

**Language Arts Division Meeting**  
**Monday, September 17, 2018**  
**Location: 18-204/18-108**

**In attendance:** Kristi Ridgway, Tarana Chapple, Yaping Li, Rene Anderson, Sarah Mangin, Keira Travis, Jill Kolongowski, Madeleine Murphy, David Lau, Ron Andrade, Roberta Reynolds, Annie Theodos, Katie Bliss, Kate Motoyama, Erica Reynolds, Teresa Morris, Steven Lehigh, Tabitha Conaway, Fermin Irigoyen, Kat Webster, Jill Haberlin, Amy Sobel, Colby Nixon, Teeka James, Allie Fath, Tiffany Zammit, Anne Stafford, Paola Mora Paredes, Jon Kitamura, Robbie Baden, Jing Wu, Emily Kurland, Karen Naval, Lydia Chen, Todd Windisch, Elinor Westfold, and Valerie Young

*JOINT LAD-ASLT MEETING*

**Announcements/Reminders**

- Kristi introduced Tarana Chapple, the new dean of ASLT.
- Kristi passed around a sheet to capture all of the Spring classes with zero-cost textbooks. We need this information soon, so these classes can be demarcated in the schedule of classes.
- Jeramy Wallace is holding a Program Review guidance session in 18-201 tomorrow from 2:00-4:00.
- Tabitha shared that Stephanie Roach and Tatiana Irwin are doing office hours to support the Program Review process. She'll email details to Kristi.
- Susan Petit, professor emeritus, is the program consultant for *Northanger Abbey* at The Pear, running through 9/23.
- Kristi provided an update on the resource request from last year. We're still working on getting whiteboards put on the back and side walls of building 16. We can expect them sometime after Dec, but there's no timeline. In the meantime, talk to your colleagues about their experiences with wall paint, in case that's a better option. Teresa said that it's "lovely!"
- Kristi received an email from Sarah Howard, who said that the health center visited her class, and it was a wonderful experience that students appreciated. You might want to consider inviting them to your class as well.
- Student Life is now in building 12-211.
- When submitting short-term professional development applications, keep in mind that the one-travel-expense-per-year rule is now being enforced.
  - Tarana asked about timelines for getting requests in. Kristi recommended 30 days, and Annie suggested a minimum of 2 weeks' notice for advance payments. Check to make sure things are approved before you book.
  - Madeleine wondered if she needed to apply for PD funds for things like the Student Success conference that is being paid for by Guided Pathways. Kristi said that Anniqua's probably using different funds, but it's good to ask to make sure we're tapping the right funds.
- BUS. Faculty, Peter von Bleichert, said he's been seeing plagiarized materials, so he might be reaching out about this to ENGL and COMM faculty soon.
- Kristi sent information out about FERPA. It's important to remember that high school students are covered through the privacy act, so a form must be on file in Admission and Records, before you can disclose information, like grades, to parents, etc.

- Success indicators and some data for centers are up on the Program Review website. If you're working on Program Review for your department, Kristi has the latest EMPs and priorities for CSM. The district also has its priorities on a 2-page brochure, and the college's mission statement has been updated recently. Kristi will make sure to get copies of these three things to faculty soon. Program Review is due 10/26 by 4:00 pm. Kristi would like to see them, but make sure you put it through the process officially by submitting online.
- Program Review
  - Madeleine explained that the basic document is the same with a stronger focus on equity. The language around assessment has changed, so the point of the document is to report what you've been doing so far to promote equity, and what you plan to do going forward. It can be used as a plan; there are workshops on assessment and equity, so it's partly a cue to look around for things like Lunch and Learns, etc.
  - The old mandate was about auditing SLOs and putting them in a spreadsheet and having an epiphany, but we've reframed it so it's driven by an actual question. Tell us about anything you did to look at how student learning was going on, (it could be a sequence of courses or some meaningful end point for students), and look back at student learning within that context.
  - As long as we are all engaged in assessing our programs, we can prioritize what needs looking at. Madeleine will be emailing everyone soon and meeting with reps from departments to create an assessment plan, a simple document that outlines what and why. In the Spring, she'll send out another follow up form. You may notice that this is like tracdat, but instead of starting with data, we're starting with a question.

### **Introductions**

- Steven Lehigh stopped by to say hi. He's the new campus chair for AFT, so he wants to open a conversation on the best way he can serve faculty. We'll be back in negotiations soon, so it's a good time to look at priorities. David Laderman is the full-time rep, and Rudy Ramirez is the part-time rep, so there are three new reps in addition to Teeka and Anne, co-treasurers.
- Paola Mora Paredes is the new retention specialist and point person for the Multi Cultural and Dream Centers. She'll visit your class to talk about the centers and Undocu-Circles. She serves ESL students too.
- Karen Naval is International Ed's interim retention specialist. If you have issues with students that need an extra connection with someone, send them her way. She tries to be very accessible.
- Lydia Chen is the new International Ed Counselor, mostly working with students on probation or dismissal status. Please reach out if you have concerns about students.

### **Year One Promise**

- YOP is fully under student support services now. Tiffany Zammit, the new director, taught Math, and was the assistant principal at Half Moon Bay high school. Allie passed out handouts that include a breakdown of the program's process. There are 485 students in the cohort this year. The program focuses on completion, replicating CUNY's ASAP program (check out their website, which includes a full replication guideline). There are four counselor touches in the Fall since the incoming students are defined as "high needs," though they may not be. Come Spring, they'll be categorized by low, med, or high needs and use the counseling team to calibrate things.

- Instructional pieces: YOP will begin cohorting students coming in next Fall. Allie will be reaching out to ENGL to start discussions about what kind of classes we can offer, and wants plans finalized by the end of this Fall.
- Tabitha asked about support in the form of metro cards (like ASAP provides). Allie replied that the incentive at CSM takes the form of a \$50 gas card or \$50 towards the Grab and Go program that provides access to breakfast, lunch or dinner from the bookstore, who is partnering with Sparkpoint.
- Teeka asked about shuttles from BART. Could we put that money into transportation? Allie explained that transportation is not part of the program right now, but the college is working on it. Teeka thought it was part of Skyline's Promise program. Kristi mentioned that the Transportation taskforce needs reps, so get in touch with Jeramy if you're interested in that.
- Tiffany explained that there's a little flexibility regarding the 12-unit requirement. They work with the DRC to make changes as needed. If students have a counseling program through something like EOPS, YOP works with the other program so students don't have to replicate that stuff.
- Kit asked if the IDST class is transferable. It's okay for CSU, but not UC. Tabitha asked if it'll fill a GE area. Allie explained that it's a long-term goal, though College 1 is not a requirement for the program. It's three units, involving faculty across campus, and focusing on college skills and identities, working in small groups to build community, with a shared book. Email Allie with questions. They offer a 3-day workshop for faculty during the summer. There are three library sessions regarding information competency practices, so Teeka wanted to know how much IDST 110 and ENGL 105 overlap. Allie will take a look at data. Teresa said she did notice some of the same students. Most ENGL 100 faculty are focused on how to write a paper, but in IDST, everyone's a first time student, so Teresa gives them space for that. It's a good complement, but five sessions is too many.
- Kit wanted to know if we keep in touch in years two and three. Tiffany said that they do, but the duration depends on the students' goals.

### **AB705 Brainstorming**

- Kristi explained that ENGL and Math, as of Fall 2019, will need to make sure that students complete at least one course of transfer level ENGL or Math within one year. You can have ENGL 838 as an option, but students cannot be placed there. They can self place into 838. We have a single section of 828 – what do we do about that?
- What kinds of support will students need?
  - Teeka is concerned that it's going to be challenging for faculty if everyone goes to 105, including 828s who are functionally at a 3<sup>rd</sup> grade level. Faculty are going to have to get comfortable with major fail rates. The inclination is to lower standards, so she's concerned about that. The students in 828 right now are probably never going to pass ENGL 105. We're taking away a possible path that leads them to a better life. She feels like we're not serving our community, especially those with developmental issues.
  - Tabitha wanted to know how we can serve students with basic skills needs who are not in basic skills classes. A lot of colleges are asking about co-requisite models, but there's a fear that they're not in line with AB705 because you're not shortening the path.
  - David Lau mentioned that there's a difference between the language of the bill and the guidance from the chancellor's office, so he wonders if the guidance might change if there were a different chancellor. Someday there will be, and they've put forth this million dollar online college. It's good to keep these things in mind as we go, and influence the political

process. He's teaching four sections of 100 right now and a lot of students are really struggling.

- Teresa, wearing her curriculum hat, wanted to put it on the radar that many course outlines include statements regarding recommended prep (like completion of ENGL 100), so the conversation goes beyond ENGL, involving other disciplines and preps. The ripple effect is different because so many disciplines need to form their content based upon an assumption of what happens in an ENGL 100 class, and that needs to be communicated beyond the division, and that could change lots of outlines.
- Tarana shared that she went through this process at her previous institution, where they went to an interdisciplinary approach because it had so much of an impact on other departments.
- Anne pointed out that the language of AB705 says that students need to have the *opportunity* to complete ENGL and Math in the first year. When the number of 828 and 838 sections shrinks, the stigma around them will rise, so students will be less likely to take those classes. We're trying to create pathways, but some of our students who start in 828 and 838 will be shut out if they have to start in 105. It's a relatively small number of students, so that might help us.
- Madeleine is interested in how much flexibility we're going to have. She wonders if this won't end up meaning changing the environment in which students will be studying ENGL. Will it mean that the Writing Center is transformed into a big place with a lot of people in it? There might be a really big rethink.
- Tabitha added that other colleges are doing workshops and no credit short term courses, and running them repeatedly, and providing academic support that requires changing the way the centers and student support work.
- Teeka wanted to know about the consequences of non-compliance. Since we're already in violation of the 50% rule, and it's not about apportionment, why bother? She thinks the class cap should come down to 15. Who's going to teach zero-credit things? How is the college paying for that? There's a price tag for ongoing sustained support, which means teachers.
- Kristi said that she was glad that faculty in English and ESL are going to the implementation workshops. Write questions and send them to the appropriate person or send them to her. We're in this together and we have people in the room from ASLT to help English and ESL comply and be sure students receive support.

### **Canvas Tricks and Tips**

- Erica Reynolds' presentation will be e-mailed to the division.

### **LAD Committee Reports**

- Sarah Mangin shared that the Library Advisory Committee is holding their first meeting tomorrow. She was excited about conversations regarding our information literacy framework, and hopes to push that info through in the coming months.

**Next meeting: Thursday, November 1, 2018**