

# DEVM Minutes

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Tuesday, August 20, 2013

HBC 214, 2:30-5:30 p.m.

Faculty members absent: Carrie Nance, Hilda Ollmann, Patti Dungan, Allison Ely

## Department Chair Update

- ✓ Adjunct faculty representatives for 2013-2014 are Louella Tate, Bill Martin, Joy Clark, Joe Wiseman, Gene Browning, and Kendall Dingee
- ✓ Faculty were encouraged to refer to the beginning of semester (B.O.S) document on Bb for reminders, such as posting Lighthouse by the established deadline and submitting their syllabus to Rahelina by the established deadline.
- ✓ Process for “bumping” adjuncts was discussed. This past summer and spring, a few adjuncts had to be bumped so that some full timers could make their load. Adjuncts must keep in mind that in these times of low enrollment, full timers have no other recourse but to bump an adjunct to honor their contract with the college.
- ✓ IRW status—basically the DEVW is going to step away from offering INRW courses. The state initially stated that all exit-level reading and writing classes would have to be offered as integrated courses or those courses would no longer be funded. Well, that language has been removed and we are not sure what will be mandated or not. Thus, we will wait to hear from the state before we consider offering another INRW. I will keep you posted.
- ✓ NCBO status—non-course based option intervention designed for WS3 students who may receive an IP but who do need less than 16-weeks of instruction to become college-ready in writing. If you grant a student an IP for this fall, please let Joy know so she can contact the student and work with the student individually.
- ✓ TSI assessment test—beginning August 27<sup>th</sup>, the TSI assessment test will replace all other assessment tests at all Texas colleges. As a result, a few of us took the assessment test and met to discuss and create our new placement chart. The consensus seems to be that the objective portion of the test is fairly difficult but the essay portion of the test is fairly easy. The placement chart is now going through the shared governance process and we hope will be used for students enrolling in the 12-week and second 8-week session. For those of you teaching these classes, it is critical that we make sure we compare the students’ TSI data with our entrance essay data to see if these students are accurately placed or not. We will then use this data to “tweak” our chart for spring 2014 enrollment.
- ✓ DWAs responsibility—DWAs are reminded to meet with campus deans and use the Pp that Joy created. (Feel free to tweak as you deem fit). Counselors and advisors are going to rely on DWAs heavily and will probably have questions regarding the placement chart, so please contact them and let them know ***early in the semester*** when you will be

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available. Remember, this chart really doesn't go into effect until the 12-week and second 8-week session.

### Jenifer

- ✓ Jenifer shared some concerns regarding our prerequisites for our COMP 4.0 students. Some of these students are not prepared and are not aware how challenging this learning community can be. This course is reserved for not only A/B students, but they must also be highly motivated and mature. We discussed removing the B prerequisite, but we decided against this option. However, the department did decide that B students must earn a grade 85+ and their final departmental essay must be brought to the WS3 final grading session.
- ✓ The department also decided that we should market the course more effectively to recruit better students. One suggestion was to send letters to eligible students, inviting them to enroll in the course; have former students market the course and attend WS2 classes, encouraging students to strive for COMP 4.0. Institutionally, I will see if I can get COMP 4.0 classes to be listed separately on the web, and we can use internal support to make our departmental website more student-friendly and engaging. I will be setting up a meeting with Patti and the COMP 4.0 faculty to discuss this issue further.

### Caryn

- ✓ Caryn proposed that the language currently used for our WS2/WS3 prompts be eliminated and be replaced with only instructions and the question. Currently, our prompt gives students the reasons for and the reasons against a certain topic. The discussion centered on the fact that a lot of our students use too much of this information to write their own essays and others felt that giving them this information doesn't allow our students to come up with some ideas on their own accord. The proposal passed and will take effect for the fall 2013 midterm and final departmental essays. Once Caryn puts this language together, she will send it out to all of us for approval.
- ✓ The department also agreed that readings for the final department essay can be shared two weeks before the department final as opposed to the current one week. Faculty felt this was fair because the prompt will not include reasons for or reasons against a certain topic anymore.
- ✓ Caryn's second proposal was that faculty should be allowed to discuss our readings with our students for the midterm essay and encourage them to find some readings on their own. A few of us piloted with this strategy this summer and found it very successful. It was the will of the faculty that this was a great idea, and thus, this proposal passed as well. It was also discussed briefly that students be allowed to use note cards for the midterm essay, but this proposal was withdrawn since no one really knew what we could expect. However, a few faculty will pilot this option this semester and report back with their results.

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- ✓ The department then decided on the prompts for the fall and those topics are posted on Bb. We also brainstormed on some new topics faculty are encouraged to try out in the classroom, and those will be posted on Bb shortly as well.
- ✓ Calibration session started about 4:30 and the meeting was adjourned at 5:45 p.m.