Friday, November 2, 2018
10 a.m. – 4 p.m., Building 400

Michelle, Kisha, Karin, Richard, Elena, Jim, Maureen, Mike, Justin, Meghan, Toby, Angelo, Marty

Norms: (Stella) 10:00 – 10:10 a.m.
Brainstorm guidelines for how to interact during the meeting (i.e. honor time limits, emerge with actionable items if possible . . .).

Actionable Items:
- Professional Development - lesson student anxiety/Get students to see instructors, IAs
- *Student survey for 1A (similar to 104 & 100A)
- Research Latino students in Puente and those not in Puente
- Messaging/Advising – 1AEX for students above 2.5
- *Look at number of students passing/not passing: consider college population/trend in overall college, 1300 yr 12,13,14, 1400 yr 15, 1700 yr 16, 1629 (-90) yr 17, F17 1A success 850, non-success 183 – how many more 1AEX, w's 155
- *Ask Rajinder – what happens to students who don't pass 1A?
- *Capture data about why students not passing/dropping
- *How/If students' grades are changing?
- 1AEX curriculum – be mindful of COR of language
- CEMC argument for additional resources, preview data, ask for more, current, talk to math and other disciplines
- Study 104 students – who benefits?
- *Fall back plan/Scheduling issues
- *Talk w/ Student Services – placement
- Make a program offering description
- Challenge process
- More ENG 4 & 7 classes offered
- Collaborating w/ other programs
- Reading Apprenticeship FIG Survey, interdisciplinary collaboration
- Staff 1AEX w/ FT faculty?
- *Set up ahead to deal w/ staffing – CAH for summer coordination, Basic Skills money, 1 unit CAH for Spring or Fall
- 104 New Curriculum/Class work
- Update 104 materials in RAW site
- Discuss Instructional Assistant support for regular 1A
- DSPS & ESL Containers
- Chabot's class tutor
- Tutorial Center

Student Report: (Stella, Richard, Karin, Michelle, & Kisha) 10:10 – 10:40 a.m.
Collected Data English Students: 100A FIG, IA's data, Program Review

- 104? Mirror? Non-Credit?
  - Proposal for non-transfer English F2019, 2-3 104 sections, each mirrored for noncredit; noncredit is repeatable & can meet prereqs
  - 104 learning objectives remain prereq to access many disciplines in college (104 outcome skills desired)
  - coursework will be directed at COR learning objectives but not beyond
  - support student needs without an assumption that students will or should take 1A – TABLE this discussion for Spring 2019

Additional considerations:
  - late start 104 for students who begin semester in 1A
  - mechanism to discourage students who should be in 1A, e.g. coordinator sign-off

Lunch: 12:15 – 12:45 p.m.

Inside the Expanded 1A Classroom: (Michelle & Elena) 12:45 – 1:45 p.m.
- Curriculum (what to take from 104 / how much of a program to maintain)
  - IA coverage, predictable, supporting higher needs students, MLA, Noodlebib, content: using BSS in both 1As(?), reading strategies, annotation, thesis, intro/conclusion, PIE, documentation, transitions, embedding quotes, 104 practice quizzes, teach as review, plagiarism, essay outlining, summary, personal reading history, paraphrase
  - Contextualize all instruction
  - Consider how we're teaching Critical Thinking
  - Consider English 4 prep

- 1AEX
  - Recommend that you cover this/outcomes by end of semester = have links to handouts
  - Sample class/week to week syllabus
  - Sample Canvas Shell
  - Outcomes described in syllabus
  - Midterm check-ins for skills/actions
  - Final assessment at end
  - *Work on assignments from 1A in 1AEX and name it
  - Just in time remediation
  - Schema building
  - Contextualized reading
  - How will the 1AEX take place?
  - Computer Access

- Growth Mindset / Cultural Wealth Curriculum, using Porch Talk
- Grammarly FIG Update
  Maureen – used Grammarly in 104, students liked it, good learning tool for revision, will have to do a lot of teaching in it
  Richard – 1A online students used for word choice changes

Instructional Assistant Support in English 1A (Justin & Stella) 1:45 – 2:15

- Success, non-success, and withdrawals of those w/ GPA 2.4 & below
- 104 success rates
- 104 throughput
- Qualitative data on those w/ GPA 2.5 or higher who choose 104
- 1AEX non-success – track them
- Who are the students who don't attempt English their first year? Who are the students who leave school, have access issues, or have anxiety?
- Do they just want to take what they want?
- Who or what type of cohorts are most successful?
- Where are the scheduling roadblocks?
- Waitlist data?
- Success rates of students of color
- Latino students 30% if LPC population
- Gender placement of success
- Grades – distribution

- Placement
  - In spring, won't be using Accuplacer (using it now)
  - Placement webinar
  - *Using GPA to place students in 1AEX (below 2.5) F19
  - Next year: investigate this and maybe do a GSP if needed
  - Provide information about our course offerings/program and ESL's
  - Volunteers: Katie (Chabot classes), Karin, Justin

If time – AB705 Professional Development Needs for 2019 (Elena) 3:40 – 4:00 p.m.
- RA FIG Update (5 minutes)
- Feedback to Student Writing FIG Update (5 minutes)
- Community of Practice / Elena's Draft Proposal (5 minutes)

Elena's AB705 English Professional Development Plan (CoP) Recommendation

Theory: Capacity Mindset
- Growth Mindset Research and Curriculum
- Community Cultural Wealth
- Building a Classroom Community of Belonging
- Syllabus Construction 1

Curriculum Development: Inside the English 1A Classroom
- Window into a Classroom
- Backwards Design
- Prompt Writing and Scaffolding
- Syllabus Construction 2
- Just-in-Time Remediation (I suggest Building Strong Sentences)