

English Department

MEETING MINUTES

October 8, 2018

3:00-4:00pm

Room 2721

PRESENT

Baukholt, Robert
Cormier, Judy
Lay, Nancy
Rowley, Deirdre

Bemis, Roberta
Garcia, Olivia
Morris, Audrey
Sandoval, Angel

Beope, Nikolai
Heumann, Michael
Patterson, James
Spence, Cynthia

ABSENT

Shaner, Christina

Simpson, Scott

Tirado, Xochitl

I. Call to Order

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

II. Consent Agenda – September 10, 2018

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

The minutes were approved as corrected.

III. Discussion and Information Items

1. AB 705 Update

Audrey went to an AB 705 workshop, a regional meeting put on by the State Academic Senate, and gave an update on what she learned. She said that many of our questions have been about placement and placement options. Craig Rutan gave the presentation; he's the ASCCC Curriculum Committee Chair. He's checked with lots of people around the state, and a lot of people had lots of questions and he moved very, very quickly.

Some of the questions people asked: does it apply to all students? It's focused specifically for students who are seeking a degree so if someone comes to get a transfer certificate, this doesn't necessarily apply to them. When does the clock start? The clock starts when we actually place the student. Students still have options; the student can decide that they still want to take basic skills courses first but it's up to them, and we can't recommend that they do. If the student decides that they want to take a class below college level, the clock doesn't start then; that was the student's choice to do that. We cannot recommend below transfer level English. One of the things we can do is give them information on their chosen major and information on the courses they're going to need to take. We can even show examples of the types of assignments but we can't ask them to do the assignments; we can't give them a grade and say they didn't pass because that would be like giving them a test and we're not allowed to give them tests but we can show them. Many students are able to make their decisions when they see

what is required. Audrey said that this kind of evaluation can be made by counselors or the process can be automated: a student goes in and puts down what their goal is, what was the last English course that they took and what their grade was. Because it is multiple measures, the grade point average has more weight; Michael said all the weight! Audrey said that, for example, if the student had a good grade point but had C's and D's in English and they want to major in English, what's best for them? The student can decide but we should give them the information that they need. Michael said that right now if the student wants to know the difference between 008, 009 and 110, all they have really to go on is the catalog. Michael said that we should be able to provide to the counselors something that shows the students that this is what they're expected to do in 110. Audrey said that the catalog description doesn't translate into student's needs. They read that and they don't know what is actually required of them until they get there.

One of the things that Audrey really took to heart is that this is a big change and students are trusting us. No student wants to start out, be placed, and fail. Students can take 110 with the co-requisite and they could fail, and then they could take it again and still have a very, very good chance of going on. But some students will fail one class and they're gone and won't come back; everyone is different. What Audrey is seeing is that this gives room for individualization. We're giving students choices and the students can choose and that empowers them.

Now what about our co-requisite plan. Can we require them to take a co-requisite class? The answer is yes if their GPA is below 2.6. Audrey said we can require them to take 110 with the co-requisite. But what if they don't want to? Then we use our normal challenge processes. She said that we already have challenge processes in place, and a student can ask to not take it. Michael said he had a very long argument with Dixie last week where she insisted that we cannot force students to take the co-req class. She kept saying that over and over again and Michael insisted that everything he's heard is that we can do that. So the bottom line Audrey said was we can offer courses that are below transfer level: yes we can. She doesn't know what percent of colleges are but many colleges still are. She said that especially if you're required freshman English with a co-req a lot of the students, especially if they are part-time students, don't have the time to take a co-req class, that alone would prevent them from getting started. But if they could take a four unit course like an English 009 first and have a little more time and then go on and take the next class. That might work better for students but again it's their choice.

Some people were wondering if we should get all the basic skill course out of the catalog and he also said no to that because some students will go to other colleges to find those courses because they feel they need them. He also mentioned specialized populations like DSPS students that might actually need English 008. We could have one section, if there's a need; if there isn't then fine. Mr. Rutan made a list when he talked about re-thinking support and it was nice to see that we had already done a lot of those things. There were some other ideas that

sounded outrageous like a two-semester long English 110 course. Some colleges have done that so they have two semesters to master the skills with support so the seven hours (units) could be three and a half hours per week for each semester and they have more time. Audrey said that these were just some options; we're already set with our Engl 110 with co-requisite and we're not done piloting yet. There's different ways to focus on the co-requisite, Audrey said.

Michael said that at last week's English Standards Meeting they came to the conclusion that we can't really make any other changes to the 055 class because we don't know enough about the class right now. We wanted to kind of change things for the fall but for it to be ready for the fall we'd have to make those changes now but right now we just can't so right now we have to wait through this semester and next semester to get more information and at that point if we find that we need to make changes then we'll probably be able to make better changes. We're going to just stick to what we have right now which is the 110 with the 055 co-requisite, the one-unit lab-three hours three hours a week which is seven hours altogether. Audrey said that just at the end, Mr. Rutan mentioned to be careful of the unit load because of financial aid and all of that, and he also mentioned class capacity. He said that the state's Senate is looking at that. He'd mentioned 30 but said that 30 is too much. Audrey said we're expecting them to learn more in less time and with 30 in a class! She said it was a very useful meeting but said that he went way too fast.

Judy asked if there was any emphasis on strongly urging students to get counseling before they register for classes. Audrey agreed that the counseling element is very, very important. Michael said that in the 1st Step Program, it is required for the students. He said they have to meet with a counselor before they sign up for classes because that allows them to have some priority. James said that eventually that'll be campus wide for all incoming students. Michael said that that probably isn't going to happen. Deirdre said that in which case we'd probably be wise to let counselors know about English; they kind of have an overview but, in other words if we can require a student who needs the co-req to take it, unless the counselors are aware of how important that is, if a student say that they don't want to take it the counselor is very likely to tell them that they don't have to. Then we've got someone in 110 and the clock starting who needed that extra help.

Judy shared something that she thought might help students: create a little package that's bound with maybe three or four sample essays plus the course description with all the objectives and some of the more important one highlighted and have something like that that counselors could open up and ask the students to take a look at them and ask them if they feel comfortable writing at that level. Judy thinks that that might actually help a lot with self-placement. Michael told Judy that she just volunteered herself to help him do it! He said that he thinks that's a good idea and that he thinks we should put together something to help better inform the students on what their options are. Roberta asked if we had a counseling liaison to which Michael responded that Tanya Dorsey is our liaison but not here today and that he would talk to her about it. He also said that Kristen Gomez also could help as well.

Audrey asked Michael if he knew if any of this was going to be automated, Michael said that there's a meeting later this week and he would find out then and give an update. Deirdre asked about students who take the regular 110 and fail, maybe because they needed the extra help or maybe because they could have done the work but they don't; in other word they're supposed to have a draft and they're the one who walks in to class and doesn't have it whereas if they were in the co-req you could sit them down and have them do it and that may not be the purpose of the co-req but it would make a huge difference for some students who just lack the self-discipline. Michael asked Cynthia if she's been doing anything like that in her class and how's it going. Cynthia said that her students in her 055 class have been turning in their assignments on time, so far. So that extra time, Michael said, really is working and Cynthia said yes. Deirdre said that maybe there's something that counselors could do with student who have not passed the 110, like encourage, guide, require them to take the co-req. Cynthia said that if they qualify to take 110, she doesn't think that we can require them to take the co-req.

2. Building the 2019-20 English Schedule

Michael is going to look at this semester's schedule and figure out how many basic skills classes we have versus 110's and then take that schedule and imagine what it would be like next fall with AB 705 in place. He had a couple of different scenarios that he shared. There are two big issues: classroom space and staffing. Cynthia asked about the portables that we have and how were they attained. The portables that we currently have on campus were purchased with bond monies. Michael said that two of them were paid for with money from the Talcas Grant. Michael said his concern is how do we get enough of these classes in to the schedule for next year, dealing with the 055's and do we have the faculty to do it because there are a couple of variables that go into the 055. He also said that the silver lining in this matter is that if we take out 20-25 sections of basic skills classes then we have 25 section hours to plug in for 110/055 classes. Dixie mentioned to Michael that afternoon, evenings, Fridays and Saturdays would be when we add sections of those two classes. Michael said that we'd have to figure that part out when we start creating the schedule. Deirdre said we should ask for an English classroom. Michael said that what he actually wants to ask for is to be able to put as many of the 055 classes in the same room as possible. Cynthia said that we should ask for a room that was stocked with all the things we need to hold the lab classes in. Load would not be four or five classes but would only be three Michael said. With that in mind, that's a worry that he has because that means we're going to need more faculty. Staffing will put limits on how many we can offer.

Michael said that for the Program Review that is due at the end of the month, he is going to ask for more full-time faculty, maybe three. James suggested he ask for four.

Michael shared a handout, Projections for Fall 2019 Schedule, and went over it with the group. He wants to double-check his numbers before he sends it off and makes it part of our Program Review.

Audrey asked if we had any information from other colleges yet that gives students a choice as to what percentage of them choose to take the basic skills course. She said we really don't know and we have to have enough 110's with co-reqs available. We can't say to them that everything's filled and that they'll have to take 009; she stressed the point that we can't do that and we have to have enough transfer level courses available to them. We have to figure out a way to be flexible.

Michael said that he's come to the conclusion that no matter how we put the schedule together, it'll be wrong! He said we're going to take our best guess and work with the counselors who will be talking to the students at the high schools and we can use those numbers to estimate, and also hope that those numbers are correct so that we put the correct number of classes in the schedule. Cynthia shared that she's talked to 11 other colleges and it looks like it's a 50/50 split. Half of them are going to offer no basic skills classes and the other half are going to offer one class and we're not getting too many colleges that are going above one but that doesn't mean that we have to follow them.

Michael said that he thinks he's found enough justification to hire more faculty. The question was asked about when we might know if we can hire more faculty, James answered that HR is asking for lists of all the faculty we might be hiring by the end of December so they can start advertising and recruiting in January.

3. Reading Program Review

Michael said that since our Reading Program isn't as big as it used to be it was a little easier to get the numbers. He shared the data with the group. Michael said that the bottom line here is for the data he shared, it's very simple: the Reading program itself is stable, it's not decreasing anymore, and it's basically remaining on that level. We might be able to increase things depending on what happens with those ESL versions of 008 and 009 because they want to have them kind of match our Reading 018 and 019. Michael is still not sure if they're going to be offering those classes. Michael also mentioned if we want we can be creative and do other things with the Reading Program. Audrey shared her idea of Reading across the disciplines course. She said that could be an accelerated basic skills course. She thinks maybe having one basic skills accelerated course and then the transfer level courses and maybe linked with other courses is just one model or one idea. Michael said we all know there's a need for students to become better readers and that's for society in general and the question is how do we do it and certainly some of the suggestions that Audrey made and some of the things we're doing right now might work. Another way of looking at it would be to do a better job incorporating reading into our 110 class or the co-req class. Michael said that maybe there's some Professional Development that we as a department could get into and learn a little more about that. Certainly the accelerated strategies and some of those things can feed off of a lot of Reading instruction that seemed to be one of the biggest focus on accelerated classes when he went to the training years ago. Michael asked the group to send him any other ideas that they might have on the reading program and he would send them out to the department.

4. OERs and English

Dixie sent an email out asking if we had any classes in our department that are using just OER's, nothing else, for winter and spring. Please let her know so that they can make a note of it in the schedule. They add a special logo that shows that there is no cost for material.

IV. Reports

1. English Standards

2. Basic Skills

Cynthia said that we're having the training on the October 20th for the co-requisites for the people that haven't had the training yet. There will be two sessions that day, 9:00-12:00pm and 1:00 -4:00pm. Cynthia needs RSVP's and she will have forms that need to be signed by the attendees so they can get paid. She will send out an email reminder.

3. SLO

4. Distance Education

V. Other

Nikolai had something to share but said that after hearing information that was shared in the meeting this probably it would probably be hard to justify it. His idea was to bring back poetry and fiction writing classes. We have a 250 that meets once a year and it's a survey course. Basically they give four weeks of poetry, four weeks of fiction, four weeks of non-fiction and four weeks of screen writing. This could be for the fall and then in the spring we could offer those focus classes and so they learn the basics of the genre. With this he thinks we could bring in more people from out there in the community. He said there's a lot of open mics out there that a lot of people don't even know about. Nikolai thinks the classes would fill up. He said there's a need for it. Basically every other community college in California has those classes.

Michael said that it would probably be a different group of students than our normal English 200 level students. It would be a wider pool of people. Michael said there's a lot of people who are aspiring writers who would embrace classes like that. Cynthia asked Nikolai if we had this course before. She wanted to know how do we make it come alive again. Michael and Nikolai said it doesn't exist anymore in the catalog but can be re-created. The course outline has to be written and approved at Curriculum. Michael is pretty confident that we can add the new course to our English Major and it can be part of our program and probably a part of our Humanities Program as well. He thinks there's an audience for it and said we just have to have the will to do it.

VI. Adjournment

The meeting was adjourned at 3:57pm.