

## English Department Meeting Minutes: November 8, 2011

1. Introduce Humanities Commission and Senator: Mark Zelarayan and Nathan Wofford(Elise introduced)
  - Nathan=student senator
  - Mark=humanities commissioner
  - ASO hosting homecoming —wants our help publicizing
  - Mark and Nathan also asked for faculty input on “shop and drop” problem; Problem, as Mark and Nathan see it, is that students can’t get into classes, then after first few weeks, a lot of students drop. They are wondering how we can help prevent this, as it keeps students who really want or need classes from enrolling.
  - Tom Lew said our attrition rate is relatively low, especially because of cuts in courses
  - Concerns or comments regarding Humanities—email Mark and Nathan—“don’t be shy”
  - [Mark.Zelarayan@elcamino.edu](mailto:Mark.Zelarayan@elcamino.edu);
  
2. Announcements from Elise Geraghty:
  - Holiday Party on December 8 in the mailroom—Allison and Scott and Rachel L. planning
  - Chelvi Subramanian and Chris Gold need reps to help with faculty evaluations at Compton—paid
  - Nov. 17=petitions committee—Chris Gold needs volunteers
  - Jeanne Wakatsuki Houston will be speaking on campus on November 17, 1pm-2pm
  
3. Forms A and C: why you should use them and what happens after you fill them out (Elise)
  - For student discipline actions, the key word is repeated/recurrent incidents, so it’s important to document behavior as it occurs
  - Form C=plagiarism—use it for plagiarism, despite overlap with Form A
  - Don’t let incidents build up before filling out Form A, especially if you anticipate things will get worse
  - Not a big deal for office to fill out paper work, helpful later, so don’t hesitate
  - Form B=suspension
  - Facebook/blog, making students uncomfortable—might need something in syllabus; re: privacy or sensitivity about social networking (Elise suggests)
  - Rachel L. adds=“our learning community extends to what happens online”
  - Elise requested ideas for a great clause to add to the syllabus that addresses this issue; if someone has an idea, please share it with her and the rest of the faculty
  
4. English Major workshop update (Pete Marcoux)
  - Successful workshop—16 English major attendees, not all declared
  - Sabra Sabio went over UC, CSUs requirements

- Mimi Ansite and Lyman Hong discussed undergrad and grad experience
- Very successful, will try to do again in the spring
- Tom Lew announced that we have received the template for the English major by statewide committee that is trying to standardized major requirements—in spring, will go over what committee is suggesting for all English majors in community colleges in California
- Elise and Pete have list of names of majors if other faculty want list for student helpers, etc.

#### 5. English A Placement Cut Score Validation (Irene Graff and Pete Marcoux)

- Results of spring survey for English A instructors. Instructors were asked, “do you think your students are prepared for English A?”— the results have implications for our placement exam
- Figure 1 and 2: Percentage of students that were successful in 1A, A, B in Spring 2011, Fall 2010—broken down placement by test, by course and difference between the two
- Unclear what B percentage mean because no prereq, and no cut-off—Darrell Thompson questioned what these figures mean, Irene said she would look into it and report back
- Faculty assessed whether students were placed too low, just right, too high—students who placed too high had very low success rate (only 16.7%)
- Some students who instructors thought placed too high had high placement scores
- Bar chart—“just right” category looks good; students placed “just right” have high success rates
- Student who placed too high (according to faculty) have quite a spread, placed high on test—so, harder to adjust cut score
- Tom pointed out that some of “too low” placements had high placement exam scores; this may be because student may have self-selected into a course, or decided with counselor to enroll in different course than the one into which they placed. Student placed in a certain course doesn’t have to take that course
- Irene said, in light of results, we don’t need to change cut score—if we did, should do comprehensive with 1A and B
- Mimi brought up other factors involving placement—rushing, not feeling well, don’t take test seriously—variables that we haven’t been controlling or addressing effectively
- Rachel L. pointed out that math preps students for placement, and that we shouldn’t have our students take placement exams cold
- Pete pointed out that faculty can move students to a different course if we feel a student is misplaced...but often by the time we figure that out it’s too late, no room, etc.
- Tom pointed out that there are practice tests available, almost as many as math—they are online
- Elise—you can take the test 2-3 times before you register for a class

- Mimi suggested that this could happen during New Student Orientation; Tom says it's happening, but maybe students don't take in, but will redouble their effort—will make fliers announcing how students can take practice tests
  - Tom said data presented by Irene is much more positive than he expected
  - Nathan wanted to be involved, raise awareness, do some kind of campaign—could coordinate
  - Irene suggested an early assessment
  - Pete—Beau Morton wrote a grant to see if WritePlacer would be effective—that's the background; but given these results, unlikely that we can get funding to do this—cost of WritePlacer is 2x that of AccuPlacer
  -
6. Plan Builder (Tom Lew)—every department needs to update its plan every year—Tom working on English for 2012-2013
- Part of program review—1.1—can't get yet because of funding
  - 1.2=funding full time hires—we got two full time positions in the department for next year approved by Tom Fallow, maybe a 3<sup>rd</sup>—plus full time Japanese instructors
  - Sean Donnell was our division rep this year, giving input on hiring
  - President recommended 20 positions campus wide for next year (depending on what happens with state revenues in December)
  - Tom suggested revision to 1.2 so that we don't ask for any particular number of hires
  - 1.3 Tom suggested putting in funding for Writing Center into plan to emphasize important of funding. Funding of the Writing Center has fallen from 170K in 2006, now 107K—and basic skills funding gone
  - Yesterday VP of Academic Affairs increased funding by 25K for this year...but still not enough
  - Darrell asked for revision to objective to acknowledge that Center serves campus, not just program
  - Goal 2; 2.1=strategy; Tom recommends eliminate 2.2 in light of Irene's research; leave 2.3
  - Questions? Comments? Tom says if you have new ideas, let him know—will do this in Plan Builder with Elena—if something comes to you, email Tom or Elise, can look at in spring meeting and address
7. Faculty Hires (Tom Lew)
- Tom is happy with number of position approved
  - We will probably stick with same hiring committee from last year, since they didn't do any actual reviewing or interviews
  - Susan Corbin asked if the job would be a dual assignment in Engl/Reading
  - Tom said the jobs will be straight English Comp w/possible secondary assignment in reading
8. Update (Sean Donnell)
- The steps are negotiations to impasse to mediation to fact finding—we have the fact finder's answer

- what's left=1) see what the board does about fact finder and hash out negotiations 2)otherwise, board will impose contract on us 3) then, if appropriate, job action—but not yet
- Mimi asked about sticking points; Sean explained that some of the big issues are insurance, treatments of counselors
- Sean said there will be a few more meetings before anything happens