

Minutes of November 2, 2023 ESL Department Meeting

ESL Department Meeting Minutes November 2, 2023, 2:30 p.m. to 4:30 p.m.

Zoom link: <https://rscdd-edu.zoom.us/j/9123456789>

Voting Members Attended (10): Jarek Janio, Henry Kim, Cheryl Bucholtz-Magallon, Chris Kosko, Jayshree Lederman, Lilimar Lunar, Norma Olivares, Nancy Pakdel, Cassandra Pham, Shane Uesugi
Absent (1): Silvia Rodriguez
Guests:

1. Welcome and introductions (5 minutes):

Jarek: Welcomed everyone to the meeting and asked how everyone was doing.

2. Public comments (3 minutes):

None

3. Approval of the agenda (5 minutes):

Cheryl: Moved to approve the agenda as submitted.

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

4. Approval of the minutes (5 minutes):

Cheryl: Moved to approve the minutes as submitted.

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

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

Lilimar: Asked when students had completed their enrollment into ESL courses, did they receive their confirmation via their SAC school email address. She added that many students did not know they had them.

Shane: Mentioned that it was used by students to log into Canvas.

Lilimar: Added that they did not know where to find it so she had to go over some steps to show them.

Cassandra: Mentioned that for her computer class, her students really needed to know their log in information and many of them did not remember it.

Henry: Reported that in the past, noncredit students unlike credit students did not have their SAC email address so the request was made to provide them with SAC email addresses which eventually SAC did. The problem was noncredit students had their SAC email addresses as well as their preferred email addresses, but they were not checking their SAC email.

Norma: Added that she was receiving new students when she did not have room for them at Remington. She asked if placement procedures for new students at CEC were different than at REM because at CEC they did not ask her if she had room for new students or not and just sent them to her class.

Henry: Mentioned that ITS used students' SAC email addresses to resolve student password issues. In addition, Henry noted that SAC email addresses were also used to send out Rave alerts.

Cheryl: Reported when Officer Tim [at CEC] had talked to her students in class about signing up for the Rave Guardian app for Rave alerts and campus security, students had to use their school email addresses for it. Cheryl mentioned creating short videos to explain where students could find their school email addresses, how to log in, and how to forward them to their person email. These may go together as part of a welcome package.

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Shane: Proposed doing a workshop with Lilimar to show students how to use their student email addresses to get the Canvas app for their phones and also talk about effective communication.

Norma: Agreed that when she sent emails to her students via SAC email, they needed to check their SAC email and not their personal email accounts.

Jarek: Reminded everyone that SAC security officers were available to present their information to students upon request and their presentations covered SAC email addresses, and how they were used. Jarek talked about the SAC student ID, Remind for Canvas, and online communication.

Shane: Said he had stopped using Remind because it involved student phone numbers and students were worried about Spam.

Jarek: Added part-time faculty had asked for SAC email addresses 20 years ago so changes were ongoing and nowadays they have preferred email addresses as well.

Henry: Talked about Cheryl working on providing simple information to students and faculty about SAC student email addresses.

Cheryl: Agreed to work on it [materials] and said it was important for students to use them as they progressed through the levels and moved to other programs such as high school or career education programs.

Shane: Repeated the question from Lilimar about students receiving their enrollment confirmation through their SAC email. Shane suggested for administration to add information such as a bolded sentence to students about using their SAC email in their initial welcome letter.

Cheryl: Agreed that the materials she could create could be a single sheet or video link explaining to students how they could check their own email.

Lilimar: Added the information would highlight using their main email to access their SAC email and log in to Canvas to type in their passwords.

Cassandra: Asked about the ending date on the school academic calendar for this fall 2023 semester which would be December 16, 2023.

Jarek: Confirmed December 16, 2023 would be the final day of classes for CEFA faculty.

Nancy: Noted that she had been sending her course information to her students' preferred email addresses and wanted to continue doing it.

Jarek: Asked that Nancy continue to send her emails using the list of preferred email addresses provided by Admissions & Records.

Norma: Brought up the fact that students needed to use their school email when applying for example monetary funding request from SAC for students in need.

Jayshree: Asked for help as she had issues when she had collected data from her students for CASAS as requested by Yuri Betancourt.

Jarek: Responded that faculty did their best to contact and ask students questions for CASAS data collection, but students moved or did not answer emails. Jarek recommended to have the CASAS Update Record form ready and complete them towards the last 2 weeks of the semester.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

- Reported that she received data from Admissions & Records last week that for in-person classes at CEC, there were 789 students on the waitlist, and they got it down to about 500. Chris presented the idea of having more ESL classes at CEC on Fridays to offer classes to waitlisted students and to ESL faculty who were requesting an extra assignment on Friday or Saturday. On Saturdays, there were many ESL classes being offered but not on Fridays at CEC so Chris asked about opening up 8 AM to noon ESL core classes. Chris added that there were already Friday ESL classes at community sites, so we could offer Friday ESL core classes at CEC.

Henry: Agreed the Friday idea was good and perhaps offer combo classes if there were not enough students in a particular level.

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Cheryl: Added maybe call the classes a retreat or offer them in two parts for example, Beginning Low A in the spring and Beginning Low B in the fall so students knew it was a year-long course to complete, or a combination of in-person and hybrid, or focused on one level only.

Norma: Suggested maybe combining Friday and Saturday together as that may be more appealing to students. Norma asked if CEC on Fridays was opened in the afternoons.

Jarek: Answered across the district, there were no afternoon classes. At CEC, there was security on Friday afternoons but no staff and no administration.

- Updated everyone that air purifiers had been assigned to REM, SAC AEC, and CEC so they should be used in the classrooms. Chris added that Jennifer Hoeger ordered solar blinds for CEC and Jennifer was working with a vendor for them. In addition, Chris reported that funding was received for classroom furniture and teachers at CEC would be getting a combo desk and media set in the spring.

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Reported that the program review document for ESL being completed was a reflection of and accountability instrument for our program. It included data, demographics, course sections and offerings, program trends, SLO results, and program resources and purchases needed for teachers to help improve student learning.
- Talked about how CASAS and EL Civics as part of WIOA generated funding that helped provide funds for purchases needed in the ESL Program.
- Announced that Yuri was moving to SAC to work in the research office so her position would be filled by someone else.
- Told everyone to be aware of cyberattacks and gave an example of a cyberattack in the district. Jarek asked everyone to remember to log off their computers in their rooms after they were done with their online work in their classrooms and to change passwords regularly.

Shane: Asked if CASAS results could be sent online.

Jarek: Responded that they were confidential and to not send them out or forward them to anyone. The district follows FERPA [Family Educational Rights and Family Act] regulations when exchanging information online.

- Regarding artificial intelligence, Jarek was co-presenting "Lunch with AI" in monthly workshops through OTAN which was an agency that provided professional development activities to support WIOA. These flex credit workshops began in the summer and the link was provided by OTAN, so faculty could sign up for them through Gateway. Attendees would need to select Professional Development and find the workshop and register at the bottom of the description by entering an email address. Faculty who attended OTAN workshops and needed attendance verification for a workshop could do so by emailing OTAN with a request.
- Added ChatGPT, which was an IA tool, was here already, and we needed to learn to deal with it. Jarek created a hybrid teachers support group to discuss how technology could support online instruction. He said ChatGPT could create many things for teachers such as assignments, questions, and quizzes. Jarek explained it could produce a letter for students to explain a problem to a landlord and using an app on a phone, ChatGPT could talk to students about grocery shopping and basic shopping phrases. The tool could also serve as an assistant to help with other tasks. The next workshop would be help on Monday, November 27.
- Mentioned that the SLO survey would be distributed to be completed by the end of the semester.

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Henry Kim, Co-Chair (10 minutes):

- Focused on counseling services and highlighted AB 705 which removed placement testing and assessments so students looking for programs in colleges were provided referrals and links. Counselors reviewed grades and types of courses previously taken for students interested in enrolling into high school subject courses but not for ESL students.
- Reported that in a meeting with Jim, Chris, and Jarek, a need for a counseling orientation video for online ESL students was brought up before but it had not been produced yet. Jim suggested a self-paced orientation video for in-class students. They discussed what the videos would say and in what languages and offered recommendations. Henry said a second request was for at least one in-class counseling visit to ESL classes to provide information and answer questions.

Nancy: Asked about the purpose of the video.

Henry: Answered it would need to be worked on, and it would provide guidance to ESL students but not for placement.

Cheryl: Suggested some ideas such as the speaker in the video could ask general questions to see if students could read for example, a book in English, some basic words, or a few sentences at a time. In addition, the video could include showing students how to use and connect to their student SAC email addresses.

Shane: Said it would also depend on the modality of the classes.

- Talked about how ESL courses including the ESL Lab were being marketed to new students, and we should take a look at it. The current question on the SCE homepage for new students enrolling into different core ESL levels which was "What is your level?" did not include the Literacy level.

Cheryl: Suggested changing the sentences into questions which could be translated into several languages and it may help new students with enrolling into their levels depending on how many students answered yes to the questions.

Jayshree: Said for beginning low students it would be best to ask them what their first name was and then how to spell it.

Cheryl: Clarified by saying the questions would be translated to be answerable, and there could be some samples.

Shane: Added to provide questions students could translate into their own languages and show sample sentences. He suggested a question and then an example, sample, or answer, for example basic numbers for the literacy level.

Cheryl: Agreed that the current information and directions were unclear and students also had various levels of basic skill proficiencies.

9. Cheryl Bucholtz-Magallon (5 minutes):

- Reported that the faculty meeting in the morning on October 11 went well, and a survey was sent for the next one she was planning. Survey results indicated most faculty wanted it for flex over release time. Cheryl wanted to hold monthly meetings alternating between morning and evening meetings. The November evening meeting would be on November 16 from 5 to 6 PM in person and Zoom in D-109.
- Provided reminders after having spoken to different faculty such as to post full attendance hours for all students, allow students to leave early if they had to do so, for faculty not to release their classes early, and for faculty sending students to do CASAS testing to be available until classes were over. Cheryl asked Jarek what to do with students who had finished their CASAS testing.

Jarek: Answered faculty were expected to stay in their classrooms during CASAS testing, but students who completed them could leave early. He suggested having students do CASAS testing at least 45 minutes after class began.

- Added that for class parties, they needed to be held outside and tables could be requested from Erica Jaimes.

Shane: Said when he had parties for his in-person class, he had it outside with music and food and they were approved by the site director.

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- Said many faculty were re-registering their current students into their spring classes since many students were not ready to move up a level. But that caused problems for the large waitlists of [new] students who were not able to get into any classes so faculty were encouraged to move students up a level as much as possible. By doing that, it would free up space for waitlisted students to have a chance to take classes. Cheryl added that faculty should not be providing their own section numbers for spring but to leave it up to students to choose their classes to retake their levels. She recommended faculty to send their students to the registration office as they had priority to sign up for spring classes.

Jayshree: Gave a situation in her class in which a student had refused to move up even after she provided lots of encouragement so Jayshree did not promote the student.

Cheryl: Agreed with Jayshree that students had the right to make their own choices, and Cheryl shared some ideas such as possibly having the student meet the next level teacher.

- Followed up that Cheryl still had the short videos related to how to use Canvas and Zoom for students from the prior meeting so she was working on them. Her Screencastify account had expired from a previous school so she no longer had the account to use for videos.

10. Henry Kim (10 minutes):

ESL Curriculum

- Showed how noncredit instruction evolved around 1865 in California using information from the 8th edition of PCAH [Program and Course Approval Handbook] which was published by the state Chancellor's Office. According to the handbook, in 1865 noncredit instruction evolved from the first adult schools in California. Henry noted that distance education information was added in the new 8th edition.
- Henry showed a list of required and recommended components on CORs for noncredit courses. He emphasized that SLOs were required by ACCJC [Accrediting Commission for Community and Junior Colleges].

ESL Lab

- Discussed the marketing SCE homepage under the marketing discussion in his co-chair report.

ESL Textbooks

- Said that Raul at the SAC Campus Store had reduced the textbook costs of ESL textbooks that faculty were using this semester.

11. Jarek Janio (10 minutes):

English Literacy and Civics Education

- Discussed in his chair report.

CASAS Testing

- Mentioned that Yuri was moving to SAC so another person would be responsible for CASAS testing.

SLOs

- Said he would be sending out the SLO survey to be completed by the end of the semester.

12. Other

None

13. Adjournment:

Henry: Moved to adjourn the meeting.

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

Future meetings:

February 1, 2024

March 7, 2024

April 4, 2024

May 2, 2024

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a diverse community of learners.*