

ESL Department Meeting **Minutes**
September 1, 2022, 2:30 p.m. to 4:30 p.m.
Zoom link: <https://us06web.zoom.us/j/87972675493>

Attended (16): Ana Arias, Jolanta Buzdygan, Tim Chavez, Patricia Davidson, Jarek Janio, Henry Kim, Chris Kosko, Lilimar Lunar, Jose Lopez Mercedes, Rupali Mukherjee, Leonardo Patino, Patty Sanchez, Helen Serrano, Ann Tran, Shane Uesugi, Sandra Watts, Merari Weber
Absent: Sillvia Rodriguez
Guests: Yuri Betancourt

1. Welcome and introductions (5 minutes): (Meeting started 2:34 PM)

Jarek: Welcomed everyone and asked attendees for their levels and coordination duties.

Henry: Said he would be with the attendees for a long time.

Jose: Said he was a faculty coordinator supporting ESL faculty with professional development and distance education, and he taught Advanced High fully online.

Merari: Said she was the ESL Coordinator at SAC AEC, taught Advanced Writing & Grammar hybrid on Saturdays. In addition, she supported hybrid and DE instructors and also had a support hour on Wednesdays.

Shane: Said he was a hybrid Beginning Low and remote live Advanced Low instructor. He was writing curriculum with Rebecca and Henry.

Ana: Said she was a new instructor and taught Beginning Low at CEC.

Lilimar: Said she had been teaching at CEC for 6 years, and taught Intermediate Low via hybrid and remote live.

Tim Chavez: Said he taught an in-person Beginning High section at CEC and was the part-time Community Sites Coordinator.

Jolanta: Said she had been teaching ESL for 17 years at CEC and taught Intermediate High via hybrid and remote live.

Sandi: Said she was the part-time EL Civics Coordinator.

Patty: Said she was the ESL Workforce Coordinator and taught an English for Work class.

Leonardo: Said he had started teaching at CEC in the summer and taught Beginning Low.

Helen: Said she taught Intermediate High and American English Pronunciation and also had been teaching at CEC for 5 years.

Ann: Said she taught Beginning High.

Chris: Welcomed everyone and said we were having a great fall semester with lots of students and full waitlists. Many job postings were emailed, and she thanked everyone for their help.

Yuri: Thanked everyone for the invitation to attend the meeting.

2. Public comments (3 minutes):

Jarek: Said that public comments were statements related to the ESL Department.

Jose: Congratulated Helen who had started her first semester at CSUF in the Ed.D. program and one of her professors was Dr. Linda Rose.

3. Approval of the agenda (5 minutes):

Jarek: Noted that anyone in the meeting could ask questions or email him, actions items could take a longer time to discuss, and to remember to provide enough time for presenters later in the meeting. Agenda was approved unanimously.

4. Approval of the minutes (5 minutes):

Merari: Said the May 5, 2022 ESL Department meeting minutes needed some edits.

Jarek: Responded that meeting minutes were approved through April 2022, but May 2022 meeting minutes were not yet approved.

Merari: Said she would approve them with edits.

Jarek: Replied back he would make the edits, send them back to everybody, and consider them approved.

Reports and Updates:

5. Chairs' reports (20 minutes):

- **Jarek Janio, Chair (10 minutes):**

- Discussed rules of conduct which included allowing people to report without interrupting them or making unrelated statements as they spoke, being professional and polite, and asking prior to sharing a Zoom screen such as for a presentation. He said enrollment was high, and a lot of new teachers were being hired.

- Added that he wanted to communicate with everyone and send them an email on a regular basis to keep them informed. However, the challenge was to send relevant information but not too much. The commitment from the full-time ESL faculty was strong to operate the program smoothly and communication was being done well. The full-time ESL faculty were meeting once a week for an hour to go over operational issues in the ESL Program. He was looking forward to more discussions to help the ESL Program run better.

- Talked about ongoing attendance issues dating back to pre-COVID 19 and work on it was ongoing to better address and articulate the attendance policy in a clear manner. The need for clear instructions regarding grading and dropping of students was mentioned. He brought up the new messaging system via a flex app which was sending an alert to notify everyone that they had new students. Jarek asked us to monitor our rosters for new students.

- Said he was responsible for the Workforce Innovation and Opportunity Act grant that brought in about 2.5 million dollars to the district, SAC, and SCC. This grant also included EL Civics and the coordinator was Sandra. He added he would respond back to email requests regarding these programs. He was also responsible for assessments, student learning outcomes, and SLO semester surveys for the ESL Department.

- **Henry Kim, Co-Chair (10 minutes):**

- Explained how he had been with mentors in the past who had supported him in many different ways, and how he had learned from them. Some of his mentors included Susan Gaer and Grace Tanaka. He asked for us to connect with other people where we were working at and to get their suggestions to make any necessary changes. He shared a list of tips for ESL faculty at the meeting, and it was requested to send it out to others to share.

6. Merari Weber (5 minutes): SAC AEC

- Provided an update of the number of sections offered at SAC AEC: One in fall 2021; three morning classes were added in spring 2022; and this semester three additional night classes were added. The ESL classes were currently full especially in the lower level classes. A situation to monitor was the very full Beginning Low class which may have been the result of high level students self-enrolling into it or wanting to enroll themselves into the lower level classes. The hope was the combo levels would be single level courses in the future. The teachers at AEC were onboarded, had lab hours, coordinated with Yuri for CASAS testing, learned about EL Civics, and had questions about books. Nancy Wright said that Chris Wild at the SAC Don Bookstore was phenomenal and helped her with her books and gave her some loner books to help her students. Teachers were waiting for their classroom door keys.

7. Henry Kim (10 minutes):

- **ESL Curriculum**

- CORs with new ranges of hours were being piloted and benefiting students and faculty. Chris was very supportive, and the range of hours helped her meet the needs of new classes in the community that were asking for flexible scheduling. Some deletions of ESL CORs would need to be done this semester.

- **ESL Lab/English Language Lab**

- Noted that Chris had opened up a new remote live ELL section on Fridays. Norma Olivares who had taught ELL students on Saturdays in the lab had a full class. The ESL Lab was available to students Monday to Saturday.

- **ESL Textbooks**

- Mentioned that the SAC Don Bookstore had not replaced Betty Padilla's and John Quimzon's positions after both of them retired from the CEC Bookstore. The nonprofit SAC bookstore had added noncredit ESL faculty into their system and their book needs were being met, so we were very thankful for their patience and support. Any proceeds generated through our ESL textbook sales at the SAC Don Bookstore went back to students since it was a nonprofit and staffed by RSCCD district employees.

8. Jose Lopez Mercedes (5 minutes):

- **Professional Development**
- **Distance Education**

- Used a 5-minute timer app in Zoom during his DE/PD presentation, and he noted it could be requested.

His presentation highlights included:

- ✓ OTC/OTD would be required for faculty doing remote live instruction starting Spring 2023.
- ✓ The RIC Training Interest form was due September 2, 2022.
- ✓ An Instructional Designer from SAC would be clearing the RIC training for SCE faculty enrolled in it.
- ✓ Since the SAC DE faculty coordinator had retired, the RIC process had slowed down, so we would have to be patient.
- ✓ The SCE template in Canvas shells had been created for Fall 2022, but not all courses had received it so ITS was researching this issue. That template was being generated by ITS 30 days prior to a course starting date.
- ✓ PD theme was "Amplifying Our Strengths to Transform and Empower Our Community."
- ✓ SCE PD Faculty Advisory Committee members was comprised of SCE department reps.
- ✓ Flex period was August 15 to December 1, 2022 (as per CEFA contract). Workshop proposals were due September 16, 2022.

9. Yuri Betancourt (5 minutes):

- **Comprehensive Adult Student Assessment System (CASAS)**

- Discussed CASAS test schedules and noted that an accountability requirement of the Workforce Innovation Opportunity Act grant was CASAS testing that included pretests and posttests. She said the CASAS level descriptor provided scoring information, and the CASAS staff had provided flexible CASAS testing dates and times.
- Mentioned if faculty teaching remotely had needed assistance with EL Civics assessments, they could contact the CASAS office.

Ana: Asked what to do with the CASAS test printouts after students completed their tests.

Yuri: Answered their personal score reports had showed the students their scaled scores with descriptions explaining the scores. The CASAS office had also emailed faculty summaries of student scores.

Jarek: Responded that the CASAS reading test scores were not necessarily the best representation of what students were able to do as there were other modalities to consider.

Henry: Mentioned we could answer related questions and learning objectives toward the end of that meeting.

10. Sandi Watts (5 minutes):

- **English Literacy and Civics Education (EL Civics)**

- Reported that EL Civics lessons were available via the district Intranet and the link had been emailed and was included in the chat box. There were three brand new lessons that students had wanted Internet safety, getting and keeping the job, and education.
- Asked teachers to mentor other teachers such as for those providing remote live or hybrid instruction. On-site EL Civics assessments had been seen as being easier to do than remote live EL Civics assessments. This was also being observed in on-campus CASAS testing.

Merari: Asked if Sandi could do an EL Civics workshop the next 2 to 3 weeks to help faculty who might need assistance during different times. She asked if it could count towards a teacher's flex obligation.

Sandi: Wanted to know if flex hours were possible to offer for the workshop.

Jarek: Added that teacher trainings seemed to always be needed, but then a question was how would teachers get compensated for attending them. Grading of EL Civics assessments was another issue that had been coming up.

Shane: Shane had recommended a few of his colleagues to take their students to CEC for CASAS testing, and they had a great experience.

Patty: Said that in another school district, the EL Civics Coordinator called a meeting when a new Civic Objectives and Additional Assessment Plans (COAAPs) had come up to explain the lessons, teachers' tasks, and what students would learn.

11. Tim Chavez (5 minutes):

- **ESL Community Sites Coordinator**

- Noted that new ESL classes were starting at Franklin Elementary on September 12, 2022. The site was a great location with a wonderful staff. There was a huge demand for ESL classes at community sites, but a limited number of ESL instructors were available to teach them so Chris and Tim were discussing the situation. There might be a dozen sites requesting new ESL classes.

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Chris: Noted Tim was doing a great job, and sites were very accommodating. Chris was seeking new ESL faculty applicants and interviewing candidates. She also created sub pools, asked Merari to make outside contacts, and requested to Jarek to contact California state universities for potential applicants.

Tim: Mentioned that some courses being taught via remote live were closing down, so they might be able to teach at some community sites to fill some of the openings.

Jarek: Asked Tim about wellness centers in Santa Unified School District (SAUSD) sites, and how they were doing.

Tim: Responded that the SAUSD district was the place where most of the interest was coming from and there were only a couple of sites outside of SAUSD. A few years ago, the district opened up a wellness center on every site and in the centers, they offered parent training and ESL classes. So those location were where the ESL classes were being held with a designated room which included decent technology and ample space. The ESL classes were usually in front of the sites. Elementary schools and Saddleback High School had contacted Tim for bridge and ESL program classes.

Chris/Tim: Noted that in the past 3 years, there were 50 wellness centers at SAUSD sites, and they had offered a ton of ESL classes there. Each site had a liaison and Tim or Outreach was in contact with them

Tim: Added each site had a liaison and Tim or Outreach would reach out to the liaison, and it was a smooth operation.

Henry: Mentioned that in the past, we used to have full-time ESL faculty assigned to or had taught at some of the sites and many of our current ESL faculty had worked there. The point was we could all be assigned to any site if there were a need and do the best job possible at any location as assigned by the dean. In the past, there were many ESL classes held at different sites such as at Marketplace, Spurgeon, and Santa Ana High.

12. Patty Sanchez (5 minutes):

- **Workforce ESL update**

- Asked if there might be more interest for English for Work classes.
- Visited five local supermarkets in Santa Ana and reviewed their websites. She left the workplace course flyers and had mentioned the classes to management. The store management had expressed interest in the classes and said they would share the information with their associates and post them in the breakroom. She had also made a cold call to a prospective business.

Tim: Responded that there was a new church that had expressed interest in ESL classes. They had started offering Saturday classes and would like to offer computer literacy classes as well. Since the members were workers, they might want to take the English for Work classes. They would like to take weekday classes as well.

Patty: Replied that we had textbooks available, and if they needed English for Work courses because they were workers, these classes might help them improve their communication skills. This semester, there were three sections of English for Work 1 and 2. English for Work 1 was a basic class and a section had been opened to Northgate Market employees. These classes were being taught via remote live by Helen Serrano, Rupali Mukherjee, and Patty. The teachers had asked Patty if they could all meet to discuss delivering content ideas, best practices, and maybe offer them flex hours.

13. Part time faculty meeting participation, Jarek (5 minutes):

Shane: Asked about the procedure of writing of announcements after the ESL department meeting.

Jarek: Shared that in the past, the ESL Department meetings had ended half an hour earlier to allow part-time ESL faculty attendees to engage in these meetings by taking notes and posting them in the toolkit in Canvas. Some of the issues that had come up were the quality and discrepancies in the notes that had been posted. He had suggested coming up with a different and better process. He had asked Shane what his experience was and what improvements could occur.

Shane: Responded that after the first report was posted, others would post a similar report and had changed some of the information. Shane's concern was what to report and what to keep.

Merari: Added that shared reports were visible, but what the part-time members had posted were selected information that were relevant to their levels in the toolkit. She mentioned that Patty had suggested maybe using one Google document for the part-time faculty to type information into and then amend it to share with their respective levels.

Jarek: Agreed that sharing information, giving opinions, and reflecting on what was shared works, but everyone needed to know what they were. The hardest part about conversations in toolkit was that people who received the information spent a lot of time interpreting and reading them. He had asked what was a good way to make the information from these meetings relevant so that level interactions were meaningful rather than repeating or sharing someone's report.

He had asked some questions to the part-time faculty to get their feedback about the meeting, see how the information provided could benefit others, find out a good way to send the meeting information out, and determine the focus of the information.

Jolanta: Suggested making one template and each level rep would fill out the information they felt would be appropriate for their levels. A discussion point was to determine if it would be better to communicate via the toolkit or just email it to others.

Jarek: Requested that we need to respond to the questions by emailing them to him by Tuesday next week, and they would be reviewed at another meeting attended by full-time ESL faculty to see how to make that work.

Henry: Brought up the possibility of the new part-time ESL faculty who were new to the ESL meetings to be able to ask questions before we ended.

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Patty: Asked how these instructors would share the information with other instructors, and if they would they be assigned levels like last year.

Jarek: Responded that was the question regarding the issue of reporting relevant meeting information in toolkit in Canvas, and it needed to be addressed. He had asked for responses to his questions via email.

Jose: Mentioned that each member had a voice and by giving an opportunity to part-time faculty to share what they had learned in the meetings, it gave them a chance to summarize what they understood. He added that faculty should have an opportunity to share what they had learned, and what was relevant for their levels. The members were selected to represent a level, and that's why they were in the committee.

Jarek: Agreed that was a good approach and to make reporting a strength-based exercise.

Merari: Noted that maybe emailing responses might not be needed and to ask everyone in the meeting how they envisioned hearing the information from the department and sharing it with other part-time faculty. So, what was a good idea?

Shane: Added that it was important to new teachers such as Ana during flex week to be able to answer questions. He wanted to help new and uninformed faculty.

Ana: Mentioned that she got her information from other ESL faculty who were teaching at the same time as her, and she also had texted questions to other faculty for answers. She liked getting to know each other or doing orientations.

Jose: Added that he and others were at CEC in February during the transition from COVID and that was the reason there were no meetings, or there was social distancing. Those were the reasons why the department was unable to hold meetings. There were meetings with the morning, evening instructors and Merari had them at AEC. The faculty who were hired in the spring were provided with an onboarding session. For those teaching on campus, he and Jarek provided them with an on-campus tour and showed them the resources. At the time Ana was hired, a process was not in place because of COVID and the dean's request to meet the demands of students so that was the situation.

Jarek: Summarized that we might need some type of mentoring system or ongoing support to help new faculty and those who had been teaching a while to be able to meet regularly to get help with questions. He liked Ana's idea of having in-person meetings with other faculty to discuss questions.

Henry: Mentioned planning was going on to provide in-service trainings in which on-campus faculty would network with other on-campus faculty after they released their classes early to attend those trainings. SLO trainings were done in the past where faculty released their classes early to attend them. He added that fall flex ESL Department meetings could be provided two times instead of once and in-person. To provide mentoring, it takes a budget and had to be approved. Chris was very supportive, and we needed to communicate with her.

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Patty: Brought up some points such as for someone to be present at CEC, and the community of practice meeting via Zoom was a good system. An idea was to release students from classes early once a month maybe for 30 minutes so faculty could meet to network, address issues, and ask question on different topics.

Merari: Reported asking Chris to release students at AEC early once a month for 30 minutes for faculty there to introduce each other, talk, and ask questions. This in turn helped to highlight their needs and established a community. Documents are housed for the group at SAC AEC in the toolkit and information was being sent out via email and toolkit. Yuri and Sandi communicate with them as well via toolkit. For this semester, she and Jose had created level groups in which the faculty could self-enroll because some faculty taught combo courses. Using both in-person and remote communication were working out at AEC. A question was when we could do in-person meetings and maybe have 3 ESL Department meetings via Zoom and 2 via in-person. We should have a physical presence at other sites.

Shane: Reiterated that having in-person connections with other faculty were important, and they allowed for a lot of interaction so he missed having them.

Merari: Shared that at the last meeting, there were two guests from [SAC] STEM who had joined our meeting, and they had emailed her with gratitude and had said our department meeting had helped ground them and created an open and welcoming space where faculty had felt comfortable, could share ideas, and were able to discuss concerns.

Henry: Added that there was support for in-service trainings, and a new faculty guide was being developed and it was almost completed. He complimented RSCCD and the meeting members.

14. Questions, comments, suggestions:

Shane: Asked about the procedure of writing of announcements after the ESL department meeting.

15. Adjournment:

Jarek: Asked for meeting adjournment at 4:28 PM. It was approved unanimously.

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a diverse community of learners.*