SLO Loop-closing

Based on loop-closing discussions, Jia-Yi made two recommendations:

(1) Over the next two years (through spring 2012), the department should consider assessing all literature courses whenever they are offered.

(2) The department should consider adding an English 091 or 101 prerequisite to courses in creative writing, literature, and linguistics. Leslie St. Martin suggested that we survey students in these courses to see which English courses they have taken. We can discuss these issues at the next department meeting.

Other issues were noted:

(1) Deanna raised an additional concern related to SLO assessment: If writing skills are included in the SLOs of a particular course, then writing skills should, of course, be part of the assessment. In literature courses, however, how should we assess? Although we can assign essays in such courses, we should not make writing skills the primary means of assessing them.

(2) We are attempting to revise SLOs to make the language similar across courses; however, the SLOs in some courses can be more course-specific.

(3) When to hold loop-closing meetings: Deanna mentioned that it might be more feasible and efficient to have sub-groups meet to discuss a particular course—such as one of the coordinated courses. Smaller groups could find it easier to schedule meetings during the week.

Degree Applicability of Basic Skills Courses

According to Audrey Green, any course coded as Basic Skills is not degree-applicable; therefore, English 091, 094, and 096 are not degree-applicable, nor can they be used as electives.

Adjunct Evaluations

Adjunct evaluation reports should be forwarded to Jia-Yi by November 21. If anyone has issues communicating with adjunct instructors, please let Jia-Yi know.

Course Revisions

Jia-Yi reported that the department is making good progress on course revisions. Two have been completed and approved, and five additional revisions have been submitted. Courses being revised for fall 2013 need to reach Stage 7 by mid-November.

Update on SCV Learning Consortium

Mary reported that Hart District faculty would like to observe our classes in order to see how the sample essay prompts and syllabi we have provided are actually addressed in the classroom. Mary distributed a sign-up sheet for instructors who are interested in having a teacher observe their class(es).
Major Quest - Tuesday, October 30 (11:00-2:00)

The department decided not to participate. We can do our own presentations on the benefits of becoming an English major.

English Club

Mike reported that the English Club has an ICC representative that can attend future meetings of the Inter-Club Council.

English for Transfer (AA-T) Associate in Arts Degree

Jia-Yi reported that department approval was needed in order to add English 102H and 103 to the transfer model for the Associates Degree in English. Students would need to complete English 102 or 102H, and 103, for a total of 6 credit hours in that category. There was a motion to approve the idea, and it was approved.

Community college students who complete an “associate degree for transfer” have a higher chance of admission to a CSU. Jia-Yi distributed a handout that explains this new provision in the California Education Code.

Writing Center: Tutoring Pedagogy

Kim Heglund reported that tutors in The Learning Center work according to TLC’s mission statement, which Kim said she can forward to the English department. TLC’s approach to tutoring is guided by institutional and social constructs; for example, the pedagogies used in our classes guide TLC tutors. Kim noted that tutoring in TLC operates on the following premises: (1) The process of discussion is important (e.g., Socratic questioning). (2) People learn to write by working with others. She also noted that TLC recognizes the importance of immediate oral feedback, which encourages motivation.

Kim H. said that TLC serves the entire college, providing tutorials and access to resources (handouts, textbooks). Tutors help with writing across the curriculum—for example, helping a student who is writing a paper for a psychology class.

English instructors are encouraged to communicate with TLC in the following ways: (1) Instructors can provide feedback after students have visited TLC, noting what worked, what didn’t work, etc. (2) Through Dropbox, instructors can share their syllabi and assignment handouts with TLC.

English 096 Presentation: Adam Kempler, Mike Harutunian, Mary Petersen, and Erin Delaney

Mary discussed the principles on which the design of English 096 is based:

(1) “Backwards design” (vs. compartmentalized courses): Start with what students need to do in English 101 and build backwards. Instructors can give 101-style assignments and then prepare students to complete them successfully. Instructors do not teach to a particular level of student; instead, they teach to a level of achievement. Thus, every student has the opportunity to attempt the skills and to move towards the goal.

(2) “Just-in-time remediation”: Intervene when students need help, rather than front-loading instruction in particular skills that not all students may need. When instructors target just the students who need the skills, more time is available for critical thinking, analysis, and so on.
(3) “Intentional support for affective issues”: Students may not be deficient in skills; they just may not know how to handle affective issues such as procrastination. Instructors can cultivate habits of mind that are essential for success. They can engage in “positive harassment,” showing heightened care and commitment while holding students accountable.

(4) “Frequent formative assessments”: Instructors should avoid just a few cumulative assessments; instead, they can give many formative assessments though group work, journals, and so on.

Adam distributed a number of articles on acceleration and presented a video which illustrated various active-engagement activities in an English 096 class—including recitation of key course concepts, paired work, an open-book group quiz, and a planning session for the Personal Growth project.

Erin shared materials from the 096 instructors’ classes: a sample syllabus, essay assignment/prompt, and student paper. She suggested that the department might want to create a coordinator position for English 096.

Mike noted the advantages of using an entire book in 096 rather than an anthology of readings. He also noted that the selected text was challenging; in this case, the instructor may find it difficult to abandon his or her role as the “sage on the stage” and let students discover the text for themselves. Mike also suggested that we offer information and training sessions on “backwards design” (either in the Institute of Teaching and Learning or as a Flex presentation).

Deanna mentioned that the course design of 096 gives students the opportunity to integrate course concepts and themes throughout the semester as they consider an idea multiple times and begin to see connections between readings.

Jia-Yi agreed with Adam that 096 should be discussed regularly at department meetings—perhaps not at every meeting, but at every other meeting.

SLO assessment of 096 will be postponed till spring. The issue of “open access” will be discussed at a later date.

**English 081 SLO Assessment: Adam Kempler**

Adam presented the results of the English 081 assessment for spring 2012, noting that three SLOs were assessed that semester—(1) annotation skills, (85% pass); (2) paragraph writing (75% pass); and (3) analyzing theme and conflict in a work of fiction (77% pass). The first two SLOs were assessed on the 081 midterm; the third SLO was assessed on the final exam.

Adam noted possible reasons why students did not pass a particular SLO. For example, it might be too much to ask students to analyze, in a single paragraph, both theme and conflict in a work of fiction (SLO #3); in this case, it might be advisable to rewrite the SLO.

Adam also noted efforts to increase retention in 081: College Success Tips, the Educational Plan, and the Student Services assignment. In addition, principles of acceleration can be used in 081.

Adam indicated the need for department feedback regarding how to proceed with English 081 assessment. Possible topics of discussion include the following: (1) modify SLO #3; (2) consider and discuss the assessment data; (3) consider having students focus on developing an essay (rather than just a paragraph) as early as the second paper; (4) create a plan for retention and success; and (5) revise the English 081 curriculum to emphasize critical reading and essay writing (enhance the focus on critical reading).

**Next Meeting: November 26**

Minutes: Mike Harutunian
Biological Sciences Department

Agenda

February 22\textsuperscript{nd}, 2012

5:30 pm BYKH-216

Attendees: Janet Cetrone, Don Takeda, Miriam Golbert, Jim Wolf, Dilek Sanver-Wang, Kelly Burke, Kelly Cude, Ricardo Rosales, Jeannie Chari

I. Approval of Minutes

II. Information Items

a) Program Review

It is done and submitted to Omar.

b) Educational & Facilities Master Plan

Miriam and Omar are meeting with Phil Hartley on Monday, March 19 to answers the questions we discussed last semester during our planning session. Omar also has already met with him for the Division and presented our idea of the “The Living Building”.

c) Summer/Fall Schedules

Summer and Fall: they are requesting more sections, then Spring will be smaller because of Budget issues.

d) Budget News

Miriam attended the PAC-B meeting and the news are not great, we are just waiting for November taxes to avoid larger cuts.

e) Lab techs (Janet) - Send any requests for supplies that are $100 or less per item to Janet. This cannot be used to purchase equipment.

   Regarding goggles. Please advise lab students to purchase their own goggles as this is more hygienic. If this is not possible there will be goggles available for student use with alcohol wipes, but they will not be sterilized between uses.

f) COCFA (Kelly B.) - A SERP and a philosophical resolution have been drafted and agreed upon. Our department had a lively discussion regarding the vision of COCFA.

III. Action Items
a) **Adjunct Evaluations** - Evaluations are now handled by HR instead of instruction. All evaluations are to be submitted to Miriam. Please conduct evaluations carefully. It was mentioned that adjuncts that have taught 20 semesters and have received 1s and 2s on all evaluations are guaranteed a teaching assignment.

b) **SLOs Assessment**

1. **Assess:** 219 and 240
2. **Plan:** 107, 140, 201, 204
3. **AP:** 106

Dilek will handle 210, Kelly C. will handle 140 and Ricard will handle 201 and 204.

Jeannie and Kelly C. discussed various methods to increase the 70% passing rate for 106 and 107. 106 is adding a midterm practice practical to provide students an opportunity to key out organisms in a testing environment. Kelly C. mentioned the possibility of a placement test for 107 that would eliminate the need for pre-requisites. Omar suggests writing a GOB to replace 107 as a pre-req for Allied Health so that 107 can have their own pre-requisite. Miriam mentioned that exists the possibility that 107 will be removed as a pre-requisite for Allied Health. This is not the preferred course of action. Kelly has requested documentation from B. Gribbons regarding the passing rate and class history of 107 students.

There was also a discussion about allowing students to complete Skills for Success Workshops and GLA’s to boost performance. Kelly C. will coordinate with other faculty to compile a list of appropriate workshops to offer students. There was discussion on whether the workshops should be required or extra credit.

**IV. Other**

Dilek asked about how to publish the new 100 lab manual. We agreed that the least expensive and most easily accessible option for students is probably the best. Therefore working through Blackboard and OER is probably a great option.

Dilek asked about the procedure regarding changing a text – specifically for Botany. Don mentioned that it is important to make certain that it articulates. The best way to do this is to simply use what the Universities are using.

Kelly C. mentioned a circumstance regarding a student with various disabilities and travel details. Miriam explained that students with disabilities should have someone accompany them on school trips to make certain that the experience is safe and valuable for them.

Kelly briefly described various ways that she has raised money for her Grad club to take great trips. The students attend shows, they sell cupcakes and snacks outside Mesa and other activities. Miriam detailed that clubs that earn 300 points are eligible to apply for grants.

Jeannie has posted a list of texts used in each class and rep contacts on Blackboard so that desk copies may easily be ordered. It is recommended to have books sent to the home as a great number of them disappear in the warehouse. If you want Jeannie to order books, please complete the order form
and she is happy to do so. Jeannie will automatically order a few extra 100 and 106/107 texts each semester to accommodate instructor turnover.

Jeannie mentioned that Hands on Earth has 3 hikes scheduled for the semester and urged faculty to let their students know of the opportunity.
Minutes: Department of English  
October 28, 2013  
2:00-3:15 PM, PDR#2  
Submitted by Andy McCutcheon  

In Attendance:

Jia-Yi Cheng-Levine, Mary Petersen, Kimberly Haglund, Andy McCutcheon, Ruth Rasso, Adam Kaiserman, Joseph Voth, Juan Buriel, Rebecca, Jennifer Hauss, Adam Kempler, Leslie St. Martin, Kim Gurnee, Svetlana Lynch, Deanna Davis, Ron Dreiling, Alene Terzian, Mike Harutunian

Meeting began at 2:00 pm.

Announcements:

• Book of the Year
  o Alene invited faculty and students to attend an afternoon of discussion of The Round House with Rebecca Hernandez-Rosser, Assistant Director of the American Indian Studies Center at UCLA, on Monday, 11/4 at 11-12:30 and 12:30-200 in HSLY 101.

• Book Orders are officially due by Nov. 1st
  o But Jia-Yi suggested that faulty can place orders by 10th or 12th at latest.

• New Works Festival
  o Kim announced the 14th annual New Works Festival, noting that this year there are some restrictions on manuscript length. The deadline for submissions is November 13 by 5 pm. Students, faculty, and community members are welcome to submit. Eleven plays will be chosen for performances in the spring.

• Kim Haglund updated the department on Supplemental Learning Workshop Activities
  o 142% increase in English workshop attendance from fall last year.
  o 1700 students total, with 567 workshops given
  o Most popular workshops: How to Start an Essay and MLA 1.
  o She suggested the increase is due in part to FYE and instructors requiring students to start workshops sooner.
  o Leslie asked that if anyone is interested in teaching workshops to contact her before break.

• Eligibility for Interview Pool Signup Sheets: Nov. 13 and Nov. 14
  o Jia-Yi asked department faculty to sign-up for interview pools. Another 3 or 4 adjunct openings will be interviewing for spring. Also, she asked department to spread the word to friends who teach if they are interested in applying for spring. We need about 10 applications for 6 interviews and 3-4 hirers.

• Send Jia-Yi suggestions/comments for New Position requests
  o Requests for two new positions have been made to the Academic Staffing Committee, which makes the recommendations that go to Chancellor’s office. We lost 2 replacement positions that are now considered “new positions.” Currently, 37-39% of English classes are covered by full-time faculty. We could request a generalist position, or something more specific, i.e. multimodal composition or British Lit 1. We need full-time faculty for course revision, etc.
  o We had 4 replacement positions but are down to just one replacement position. Now we have to request these positions as “new.”
Staffing Committee no longer wants the old presentations for position requests. Instead, they only want a one page handout with relevant data, for example, FTEs increasing overall but FTEs decreasing for full-time faculty.

It was suggested that as a Hispanic Serving Institution we could request a Hispanic specialist. Others asked what that would entail: special pedagogy for Hispanic students or a concentration in Hispanic Lit?

Jia-Yi suggested we continue to consider ideas for positions.

Other Announcements

Alene announced that Lit-mag will be back in spring 14 and asked that we please promote it to current students, especially since it was not offered in fall 13.

A flyer to email for faculty was suggested.

Targeting 102 students was also suggested.

Some asked for previous issue of Cul-de-sac to show students, especially for creative writing students.

Jia-Yi noted that it is important for the class to make since we have a budget line for the magazine, and if we don’t use it, we will lose that funding.

Discussion and Report

English Curriculum and Assessment Committee:

DLA Revisions: Ron and Deanna have suggested that the old language for 261 needs to change with regard to discussion board participation by faculty. We need to change language to reflect faculty role more accurately. Also, existing language implies we are required to contact students who “are not making satisfactory progress.” Ron has revised language to better reflect role of faculty on DB, i.e. using email, grade book comment feature, or emailing students individually with comments. The old language was directed at non-comp English instructors who are not writing so much commentary on papers.

Jia-Yi suggested that all courses with DLA under revision, 101, 102, etc. should use this new language.

We should add DLAs to Lit courses under revision, too.

Jia-Yi will make the Course Revision List for the next 3 years available. She suggested that we start in on revisions sooner so we don’t have too many later.

Deanna pointed out that CID website has descriptors for 15 courses that are very helpful for writing SLOs to match AAT model. Jia-Yi will send out the link to the website.

SLO Assessment Report and Discussion:

096 (Petersen)

Mary presented SLO assessment report from 96 spring 13.

Reading SLO: to make inferences, compare and contrast, relate lit to lives.

141 students participated, 91 passed.

Students had the hardest time with making inferences. Students tended to summarize instead.

The question was asked: where do we go from here? Some suggested we reiterate importance of higher-level critical thinking skills.

Jia-Yi asked how we should interpret numbers. One SLO with 3 parts? Also, in 101, 4 out of 5 is a pass. So how do we read these numbers for 96?

One way to look at this is that 96 currently has a 78% pass, which is above the 70% benchmark.

However, some voice concern because the inference skill is most important and may not be reflected in these numbers.
Some brought up problems with the instructions for the SLO and suggested that students might not understand what is being asked of them.

Others pointed out that students often just do not follow directions; they don’t listen or read, etc.

The question remains: how we can help these students most? Metacognitive instruction would help walk them through it.

Mary also brought up the difficulty caused by how the article the students were reading used terminology, i.e. “value” and “success.” Students skimmed and used terms as they normally used them not as they were used by the author.

Others pointed out that students feel safest doing summary as a default mode. Someone pointed out that the greatest strength of 96 is that we are moving students beyond summary. “Summary should not be safe. Summary should not pass.”

Some suggested that these are still meaningful results, even if we don’t like the numbers. Now we know that students are not doing well with drawing inferences.

Deanna suggested that these numbers are still helpful for reporting assessment, since the benchmark is 70% and students are at 78%, so we are meeting benchmark.

It was also pointed out that students can make inferences about education but not transfer those inferences from education to workplace. Next time, let’s just stick with education, since many students have not yet had workplace experience to make inferences from education meaningful in that area.

Jia-Yi asked if we are happy with curriculum results. Mary answered, “yes” and suggested that we just need to tweak assignment.

Open Discussion:

- 071/071L discussion to be continued in Nov.
  - Some suggested that we don’t want rush in but we should start talking. Let’s start with rationale for phasing out course and answer the question: what would happen to 71 students if we do?
  - Others pointed out that there is a college-wide incentive toward acceleration and identifying leakage points where we lose students and asked, “Do we really need three levels of developmental English now that 96 has been underway for a year?”
  - Other questions to consider: how many sections of 71? Answer: 8 sections with 36 students each. How many students started in 71 and successfully completed 101? Answer: 236 started in fall 2010 and 63 completed 101 by fall 2013.
  - However, others asked how many are still here at COC? How many have left and taken it elsewhere, or have taken a break?
  - Some wonder what the correlation is between entry point and number that leak out of sequence.
  - Mary points out nationwide stats: 24% of students who start 3 levels below transfer complete the transfer level course.
  - Others suggest it is a question of efficiency: Do we get enough bang for the buck from 71 if students in 96 do as well?
  - Others asked where 71 students will go, to non-credit? Jia-Yi said yes; those students will go back to non-credit, which would then become prerequisites, so students could only take 96 with assessment or prerequisites.
  - Leslie mentioned that research on published scholars shows that researchers at mid-level schools publish more than at ivy league schools because they feel like “top dogs.” She suggested that we can give our students in 96 that feeling of being top dogs.
  - Others pointed out that 71 “makes them feel crappy, but 96 raises the bar and then gives them support.”
  - Deanna suggested this makes an excellent argument for revising 71, not getting rid of it. She suggests using backward design to prepare students for 81 and 96, such as affective domain concerns, scaffolding, and more challenging reading.
o Others maintain that 71 still loses a lot of students and suggested that if we redesign the course, we are just duplicating 96 and still compartmentalizing students.

o Ron will look at minutes and create notes to present to curriculum committee on this matter.

Meeting adjourned at 3:15 pm