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# English Department

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**MEETING MINUTES**  
**September 10, 2018**  
**3:00-4:00pm**  
**Room 2722**

## **PRESENT**

Baukholt, Robert  
Cormier, Judy  
Howell, Kevin  
Patterson, James  
Shaner, Christina  
Tirado, Xochitl

Bemis, Roberta  
Garcia, Olivia  
Lay, Nancy  
Rowley, Deirdre  
Simpson, Scott

Beope, Nikolai  
Heumann, Michael  
Morris, Audrey  
Sandoval, Angel  
Spence, Cynthia

### **I. Call to Order**

The meeting was called to order at 3:00pm by Chair Michael Heumann.

### **II. Consent Agenda – August 10, 2018**

**(M/S/C J. Patterson/R. Bemis)**

The minutes were approved as presented.

### **III. Action Items**

**Eliminate Common Finals for English 008 and 009**

**(M/S/C C. Spence/J. Cormier) (Motion passes, one vote no and one abstention)**

(Discussion to be held at a later date regarding criteria that could be used in place of the common final, per Audrey's request.)

### **IV. Discussion and Information Items**

#### **1. AB 705 and Multiple Measures Update**

Michael learned at the meeting last week that the multiple measures system that they've been using (students take the Accuplacer test if they don't score at the 110 level then they have to appeal or petition to use multiple measures to place them there) is going away! In its place is what it should have been all along which is that students will not be taking the Accuplacer; they will be placed based on their GPA's from high school. There are three things we've replaced it with; there's actually two but Michael combined two and three. Number one would be the people who would normally go to 110 anyway; their GPA's are 2.6 or higher. The second one is 2.0 or 2.59ish or so GPA would be students we would strongly recommend that they go into 110 with the co-req. Below that, it's super-duper strongly recommended that they go into the co-req class. Michael wasn't sure if it was recommended or a requirement but Cynthia said that we can require; they're leaving it up to the college. Michael said that students have the option to take somethings else; if we offer Basic Skills classes

they can take them, we just can't require them to. Judy said she was getting students straight from high school and they're coming to ENGL 201 and they're bypassing 110 entirely. Michael asked because of AP and Judy said probably so. Her question was if that's something that we have control over. She asked how does that come about. Michael said that if they took the AP test and scored 3 or higher, out of 5, then they can skip 110 and go to 201 directly. He said he thinks that if they score a 5 they can skip 201 altogether as well, but he's not sure. Michael said we can't change that system. Michael told Judy that he's guessing her concern is the fact that students come into 201 without necessarily having any experience with research papers, or anything else Judy said, meaning that they have to catch up. The hope is though, that if they are AP students who got good scores on the AP test, they should be able to figure it out.

Audrey shared that when AB 705 first came out the original wording, we knew Accuplacer was going away but thought they mentioned something about a state sanctioned assessment that could be used instead. Michael said that multiple measures is essentially state sanctioned. Michael said they spent many, many years developing a new version of the Accuplacer test. Around the time that AB 705 started moving around they decided to end that so they're not developing anything new. Michael said that Accuplacer is going away; he doesn't think that anything is going to replace it. Cynthia said that we cannot legally keep them out of a 110 class but we can inform them of the 110 with a coreq. Michael said that we would inform them of what their options are and what they would be expected to do. Michael said that that's something we can spend a lot of time on this year. The English Standards Meeting would be a good place to do it. Right now the 008, 009 and 110 all have prereqs. With all the changes going on, there are two possibilities, either get rid of our prereqs altogether or change them to match up with what seems to be going on. We need to have a prereq in place by fall.

Michael will put a vote regarding this on the agenda for our next meeting.

Cynthia announced that she will be holding an Acceleration/Co-requisite Training on Saturday, October 20<sup>th</sup>, 9:00-12:00pm in room 2727. She will be sending out an email to FT and PT instructors. She needs RSVP's as she will have contracts ready for them to sign so they can get compensated. She also mentioned two more conferences that will be taking place. One of them was usually held in March but will not be held February 21-23 and National Conference which was usually held out of state will be held this year in San Diego. There will be attendees from Texas, Tennessee and other states at this conference. Cynthia said that this conference will be held at the end of our semester so she's not sure how many of our instructors will be able to attend. Cynthia will forward the information for both conferences.

Michael said that we have to put next year's schedule together this year. Michael's wondering what we should put together. He said that for the most part it would be the 110's or the 110's with co-reqs. The number of BS classes that we offer will be contingent upon demand. Michael's first thought was everything just 110, some of them with co-reqs and some of them not, and then maybe a scattering of 010's. He says 010's mainly because it the one closest to matching up to what we're going to be

doing in the 110's. That was his initial thought on the schedule; he doesn't know how it's going to play out. He wanted to know what people thought about it because it's such a radical change from what we're doing now. Audrey asked if the 010's are still harder to schedule because of them being five units. Michael said that they are actually four units (one being a two-hour lab); he's going to talk to Dixie about it.

Michael said that they asked last week if we have enough English teachers to do this. Michael's response was that he didn't know. He said that one of the 110's with a co-req equals to about 6.5 units. He said that a teacher could almost make load with just two sections of the 110 with the co-req; a third class would go partly into overload. He said that it would be difficult to offer these classes at night. There's all sorts of questions up in the air about scheduling and about staffing. Michael said that we have a year to figure it out and hopefully we'll spend that year wisely instead of waiting until June.

Judy said that it seems that the 010 and the 110 combo are treading over each other because we have the 010 which is a remedial class with college level work and we have the 110 combo which is with college level work with a remedial lab, in other words Judy said, they're treading on each other's toes. She doesn't see why we even need a 010 class. If students are going to go into a 110 combo then what is the purpose she said. If they are scoring or writing in such a low level that they need to be in 009 then maybe they really need to be in a 009 and not try to get into a harder level class because if they can handle it, then be in a 110 combo. She thinks we should just eliminate the 010 entirely since we have this new system. She thinks this would simplify things a lot. Judy said that on the schedule, students will start wondering what the difference is between these two classes, a bigger research paper, maybe.

Audrey said that Judy made some good points but one of the things we're not talking about is time. She said some students just need more time. They can't get it all in one semester. Judy mentioned the treading so closely together bit again and that it just sounds so redundant.

Deirdre said that since 010 ideally covers material presented in 008 and 009 but is an accelerated class in order to do that, why don't we eliminate 008 and 009, have 010's, regular 110's and the 110's with the co-req? And if somebody does not feel or is not ready for either of the 110's, put them in 010, allowing the instructor to go back and start with 008 level work, working through the 009 level work hoping that hopefully at the end of the semester as the 010 should be, they're ready to go into a 110 whether they choose the co-req because if they come out of 010 and they're still weak that would be a good option but if they're strong they could go straight into 110.

Michael said that maybe between now and the next meeting, the department should think about what would be the best way for the department to go forward. Another thing Michael wanted to mention: for part-timers, one class, one 110 with a co-req for them is seven units and so they could only teach one of those. That and a 201 would be all they could teach. We have a lot of part-timers but it's such that our part-timer pool is going to shrink really fast given the fact that the classes are so large. We still have to talk about the 055 co-req. Cynthia is teaching two sections right now and

Olivia is going to teach one in the spring. Michael asked Cynthia if she could give us a progress report now on how it's going. Cynthia said that when they set it, they don't go back to back; there's a gap. One of her first concerns was that students wouldn't want to go to the lab but that has not been the case at all, and she's had full retention. They don't seem to mind that break. So something that she was afraid of turned out not to be a problem at all. The quality of work that she's getting has turned out to be a higher quality than the work she's getting from her regular 110 without the lab. She's going to have to wait until they get into the harder essays but some of her concerns didn't show. No complaints about the longer time or about going to the lab. So far, so good Cynthia said. The class and the lab are in different rooms, Cynthia thought she might lose some but didn't so it turned out to be a false concern. Michael asked Cynthia if she was using the extra hours as sort of a homework hour, Cynthia said she is, that they're supposed to scaffold their work. Today they started their first journal on Oscar Wilde to get ready for their analysis essay and they have to find a quote, they have to find a literary device and then they have to explain why Oscar Wilde used that literary device, what his point was and so they talked about literary devices in class, they went to the lab and they started writing the journals and she got to go around and talk to them and just have conversations with them about irony and imagery. Their journals are due Wednesday. So she thinks that probably half of them have half of it done so they got a good start. They know exactly what she's looking for so she doesn't think that she will be getting anything turned in that she wasn't looking for! Michael said it's a different approach to teaching and he thinks it's kind of exciting; it offers different possibilities. It turns assigning homework into assigning different writing assignments when you know that you're going to see them an extra three hours a week and they can be working on that stuff while you're standing there and they can be asking questions all along. He said he thinks it opens up a whole range of different ways that we can organize our classes.

Michael thinks they'll spend a lot of time at the English Standards Meeting talking about the co-req and some of the other logistical things they need to talk about.

## **2. Writing Lab Scheduling Issues**

Michael said that this is an issue that we've been facing this semester, he knows that Roberta and Deirdre have had to deal with this. Classes start at 7:20am, the 2600 building opens at 8:30am. Roberta then mentioned that an instructor can get into the building by sliding the door manually. She also said that you must get permission for this so she's not treading on anybody's toes. Michael said he doesn't see how she could. So Roberta gets into the lab at 8:00am. Deirdre then jokingly asked why Roberta hadn't shared and Roberta said she was! Belatedly, Deirdre told her! Roberta told her that she didn't know that Deirdre didn't know! She thought she knew! Roberta said that we need a phone number to be able to call someone to unlock the classroom door. Michael feels that if classes are going on, the library and the lab should be open.

Dean Zielinski is working on this and wants to know how many people are affected by this.

## **3. Changing "prereqs" for 008, 009 and 110**

#### 4. **College Level Examination Program for “Analyzing and Interpreting Literature”**

Michael said that he got an email from Kristen Gomez that was about asking the department to approve something call the CLEP. At first Michael thought it was a joke because why would anyone name something CLEP? He said it sounds like some kind of disease! Michael explained that students coming out of high school would like to at least get credit for certain classes with the CSU’s. There are these tests available, credit by exam tests they can take for that. One of the tests is called Analyzing and Interpreting Literature. It’s actually something that students buy Michael said. He’s not sure how it administered. He said he doesn’t know much about it but wanted to throw it out there because Kristen asked for our opinion on whether we should allow students to take this test in order to forgo particular classes.

James said that Kristen took the time to compare CLEP with the APE exam in regard to ENGL 201. For a student to take the AP Test, they enroll and go to class all semester and then they take the exam. If they take the exam and pass with three out of five, they are given credit for ENGL 110 and if they come here they can go straight to 201. CLEP is a similar test but there is no class that matches it. You can buy a study guide and study on your own and when you’re ready you can take the test. It doesn’t have the same instructions or support for it James said. He also said that CSU’s do accept CLEP for general ed credit and so Kristen is asking us to take a look at it and accepting CLEP, particularly analyzing and interpreting literature, it might be something that we would say if they score X on that test we would give them credit for English Lit Introduction.

Christina said that she doesn’t know how well this will apply to us since it’s the only one they’re proposing to us so far and she doesn’t know how it works in California but she knows that in other states they’ll let you CLEP out of some of the classes but you couldn’t do all, you’d have to at least do some in a course environment.

Michael said that when he gets more information on it he’ll bring it back to the meeting.

#### 5. **PLO Information for English Program**

Kevin shared that he was talking to Michael and they came up with the idea that in PLO’s. There are three that we have to have an assessment tool; they thought that one of the Lit classes would work well and the 201 class would work well because one PLO is plagiarism. James said that when he was the department chair they used 201 for PLO 1-3 and whatever Literature class was being taught at the time. Michael said we’d get some people to collect some data this year from the Brit Lit class which he’ll be teaching.

Michael said that we’ll talk about assessments and closing the loop and all those fun terms that they like to talk about so that we don’t get in trouble with the accreditation team. James said that we’re going to get in trouble and Michael agreed that we are and that there’s just no way around it! Michael mentioned that

James was going to a college in October and asked him if he was allowed to say, James said that he was supposed to but that he's on the Board agenda for out of state travel, with the ACCJC-California, Hawaii and the Pacific Islands. James is going to Hawaii! Michael told James that he hopes it'll be an interesting experience for him. James said it would be and that it's very interesting to see how Student Learning Outcome assessments are being handled outside of the domain of California.

## **6. Lottery Funds—Planning Ahead**

Michael sent out an email about Lottery Funds about what should buy with them. Deirdre suggested in addition to our MLA handbook we also get some APA handbooks. He said we're getting around 60 of them. Hopefully all our instructors and our embedded tutors can get a copy of one. There's also another handbook that a few people are using this semester so Michael got 60 copies of it. He'll be distributing those when they come in. Michael asked everyone to brainstorm and bring the ideas to him. Deirdre asked if we are allowed to use our Lottery Funds to buy books to be kept at the library. Michael said that he'd have to check on that because he's not sure that would count. Michael asked Cynthia to share her interesting idea. Cynthia said that they had a Welcome Day for incoming students here in the 2700 building and Science, Math and counselors were there and every single booth was giving away novelty items, lightbulbs, pencil sharpeners, Rubic's cubes and other things. They had bags and everyone was just going around to the different tables and collecting items. She would like for us to have an English table for next time and give out novelties. Cynthia asked if we could buy testing material; Michael said we could.

Michael mentioned that every year since he first started here, the college always had a budget crisis for every year that he's been here except not for this year. He said that this time we were actually around four million dollars in the black! We ended up with four million dollars that we didn't spend last year and that's on top of a very large reserve. He thinks our reserve now is around 30% which is ridiculous and why they're going to take some of that money and use it to fix some things around campus including expanding the college center. Cynthia said they're going to remodel Counseling. The 800 building didn't have air conditioning recently so they're going to work on that too.

## **V. Reports**

### **1. English Standards**

Michael wanted to have the English Standards Meeting on the fourth Monday of the month but that's when our Integrated Meeting is meeting so that wouldn't work but he's now thinking the first Monday of the month. He planned for October 1. They will be talking a lot about AB 705, Multiple Measures, our co-req and also the Reading Program.

### **2. Basic Skills**

Cynthia said that if anyone wanted to create an online co-requisite, please talk to her about it and they can offer some support for constructing it but it would have to go to Curriculum this October so it probably wouldn't happen for fall but maybe

next spring but we don't have an online co-req but we have plenty of people in this room that could make this happen. Cynthia said to think future, think that direction.

### **3. SLO**

Kevin reported that SLO's are going well. The website up, a lot of people have used the forms over the last fall and spring. The ILO's, we had 223 students out of the 1,100 who needed it. We have some great resources, he sent that out to everyone. SAO's, Service Area Outcome-Kevin said Jose Carrillo and him are re-doing the whole thing.

### **4. Distance Education**

Xochitl reported that Kaylene submitted her material for English 010. Her and Kevin can't remember if it's totally online or if it's hybrid. Michael and Xochitl had both asked her and had not received an answer from Kaylene.

## **VI. Other**

Michael has been thinking about the co-req and he feels that if we have English 110 co-req class at night, the class has to meet twice a week, there's no other way he said, otherwise they'd be here until midnight.

### **Adjournment**

The meeting was adjourned at 4:01pm