

PALM BEACH STATE COLLEGE

CLUSTER MEETING MINUTES

ENGLISH

January 4, 2016

BA 204 (9am-11am)

In Attendance: Brockway, Arthur J; Chambers, Lauren R; Clouse, Laura E; Cuthbertson, Charles T; Klauza, Matt D; Larson, Holly A; Pernal, Mary C;; Schmersahl, Christopher J; Skolnick, Jenifer A; Aguila, Susan D; Baird, Diane S; Beck, Bruce M; Benham, Timothy L; Brahlek, Steve J; Dilgen, Regina M; Duncan, David D; Fiedler, Robin;; Galvin, Mary E; R; Klass, Traci M; Larocca, Nicholas T; Marzelli, Michael A; McDonald, Nancy D; McDonald, Patricia R; Nixon, David H; Peck, Edwin T; Osterman, Patricia P; Policy, Carole; Proctor ; Snowberger, Deborah I; Stonecipher, Melissa; Tierney, Patrick C; Wilber, Elizabeth J; Reardon, Karen; Irizarry, Adella; Shepardson, Richard; Martin, Valrie; Aquila, Sue; McLaughlin, Idell; Stewart, Zach;

1. Approved minutes

2. Diagnostic and rubric:

- Do they need to be revamped?
- Why are we doing this?
- What is the stated purpose?
- We need consistency
- Is it in lieu of nothing?
- We need a way to assess to see if students are ready for ENC 1101
- Should we have a 5-step rubric or have the same rubric?
- Should we use Dan McGavin's rubric that is extensive?
- Is it problematic to have the same Ged Ed for diagnostic? One faculty believes using the same Gen Ed rubric for the diagnostic writing sample is a good instrument to see how the student improved throughout the semester; it gives the instructor a "before" and "after" assessment
- We need another rubric to measure if students are ready for ENC 1101
- Can we measure how many students took the diagnostic and were recommended to leave but stayed and passed? Is this a valuable tool? We need to see the data.

- One faculty spoke about applying a grammar and sentence structure assessment to the diagnostic rubric
- To have consistency, we need “norming” to see how we calculate grades in ENC 1101 and ENC 1102; should we have a “norming” session?
- Voted on whether diagnostic should include a reading to assess reading comprehension:
Yea: 24/ Nay: 6/Abstention: 2
- If we use a different writing prompt and rubric send to Laura Clouse
- Should we work with developmental cluster creating a more better diagnostic
- Voted on sending a request to Dr. Pederson to create a district committee that includes EAP, developmental English, and credit English and begin a conversation on what our students’ needs are and how to better assess them
Yea: 29/Nay: 0/Abstention:3
- We need to evaluate current course offerings and propose changes to meet the varied needs of our students
- In addition, we need open communication among clusters to examine credit courses; do we need a cross departmental cluster (EAP, developmental English, credit English, and lab)?
- Elizabeth and Pat will work on why students should be mandated to speak to a counselor/advisor
- Some faculty questioned if advisors will have the resources to help students who are not ready for ENC 1101 or who did not pass ENC 1101
- Voted on sending request to Dr. Pederson that there should be a hold on enrollment for students who failed ENC 1101
Yea: 26/Nay: 1/Abstention: 3
- Voted on creating a start and cut-off date for registration
Yea: 26/Nay: 0/Abstention:7

3. Plagiarism

- There were 45 incidents of plagiarism last year
- Several voiced a need for college-wide task force led by faculty to define plagiarism, differentiate the degrees of offense, and provide uniform consequences
- Several faculty requested that we return to Turnitin but others expressed that the cost is prohibitive
- Voted on creating a plagiarism task force
Yea: 30/Nay: 1/Abstention: 1

4. Miscellaneous

- Stewart award deadline is Feb. 19, 2016
- Future conference on Southern Women Writers and Dystopia/Utopia in Jacksonville: see Steve, if you are interested