Meeting Minutes

Nov. 5, 2012

Assessment Room SS 420A, 2:30 P.M. – 3:45 P.M.


Guests: R. Tillberg, T. Matosic

1. Welcome and Call to Order

2. Fall 2012 Class Selection Process
   a. Faculty present at the meeting agreed that the only classes that were supposed to be selected during the process of rotation by seniority should have been the two sections of Eng. 102 and the literature courses listed in the Fall 2013 schedule galley.
   b. It was also agreed that Eng. 103 #1022 1:00 p.m. – 2:25 p.m. should have been left as part of the full load of classes for K. Boutry and should not have been part of the rotation.

3. Materials Distributed
   a. Answers to scheduling questions from Oct. 31, 2012 Division meeting
   b. Planning Report – 2012-2013 for review of student learning outcome goals
   c. Program Review – 2012-2013, generated in a departmental meeting held on Friday, Nov. 2, 2012, to be used in determining measurable outcomes for the Division in preparation for submission on Friday, Nov. 9, 2012, as a comprehensive program review.
   d. Rubric for Learning Outcome for Eng. 21 and SLO for Eng. 21 to help faculty complete SLO preparation after this meeting adjourned

4. Program Review, 2012-13 Division Goals & Measurable Outcomes
   a. R. Tillberg explained that “No” responses in the Unit Goal of the Planning Report handout represent unchecked boxes on the digital program review

   • Speak to an issue only once.
   • Send meeting resource information electronically in advance for review and preparation in order to contribute to substantive discussion at the meeting.
   • Place new items in the “parking lot” for a future meeting agenda.

Vision
WEST: A gateway to success for every student.
Our Mission: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success.
form. She stated that the Division members can choose to change the choices made on the form. K. Boutry then suggested and it was agreed that the college goal of transfer should be checked as a goal of the Division.

b. In reference to the module on staffing trends (page 4 of Program Review), F. Leonard suggested that the Division include at least one FPIP application, if not two, in conjunction with the Language Arts program review.

c. H. Bailey-Hofmann requested that the retention rates be measured across disciplines to determine how low rates of retention apply to online English classes specifically and to online classes in general.

d. N. Lincke-Ivić does not agree that students are prepared to master the SLOs at each of the class levels in English and requested that the answer to the first question in the Curriculum Module on page 5 of Program Review be revised. There was a consensus that the answer should remain as it is based on the work done on Friday, Nov. 2, 2012, to complete the Program Review document.

e. Strategies to Increase Student Success: Addressing reading needs by adjusting cut scores on the English assessment exam to identify students with pre-Eng. 21 skills who could be helped with customized Learning Skills courses, redesigning LSK 50 for better integration to English 21 curriculum, and increasing referrals of students to the Writing Lab.

f. The ESL Program
   i. All teachers can suggest that students should take ESL classes once second language interference is detected in their writing.
   ii. N. Sander is requesting a viability study of the program to find ways to preserve and strengthen it.
   iii. Benefits for students: ESL 5A, 6A, and 8 give students transferable units. Paired courses (ESL 5A with Personal Development and ESL 6A with Art 101) have offered students a chance to earn credits toward general

- Speak to an issue only once.
- Send meeting resource information electronically in advance for review and preparation in order to contribute to substantive discussion at the meeting.
- Place new items in the “parking lot” for a future meeting agenda.

Vision  WEST: A gateway to success for every student.
Our Mission: West Los Angeles College provides a transformative educational experience.
West fosters a diverse learning community dedicated to student success.
education requirements while contextualizing language learning. Language acquisition is the focus in ESL classes. There is more time in ESL classes to work on grammar and structure.

iv. Solutions are needed to address the problems in writing for ESL students who have gone through the ESL sequence and enrolled in Eng. 101 and 103 in addition to the reluctance of students to take an ESL assessment test and to take ESL classes.

5. SLOs – course-level, assessment, timeline
   a. T. Matosic joined the meeting at 3:30 p.m. to help review SLO forms.
   b. T. Matosic spoke about the SLO Assessment form: list specific objectives on page one, list course objectives in column one based on these objectives (at least one course objective per class level), describe in column two how the objective will be measured, and state in column three what level of students need to achieve these objectives.
   c. Course SLOs need to be aligned with program and institutional SLOs.
   d. SLO assessment needs to be doable.

The meeting adjourned at 3:45 P.M.