

Minutes of January 12, 2023 ESL Department Meeting

ESL Department Meeting Minutes

January 12, 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, Rupali Mukherjee, Silvia Rodriguez, Leonardo Patino, Helen Serrano, Shane Uesugi, Sandra Watts, Merari Weber
Absent (1): Ann Tran
Guests: Yuri Betancourt

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

Jarek: Welcomed everyone to the first department meeting in the new year. He had spoken to Carrie Patton to drop by our meeting to provide some important updates about the new academic school year calendar.

2. Public comments (3 minutes):

Helen: Commented how she enjoyed this year's professional development that had included a great theme, networking opportunities during lunch, and a way to connect and relax.

Rupali: Added that she also liked the professional development activities which were nice and full of information. She had presented one workshop, and it went great.

Jolanta: Appreciated the workshops during flex week that were very helpful and helped us move forward.

Helen: Noted that at another school she worked at they were required to attend one professional development session which was 5 hours and 30 minutes. But at Santa Ana, flex participants had the freedom to choose workshops they wanted to attend, so it showed respect for the attendees and provided opportunities to learn and grow as teachers. The lunch was also a great bonus. She really enjoyed flex week!

3. Approval of the agenda (5 minutes):

Jarek: Noted the department meeting Zoom link was at the top of the agenda, and he had emailed it to us as well. He also added the ESL Department Program Mission Statement to the bottom of the agenda for discussion.

Sandra: Moved to approve the agenda.

Merari: Asked about adding Carrie's item to Other in the agenda.

Jarek: Responded that he would add the item.

Merari: Seconded the motion and with the addition of Carrie's item the amended agenda was approved with no nays and abstentions.

Henry: Requested the agenda to be in the Zoom Chat.

Sandra: Volunteered to add the agenda in the Chat.

4. Approval of the minutes (5 minutes):

Henry: Said he had received a request from Merari to correct the spelling of Janet Cruz's last name in the minutes.

Merari: Moved to approve the minutes with amendments.

Jose: Seconded the motion, and they were approved with no nays and abstentions.

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

Jarek: Reported yesterday evening at CEC, he had driven around the parking lot several times, and it was full. The classes were very full, and he could not believe it so face-to-face classes were exploding. He had not seen such full classes in the last 3 years. In addition, there were not many people in line at the registration office. He had visited all the ESL classrooms, and they were doing great. He spoke to Silvia about the computers in her room. During his visit to the ESL classrooms, the instructors all said they needed more room. He asked Silvia what her perceptions were about the full classes.

Silvia: Requested more chairs as her classroom did not have enough chairs for the students. But noted in 30 days, the situation could be different. Her room capacity sign was removed so that was a problem.

Jarek: Agreed that historically, many students showed up the first week of school, and then they stopped attending school. Jarek mentioned an issue with more chairs being needed, so some instructors were taking chairs from other classrooms. An example Jarek shared was about Tim Chavez who had said one of his students had to leave because there were no more chairs. Jarek suggested coming up with some type of regulation or consent form for the removal of classroom chairs.

Henry: Offered hybrid or remote live sections as backup sections for students unable to attend on-campus classes due to room capacity.

Merari: Suggested setting up a room for overflow of students in which hybrid instructors with low numbers could talk about their courses and welcome into their courses those students who were unable to attend on campus courses. Merari also suggested for faculty with impacted room capacities to be able to go to a site coordinator like an administrator who could help them find space for those students.

Jarek: Agreed that the task could be administrative in nature and site directors would be involved. He did observe students in several rooms who were moved around to other rooms, but there were no waiting rooms.

Silvia: Replied back saying she asked for permission from instructors when she needed to borrow chairs on Monday, and then she returned them on Thursday. She asked if there were extra rooms for the overflow of ESL students.

Jarek: Shared concerns with full classes such as fire regulations and difficulty of moving around furniture.

Chris: Reported that the marketing [of classes] and the [school] mailer have been completed so those had caused an influx of students. In the evening, Chris noted for those rooms with more students than chairs, they asked students if they could go to a different room with more space for the same level. Chris said A-113 was used as an extra ESL classroom with 30 seats at CEC to provide more space for students. For a class with a small space, she moved the class to a larger room in A-109 and for a class with 52 students, she moved them to a larger D-109 room. Chris reported that on January 23, new ESL instructors would need to be onboarded and available to start a week later.

Silvia: Asked who would explain some of the things they would be doing and show the new hires around CEC at night.

Chris: Answered she had been showing new faculty around CEC, and she would continue doing it. For the onboarding of core ESL instructors, Jarek and Henry would help them, and for specialty classes it would be Merari.

Jarek: Asked Jose about part-time instructors' flex obligations and flex week for the spring semester.

Jose: Answered instructors were on track, they had until May 1 to fulfill their flex obligations, and they could track their progress in the [Gateway] system.

Rupali: Said her flex obligation progress was not current even after having refreshed her dashboard.

Jose: Responded with an explanation that there would be a different type of dashboard reporting, so it would take time to refresh the dashboard as ITS was working on it. Rupali could view her transcript to see what was completed. In regards to attendance, the presenters were allowed more time to complete their attendance posting to allow for more time to have evaluations completed.

Silvia: Mentioned she had never kept track of her flex hours she completed. Sometimes, she had to email presenters to follow up on their posting of attendance hours.

Henry: Requested on-campus instructors to post their attendance hours after 24-48 hours using Self Service. Web attendance was in Self Service, and it still included the reports such as the sign in/sign out sheet.

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Silvia: Asked if she would be reporting attendance twice, once on paper and a second time in Self Service.

Henry and Jarek: Answered no and to use Self Service only.

Merari: Added that Web Attendance could be accessed in Self Service so to bookmark the link. She added Self Service was used for grading or dropping students, and Web Attendance was for posting attendance hours. She added it was a good idea to keep track of flex workshops attended. Merari mentioned the discussion board in toolkit for the opportunity to listen to the spring ESL Department meeting held via Zoom for an hour of flex credit, and the due date was Sunday to complete it. There would be some time needed by the person posting attendance for the instructors reviewing the discussion board posts so to be patient.

Sandra: Experienced similar flex attendance hours like Silvia not showing up so to be patient.

Ana: Asked when to drop students who did not come to her on campus twice-a-week class during the first week.

Silvia: Said to Ana that dropping students would be up to the instructor who would know more about the situation.

Jarek: Agreed with Silvia to be reasonable when dropping students in case they did show up later on. He also would be checking with Jose for the posting of attendance for those who attended the spring flex ESL meeting via Gateway.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

- Reported that computers have been removed from the tables in D-107, D-108, D-110, D-111, D-112, F-105, and F-106 and checked to see if those tables could be used in the classroom or other classrooms. She would be asking custodial to see if they could deep vacuum those areas and walls where the computers used to be.
- Added that laptop carts at CEC would be made available such as the one in D-112. They were working on preparing two additional laptop charging carts that could be rolled into classrooms for those instructors who were requesting to use laptops.

Silvia: Asked Chris to clarify if the desktop computers would be replaced with laptops, and Chris said no but there would be laptop charging carts that instructors could reserve for their classrooms if needed and available.

Jarek: Asked about a timeline of when technology-based activities at CEC would be completed.

Chris: Answered for example in Silvia's room, the computers were out of warranty so needed to be removed, and the tables and the areas where the computers were on needed to be cleaned and vacuumed. These tasks were done this week. She also added that students could participate in the laptop loner program, and Jorge Mora would be the contact person.

Yuri: Asked about a laptop cart as there were three empty laptop carts at SAC AEC.

Chris: Replied that there were working on having laptops in the laptop carts at SAC AEC, so they could use them instead of going to Building A.

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Shared last week that the full-time ESL faculty had met and one of the suggestions from Merari was to consider a change to our department chair process which would extend the current two-year rotational commitment to four years. The idea would allow for more continuity. For example, in the past with a 2-year commitment, Jose was the co-chair one year, and then the chair the following year. With the new process, a co-chair would commit to two years as co-chair and then finish as chair the following two years. Jarek expressed appreciation for the support and trust, and he would be chair up to the end of spring 2024.

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- Explained the department's four year review was presented formally at SAC like for every department at SAC every 4 years. For each year, an annual review was also completed to be used internally for our program review by our dean. This time we would need to complete our annual program review. He showed the current ESL Department mission statement to get started for input from everyone.

Helen: Asked if Jarek was retiring.

Jarek: Answered he was not retiring, but Henry would follow as chair after him to allow for continuity. There would be a vote as far as who would be the co-chair later on.

Merari: Summarized that the co-chair would serve for 2 years and move to the chair role for another 2 years.

Silvia: Asked if the words ". . . specific learners . . ." in the ESL Department Mission Statement were needed.

Merari: Moved to work on the statement at the next department meeting so asked that Jarek share the statement via email prior to the next meeting. We would discuss the statement, vote on the revised statement, and it would be an outcome at the next meeting to include part-time faculty.

Helen: Commented that a mission statement was very important and vital as she had experienced in her doctoral program as one of her assignments was to see if a school's mission statement actually did what was in its statement. So it needed to be action oriented and should be reviewed and revised as needed.

Silvia: Seconded the motion, and it was approved with no nays and abstentions.

Henry Kim, Co-Chair (10 minutes):

- Mentioned that different school districts provided various type of benefits to faculty. On our campus, we had an effective CEFA team and because they were teachers, they were aware of what was happening in the school. In addition, Outreach and marketing staff took care of advertising our courses very well. Also, throughout the year because curriculum projects were being offered to check your emails for due dates. Flex offerings in January were very full so he asked everyone to please attend workshops as the presenters had put a lot of effort into providing information to you. Additionally, some faculty had lots of subbing assignments offered by Chris who valued a faculty's expertise and flexibility. The PD Center was like a well-stocked library, so it provided a lot of things to faculty. Our SCE administration team was very supportive and in fact, this week a lot of administrators were at CEC day and night and some of them included Dr. Kennedy, Dr. Janio, and Chris. We had a big counseling department offering many types of counseling services so to check in Canvas the Resources module for student services. Henry asked everyone to please post attendance hours [for on campus and remote live instructors], return all resources checked out, respond back to emails, reply back to questions Chris when asked.

Ana: Said she subbed for a new advanced level class and since there was no lesson plan to use, it was stressful.

Merari: Followed by saying perhaps the chairs could email faculty to have emergency plans to be used by other faculty who may need to be the sub for their classes. She added that in the toolkit, some of the faculty had asked for a type of beginning-of-the-semester checklist. A sample was sent out a few years ago so a more updated sample may be needed.

Silvia: Asked if at SAC AEC, there were different levels of ESL classes.

Merari: Responded that there were core ESL courses, and two conversation classes at SAC AEC. The revised CORs now allowed for all ESL students at all sites to receive the same instruction.

Rupali: Mentioned that at some community colleges, faculty were required to submit 2-3 emergency lesson plans at the beginning of the semester for subs to use.

Silvia: Mentioned that one of her students had enrolled into the same course at the same time at CEC and SAC AEC.

Jarek: Responded that was a problem for Silvia's student so registration should have caught that.

Merari: Added a possibility may have been that the student was taking the class at CEC on Monday and then the following three days at SAC AEC.

9. Merari Weber (5 minutes): SAC AEC

- Reported that she and faculty had met last Friday and toured SAC and SAC AEC. She asked Ana what her experience was like on Friday. Merari added that there were no significant requests for SAC AEC classes as some issues were taken care of already. Instructors had picked up their supplies, and a lab schedule was sent to coordinate with Yuri and her staff. Merari noted that since digital literacy was threaded into our core ESL CORs, she hoped faculty would use some type of technology in the classroom. They were going to meet again the third week of January.

10. Henry Kim (10 minutes):

ESL Curriculum

- Mentioned curriculum for literacy instruction needed to be developed more in our program. Henry gave an example from Chris in which the ESL Program at NOCE (North Orange Continuing Education) was providing literacy learners wrap-around services for 8 weeks in which the learner would be receiving tutoring and embedded counseling services which were very important. In our own school, we had the needed faculty, marketing, and outreach services to assist literacy students. These students would be staying with our program for the next five years, but they needed instruction for their level.

Shane: Mentioned many years ago with Nancy Brooks [former SCE Dean of Instruction and Student Services], we used to have a transition level, and Sandra would remember it because she had taught it. We had books and materials for that level with lots of pictures, vocabulary, and showing the alphabet.

Sandra: Added that the students worked on vocabulary development to connect words with pictures, learn the alphabet to include vowels and consonant sounds, practice pronunciation, and work on a basic reading part.

Silvia: A family literacy program was also being provided that enabled the students to read with their kids. She asked if we needed to come up with wrap-around services for literacy.

Henry: Answered that all levels needed to have equitable support, but at the moment, there was insufficient curriculum being provided to our lowest level learners. Henry suggested having a bigger discussion with people to come up with a plan that would include curriculum development. He mentioned the need for a larger space such as two rooms in which the first room could be used to provide literacy instruction, and then the second room would open up for the learners to practice what they learned using computers. Henry had asked Jarek about EL Civics lessons for literacy, and Jarek said the lessons started from Beginning Low. SCC CE did not have curriculum for literacy level students, so we would be sharing with them when we develop it as we move forward. We had provided instruction to literacy students in the past.

Merari: Brought up the point that when the literacy plan was developed and instructors were assigned to the literacy level, special attention had to be made as to the required number of students enrolled in the level. The required enrollment in those classes needed to be smaller with more flexibility because they would need special attention. Perhaps a class of 50 students in a higher level could help to offset the lower enrollment in Literacy sections to support them.

Sandra: Added that at City College, students were afraid of attending English classes, and the adult school was trying to provide instruction to the large community of literacy level students. These students needed to be served, but they were scared of taking English classes or even discouraged and some did not want to study at all. We need to serve these students who had very limited English or none at all.

ESL Lab/English Language Lab

- Updated everyone that the ESL Lab was doing well. Chris had opened up a remote live section on Friday taught by Janet Cruz and an afternoon 2-4 PM section on Tuesday and Thursday taught by Cristina Alvarez.

ESL Textbooks

- Mentioned that 30 faculty had requested textbooks through the SAC Don Bookstore this semester. Nicole Gallegos had worked with the SAC bookstore to have their staff come to the CEC Bookstore for a few weeks to provide the textbooks to on campus students. It was a great service to reopen the CEC Bookstore again even on a limited basis.

11. Jose Lopez Mercedes (5 minutes):

Professional Development

- Mentioned at the department meeting during spring flex week the PD language had been updated to reflect the new CEFA contract language so please read about it on the homepage. The new language had been added into the formula that was being used to calculate flex obligation hours for part-time faculty. Flex began on January 4 and would end on May 1 so activities within that period would be calculated. The meeting and flex activities were not mandatory and there was sufficient time to complete one's flex obligation.
- Added if faculty would like to attend trainings provided by outside agencies such as OTAN, CALPRO, CATESOL, the recommendation was to communicate the request to your administrator first before completing the online My Flex Project form located in the Gateway homepage.
- Said there were 36 sessions offered in 3 days during SCE PD WEEK of which 10 were on campus and 26 were virtual. When faculty were surveyed, many were interested in having PD activities in a virtual format rather than on campus. For the Friday on campus activity, attendance in the morning was low due to weather conditions and other factors had probably contributed to it. For the networking lunch, there were about 50 faculty, other SAC members, and classified employees. The Friday flex activity on campus was well-received and ongoing funding for PD activities helped contribute to its success. Funding was necessary for providing a plenary speaker, to bring in experts in the field such as in health and wellness, and to host a luncheon. Although faculty were providing trainings, there needed to be a budget and support by administration to provide PD activities.
- Reported that the ESL Department was active during spring PD week and some of the department presenters included Henry, Jarek, Jose, and Merari. A repeat session of Threading Equity Into the Classroom was planned to be offered on February 2, 2023 from 12 to 1:30 PM. Pronunciation workshops were also given, a librarian [from SAC] had presented on student resources, and Self Service Basics would be repeated again next Wednesday.
- Asked if faculty had any ideas for flex presentations such as had been given by Rupali to use the Propose a Workshop form to submit online.
- Thanked the presenters who had presented during PD week.

Distance Education

- Announced that faculty trainings were going to continue through OTD, and some faculty who had applied for it may have had confirmation as having been selected to participate in it. The deadline to apply had been extended to January 20, 2023, and there were 13 spots available so faculty were encouraged to apply for the training. That information had been emailed out by Jose. The SAC Silver Certification was still required as the prerequisite for the OTD training. The certification was ongoing and to refer an email sent out on January 11, 2023.
- Said that a SAC Noncredit DE Informational Session was being offered on January 18, 2023 from 12:30 to 1 PM, and if interested in attending it to sign up in the PD Gateway.

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

- Asked if there were any questions regarding the CASAS testing calendar that included CASAS and EL Civics dates. The calendar would help faculty with their planning and to know when the due dates

were coming up. She asked if someone had questions about due dates to contact her. Yuri thanked Merari for having sent her the schedule for the lab at SAC. The e-test version was preferred as it helped identify the right level for students.

- Mentioned that some students at SAC AEC needed the literacy level test 27 as they were unable to answer test questions when they took the low level e-test form 81R. She added that data for reading proficiency could be shared to see how students were doing with reading after having taken their CASAS pretest and posttest.

Chris: Asked if Yuri had enough staff to help the newer teachers at community sites.

Yuri: Replied that they had tried in the past to do computer-based testing offsite, but it was very hard to do it because of the firewall on the computers at the community sites. So they would be doing the paper and pencil testing. The new teachers could contact her and she would go over the process with them, explain when to pick up the testing materials, and how to read the scores. Testing results usually took about a week as the [test forms] had to be scanned.

Chris: Answered that she would email the new teachers and have them do the test on paper.

Merari: Asked if Yuri could explain to Leo what the CASAS testing process was at SAC AEC because of some of the changes to the CASAS calendar. Merari also asked Yuri to add new faculty to her contact list who were at SAC AEC this semester. She recommended for Jarunee to submit an IT ticket so that when Jarunee was there at SAC AEC, an IT person could help her if the computers in the lab was causing issues.

Yuri: Responded that one of her staff had reached out to the SAC AEC morning instructors, and the SAC lab in A-224 would be used again like in the previous semester. Jarunee Chaikaew was the main CASAS staffer who would help the SAC AEC Saturday instructors so to respond to her email. The firewall on the lab computers could be an issue or not. An option would be the paper and paper testing based on class levels. Students could be retested as well upon request if their scores were lower or higher than expected. CASAS testing was done for core ESL classes and not support ESL classes. The goal was to do e-testing as it was the most efficient way to administer CASAS testing.

13. Sandi Watts (5 minutes):

English Literacy and Civics Education (EL Civics)

- Noted that the three COAPPs (banking, community places, DMV) for EL Civics have been uploaded onto the intranet. The topic of banking had received many votes on the needs assessments sent last spring to students for them to choose their topics of interest.

Helen: Referred to NOCE's PD in which the majority of the theme and framework was on mental health and the triggers. A lot of discussion had taken place at the NOCE PD by instructors on recognizing signs of mental health and illness, so the question by Helen was how could these be implemented in the classroom so that everyone would be aware of them. Helen had asked if there could be curriculum on these topics through EL Civics so as the instructor taught these topics, the students would be learning about them as well and everyone would be more involved and aware of them. Following the lessons, guest speakers, more counseling, and mental health resources needed to be available to students throughout the year and not just in the beginning of the year.

Sandra: Followed up by saying a new COAAP would need to be written and then approved by the state. She explained there was a process in the CASAS website which explained how to write new or tweak COAAPs. Sandra asked Helen to email her, and she would send her the CASAS link. Sandra would further discuss it with Rita [Van Dyke-Kao from SCC CE ESL].

Henry: Asked that Jarek be in the discussion as the WIOA Coordinator and since EL Civics was part of it.

Jolanta: Wanted to know if the three COAAP topics could be done in a different order.

Sandra: Answered any order was fine. Sandra confirmed that the COAAPs were now available to be printed in paper format by next Tuesday.

Silvia: Asked if there was a conversation piece in the COAAPs, and also if Silvia could correct them if desired.

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Sandra: Answered if Silvia had attended one of her grading workshops, Silvia could grade them and she would receive an hour of release time to do it. Silvia needed to let the CASAS Office know that she would be grading them herself and to forward them the scores. For Silvia's second question, there would be no oral assessments this semester only written ones.

Rupali: Asked if a teacher wanted to grade their students, do they also have to assess them.

Sandra: Answered those were two questions. Sandra clarified that Rupali could do the assessment and also the grading part if she had attended the trainings with Sandra for both tasks. Sandra added that she had provided a workshop during flex week on how to grade EL Civics by using a rubric from CASAS. In addition, Sandra did a training workshop on how to do remote assessments. Sandra would like more teachers involved in doing their own assessments and to follow the rubrics for consistency.

14. Questions, Comments, Suggestions:

Merari: Asked Jarek to share the ESL Department Mission Statement blurb for review next month.

15. Adjournment:

Henry: Moved to adjourn the meeting at 4:30 PM.

Merari: Seconded the motion and adjournment was approved with no nays and abstentions.

Future meetings: **March 2, 2023, April 13, 2023, May 4, 2023**

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a diverse community of learners.*