

Minutes of January 12, 2023 ESL Department Meeting

ESL Department Meeting Minutes

February 2, 2023, 2:30 p.m. to 4:30 p.m.

Zoom link: <https://us06web.zoom.us/j/87972675493>

Attended (14): Ana Arias, Jolanta Buzdygan, Patricia Davidson, Jarek Janio, Henry Kim, Chris Kosko, Jose Lopez Mercedes, Lilimar Lunar, Rupali Mukherjee, Silvia Rodriguez, Helen Serrano, Shane Uesugi, Sandra Watts, Merari Weber
Absent (2): Ann Tran, Leonardo Patino
Guests: Yuri Betancourt

1. Welcome and introductions (5 minutes): (Meeting started 2:30 PM)

Jarek: Welcomed everyone to the February department meeting.

Silvia: Asked for help to enable her computer screen in her classroom to go back to the normal size.

Jarek: Advised her to log off and restart her computer to enable her settings to go back to normal.

Merari: Suggested going into a breakout room with Silvia to help her.

2. Public comments (3 minutes):

Lilimar: Thanked Jennifer Hoeger and her team for having assisted students who were not attending Lilimar's class.

Jarek: Reported that he had a meeting with Jennifer Hoeger and Nicole Gallegos to discuss Outreach services and one outcome from the meeting was that requests would take time to be completed.

3. Approval of the agenda (5 minutes):

Jarek: Moved to approve the agenda as submitted, and it was approved with no nays and abstentions. He also added the ESL Department Program Mission Statement to the bottom of the agenda for discussion.

4. Approval of the minutes (5 minutes):

Henry: Said he had received a few edits from Merari and removed Lilimar's name since Lilimar had said she did not attend last month's meeting.

Merari: Asked everyone to look at the minutes when voting to approve them.

Merari: Moved to approve the minutes with revisions.

Lilimar: Seconded the motion, and they were approved with no nays and one abstention from Sandra Watts.

5. Part-Timers' Voices: (30 minutes)

Ana: Asked for an update regarding the relocation of a whiteboard in her classroom at SAC AEC.

Merari: Replied that the submission was made, and Ana's Post-it note on the board as to where to relocate it was clear.

Silvia: Asked how part timers could attend conferences.

Jarek: Responded that he would like an email from Silvia starting with what the conference was and then he would talk to Chris.

Rupali: Said she had attended an excellent workshop about ChatGPT recently as part of the 10th Annual SLO Symposium. Rupali learned a lot about artificial intelligence at the workshop. She was concerned about ESL students taking advantage of ChatGPT and AI by using them to produce perfect papers in Int. Low or Int. High classes. Rupali asked what could be done by the ESL Department to troubleshoot that issue and for some suggestions. An example she shared was in a previous class she had taught in which some students admitted

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to having used ChatGPT and Google Translate to complete their writing assignments. Rupali felt it was unfair for the other students in the class who were not using any of those products to learn how to write.

Merari: Mentioned she had a 2-hour workshop next Thursday from 1 to 3 PM to talk about it. It had been scheduled in Gateway, and it was going to look at the technology to maximize its use and empower instructors to learn more and how it could be used. Credit and noncredit faculty had signed up for the workshop. The idea was to look at it and make sense out of it together. This was going to be an ongoing conversation, and the idea would be to frame it in an inclusive way. Merari added there were a lot of articles that talked about how faculty were using it in a constructive way.

Jose: Noted the scheduling of the workshop was based on faculty input via a survey which indicated the times they were most available.

Merari: Added that it may be possible to do it during flex, and she would share the literature she had been collecting for Rupali.

Silvia: Said that she would like to learn more about it, so she would be attending a different 6-hour workshop given by the state on April 28 on ChatGPT.

Jarek: Added that there were a lot of other resources available such as YouTube videos and articles for people to learn more about it.

Merari: Mentioned that this topic came into public view in November and then people started asking questions about it. The purpose for the workshop would be for professors to have a conversation by looking at how it could be used in their areas.

Shane: Added that there was discussion to determine if things submitted by students were authentic or created by ChatGPT. Shane suggested maybe using it as a modeling device to show what could be done as a finished product.

Rupali: Reported that there were plagiarism devices that some colleges had installed and when Rupali had worked at Northern Virginia Community College that college had those [devices]. The devices could tell if students' writings had used 50% to 100% of online writings.

Merari: Said if instructors were teaching students to learn and use critical thinking skills then learning how to use it would be good for students. A majority of her students wanted to improve themselves, so it was good to have a discussion about it.

Jarek: Reported that after having had a meeting with Outreach, he understood that it took time for requests to be worked on, for example, an instructor's request for an Outreach staffer to call the students who were not attending would require time to complete. Jarek mentioned it may be faster for an instructor to contact the non-attending students rather than asking Outreach to do it. Jarek shared that for his fully online class, he contacted his students prior to starting the course to ensure his students knew who he was, what they had signed up for, and what to expect.

Jolanta: Shared a concern that some students did not understand the hours required for online classes, and so Jolanta asked if it was possible to add the required hours as well as hours for Zoom sessions in the course description. That way, they would realize and know how many hours they were required to do in the course. That would help to retain students, and they would be able take other courses.

Helen: Added that some students assumed in her class that just doing the homework and watching the class recordings were sufficient, so she had to remind them that there was more expected of them. She asked if the expectation for students in hybrid courses was being communicated to them when they had signed up. Helen also asked about how to record attendance if students were not doing their homework but just watching Zoom session recordings.

Jarek: Answered that Helen did not need to post attendance since her class was taught via hybrid. Jarek noted that students overall were getting more used to learning online, and it offered them a lot of benefits such as not having to drive to class.

Merari: Shared that she informed those students who only attended her Zoom sessions and did not do other Canvas work that they would be dropped from her course. Merari taught her students about what a hybrid course was and after having explained it to them, they understood the expectations of the course such as meeting the course SLOs and doing the materials.

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Jolanta: Added that she had counted the hours her students worked in their module, and she posted at the beginning of the week how much work they needed to accomplish and how many assignments to submit. She did not penalize her students who did not attend her Zoom meetings if they did their work. Jolanta also taught her students from the beginning what her online hybrid class was like and the amount of engagement required.

Shane: Said for his hybrid class, he did an information, module and he answered questions for a week in the beginning of the class. For late enrollees, he helped them after his Zoom sessions. He wondered if his course should be advertised as an online 24-hour book and the Zoom session as a meeting time. Shane's modules were due on Saturday, so students knew the workload was for the week.

Silvia: Asked when the timesheets would be sent out from Sandra Aguilar.

Sandra: Answered that the final email from Sandra Aguilar at 4:14 PM included the final timesheets via Excel spreadsheets.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

- Reported that at CEC, the average student enrollment for the week of January 23 in the evening was 439 students. On Saturday, at CEC it was 307 students. At Remington, for the same week, the average was 76 students.
- Added that there were 146 ESL sections as of Feb. 2, 2023. The late start class pilot for core Beg. Low to Adv. High was working well as students were offered a second chance to attend another class.

Silvia: Asked Chris to clarify if the desktop computers would be replaced with laptops.

Chris:, Answered "no" but there would be laptop charging carts that instructors could reserve for their classrooms if needed and available.

Jarek: Said for his Adv. High late start class, his enrollment had been very high, and there was no problem with his enrollment.

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Said enrollment this semester was strong and there was a continued need for more teachers. Jarek shared that his online class was holding steady at 65 students.
- Mentioned that we were looking into prospective teachers in the TESOL Program to possibly do their practicum in our program by being subs to gain experience while completing their certification. In addition, Jarek would be attending some meetings at SAC to bring up the need for cleaner classrooms at our sites and to see what could be done as they were in poor condition. He added that a lease was negotiated successfully for CEC, so it would be good to have a better building which RSCCD agreed to purchase from bond money in the past. However, the bond was never put on a ballot so it did not happen.
- Reported that cabinets in classrooms were filled with teacher's items that were not being removed after the classes were over. Also, classroom walls and desks were dirty, and he observed Jennifer Hoeger and our Dean cleaning up them up. Several reasons for dirty classrooms were due to a shortage of custodians and other people who were supposed to be taking care of our sites. Jarek noted that there should be no food in the classroom as food was getting on the carpets in the classrooms.
- Said that Yuri Betancourt from CASAS asked about level descriptors. Jarek added that we had descriptions for our different levels and may need to come up with a set for the core ESL level descriptors for CASAS as well. Jarek added that Henry had done it before and would like him to lead that effort and create them.

Henry Kim, Co-Chair (10 minutes):

- Mentioned there were a few items to review in this semester's Quadrennial Review List for COR revisions.
- Said that CORs now have DE addenda attached to them which was being used for remote live, hybrid, and online instruction.

Jolanta: Agreed that she understood Henry's points. Jolanta's suggestion was to add if possible the required hours for Zoom sessions and Canvas activities in the course description.

Merari: Added that Yuri was asking for descriptors for our class that was about one sentence for a drop down menu. Merari suggested that perhaps during student orientations, counselors could provide a quick overview in addition to instructors providing information to their hybrid course students. She noted that students were more aware of what hybrid instruction was about, so they may be ready for extra information about it.

Henry: Recommended that Jarek could look into adding some possible extra information to describe hybrid courses to new students interested in enrolling in them.

Jose: Asked if there could be a way or get support from counseling as done in the past to inform students before they register for classes by providing the extra information [before they register for online courses]. Since students did not get information about his course before they registered, Jose provided them with a quick summarized bulleted list to simplify everything and explain what the course entailed before emailing it to them.

Rupali: Added that students should also be given the information as reminders throughout the semester as new students were being added and to explain the expectations for work needed in Canvas.

9. Merari Weber (5 minutes): SAC AEC

- Showed a flyer for the Student Success Conference to be held on March 24 from 8 AM to 12:30 PM at SAC and attendees could attend in-person or virtually. Merari asked to get the word out to students and share the link with them to complete the interest form. At the event, breakfast and lunch would be served, and there would be a bus for students to take them to SAC from Centennial. Lincoln Education Center would be coming to the workshop, and many career and education course professors at SAC would be opening their doors to provide an orientation to attending students of what was possible in credit programs. The conference link was <https://sac.edu/sce/about/Pages/Student-Success-Conference.aspx>.
- Met with the SAC AEC teachers and shared that Ana was using a speaker in her room to avoid straining her voice since it was a large room. There was a book situation for the Beginning Low class, so she would be meeting with Henry and Chris. Merari would be meeting with English for Work instructors who were doing well once a month in a community of practice, and they had their first meeting last week. She would be sharing information with Patty Sanchez and bringing back information from her to this meeting. On Friday, Merari would also be meeting with the ESL for Citizenship instructors during a community of practice meeting.

10. Henry Kim (10 minutes):

ESL Curriculum

ESL Lab

- Updated everyone that the ESL Language Lab was going to be called the ESL Lab so Henry would be meeting with Nicole Gallegos and Jennifer Hoeger for summer. Henry said the COR was revised, and the new name would sync up with the other labs in SCE such as the Career Lab. The revised COR should be ready for summer in Colleague, and Alan Casas could then use the revised name to schedule sections.

Silvia: Asked for the number of computers in the lab and about the two programs that were purchased a long time ago. Silvia also was wondering if she could send her students to the lab since she did not have enough desktop computers for her students in her room. She had spoken to Tim Chavez, and he said that there were laptops in the Professional Development Center that had more programs on them. But to use them, he had to check them out and then check them back in so it was not practical to do so.

Henry: Answered there were 16 desk computers in the lab and the two programs were called Rosetta Stone and Burlington English. The ESL Lab faculty do not have core textbooks, so the two programs were used to draw students into the lab. Henry said Silvia's students could go to the lab after her class was over by registering as a lab student. To assist Silvia, there were laptop carts at CEC which could be checked out by Silvia and one cart has the OPD installed on the laptops. Henry advised Silvia to plan out what she wanted to teach in her COR and to see if the laptops could help provide some of her COR objectives.

ESL Textbooks

- Reported that the CEC Bookstore was reopened after 2 years of being closed for about 17 days this semester, and the SAC Don Bookstore staff was there to staff the bookstore even on Saturday. The SAC bookstore staff reported good results. Chris was also there at night, and she had said they had long lines. Raul Quinonez said what had worked was when [ESL] teachers had brought their students over with them. Henry would be meeting with Nicole Gallegos who had spearheaded the effort, and Henry appreciated everyone including Chris for the effort to reopen the CEC Bookstore. Currently, this semester, there were about 34 teachers in the system. Henry added that he was working on book loaners.

11. Jose Lopez Mercedes (5 minutes):

Professional Development

- Mentioned the workshop entitled *Exploration and Potential Application in Our Classrooms* by Merari regarding Chat GPT to be held on Feb. 9, 2023 from 1 to 3 PM via Zoom. An equity workshop planned for today by Merari had only 3 ESL participants, so they were postponing the training until April 27 and Jose asked the ESL Department committee members for support.

Merari: Mentioned that it was a repeat workshop that was held in person during flex, and so it was being offered remotely now for faculty who could not attend the prior workshop.

Helen: Asked about equity that Jose mentioned and if the committee members had already discussed it as part of the school's mission statement.

Jarek: Answered it was going to be discussed at the end of the committee meeting today as part of the meeting agenda.

Helen: Said she had been reading a book called *The Little Book of Restorative Justice in Education*, and it had a lot of good ideas for our mission statement discussion.

Distance Education

- Announced that there were 37 faculty in ESL who had their OTD, and a cohort of 9 faculty had applied to complete it this semester. Jose added that throughout the departments, it seemed they were reaching the capacity of faculty who wanted to complete the OTD right now. This did not include new hires who might have wanted to do the training.
- Added that currently, they were recruiting from the Rancho Santiago Academy for prospective faculty for the training as there were extra spots available this semester. Dr. Jim Kennedy would be allowing the new hires to go directly to get the OTD training after having completed the prerequisite (e.g., RIC training). That training was the priority for distance education, and now a plan was being developed to work on getting quality courses reviewed. Madeline Grant, a new dean, had been assigned to SCE, and they were working on a plan for distance education to create quality reviewed courses. Madeline would also be working collaboratively on faculty evaluations for online instructors. Information about the plan would be shared with department chairs throughout the school. Those courses would enable

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faculty who were teaching online either hybrid or 100% online to have their course contents reviewed. The OTD rubric would be used to review those courses to receive badges which were required to be on the top of the California Virtual College list.

Silvia: Asked about ongoing faculty development meetings for faculty with their OTD training.

Jose: Answered that faculty who were working online did not have any professional development obligation, and there was no budget for distance education. In addition, there was no team working on distance education, Jose was the only one with a portion of his time dedicated to distance education, and there was no funding or personnel support. A new CEFA contract was just completed, and the contract was addressing faculty who were working online and for evaluations of instructors teaching online.

12. Yuri Betancourt (5 minutes): Comprehensive Adult Student Assessment System (CASAS)

- Reported that most instructors had their students tested. In addition, she advised instructors to continue to have students take their tests during their class time, so they were taking appointments by class. Remote testing was doing well, and they could test up to 25 students in a class.
- Noted that the first EL Civics assessments were due Saturday of this week, but a week after that was okay as well. A two week advance notice was needed for assistance with civics assessments remotely.
- Mentioned the brief descriptions that registration was asking for from CASAS as assessments to use in a drop down menu so that students understood which ESL level they could register for [in our school.]

Ana: Asked if EL Civics and CASAS testing were mandatory for her conversation class.

Yuri and Jarek: Answered they were for core ESL classes with a few rare exceptions such as if and when a student had one EL Civics completed and needed a CASAS pretest or posttest, then they would try to test that student for payment points.

Merari: Mentioned that it would be hard to teach the content of the COR plus the content to prepare the students for the assessment in a shorter COR course.

13. Sandi Watts (5 minutes):

English Literacy and Civics Education (EL Civics)

- Reported that she had uploaded the last COAPP in Canvas including the district intranet and duplication [at CEC] so the materials were now available. Sandra was working on items to be used or updated for fall due to changes during the pandemic.

Rupali: Asked Sandra about the EL Civics lesson on community, and if the packet that had included agencies and their services that were current in Orange County. Rupali told her students to use them and contact them for services.

Sandra: Replied that she had made two different resource guides, one for OEC and one for CEC with some overlap and the agencies in the guides were current ones, and she had checked them for accuracy.

14. Questions, Comments, Suggestions:

Jarek: Explained that the ESL Department Mission Statement was needed for our program review document as required by our accrediting body. He had asked for us to review our mission statement as well as SAC's Mission Statement to compare them and provide input. Some points to consider for the ESL statement were whether it reflected what our department did and what our department would like to do. Jarek provided four breakout sessions with three people in each of them for the discussion.

Below were the two statements to read and compare:

ESL Department Program Mission Statement:

The specific learners the SAC SCE ESL Department serves under the greater overarching SAC mission to inspire, empower, and transform constitute the diverse adult immigrant community striving to improve their English skills for community, career, and academic success.

Santa Ana College Mission Statement:

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

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Merari: Moved to work in groups until 4:20 PM, come back to share the revisions, and then review them at the next meeting.

Silvia: Seconded the motion and the motion passed without any nays and abstentions.

Group revisions/statements drafts

Jolanta, Merari, Henry: The SAC SCE ESL Department serves our diverse community to improve their English skills for personal, community, career, and academic success.

Silvia, Lilimar, Rupali:

The SAC SCE ESL Department serves the diverse adult immigrant community to inspire, empower, and transform striving to improve their English skills for family, community, career, and academic success.

Ana, Shane, Jarek:

SAC SCE ESL Department serves adult learners under the greater overarching SAC mission to inspire, empower, and transform the diverse community to improve their English skills for social communication, career advancement, and academic success.

Sandra, Helen, Jose:

One idea: In ESL, we are committed to our diverse immigrant community to improve their English skills for community, career, personal, and academic success.

15. Adjournment:

Merari: Moved to adjourn the meeting.

Rupali: Seconded the motion and it was approved with no nays and abstentions and meeting was adjourned at 4:30 PM.

Future meetings: April 13, 2023 and May 4, 2023

*Santa Ana College inspires, transforms, and empowers
a diverse community of learners.*