

Minutes from the Developmental Writing Department Meeting
November 6, 2015
HBC Room 214

The meeting began at promptly 3:07.

Attendance: Dean David Lydic, Laura Ore, Stacey Stover Thompson, Rahelina, Deanna Johnson, Ann Dillon, Corey Greathouse, Caryn Newburger, Brian Yansky, Frank Cronin, Tina McGaughey, Evelyn Richesin, Irene Lee, Louella Tate, Jeanne Chaltain, Jenifer Hernandez, Hilda Ollmann, Bill Martin, Kendall Dingee, Anne Fletcher,

1. Laura welcomed a new adjunct to the department, Reuben, who will be teaching at Elgin.

2. Ra mentioned that there were still some classes for the spring 2016 that are unstaffed, and Laura has been authorized to overload instructors' schedules. This has already been approved, so if anyone is interested, he or she should contact Ra as soon as possible.

3. Then Laura told us that Dr. Cooke shared with her that he wants the ed reading and writing departments combined, and when Laura objected, he asked for a rationale for maintaining autonomy in the two departments. He also stated that there was a lack of professional development in INWR. She asked the members present to read Caryn's "Vision" statement for the department.

4. Laura stated that in January there will be a review of the portfolio as a replacement of the traditional grading session, but since we aren't all using that method of assessment yet, if we have essays to review, we should first see the DWA on one of our campuses to review the final essays for this semester. Laura gave out a list showing all of the DWAs and the campuses they staff.

5. If we have students in WS I or II who may exit out of remediation this term, we should let Laura and Ra know by December 11 at 8 a.m. She wants the student's name, ID, and our course synonym sent to them by that time and date.

6. WS III will end in the spring of 2016. It will be replaced by INWR or Comp 4.0. Students in WS II will no longer need permission to go to Comp 4.0 at that time. Students can exit from INWR into Comp 4.0 also.

In the spring of 2016, students in WS II will go to either INWR or Comp 4.0. if they pass. Laura suggested that students who earn a "C" in WS II should probably go to INWR instead of Comp 4.0. WS I will still be able to go to WS II or if they qualify, INWR or Comp 4.0.

7. On January 12, 2016, there will be a meeting on the pedagogy of the portfolio, and those faculty members who have been piloting it will share their results. There will also be a space created on Blackboard where faculty will be able to find available information on the portfolio assessment.

8. Assessment and Advising Update - Caryn shared that she and Stacey revised the placement chart for the fall of 2016, but it needs to be approved by the Assessment and Advising Department, so it won't be available for use, or needed actually, until fall 2016.

9. Futures Report -- Deanna shared about the retreat that the committee had the first week of school and the various groups that have been created. She mentioned that all of the members of the committee were given a series of questions to answer. The object of the committee is to have the college create a "cleaner" version of getting students from registration to graduation, in other words, streamline the process, and that this philosophy/approach is connected to Guided Pathways.

Davis Jenkins is going to give a presentation on Pathways on November 16 - a webinar - at Eastview Campus. **Davis Jenkins** is a senior research associate at CCRC (Community College Research Center at Columbia U) who works with colleges to find ways to improve educational and employment outcomes for students, especially economically disadvantaged students.

The Campus Advisory Committee had meetings had all 11 campuses. There was a Power Point presentation that shows our present "cafeteria" style of college vs the future "guided pathways" version.

There were site visits to Chicago, Miami Dade, and Sinclair Community College in Dayton, Ohio. Deanna said that the Sinclair model was the one that was the most impressive. She shared extensive details about it as well as some materials on their program. She also said that we should have a list of needs prepared in order to have the integrated courses run well and for students to benefit.

When we integrate reading and writing courses, we will need a writing lab and computers. Software will be available for the INWR courses.

There was a discussion about having destination campuses, north, south, and central to make services more accessible to students who live in the different directions.

Counselors have been assigned to the Student Success courses and the same should be done for developmental education. This has already happened at Highland Campus and Round Rock.

On November 12th there will be a Futures Presentation by invitation only, and Jenifer and Frank will attend with Deanna and Laura.

In December, it is hoped that all of the feedback from the various reports will be ready to be assembled.

It is hoped that Pathways will be operationalized in January, 2016 with a plan to implement it in February, 2016.

10. INWR Committee report - Deanna shared that she has completed a survey for the students exiting INWR courses that will be used to help the college see the effectiveness of the program. This survey will also be placed on Blackboard and/or Google Docs so that everyone can see what is being done.

11. "The Vision" - Caryn shared a document that she wrote sharing her vision for the Developmental Writing Department to be aligned with the English Department rather than the reading department. Laura presented a rationale for not going with the reading department and why it would be better to go with the English department. Dr. Lydic supports this and says that he has already shared the idea with the Department Chairperson in the English Department, Dr. Judy Sanders, and she is also in favor of this plan. Following the rationale, there was a discussion, and then all were asked to vote. All present full time faculty and adjunct faculty voted in favor of Developmental

Writing joining the English Department rather than the Reading Department. Laura will share the idea with the reading department. When it was asked where reading would go, Caryn's report was referred to in which it is recommended that reading go with the disciplines where there is the greatest need for it.

Louella suggested that Cary's essay should be posted on Blackboard as a prompt for a discussion among the faculty.

A writing center was suggested, and it was mentioned that perhaps there should be three, one at each of three destination campuses. It was also suggested to have one at the Highland Campus.

The rationale for going with the English department includes the following:
national norms' contextualized; struggling students in English Comp that need our expertise; we are already combining developmental writing and English Comp i 4.0

Since Dr. Cooke and the Futures Committee are leaning towards the combining of reading and writing, several members felt that there should be a "what if" list of what faculty want if reading and writing come together.

The list included the following: co chairs and admin assistants; a writing center; computers in all of the classrooms since there is software that complements the programs; an SI; teachers teach 4 sections of comp 4.0; choose our own books' manage our own professional development; have an even number of votes - equal representation of voting - in all areas