

Minutes of March 7, 2024 ESL Department Meeting

Norma: Reported that a lot of her students had been dropped by someone, and she received an email confirming it. Norma assumed those students had dropped her class, but they came to class and said they did not drop her class. Norma talked to the site director at her site and the secretary said many students were dropped because instructors were not doing it.

Jarek: Responded that drops were being done by Admissions & Records automatically so that students on waiting lists could get into their classes. He advised Norma to contact Admissions & Records to find out why her students were dropped.

Silvia: Mentioned she had the same problem because eight of her students were dropped for no reason and they had attendance hours.

Chris: Confirmed that the Registrar only dropped students with zero attendance hours.

Jarek: Supported Chris's point and he asked Silvia to contact Admissions & Records regarding her dropped students.

Henry: Added that seats were not reserved for students and an attendance and grading procedures were in course syllable templates for courses regarding drops for no attendance hours and grading students out who were not attending anymore.

Norma: Asked about how to best give the 'NP' grade.

Henry: Answered for in-person classes, it was for students who attended fewer than 12 hours. For hybrid courses, it did not apply since they have different attendance expectations.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

- Shared a report of the ESL Program as of week 8 that included generated FTES (665.44), the number of sections at 194, an increased amount of 18 community sites from 13 in January, a current enrollment of 5,828 ESL students, and 5 new ESL teachers were hired. In comparison, the High School Diploma Program generated 468.04 FTES, the Older Adult Program generated 290.99 FTES, and the Career Education Program generated 160.00 FTES.
- Added if ESL and OAP sections were combined, the number of sections would be 325 and since OAP had over 5,000 students, both programs could be like a college in size.
- Mentioned that ESL FTE production multiplied by the new FTE rate would add up to \$4,000,300.

Henry: Congratulated Chris and Erica Jaimes on a job well done and also for starting the new music classes at SAC for noncredit student to enroll in during the current semester.

Silvia: Asked how many Intermediate Low teachers were hired for Centennial because some of her students who had passed her Beginning High class had to wait for an Intermediate Low class to open up.

Chris: Answered that the 7 level core ESL classes were full in comparison to last year.

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Reported that he would be presenting the recently completed ESL Program Review to a SAC committee on Monday via Zoom. Jarek noted that he would also share Chris's report to show the successful ESL Program and how important it was for SAC noncredit students.
- Said that ESL would be getting an Instructional Assistant and Yuri Betancourt would be returning to SCE from SAC.

Chris: Responded that she had requested help to Jim Kennedy for Ivonne Pittman, Student Services Coordinator, to assist Chris with the ESL Program for example to support the growing community sites and train teachers on EL Civics and CASAS testing. Chris added that several interviewed Instructional Assistants were well qualified, so they may be interviewed by us to work in the ESL Program. Instructional Assistants could do many types of tasks such as to assist at the growing number of community site classes.

Henry: Requested for an IA to be a bilingual staffer for the ESL Program.

Jarek: Agreed that a meeting would need to take place to discuss the tasks for a new IA.

Minutes of March 7, 2024 ESL Department Meeting

Henry Kim, Co-Chair (10 minutes):

- Showed how our ESL Program and the ESL Program at Mount SAC Antonio College were being marketed. There were similarities such as core ESL courses and specialized ESL courses were offered, but Mt. San Antonio did not offer an ESL Lab and unlike for hybrid courses in our program, the college noted the number of hours needed for Zoom sessions and Canvas work for their hybrid courses.

Silvia: Commented that the ESL pages in Mt. SAC web pages had great formatting.

Norma: Added that OEC offered in the mornings 8:30 AM to 12:20 PM four days a week.

Jarek: Mentioned that the discussion for the hours needed for Zoom sessions and Canvas work has not been finalized. There was no agreement on the number of hours students were expected to attend their Zoom sessions and to work in Canvas.

Nancy: Replied that most of her students attended her Zoom sessions to understand how to do their homework and to stay current. Nancy worked with her students via email to assist them with their homework.

Silvia: Said Mt. SAC's webpages gave new ESL students an idea of the number of hours needed for Zoom sessions and to do Canvas work to help new students understand what was expected from them.

9. Cheryl Bucholtz-Magallon (10 minutes):

- Reported that the monthly community building faculty meetings at 11 AM for the morning meetings and 5 PM for the evening meetings were going great. There were 10 who attended in the morning and 12 attended in the evening. Some of the topics discussed included idioms, phone etiquette, professional development workshops, student resources for needy students, a possible end-of-the-semester potluck for CEC, and printing needs. The main objectives for the meetings which was held in-person and via Zoom were to talk about issues and try to solve them together.
- Worked with Colleen Lehman on February 29, 2024 (Leap Day) for a language leapfrog event to have both of their classes meet at tables in a room at CEC to do 'speed conversations' which included topics on food, education and goals, countries, cultures, and travel. Students hopped from table to table to start different conversations for each topic when a bell rang. There were about 65 students and 20 staffers helped out. Students had about an hour to do their introductions and the conversations.

Jarek: Thanked Cheryl for the meetings and for her leading them.

10. Henry Kim (10 minutes):

ESL Curriculum

- Talked about the ESL Program Core Course Resource Guide that showed in a continuum the seven core levels which included the course descriptions, SLOs, contents, and the amounts of hours to spend for the respective skill areas. For subs, the resource was important to follow so that students in the particular level/levels were receiving via activities what the COR objectives expected to have them practice and learn.

Nancy: Asked for a recommendation for several of her passing students who wanted to retake her current level for a review and then take the next level in the fall.

Henry: Recommended to keep in mind that we needed open seats for students being promoted from their prior levels.

ESL Lab

- Noted that ESL Lab faculty provided quality instruction and students used several learning software programs and an example brochure of Rosetta Stone was shown. Henry thanked the ESL Lab faculty.

ESL Textbooks

- Showed several pictures of CE hats, mugs and ESL textbooks sold at the SAC Campus bookstore which supported CE and also the ESL Program. Henry noted that there used to be a CEC Bookstore for book purchases, but it was closed following COVID-19 so the SAC Campus took over ESL book purchases.

Norma: Shared that at REM, during Valentine's Day, Outreach came to give out free shirts with a CE logo, pencils, and pens and students loved them. Some students thought they were being sold to them since they had never received freebies from Outreach.

11. Jarek Janio (10 minutes):

English Literacy and Civics Education

- Said new classes had large numbers of new students completing EL Civics assessments, so there were many requests from teachers for help to grade their EL Civics assessments. To help teachers with this need, there would be 2 workshops in the spring and also flex activities in the fall for those teachers who wanted learn how to grade the assessments. Sandra Watts would be continuing to provide training on how to grade them. Jarek noted that was a great need to train teachers on grading the assessments.

Lilimar: Asked if a student in her class had to take the same EL Civics assessment (COAPPS) twice since the student had taken it in another English for Work course as well as in her course.

Henry: Noted that English for Work was not a core ESL course and as such those students did not need to do EL Civics assessments since only core ESL levels had to complete them.

Jarek: Agreed that English for Work did not have to take EL Civics assessments since only core ESL levels had to complete them. Students not enrolled in core ESL students also did not take CASAS tests, but since EL Civics assessments were not standardized tests it was okay if they wanted to do them in the other course, but they did not have to do them.

CASAS Testing

- Said teachers teaching in-person or hybrid had to follow the CASAS testing schedule since there were many new students to test with a limited CASAS staffing. In addition, make-up testing was difficult to do with the limited CASAS staffing on hand and with the large number of students being dropped and then returning. Jarek reminded everyone that students could not use their iPhones or smartphones to do CASAS testing, but they could visit their libraries to use computers to do CASAS testing.

Shane: Mentioned he turned the student survey into a homework assignment.

SLOs

- Reminded everyone that each year a survey was sent out for students and a different survey was sent out for faculty to complete by April 30.

12. Other

Norma: Congratulated Jarek on his seventeen years at CEC as Jarek mentioned he had started at CEC on March 17, 2007.

13. Adjournment:

Cheryl: Moved to adjourn the meeting at 4:29 PM.

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

Future meetings:

May 2, 2024

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