

**Developmental Reading/Writing Cluster Minutes**  
**March 26, 2015**  
**1:30 – 3:30pm**  
**Lake Worth Campus**

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**ITEM 1. Embedded Gen Ed Assessment**

Discussion: Not applicable.

Data/data source: (where appropriate)

Action:

**ITEM 2. Math**

Discussion: Not applicable.

Data/data source: (where appropriate)

Action:

**ITEM 3. Change to REA0056 Grading**

Discussion: Grading for REA0056 went from Pass/Fail (P/N) to A/B/C/N. Change went through curriculum and was approved.

Data/data source: (where appropriate)

Action: Make sure course syllabi reflect the change.

**ITEM 4. General and Institutional Course Learning Outcomes for ENC0017, ENC0052, and REA0056**

Discussion: Discussed Gen Ed course requirements and institutional outcomes which apply to each course.

The following apply for ENC0017: communications, critical thinking, ethics, global awareness, and information literacy

The following apply for ENC0052: communications, critical thinking, ethics

The following apply for REA0056: communications, critical thinking, ethics, and global awareness

Data/data source: (where appropriate)

Action: See above.

#### **ITEM 5. Learning Curve Feedback**

Discussion: Elizabeth surveyed students and well over half of her students indicated that completing practice on Learning Curve was beneficial. According to her statistics there was a positive correlation between completing the practice exercises and performance on writing assignments.

Data/data source: (where appropriate)

Action: See above.

#### **ITEM 6. Midterm and a Post-Course Referral Form for ENC0017**

Discussion: Valerie created a midterm progress/referral form. Professors can utilize this document when advising or consulting with students who are not passing at midterm. She also created a post-course referral form for students who are not passing the course at end-of-term. Professors can specify why students did not pass and recommend students retake the course or take an alternate course or alternate courses.

Data/data source: (where appropriate)

Action: Recommend professors use these documents as part of the consultation process.

#### **ITEM 7. Textbooks**

Discussion: The majority of faculty feel we should continue to use the Bedford handbook. Not everyone feels Reflections is effective.

Data/data source: (where appropriate)

Action: We will continue to use both the Bedford and Reflections for next year and revisit in one year.

#### **ITEM 8. Class Size**

Discussion: Based on available IRE data, the majority of ENC students would have tested into the lowest level of developmental writing. In order to meet the needs of these students, the cluster recommends capping class size at 22 students.

Data/data source: (where appropriate)

Action: see above

#### **ITEM 9. Two Levels of Integrated Reading and Writing**

Discussion: According to IRE data collected, the majority of ENC0017 students would have tested into the highest level of developmental reading; however, the majority would have also tested into the lowest level writing course. Based on this data and based on the pass rates for the course, it is clear that there should be two levels of ENC0017. However, because of low enrollment numbers, the cluster recognizes that it is not feasible to offer two levels.

Data/data source: (where appropriate)

Action: While enrollment numbers do not justify two levels of ENC0017, the data shows that grouping students of vastly different levels of ability in one course could be having a significant impact on retention and success rates.

#### **ITEM 10. New Cluster Chair and Scribe**

Discussion: Valerie Lazzara will be Cluster Chair, and Rita Alonso-Sheldon will continue duties as scribe.

Data/data source: (where appropriate)

Action: See above

#### **Attendance:**

Rita Alonso-Sheldon  
Carleton Chernekoff  
Liam Christopher  
Maria Garcia-Landry  
Valerie Lazzara  
Gladys Montalvo  
Carrie Thompson  
Elizabeth Wilber

Submitted by:

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Rita Alonso-Sheldon, Scribe