K. Manner.
- I. For Fall 2014, C. Norris-Bell, J. Blount, and K. Manner will teach Eng. 21 classes designed to accelerate students assessed into Eng. 21 so that they will be able to go into Eng. 101 upon completion of the class.

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VIII. Staff Development – K. Manner

A. As faculty professional development coordinator, K. Manner wanted to hear about unmet needs.

1. F. Leonard requested the development of a handbook to train division chairs to address a variety of scenarios besides focusing on contract issues.
2. N. Sander requests more faculty involvement and coordination with tutor training. She suggested that tutors need more guidance and feedback on communication skills and instructors' directions and expectations for assignments. She requested more focused, sustained, and on-going training.
3. Since there are tutor training courses offered on other campuses, C. Norris-Bell suggested that such a course needs to be created here to keep tutor training on-going.
4. H. Bailey-Hofmann asked the Division for a list of bullet points of what instructors want so that tutor training can be more focused.
5. N. Sander stated that there needs to be help to learn how to formulate effective questions for institutional research.
6. C. Norris-Bell stated that time management skills for faculty need to be discussed and taught.

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7. K. Manner shared that the Science Division suggested re-instating the college hour to leave faculty more time to work on issues.

8. She also stated that the Science Division suggested that faculty could request videotaping of specific Tech Fair workshops.

9. For further comments and requests, please contact K. Manner.

B. Reading Apprenticeship & FIG, N. Sander

1. N. Sander showed a video of students from a variety of disciplines using RA (nursing, history, math, science, and English). She also distributed some handouts that she has given to her ESL 5A (examining how space on a page of reading can be used) and ESL 8 students (examining how to cite and write responses to help make connections to and meaning out of a reading).

2. Next Wednesday (April 23) from 1:00-2:00 p.m. in the Winlock, N. Sander will give a presentation of RA for Tech Fair.

C. FELI

1. C. Norris-Bell encourages faculty to sign up for the Aug. 18-22 FELI (Five-day Experiential Learning Institute). Forty hours of flex credit can be earned.

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2. The enrollment limit is twenty-five. C. Norris-Bell would like to have at least one full-time faculty member from each division participate. Administrators, classified staff, and all other faculty are also invited to participate.
3. K. Manner described some of the topics: Getting over communication style barriers, improving relationships with colleagues and with students, and building a network and community between instructors who can bring these skills to their students.
4. L. Cordova described the FELI as a way to create a positive atmosphere and interactive activities.

- IX. Student Success, Re-Imagining Eng. 21 – C. Norris-Bell
- A. C. Norris-Bell reported that the Black Scholars Program and Project Learn are funding free English classes: one section each of Eng. 21, 28, and 101. J. Puterbaugh, J. Blount, and C. Norris will teach these classes in Fall 2014.
 - A. Foster will give program information to the counselors.
 - B. L. Cordova suggested that all intervention activities for Eng. 21, 28, and 101 need to be documented as assessment tools on SLO reports.
 1. H. Bailey-Hofmann described an example where L. Alexander might state that she decided to invite her students to participate in the student showcase.

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- C. C. Norris-Bell announced a reminder for the Fall 2014 Kick-Off: Wednesday, Aug. 27, before flex day. If there are any ideas for the Student Success Committee, please send them to K. Quitschau.
- D. C. Norris-Bell asked for volunteers to have their students take a ten-minute tutoring assessment survey near the end of a class period. The goals are to find out the impact of tutoring and to find out why some students have not gone to tutoring.
1. Volunteers: K. Manner (Eng. 101), F. Leonard (Eng. 101), and L. Cordova (Eng. 21).
 2. L. Cordova mentioned that the survey could be listed as an assessment tool, too.
- E. C. Norris-Bell reported that completion rates have increased over a three-year period from Fall 2008 to Fall 2011. The completion rate of students who assessed into and enrolled in Eng. 21 and later completed Eng. 101 was 18% in 2008 and 22% in 2011.
1. H. Bailey-Hofmann suggested that offering winter and summer sessions helped retention.
- X. Language Arts Representative to the Academic Senate
- A. The Division has not received any official confirmations for nominees to represent at the Academic Senate.
- B. L. Alexander said that she can continue to be a representative for Fall 2014.

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C. K. Manner volunteered to be the representative for Spring 2015.

XI. 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. The SLO portion of the report will be five minutes, two minutes of which will include an RA video.

C. Student success will present for five minutes, including reports on ESL and Communications Studies. We will share interventions, data, and discussion.

D. Volunteers can rehearse the presentation at the Division meeting on Monday, May 12, 2014.

XII. SLO Assessment, L. Cordova

A. Faculty in the English discipline stayed to discuss the proposed additional SLOs and rubric.

1. It was decided to accept the proposed SLO to cite sources and the proposed rubric.

2. They also decided to keep the SLO description broad, keeping the SLO to support a thesis but not keeping the suggestion to counter its antithesis.

3. It was stated that the TMC and CIDs will help Eng. 101 align with K-12, UC, and CSU requirements.

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4. Instead of requiring RA and Habits of Mind in an Eng. 101 syllabus, K. Manner suggested that it was better to discuss how RA and Habits of Mind can be used instead.
5. C. Norris-Bell suggested that the recommendation for level mentoring to discuss teaching strategies could be put in Program Review.
6. Specific measurements of success rates (passing a class) and retention rates might be used to measure overall success.
7. The following recommendations were put in the parking lot:
 - a. Creating a resource file cabinet (The Division Etudes site could be used for as a resource area)
 - b. Community issues as research projects
 - c. Ethnic studies
8. English faculty present agree that issues for Division action need to be presented with research and an investigation to find possible solutions before the Division can consider taking action. Such preparation is needed for the recommendations of group portfolio grading and ways to address students' grammar problems. Supporting information for the presentation can come from round table discussions with adjuncts, research from professional literature, and information given by outside speakers.

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9. The question is: Is there evidence that an objective can be met/outcomes shown by this or some other strategy before suggested strategies can be seriously discussed in a Division meeting?
10. Evidence needs to be based on the effects of practices.
11. In response to the recommendations about college-level texts, K. Manner requested that RA strategies be scheduled at the next FIG to focus on getting all English faculty involved in the discussion. She also recommended requesting the college to provide RA training in response to SLO assessment dialogs and Program Review. She suggests that N. Lincke-Ivic could be asked to take a survey to determine who is using non-college-level texts.

Submitted 5/14/14 by S. Fong

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Our Mission: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success.