



English Department
Friday, April 29, 2016
12:00 p.m. Room 404
Minutes

Thanks to for Katie and Mike for food!

Present: Cindy Ahre, Elena Alvarado-Strasser, Toby Bielawski, Angelo Bummer, Katie Eagan, Justin Garoupa, Michelle Gonzales, Marty Nash, Jim Ott, Mike Sato, Karin Spirn, Kristi Vanderhoof

1. **Approval of Minutes** of April 8, 2016. Karin motioned to approve. Michelle and Mike seconded. Justin abstained. All (except Justin) approved.
2. **104 Final reading** –Toby shared that we will not have student essays for the current finals since they are both new topics. Toby sent out a norming email. It is very important to have all 104/105 instructors attend a norming session each semester. We will try to schedule the norming before we send out offers for classes to let instructors know when to plan in the norming session. The topic of how we make attendance at a norming session mandatory was discussed. There will be people who won't be able to make a norming session. When people can't come to the norming session, how do we address this? Take a video of the norming session? Post the score board and notes? Toby would like the full-time faculty to think about this and how we can address the attendance/training issue. It is difficult for part-time faculty who teach at other places to attend a norming session. Toby asked if anyone is willing to meet with any part-time faculty who can't come to the scheduled norming session. Norming sessions count as professional service hours because it is SLO related. Mike noted that norming should be compensated. Professional Service hours = 1 hour per CAH, so English 104 = 6 professional service hours. Norming is still mandatory even if the part-time faculty has completed their professional service hours. Kristi noted that we could tell part-time faculty that they need to meet 6 hours for the 104, and that two of these hours should be completed during the norming session. We could add the date of the norming in the offer for the class – (we'd need to set the dates for each semester). Jim volunteered to help with people who can't attend the norming session. Katie noted that we should pursue the idea of filming the norming session and having this available on Blackboard. We should stress that coming to the face to face session if preferable. Michelle offered to videotape the norming session on May 13 so part-time faculty who can't attend the norming session in person will be able to view the norming discussion

Mike volunteered to write a summary sentence for "Internet Advertising" and Angelo volunteered to write a summary for Tracking through Technology"



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3. SLO's—Karin and Marty

Marty shared a handout "definitions." Marty noted that the difference in outcomes is that what the student comes "out" of the class with.

Assessment: does the assessment provide the student the opportunity to demonstrate achievement of the outcome? There was much discussion about the idea of a course having a common assessment in courses and the value of individual instructor SLO's. Katie noted that we do have rubrics for common SLO's for our English courses. Katie would advocate for going ahead with these rubrics and revising the rubrics that we have. Karin asked if we would all teach the same essay to have a common assessment? If the objective of the SLO is clear, we can each do our own assessment? Kristi noted that we could have a suggested grading rubric that would correlate with our SLO rubric that faculty could add their individual criteria on top of the basic rubric. Marty noted that faculty should not have to change their course to accommodate SLO's. However, the group also discussed the advantage of having a common assessment on occasion to encourage better understanding of what students do well on and struggle with. ") Each instructor can get their own feedback and use that to make programmatic decisions.

(See Marty's handout: Definitions)

Side two of Handout: Activity. Marty walked the group through page 2 which outlined how to develop your SLO's from some of the larger institutional SLO's. As we move toward revising our literature SLO's, we could look at our core competencies to see if any of these SLO's match up. Karin suggested that anyone who wants to stay after today's meeting, we could work on the SLO's—or we could do this at the retreat.

Marty led an SLO activity that asked the group to identify which of the following are outcomes? There was much discussion about the activity referencing our literature classes. Katie asked if there is a way to measure that the students develop some understanding of the author's intentions not based on the students' own bias?

Objective = what you do. Outcomes = proving that it was learned

Karin shared an exercise on mapping. If you did this mapping, you may notice that some of the outcomes are not being assessed. Karin led an activity using the English 104 week-by-week schedule and asked each group to map the activity that is addressed during the portion (weeks) the group was assigned. After the



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semester was mapped out for 104, Karin led a discussion about SLO's. Justin suggested that this is a good activity to do with part-time faculty. Toby thanked Karin and Marty for all of their work and for going to the conference

4. **New Schedule for basic skills/Building 400 Spring 2017**-Toby and Cindy shared the new schedules for the English center for fall and spring. We are looking at re-configuring the IA coverage to adapt to our new multiple measure schedule. Since there will be some "down time" for assistants, Toby and Elena are looking at extra projects/research. (see item 5)
5. **English 104 student research**—Elena and Toby shared some ideas for research (attach handout). One of these projects would look at what the new basic skills students will look like. Karin said that she would love to work on the student survey with Elena and look at the information we want to collect. Michelle noted that this was part of the idea of the "transformations" grant that was not funded. Michelle noted that this would be great if Elena collected this data. Elena noted that it would be very useful to also get information from the faculty. If we want the data to matter, we need to have a programmatic way to collect this data. Karin said that we would have to be careful about how we go about this. Elena noted that there is a midterm progress report. Michelle noted that this midterm progress report is meant as an intervention, but it is too late for that. Mike noted that we have to be careful about what we have access to—assistants could not go into BB to look at grades. Kristi noted that we could have a writing assessment at the beginning of class. Mike noted that we could ask, but they wouldn't have to do this. Michelle asked if we could glean this data from SLO information. Justin added: what is the rate of not turning in assignments? Attendance? Mike noted that it might be great to see if certain instructors would be interested (stipend) to go through/collect data. (See English 104 Research handout)
6. **BaSk report**—Michelle shared information about how we are going to spend the BaSk money. Justin will be out on workload banking next semester, so we need someone to take his place on the BaSk committee. We did not get the "transformations" grant. The BaSk plan is due in May instead of October. Michelle needs feedback from the department. Michelle's recommendation: We have \$90k. We are recommending that we scale down on the things we've been funded that should be funded by the college (i.e. tutorials). Michelle told Toby to request RAW money for this year, but this is something that we will scale down (not fund) in the future. Research, design, and implement staff development for instructors teaching



English Department

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English 1A (workshop on what an “a” paper, etc, would look like. If we can make this work for basic skills, we can do this. Reading apprenticeship is the other item that is referenced in our program review. We could re-frame this discussion as alignment more than 1A. Angelo volunteered to serve on the BaSk committee in the fall in Justin’s place.

7. **English Department Website Revision**—Katie noted that we need to clarify who is in charge of the department website and how we go about updating it. We can talk about this more at the retreat.
8. **Retreat**—Toby –Our retreat is scheduled for Thursday, June 2 for all faculty and assistants, and Friday, June 3, for full-time faculty. Toby asked for agenda items. Thursday, June 2 will be in the LPC reading room (2401) for all; Friday, June 3, will be at Toby’s house for the full-time faculty.
9. **Good of the Order**
 - May 4—Poetry Performance “In This Skin” Aimee Suzara 7:00 p.m. Room 2420
 - May 5—English Night – Meghan Swanson-Garoupa 7:00 p.m. Room 1641
 - May 9—Poetry Slam—Toby Bielawski & Amy Moellering 7:00 p.m. Cafeteria/Room 1600
 - May 11—Michelle Gonzales reading from her book—*The Spitboy Rule* Black Box theater, 3:00 p.m.
 - May 14—Anthology Awards Ceremony – Marty Nash and Melissa KorberAnthology needs donations. Please contact Marty Nash or visit <https://www.gofundme.com/LPCanthology> to donate.

SPRING 2016 Meeting schedule (12:00-2:00 p.m. in room 404)

Friday, May 13

(Norming for 104/105)

Food: Jim and Marty