

## **Curriculum Committee Minutes**

Sub-Committee of the Academic Senate

Spring 2021 Semester

**Meeting Thursday, April 1st, 2021 2:15 pm via Zoom**

**<https://cccconfer.zoom.us/j/98469399331>**

Present: Gina Cullen, Luna Finlayson, Ingrid Kelly, Rachel Klein, Sara McKinnon, Lisa Morse, Lori Michelangelo, Steve Newton, Heather Rahman, Kathleen Smyth, Cari Torres, Nancy Willet, Logan Wood, Derek Wilson, Grace Mengqi Yuan

Guest:

English Department: Trine Miller, Cara Kreit, Win Cottle, Dave King, Jim Tipton, Tonya Hersch  
UDWC representatives: Devon Ruiz, Jessica Park

Absent: Bob McCoy, George Golitzin, Sheldon Carroll, Paul Cheney, Kevin Muller, Becky Reetz, Holly Shafer

### **Standing Items**

1. Call to Order at 2:15 pm via zoom
2. Approval of the agenda  
Motion to approve: Luna Finlayson  
Second the motion: Lori Michelangelo  
Vote: approved
3. Approval of the minutes  
Motion to approval: Derek Wilson  
Second the motion: Sara McKinnon  
Vote: approved
4. Chair Announcements
  - Curriculum Cycle Report updates – Gina will send the list to each department chair.
  - Career Education will present Vocational Construction course to CC in the next meeting
  - COUR will present their curriculum changes on May 13<sup>th</sup>

### **Discussion Items**

English Department presentation

1. Opening -Ingrid Kelly

- With the implementation of AB 705 and the impact of the legislation, the ENGL Department requests to reduce class size in transfer-level English courses, 150, 151, and 155, to better support students and meet equity goals.
- Background: AB 705 legislation removed testing/placement into English composition classes, so students now self-place. Many students who might have started in English 98 or English 120 are now starting in English 150, so we have to differentiate much more to address wide ranging skills. Those students then continue into English 151 or 155.

### 1. Cara – presented data on ENGL 150, pre-AB 705 vs post- AB 705.

- “Through-put” rate: 39% in 2015 increased to 59% in 2019. Anecdotally, faculty feel students come in with broader range (in terms of skills and level) after AB 705 took effect.
- Success rate has been around 68% in 150 over past few semesters. Pre-AB 705 success rate was 70-74% 3 of past 4 semester pre-AB705.
- Losing a lot of students through dropping. In Fall 2019, 490 students enrolled in 150, over a quarter of students dropped before withdrawal deadline.
  - i. 33% Latinx students dropped
  - ii. 23-50% African American students dropped over past several years, but small sample size.
- Reducing class size aligns with the 6-year Ed Master Plan and Instructional Programs strategic plan IP Goal 6. Current action steps for IP Goal 6 include *providing special supports to help academically unprepared students*. COM has moved needle on achieving progress indicator for this goal in first year of strat plan.

### 2. Win Cottle – instructional approach pedagogy

- Reducing class size will improve success rates for students of color.
- Class instruction differentiated – find ways to meet students at different levels, give more one-on-one support to students, tailor approach to each individual. Student need multiple means of engagement and expression, such as a forum OR a video assignment, which means more varied feedback which is responsive to individual needs.
- Faculty want to be able to give more one-on-one support to students in English courses.
- Bonus: Smaller class size will make it possible to insert anti-racism piece in curriculum.
- Ingrid Kelly reiterated that more one-on-one time with students would ensure higher success rate on the students.

### 3. Ingrid – enrollment pattern

- Ingrid described the current 150 and 150C and 150NC companion design
- Regular 150 capped at 25. 150 with companions are capped at 20. However, some students don't sign up for the companions because they don't have extra time even though they do need the help.
- 150 with companion has a higher success rate than regular 150. She hopes that the regular 150 will enter into the 70% success rate range once class size is reduced.
- She cited research on class size of English writing courses that students engage more in small-size class.

- English 150 usually is the first course students take at college. In addition to English writing, they learn college study skills. If students succeed in 150, they are more likely to be successful in the remainder college courses.
- She notices the same issues with success rate declining and huge retention issues in ENGL 151 and 155.

#### 4. Beth

- It looks like 150 with companion have higher success rate. With fewer students, they get more one-on-one attention and more engagement, more time to talk about reading strategy, stronger connection to the teacher, and more one-on-one feedback, more conferencing. Lots of students are not prepared for 150 and they really need the help. But not all students can take the 6 units class. Students taking the regular 150 need the same level of support.
- Ingrid added that small class-size promotes institutional equity goal. Research says small class size helps socially and economically disadvantaged students. She emphasized that smaller class-size automatically increase success rate.

#### 5. Trine –quality of instruction

- She talked about what it looks like if class size is 20.
- Trine discussed types of formative assignments in 150 and the ideal instructor attention would be for each assignment. Instructors cannot find time for 25 students, but 20 students would work.
- Instructors have difficulty finding the time to give feedback to formative assignments. 5 students fewer makes a lot more feasible to take a look at each student's work. Hours of difference between 25 students and 20 students are huge.
- 20 students are more reachable and manageable in Zoom Breakout rooms.
- Ingrid added that quality of instruction would be increased when class size is reduced. Research results say minorities outperform white students in a smaller class. Smaller class will make a difference for both students and instructor.

#### 6. Dave King – recommendation from professional organization

- National Council for Teachers in English recommends English writing class has no more than 20 students, ideally 15 students. 15 students for developmental courses.

#### 7. Ingrid on behalf of Jim Tipton -colleges around us, what do they do.

- UC Berkeley: 17 students in similar courses
- First year writing classes: nationally 12 to 30 students; the average is 20 in California.

#### QA:

1. Steven Newton – how the reduced size will affect teaching units? Presumably some students will not get into classes at all if the same amount of sections are offered.
  - Gina added her concern about students access to courses.
  - Ingrid answered that ENGL will work with the same amount of units.

2. Kathleen- current enrollment is mostly at 20 or below 20 in Spring 2021. Should we look at the success rate at this semester since it is already the smaller class size? Or it is impacted by COVID situation?
  - Ingrid- These are numbers after students dropped. Particular in this semester, there has been a huge drop. Dave seconded that comment. At the beginning of the semester, all courses were full. Ingrid commented that they don't want to lose students and want all the students who enroll to be retained. If the class size is reduced to 20, there won't be attrition because the instructors can spend more time with the students.
  
3. Nancy – worth doing a survey to find out why students drop the courses. Math should be at the table as we are discussion impact of AB 705. What is the definition of “Through put” rate.
  - Tonya answered “through put” rate is the proportion of students who are taking the course and passing the course, even when the success rate percent is lower.
  
4. Nancy - question on Differentiated Instruction. Is it only relating to English or it applies to other disciplines?
  - Win Cottle answered it applies to all disciplines. She gave a few examples.
  
5. Lisa – How many of these analyses are contributed by DE environment vs AB 705?
  - Ingrid answered that data are from Fall 2019. Based on her experience, students who contacted instructor to drop are always due to non-academic reasons. Students who dropped and who didn't contact the instructor are the ones need more support and proactive outreach. It is an equity issue.
  
6. Dave - units were reduced in developmental courses in English Skills, does that create more available funds?
  - Tonya answered that English Skills resource were reallocated to Summer Bridge, HUM 101, Learning Community programs as planned.
  - Ingrid mentioned that merging English labs also saved a lot of money.
  - Cari added that administration has been monitoring the 150 sections and been responding to the increased demand and support RWL.
  - Sara commented after we go back to campus, if resources are needed, ENGL will collect data, reflect in Program Review and propose to PRAC.
  - Derek recommends ENGL submit pedagogical points that could inform any COR revision. He asked about voluntary placement testing, but CC clarified that it is not allowed.
  
8. Jessica – she has no question for now; she will talk to other UDWC members and talk it through.

Next steps:

Gina asked Ingrid to share the institutional research data and pedagogical points for UDWC to consider when they make their decision on this proposal.

Meeting adjourned at 3:31pm.