ACTION POINTS:

**Put on the next agenda to have an overall discussion of caps.**

**Program Review--Send feedback if there are any problems with what’s in there, give the go ahead to continue, deadline: August 24th.**

**Joe wants to know about clubs, what’s still active.**

**Senate is discussing access problems to buildings, if you’ve had any problems, please tell Kathryn.**

**Have four mentors and would love at least two more. If you have a good student, send them Melissa Black’s way.**

101A or 101AX

Above 2.6: co-requisite is not recommended but is available if desired

Between 1.9 and 2.6: co-requisite recommended

Below 1.9: co-requisite strongly recommended, and those who go against the recommendation sign an informed consent contract

Attendance:

Ann Marie Wagstaff

Rachel

Melissa Long

Daniel

Aerin Ridgway

Katherine

Bulmaro Cisneros

Elizabeth

Joy Lawrence

Connie Gutierrez

Melissa Black

Fall Semester Meeting dates and Note Taker:

September 14: Joy note takes

September 28: Rachel

October 12: Elizabeth

October 26: Katherine

November 9: Melissa L.

November 20: Daniel

Melissa Black: official alternate note taker

Three major things this semester, this year: Outcomes (upcoming accreditation), Pathways, Decisions in terms of AB 705.

**Outcomes, SLOs.**

Rachel representative for department

Courses for assessment this semester: 101B, 101AX, Chicano Literature, Women Writers, and Survey of American Literature

Consider SLOs for assessment next semester, see if they need changed before semester starts.

Is there a master list of SLOs? Can they be made more accessible to faculty? Can ask Ann Marie for an outline of the class.

Elumen—new curricunet

Should be able to go to a database for SLOs See SLO Handbook distributed las fall..

Before accreditation, assess two PLO during September.

PLO=Program Learning Outcome

Degrees and certificates only have PLOs.

Gaps in SLO assessment, we have data not entered into the database. Rachel will enter data. .

SLO forms you’ve been saving, want to drag and drop them to the database. In the outcomes handbook given out last fall. (If can’t find yours, one online and in Ann Marie’s office.)

**Pathways:**

Process of laying out a path, a possible path, is connected to students being not only more successful but having a clearer idea of going from walking into college to graduating. Want to protect students’ right to choose, to take classes outside focus. Division will have a team that works together, teachers, student services—lay out what’s considered to be a reasonable path for degree transfer we’re encouraging students to pursue. Show classes that might be best electives, like history for an English student. Narrow down choices for elective, provide a recommendation for what matches really well with the degree. Won’t preclude students from choosing outside those recommendations, but it will lay out a path that they can follow without looking through overwhelming options. Will have the opportunity to work with counselors and teachers for clear advice and recommendations. Also can identify specific types of jobs that are possible, how the path can lead to these careers, lay out a potential map for success. Give them ideas not only for classes but additional steps to get to where they want to go.

Overall idea: students be better informed about what it means to follow through with this degree and where you can go from there, what you can do when you have it. Allows students to have a lot of additional help with that sort of planning.

Ties student services in closely, provides organized help and guidance.

Not a program to march people through like cattle. No mooing.

In the organization of this team, need to designate someone familiar with our programs and degrees to be the faculty member on the teams. Need to represent our division. Decisions to be made sometime this semester. Might be two people from the division? Going to create teams to work on this.

**AB 705 English Implementation Plan (sent out via email this summer):**

Almost exactly our straw design with a few things added in.

Used this to make a proposal for Melissa Long to be given stipend for AB 705 implementation coordinator. Granted.

We’re considered early implementers. Got written up as a school who did so.

Asked to do a soft rollout. Now trying a soft rollout in the spring. Means we will be offering minimal sections of our one level below classes in spring; revising spring schedule now. Primarily impact adjuncts, haven’t been assigned spring courses yet.

73X will be turned into 101A+1AX. May still have a few 73X and 50, but anything under 50 and 73X will be going away.

For fall 2018, create a new integrated reading and writing class, three units and leave out the research paper.

We are allowed to have a one level below class but can’t place students in it, but they can choose it.

3 unit class without research paper—fully integrate reading and writing outcomes so that both reading and writing teachers can teach it.

Joy and Elizabeth will write the course outline.

**Put on the next agenda to have an overall discussion of caps.**

Cap for 101B and 101A to reconsider? Going to take more time now that we’re getting all levels in those classes? Maybe drop the cap?

Try to do it for spring schedule, might not be able to do it for spring. Might have to wait for spring.

32 too many for 101B.

With the integrated reading and writing, how do students end up there? Do students seek it out for themselves? Can counselors draw their attention to it? Can’t recommend it. Can’t place people in it.

If a student says they’re worried about their reading, can a counselor draw their attention to this class? Yes. But if there shows to be a trend of a lot of students going into the below transfer level instead of transfer level, get looked at and criticized. Need to make sure the default is to go into transfer level. Might come back and ask us to show that the students who go to one level below are getting the through-put, at least matching those who go straight into transfer. Might say we can’t offer the class at all if there are problems. (PC may not be a focus, being a small school. . .)

**Discussion of Recommend or Require Co-requisite**

Decision to make today for soft rollout, counselors need to know: GPA placements, directly into transfer, but how much recommended to take the co-requisite changes based on GPA. Can require a certain level of students to take the co-requisite based on GPA, vs. recommend or strongly recommend. Would requiring make an easier path for the counselors? Would it keep there from being quite so many disparate levels of students in class? Even if required for lower tiers, want to ensure there’s still access for those who want it who don’t place into it. Could we use tutors as a recommended additional resource to add? To be a middle option, maybe?

Do we want to challenge having the co-requisite if it’s required?

Concern about a bottle-neck.

Try having it all recommended, see what happens, gather data on soft rollout?

Need a lot more tutors, support in the one unit classes?

Does requiring the co-requisite change the students’ attitude about this class?

How is this affected by having a lot of students fail the first time? Do they take 101A the first time, then accept needing extra help?

What do we do with students who have failed twice? Do we require the one unit classes be taken as well? Do we drop them into the one level below class? Do we require that if a student has failed once that they take the 101AX next time?

Does focusing on a failure model, that we just let them fail once and then remediate, indicate a failure on our part?

Referring to 101AX as not remedial but as a recipe for success.

Can we have students sign a waiver if they’re below 1.9 and don’t want to take the sidecar? Contract stating they know they’re going against recommendation and are prepared to put in extra work to make the course a success?

Need to enhance rather than reduce writing across the curriculum. Other departments stopping having the students write?

**Decision:**   
**Top tier canbut not required to take 1AX**

**Middle: recommended but not required**

**Bottom: informed consent. Aerin to write it up, share it with Ann Marie**

Bottom tier’s three options. (three options: require without caring about resistance, another purely recommended, one strongly recommended but if go against recommendation have the waiver). Require a meeting with counselor below 1.9, if trying to register for standalone.

Get a course through for fall semester, curriculum deadline October 23rd. If we want any of those one units, that’s the deadline.

Going to try to have an 101AX with an ESL instructor teaching it.

Possibility for one unit/alternate class? How to write about self/skills needed to transfer/personal narrative?

Need to get curriculum to committee by one of the September meetings, 28th?

Decision on high school concurrent placement: relook. Send out what it is currently and think about what can change, what it needs.

LAD program review: read it or give “informed consent”

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