

# Minutes of March 2, 2023 ESL Department Meeting

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## ESL Department Meeting Minutes

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

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

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

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

**Jarek:** Welcomed everyone to the March department meeting. Jarek asked that we follow turn taking rules when we were talking during discussions so that our voices were heard. As the chair of the ESL Department, he said he moderated the discussions and wanted to ensure that people were collegial and professional. One example he gave was for people to raise their hands when speaking. Jarek mentioned that in our department meeting we didn't need to abide by Robert's Rules of Order, and he had asked other people to confirm it. But we could certainly vote to approve the minutes for example and if that was our structure, he was not saying to do anything otherwise. Jarek wanted our meetings to be productive, supportive, on track, collegial, and professional.

**Jose:** Said that we had to have some protocols for the procedures we were following to have the rest of the committee express themselves. Jose added if Robert's Rules of Order were then not required, what would the protocol be moving forward for this department. For example, how would actions or decisions be done when they involved everyone to reach consensus.

**Jarek:** Responded by saying he was not changing anything, but wanted to mention to take turns when talking so that people's conversations or discussions in the meetings were not being interrupted so as to be collegial and professional.

**Merari:** Said she thought Robert's Rules of Order were used and followed in the meetings so that collegiality and professionalism were maintained. Once someone brought a motion forward, a second was then needed to be made, and then everybody voted on it. That way, everybody was in agreement and there was a conversation about it. Merari was not sure what the proposal was in lieu of Robert's Rules of Order, and what Jarek's definition was of collegiality and unprofessionalism.

**Jarek:** Said he was not proposing any changes to Robert's Rules of Order and one of the provisions was not to interrupt each other during discussions. He also added that motions made sense when they were needed.

**Merari:** After approximately 15 minutes, Merari asked if she could make a proposal to have maybe a timer for 2 to 3 minutes for someone to make a point and then move forward.

**Jarek:** Clarified that he was focusing on reminding people not to interrupt when someone was talking and that was part of his welcome speech. He was not proposing any additional rules. He said that he was just making a comment about Robert's Rules of Order and not changing procedures. He also talked about how proposals were made in our meetings for different motions that addressed a specific need, and he supported them if needed.

### 2. Public comments (3 minutes):

**Silvia:** Asked if there was a limit to the number of hours a part timer could teach in the summer.

**Jarek:** Suggested if she could bring it up again during the Part-Timers' Voices agenda item.

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### 3. Approval of the agenda (5 minutes):

**Silvia:** Moved to approve the agenda as submitted.

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

### 4. Approval of the minutes (5 minutes):

**Henry:** Said there was a request from Merari to rephrase a sentence that she had mentioned during last month's meeting.

**Merari:** Shared her edit by showing her rephrased sentence.

**Sandra:** Noted that it was fine with the change.

**Jolanta:** Asked if some kind of description on the web for hybrid online classes for students was understood by everyone last time. Since students were signing up for those classes by themselves, it was important that students knew what the classes were about and the hours needed for them. Jolanta was talking about this request to show students signing up for hybrid online classes, but the discussion seemed to be about her own class.

**Sandra:** Replied that Jolanta's request was clear and understood.

**Silvia:** Moved to approve the minutes with revisions.

**Sandra:** Seconded the motion, and they were approved with revisions with no nays and abstentions.

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

**Silvia:** Asked if there was a limit of hours part timers could work in summertime.

**Chris:** Responded that she had spoken to Jim, and they discussed part timers could work 30 to 40 hours per week in the summer.

**Lilimar:** Asked if teachers could teach 2 classes in the summer.

**Chris:** Responded that would come up to 43.2 hours per week which would be okay.

**Jarek:** Said after having had conversations and attending meetings with people at SAC and in the district regarding facilities impacted by rain and storms, there were complaints about classrooms at SAC regarding water damage and closing of classrooms.

**Silvia:** Noted she had fewer students due to the rain but had not experienced problems in her classroom.

**Leo:** Said his class was okay at SAC AEC.

**Chris:** Said that B-111 at SAC was impacted, but at CEC and REM, there had been no major issues.

**Jarek:** Added that for long-term planning for upgrading or improving facilities at CEC, SAC President Dr. Nery pledged up to 5 million dollars to upgrade facilities and other things. Jarek reminded us about the prior plan from the district to put up a ballot for a bond measure for facility upgrades that did not materialize. A recent request from the city of Santa Ana was to have a larger multi-purpose room built at CEC in the future. The new room would be used by RSCCD and the community-at-large. The room would be operated and staffed by city employees for community members at certain times and not impact classroom instruction. He added that proposal by the state and for district involvement would be beneficial to all parties involved.

**Silvia:** Asked if there were going to be any upgrades to CEC.

**Jarek:** Answered that since the district did not have funds to build new buildings, some renovations such as painting, recarpeting, and perhaps some window replacements may be done incrementally and on a small scale. These small renovations may be worked on during spring break this semester.

**Silvia:** Mentioned that the exit gate from Centennial leading to Fairview was recently being closed in the evenings so after she had finished her evening class, she had to make a U-turn and exited through the main gate. Silvia was concerned about the impact of having only one exit gate opened in the event of a fire at CEC.

**Chris:** Answered that it was the safety officers funneling everyone through the main gate as a safety precaution. She added that she would check with the safety officers and report back at the next meeting.

**Jarek:** Reiterated that safety was very important regardless of who operated the gate. Jarek added that there was an issue with some classroom doors at CEC not closing automatically.

**Silvia:** Reported that in the evenings at CEC, fire and earthquake drills were not taking place any more.

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**Chris:** Answered that they were told to hold an earthquake drill only during the day. She asked Jarek if she should email the fire and earthquake drill sheets to all the teachers.

**Jarek:** Answered yes and asked Chris if no drills occurred in the evening at CEC, could faculty gather together to go over drills, walk around campus, get familiarized with the exits, and talk about other safety issues such as classroom door problems.

### 6. Reports and Updates

#### 7. Chris, Dean: (5 minutes)

- Reported a total of 11 community sites in SAUSD of which 9 were offering ESL classes and 2 more were being planned to be taught with new ESL teachers.
- Said there were 100 students on a waitlist for a Beginning Low class from 6 to 9 PM.
- Announced there was a job posting that would be closed on Monday.
- Noted on January 9, there were 139 ESL class sections and now there were 145 class sections.

#### 8. Chairs' Reports (20 minutes):

##### Jarek Janio, Chair (10 minutes):

- Said the hiring of the full-time ESL faculty was moving along as scheduled.
- Mentioned that he had put the updated ESL mission statement at the end of the agenda for further discussion, and he thanked everyone for working on it.
- Reported that the full-time ESL faculty are working on the program review for ESL. In addition, Jarek would bring the part-time ESL faculty survey results to the next meeting.

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

- Mentioned in the next few weeks, he hoped to send out the revised SCE ESL Program Faculty Guide.
- Said that course syllabus templates would be revised for summer school and CORs would also be uploaded.
- Reported that he had emailed a draft of CASAS level descriptors to Rita Van Dyke-Kao in the ESL Program at SCC for input. Upon completion, the level descriptors would be emailed to Yuri.
- Announced the CEC Bookstore was opened for a few weeks to sell textbooks, and if anyone had met Raul from the SAC Don Bookstore while it was opened. The CEC Bookstore may be opened again in the fall.

**Silvia:** Said that she did meet Raul, and he was a great person.

#### 9. Merari Weber (5 minutes): SAC AEC

- Met in a debrief meeting with the SAC AEC teachers to talk about the resources available to them. There were issues in B-11 due to the rain and the room smelled musty so an emergency request was made and approved to move the class to another classroom.
- Recommended to Leo to send ITS Help Desk a request for help with the technology in a new room. Merari added that a printer was not provided to all classrooms at SAC AEC.
- Mentioned that a student in Leo's class wanted a digital literacy class started in March and got 45 signatures to show the need for it. That new class would be offered twice a week from 11:30 AM to 2:30 PM.
- Reported that there were conversation classes, and the Student Success Conference was being held on March 24. The conference could be viewed in the classroom via live-streaming. Merari asked for help in getting the word out to advertise the conference, and a field trip request could be made for a class to attend the conference to inspire students.

**Leo:** Added that his room was fine, but a printer and a controller for the projector were needed.

### 10. Henry Kim (10 minutes):

#### ESL Curriculum

- Reported that some shared CORs with SCC CE ESL were submitted for revisions.

#### ESL Lab

- Updated everyone that when the ESL Lab was closed due to Covid-19, enrollment for lab sections was impacted. A revised ESL Lab COR had been submitted to meet the needs of students who also lived outside of our district, and it was approved. It would be used starting summer 2023.
- Said that a curriculum development project for remote instruction was completed by Shane and Rebecca Bowers, and Shane would be sharing part of it. Henry showed the revised ESL Lab COR description which had included online learning and OER information and the Adult Model Standards competencies were listed with example topics.
- Explained that the two writers created lessons for two Canvas shells. The first shell was for beginning level learners and the second one was for intermediate and higher level learners. The project writers followed the OTD Rubric guidelines that included proper attributions, anonymous surveys, and other recommendations that were noted in the exemplary column.
- **Shane:** Said that he and Rebecca created lessons for alternating modules in both Canvas shells. Shane showed his lesson for computer literacy in Module 3 in the intermediate level and higher shell. He explained how he created vocabulary lessons followed by quizzes and then discussions to talk about using technology. In addition, there was a Burlington English assignment proceeded by a writing assignment and a grammar lesson. Shane said that Rebecca was working on including Rosetta Stone assignments. Finally, there were lessons to practice skills areas such as reading followed by a module quiz. Shane showcased his vocabulary lesson which started with the learning objective followed by vocabulary practice via Quizlet, learning resources, a vocabulary quiz, and an answer key for each module.
- **Silvia:** Asked where the lessons were located.
- **Henry:** Answered that they were going to be piloted in the summer for input from students and faculty.
- **Merari:** Asked if they were going to be in Commons eventually. She mentioned they were going to be participating in the OER Summit to talk about curriculum being used. Merari mentioned faculty could benefit from the OER lessons and get ideas from them for their own classes. Merari added that a lesson was connected to Burlington English so it was specialized curriculum, and she thanked the writers on having done a good job.
- **Sandra:** Said that Burlington English was purchased for the lab students, so it was not available to everybody.
- **Jose:** Recommended removing Burlington English and Rosetta Stone lessons from the courses since funding was not guaranteed for students to access the two programs every year. Since students would have to log into those programs to complete their assignments, and there was no single sign in integration between the programs and Canvas, so students may not be able to access them.
- **Merari:** Mentioned that the pages connected to Burlington English could stay there by adding highlighted information at the top to notify students that the lessons were dependent on subscriptions. By doing this, students would be aware that the programs were connected to funding. So, Shane could keep the software program lessons there and just add a statement at the top to let students know the software program lessons could be worked on if funding was available for students to use the two programs.
- **Shane:** Added that he had an option in which he could remove the pages if needed.
- **Merari:** Responded that another suggestion would be to have an Excel spreadsheet to highlight and make a list of those lessons and pages that were connected to Burlington English and Rosetta Stone in the event they were to be replaced by different software in the future. So, different faculty who may teach the

course in the future could go to the document to see which pages could be changed to fit the new software.

- **Jose:** Noted that he was proud of Shane who had completed his OTD training, and Shane's work was exemplary in the curriculum project development for new courses.

### ESL Textbooks

- Said he was working with Raul at the SAC Don Bookstore on summer textbooks. Raul mentioned that a lot of students came to purchase books when he was at the CEC Bookstore in the beginning of this semester. Raul was happy to see and meet ESL students and their teachers.

### 11. Jose Lopez Mercedes (5 minutes):

#### Professional Development

- Mentioned we were invited to be part of the Open Ed Summit from SAC to represent noncredit on March 10 and registration information for it was sent to everyone. The summit would be free to faculty and on the same day would also be the Retirement Issues for Faculty workshop. In addition, upcoming events would include SAC Nealley Library online workshops, and the ChatGPT discussion again. During PD week, SAC librarians would also be providing trainings and information on their library services.
- Reminded everyone to complete their flex obligations by May 1

#### Distance Education

- Announced that we were working on a plan with Madeline Grant to identify needs for the different departments so faculty teaching online or DE courses could reach out to Jarek and Henry to discuss their needs such as for technology or other tools. The information would be reviewed next week to go over their needs and a plan to have our own SCE DE plan.
- Said that a faculty survey was being developed especially for those teaching online to see what was and was not working for them.

**Silvia:** Asked about getting credit for flex hours after having attended two conferences which would end near May 1.

**Jose:** Mentioned to Silvia that if a pre-approval form for the conferences was received from Silvia's dean then Silvia should be receiving credit for the flex hours by May 1.

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

- Reported that there had been CASAS and EL Civics assessment challenges since the start of the semester. To address them, Jarek had met with her and some of the test proctors and came up with improvements to the process.
- Discussed remote proctoring and if faculty wanted to do it for their own classes, they would need to fill out the remote proctor agreement online. In addition, Yuri talked about the challenges and difficulties of assessing the written component of civics assessments. For example, when students were asked to show their completed written assessments in Zoom, the assessments were difficult to read, and the test proctors spent a long time explaining how to properly show the assessments to the proctors. Yuri made several suggestions to help with the submission of completed assessments. First, Sandra could put the written component into a Google doc form to be completed by students to submit online. Second, students could email their teachers their completed assessments, and then the teachers would forward them to the CASAS Office or grade them if the teachers had received training from Sandra to grade them. The last suggestion was for students to photograph their completed assessments and email them to their teachers. Those suggestions were offered to help improve the way completed EL Civics assessments could be done especially for the written component.

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**Shane:** Asked if the completed assessments had to be handwritten, and if students could complete and submit them as a Canvas assignment by using a text box after looking at a picture in PDF located in their Canvas shells.

**Yuri:** Answered that both the form and Canvas could be used for getting the assessments completed, but CASAS had specific rules for submitting completed assessments. For example, if the assessments were done in Canvas, the students doing them had to be monitored doing their assessments in Zoom and students would have no access to them right after they were completed.

**Sandra:** Added that our district did not want us using Google forms due to personal information being unsecured. Sandra mentioned that photos of completed student assessments were easier to view than screenshots.

**Merari:** Mentioned that another option could be for students in a hybrid course to use Pronto which was in Canvas or Remind, and they could take a picture of a completed assessment and email it easily.

**Yuri:** Agreed that was a good idea to use Pronto, but the current process being suggested right away was for students to take pictures themselves of their typed or handwritten assessments and email them to their teachers. The teachers then would either grade them if they had training or forward them to the CASAS Office for grading.

**Jarek:** Agreed that using Pronto was a good idea but we needed to keep in mind that some teachers may want to use a different method so there needed to be different options.

**Sandra:** Noted that instructors who had been trained to grade their own remote assessments were already having their students send to them their pictures of their completed assessments for grading. She added that it was a more effective way of receiving completed assessments instead of screenshots.

**Jolanta:** Agreed that the idea of using Pronto was good, and her question to Sandra was if students who emailed their teachers their pictures had to send them right away after they had completed their writing prompt and not hours later.

**Sandra:** Answered that according to CASAS, students would need to send in their completed assessments right away in real time. Students would not be excused from their testing room until their teachers received them.

**Yuri:** Asked that instructors be present during remote testing to help the proctors if needed. Yuri added that many EL Civics assessments for the first topic were missing from a lot of classes including from face-to-face classes. She asked for help to communicate this request to instructors to submit their first completed EL Civics assessments for grading or their own graded documents.

**Helen:** Asked if instructors were required to do two out of three EL Civics lessons.

**Yuri:** Said Jarek would answer that question. Yuri added that for classes that met for seven hours or more a week, the number of EL Civics due was three for this semester.

**Jarek:** Mentioned to Helen that it was three in the fall and three in the spring.

**Yuri:** Added the number of EL Civics due was a requirement of the WIOA grant, and it was up to the ESL Department. This semester the decision was to have three EL Civics due and depending on the classes, for example, Saturday classes would do one because they did not meet many hours during a week.

**Jolanta:** Mentioned that she had heard in the past that for online hybrid class instructors needed to choose one EL Civics to complete.

**Yarek:** Answered that was when COVID-19 started and there were many emergency guidelines as a result, but as of last fall, things were back to normal so [WIOA] requirements are the same now as before COVID.

### 13. Sandra Watts (5 minutes):

#### English Literacy and Civics Education (EL Civics)

- Reported that she updated the summer COAPPs and assessments on recreation that Rita Van Dyke-Kao picked and was waiting for Rita to proofread them. Sandra was also working on updating and writing new COAPPs.

**Jolanta:** Said for her Saturday class, her students were unable to do all the lessons in one of the EL Civics units in four hours and so she had to divide them into three different weeks. Jolanta asked Sandra if some of the lessons could be cut out to save time if her students learned the skills in them quickly, so that her students could work on her course curriculum.

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**Sandra:** Replied that Jolanta was free to adjust the number of pages or practice exercises to work on, so Jolanta could add, adjust, change, or eliminate pages if her students understood the contents in them. The idea was for students to learn the skills so extra pages and contents had been added to the units in case they needed them.

**Merari:** Mentioned that there was a conversation last time regarding classes that met only once a week, and how it was difficult to do EL Civics lessons because the contents of the class needed to be taught. So, the question was which of the two would be the priority for those classes.

**Jarek:** Replied that because of the thirty hours of instruction provision for EL Civics, those classes that were meeting just once a week were considered to be yearlong classes, so they were required to do one EL Civics. How it was done was up to the Saturday teachers.

**Jolanta:** Asked if the 30 hours were for all the three EL Civics topics, and if they included the assessments.

**Jarek:** Answered that was 30 hours per COAAP and then usually an hour for assessments.

### 14. Questions, Comments, Suggestions:

**Jarek:** Showed the draft for the revised ESL Department Program Mission Statement that everyone in groups helped to create at the prior meeting. The completion date for the new mission statement was April 30.

**Merari:** Asked about “. . . respect” in the draft and what it meant, how it would be quantified, and which community was being talked about. So, that part needed a little wordsmithing.

**Jarek:** Replied that it referred to a student immigrant community in the draft. Jarek was okay to reword the part.

**Sandra:** Said that the draft was a little long.

**Jarek:** Replied that he could make it shorter.

**Merari:** Suggested removing the last sentence after “academic success,” so it still needed to be worked on.

**Henry:** Mentioned that first and second sentences looked similar so possibly keep the second sentence and not the first one. He added the statement was long, so it may be difficult for students to understand it.

**Shane:** Agreed with Merari to remove some words after “. . . academic success” and continue with “. . . to enhance personal and professional growth.”

**Silvia:** Agreed with Shane by changing to “. . . [thereby enhancing] personal and professional growth.”

**Henry:** Mentioned since three people were missing would it be better to vote later on the revised statement.

**Jarek:** Answered that three different people might be absent next time, and we had until April 30 to complete the statement.

**Sandra:** Recommended sending out the revised statement to everybody for further review.

**Jose:** Said he considered it to be too long and difficult to remember. As a reminder, Jose added that a mission statement was supposed to be short, memorable, and recitable.

**Lilimar:** Asked if we could review the changes and send revisions back to Jarek.

**Jarek:** Responded to Lilimar that it was fine to do so, and he would email everyone the proposed version to review.

**Merari:** Recommended changing the word “new” to “proposed” in the header and also to remove the second sentence of the statement.

Here’s the new ESL Department Program Mission Statement:

**The mission of the SAC SCE ESL Department is to serve and empower the diverse adult student immigrant community through inspiration and transformation, while improving their English skills for family, community, career, and academic success. The ESL Department commitment is to build English mastery and respect for the community’s values and goals, thus fulfilling the mission to enhance personal and professional growth.**

**Santa Ana College Mission Statement:**

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

**15. Adjournment:**

**Henry:** Moved to adjourn the meeting.

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

**Future meetings:** May 4, 2023

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