LAD Meeting Notes – September 14, 2018

Present: Ann Marie Wagstaff, Rachel Tatroduarte, Melissa Long, Catherine Hodges, Melissa Black, Daniel Rice, Connie Gutierrez, Reagen Dozier, Elizabeth Buchanan, Joy Lawrence, Araceli Carranza

1. Melissa Long shared a cute and crafty banner with us.

2. Check-ins:

-We’re doing well. Some will need to leave before the end.

-Melissa Black gave us an update on the mentors. A schedule will be available next week.

- Daniel represented us in the Academic Senate meeting this morning. Kathryn Benander is taking her son to college.

3. Outcomes Committee – Rachel walked us through assessing PLO #2.

This is the process of how we assess PLOs: collect, analyze, identify, implement.

-As part of the discussion, we want to look for ways we can improve. This way we can assess those things we find useful.

-To get ready to implement, we need to make a plan. To do this, we need to decide:

* What will be done?
* Who will do it?
* When will it be complete?

-After discussing in groups, we came back to a full group to assess the SLOs in a few courses to see if they meet PLO #2.

-Rachel shared her process of grading SLO assessments. She uses her regular grading rubric and identifies whether a student successfully passed the assessment.

-Ways we can improve is to make sure we include 101B for our next assessment. We should also look at SLO statements before we assess them. SLOs need to be clear and stand on their own. We need to review the SLOs with adjuncts and make sure we all understand what they mean. We need to revise the SLOs for literature classes before they’re taught.

4. Dual Enrollment – Ann Marie

We need to revisit our multiple measures for dual enrolled students.

-We had to table this discussion because dual enrollment students cannot take a co-requisite.

5. Class Cap Size – Ann Marie

-Online classes should have the same caps as face-to-face classes

-English 101A is set at 25. Keep it at 25.

-English 101B is set at 32. Lower it to 28.

-English 101C has not been taught recently. If we offer it, let’s set it at 30.

-English 50 may be offered in the spring. Keep the number at 30.

-English 73X may be offered in the spring. Keep the number at 28.

-ESL all set at 30. Keep them at 30.

-Spanish is set at 30. Keep them at 30.

6. Program Review – Ann Marie

-Ann Marie distributed a handout – LAD Areas for Improvement. Two areas over which we have no control and that we need funding for: **Radical fluctuations in funding** and **Inattention to team-building and training necessary for successful change.** Ann Marie will put it in the Language Arts Division budget, but we may need to find it somewhere else. We are in flux right now with funding.

7. Reconsideration of offering an optional one-level below English class. We used the Interest Based Decision-Making Guidelines to discuss offering this class. Ann Marie facilitated instead of participating.

* **Step 1: Describe the problem**
	+ Students can self-place themselves into one-level below.
	+ Chancellor’s office may not see this as a different class
	+ When/how will a counsellor recommend this course? This could put us out of compliance.
	+ If too many students self-place, we could be seen as out of compliance.
	+ This gives students only one semester to pass the transfer-level course, which could affect our funding. If students enter in the spring, they have one semester to complete transfer-level course.
	+ Even if we offer it, we will have two years to prove it is successful, or we will have to eliminate it.
	+ We’re sending a mixed message to counselors.
	+ How do we let the students know about it if we’re not “recommending” it?
	+ Not every student sees a counselor.
* **Step 2: Define the issues and Frame as open-ended questions**
	+ Do we want to create and/offer a one-level below class?
	+ How can we better serve our population of students?
	+ Do we have students who need this class?
* **Step 3: Identify stake-holders and interests**
	+ Low-performing students
	+ Returning students
* **Step 4: Create options**
	+ Offer transfer level only and work towards more innovations.
	+ Create a one level below to use for the next two years as a bridge.
	+ Create a one level below class, but don’t offer it unless we find out it is needed.
* **Step 5: Evaluate options**
	+ We went around the room and shared how we each felt about implementing a one-level below class.
* **Step 6: Commit**
	+ We have agreement on creating another model of transfer-level English that would help students.
* **Straw Design**
	+ Instead of creating a class that we would eventually cut, we will use our energy to develop a course of action that will benefit our students. We need multiple pathways that are deeply connected.
	+ Spring – Keep one 73x, one face-to-face 50, and one online 50.
	+ Elizabeth, Melissa B., Melissa L. (there to remind Ann Marie to remember “official” things), and Joy will work together to write the new transfer level course. Create a draft for the next meeting.