**COMMIT:**

1. I commit to helping plan and facilitate the next meeting.
2. RE: Pathways through: svc Eng department: Revise Eng 101 outcomes to clarify ‘critical thinking’ or ‘how to think/research like a successful college student’ for colleagues in different disciplines and administrative colleagues.
3. I teach a bucket class and see students placed in low classes that should be in 101. I need to find out how this constantly happens. Action plan: coordinate closely and mindfully with the placement 360 team so our placement process is positive and consistent for all students. I commit to being involved in all meetings and such.
4. Consider a grant with department to pay English adjuncts to work in transparent assignments for our department and to confer with other departments as well.
5. WPA outcomes, align 095, 101, 102 or start discussions to do this, theme practice reading sessions/group, norming across classes.
6. WPS outcomes, align 095-101-102, theory and practice.
7. Coordinate with Placement 360 team to work on streamlining and clarifying our menu of placement options to better serve students.
8. Looking into teaching for transfer texts and best practices and discuss one or two to apply.
9. I will read Richard Milner’s essay on mindset creating opportunity gaps. I will present today’s experience to my department at the November meeting. I would most like to begin inquiry with our college instructors outside our department on what they value in student writing and, even more, solicit input from university writing professors of higher level courses on what they value and require in student writing. I would like to do this more than anything else, but I need a systematic approach and more time. We need dialogue with and input from the universities.
10. Gathering district data on 101 and common definition/understanding of what 101 is.
11. Engage department and colleagues/institution to help define how it fits into the signage with Guided Pathways.
12. Discussing with my dean and division creating an Eng101 plus course, an ALP’s model. Also, I’m planning on getting an okay to move forward for a pilot in the fall.
13. First beginning here, (to start, I will be taking this back to the English division at Penninsula College) I need to start the conversation with my colleagues about the multi-faceted approaches and concerns raised today. Next, I want to re-think my course content/context.
14. Create a database for 5 star consortium of documents that could scaffold a conversation about what Eng101 is.
15. Collect course descriptions and outcomes of Eng101 courses and look at WPA outcomes. Begin to compile a list for the 5 star consortium, look at texts being used, and consider questions that might get conversation going.
16. Collect 101 course descriptions from Shoreline, Edmonds. WPA outcomes, read and understand. Look for people’s answer to ‘What is 101 for?’
17. I’m hoping to not only keep working in my own classes (alternative grading, using ‘audience’ to open up conversations about language use a mechanism to increase equities). Moving forward: to move this to a ‘department’ envisioning session.
18. Propose regular norming sessions with the department.
19. Discussing this conference with my department. Addressing college acculturation in a more transparent way in my Eng101 class. Have students do more informal reflective writing.
20. I will meet/set up a meeting with our department to discuss English contextualized curriculum within college pathways. What vision do we have? What concerns? What are tradeoffs? What support do we need?
21. Set dissertation path around transfer theory. Find and continue professional development opportunities for adjuncts to explore and develop their approaches to 101, and work with ‘path out’ group.
22. Departmental social justice for assessment leads to departmental plan.
23. I want to read more Richard Milner and use it to bring to my class. And do some more research and assessment.
24. Read more articles on promoting social justice/equity and share it with the department.
25. Discuss equitable hiring with my campus social justice reading group, which includes administration. Meet with new HR director, share DEHPD development. Perhaps meet with VP.
26. Reading Milner’s opportunity gap and other works of social justice of equity help with a departmental assessment of practices that promote social justice. In other words, what we are already doing in terms of equity gaps and have a conversation about further actions.
27. More opportunity for meta-moments and transparency in goals and self-reflection.
28. Read the resources shared, establish contacts with 2 year institutions, share teaching for transfer resources.

**SO WHAT:**

1. This conversation and action is essential for students’ success.
2. As svc adopts ‘Pathways’ maps, Eng101 outcomes will be required to integrate with the mission of the college in a more complementary and deliberate way.
3. This is important to me because many students who enter my bucket class and were placed at the 097 level were incorrectly placed and should be at the 101 level. The Eng101 placement process is inequitable in my opinion.
4. I want our college to be better. I don’t want our pathways re-design to move forward without making English 101 more accessible to more transfer and transfer students.
5. Student success.
6. Students.
7. Connects to equity/access, connects to placement 360 work, and connects to improvement in Eng101 access and success.
8. Whether or not Eng101 is a service course, the things we teach and discuss in there can matter for beyond and I’m part of that. I can help empower and enable students to transfer.
9. I think we are unlear about our purpose and goals in Eng101 and that we need contact with the people who evaluate student writing farther down the road.
10. 101 is a huge ‘gatekeeper’ course and we need to understand what it is and how we’re failing students or setting them up for success.
11. Not clear on the philosophical and intellectual identity on campus and state aide.
12. To destigmatize and empower students who ‘place’ into Dev Ed English, to help them enter into a college level sooner rather than later. Also, to remove the Dev Ed label, get it out of our discourse institutionally.
13. In the light of the Milner article, I want to able to provide collegial support to my brothers and sisters.
14. We don’t have the resources we need to have this conversation.
15. There are equity gaps and perhaps this is one way to move towards closing that gap.
16. I want all voices at the table. Our non-white students are moving through 101 at a lower rate, 1st of all, and instead of being a course that begins building a foundation for students it is a barrier.
17. Our department hasn’t discussed grading issues/assessment in a long time and we’re not consistent enough.
18. I want to increase student flexibility in how they apply skills from Eng101, as well as student awareness of what being a college student means. My goals right now are more personal than departmental.
19. Because the college is in the middle of a pathways redesign that includes contextualized curriculum. This is likely to have major impacts on instruction. Faculty need support and time to do this well.
20. Transfer theory dovetails so powerfully with the mission of community colleges. The 101 ranges so broad, but this is best addressed in discourse, not in limitation or norming.
21. We already do a lot, find out what we do in 101 to promote equity and leverage it.
22. I want to walk the walk. I want my class to mirror opportunity and eval those gaps. I am interested in the class experience.
23. Part of the college and community service I could offer to my college.
24. We’re an HIS with 55% Hispanic students and our hiring doesn’t reflect this. Our course schedules create more barriers for students who are strapped with obstacles.
25. We have a large Latino population. Also, our data shows that our African American students are not as successful as other groups.
26. I want my classes to be relevant and valuable.
27. Alignment between 2 year and 4 year institutions for 101, ensuring that what we do in our 101 courses in useful outside of 101 and future careers for our students.

**RESOURCES:**

1. Collaboration and commitment to progress from my English department; flexibility and support from admin colleagues.
2. More case studies/evidence to bring back to the skeptics of MM. I know of Highline’s finding and such… the more the better.
3. Access to assignments written by English 101 teachers that is not argumentative. Access to other schools’ models of pathways with specifics regarding how 101 fits it.
4. Information on what everyone else does, data.
5. We need information about what other departments are doing, data to back up changes.
6. Agreement/consultation/collaboration with other Placement 360 team members. Admin buy in and material support.
7. Just the internet to google a few things, a buddy to discuss and help keep me accountable would be good.
8. A way to go about it. A phone list. A measurable feedback system.
9. Admin support, date from SBCTC dashboards, collaboration time between campuses, buy-in (norming/streamlining is necessary but so many faculty do not want change).
10. Literature colleagues and experience.
11. Access to resources (data, articles, etc.) to support the reason for this course and to show students can be successful models of what this looks like around the state.
12. I love SBCTC and its structure!
13. Local information and source institutional.
14. Some way to compile/organize info.
15. Access to information within my department, college.
16. I don’t know, honestly.
17. Agreement and buy-in from my department. This is also an access issue because some students are served differently based on who their instructors are.
18. Energy.
19. Research support for best practices around closing opportunity gaps, class caps for English comp courses, full time/adjunct faculty ratio and learning communities/cohorts.
20. Department buy-in, and a budget (sorry, but I need a budget)
21. Buy-in from full time and contingent faculty.
22. Money and time (not a rule follower). Thinking other materials to support and make Milner more complex. Someone to bounce ideas off of.
23. Organize my time to allow space for it.
24. Research suggesting 50 minute, 5 days per week schedules create barriers and hinder access, and if that’s the case, and I think it does. Evidence from other schools.
25. The collective knowledge of this group will be important and useful.
26. A copy of Dangerous Minds? Interdisciplinary conversations.
27. Place to share resources, an organization pushing us to use our time to do this important work, commitment from state Higher Ed institutions to do this important work!

**SUPPORT:**

1. Sean could buy me a beer.
2. Share experiences and ideas adapting English 101 outcomes to Pathways, or simply revising 101 outcomes to more germane, contemporary needs/purpose/economy.
3. There is power in numbers and power in an official name and power in recognition on the state level. I taught in Oregon for many years and OWEAC was instrumental and effective. We need a WA OWEAC!!
4. I especially want to know how other schools are using 101 in pathways.
5. Knowledge share, provide outcomes in departments, share course descriptions, share directions. I want to work with pathways in/at/through to help align with student success.
6. We want to work or be in discussion with ‘Pathways out’ and those other groups looking at that ‘what is Eng101’.
7. Keep focus on ‘pathways in’ as part of discussions about FYC 2020 and beyond.
8. Hassle me mid-December to see what I’ve done.
9. More people to join this as a project.
10. District/workgroup/state authority or power in communicating with departments, share research/innovation/anticipated changes in policy.
11. This collaboration has been transformational for me. Please continue offering such important venues for professional development.
12. I have done some of this work already. I think it would be sufficient to have the group provide feedback at the next meeting about how I will deliver this class. This isn’t a priority for next meeting, though, just being able to report back will be sufficient.
13. Meet again in February and in May! I am also keen on Pathways in! Yeah B2C!
14. Follow our lead.
15. Maybe our Guided Pathways work can help facilitate this work, especially as we move this conversation from the department to the institution.
16. Continued documents/data in this group’s Canvas Shell! Thanks!
17. Continue to exist and talk about English 101. Name TBA: WEIRD – Washington English Instruction Research Development.
18. Time and money!! Teaching in a lean employment model leads to exhaustion.
19. My wish shouted to the heavens – Jeff Klousman’s transfer reading group deployed more broadly, scaled up or replicated.
20. Maybe a cross-institutional collaboration on social justice assessment.
21. Material list? Assessments?
22. Help find/locate articles that deal with practices that promote social equity/inclusion.
23. Sharing resources about the steps schools have taken to improve hiring practices and schedules. (5 days to 2-3-4)
24. At the moment, I am unsure of this.
25. Ideas, moral support… Pathways out and other curricular groups would be good to include.
26. Facilitate conversations between 2 year and 4 year institutions, get more 4 year buy-in from UW, CWU, WWU, etc. and satellite campuses of these (or main, in the case of WSU).