

Minutes of October 5, 2023 ESL Department Meeting

ESL Department Meeting Minutes October 5, 2023, 2:30 p.m. to 4:30 p.m.

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

Voting Members Attended (9): Jarek Janio, Henry Kim, Cheryl Bucholtz-Magallon, Chris Kosko, Lilimar Lunar, Norma Olivares, Nancy Pakdel, Cassandra Pham, Shane Uesugi
Absent (1): Silvia Rodriguez
Guests (1): John Tashima

1. Welcome and introductions (5 minutes):

Jarek: Welcomed everyone to the meeting and mentioned John Tashima from high school subjects would be joining the meeting between 2:45 to 3 PM to discuss high level ESL students moving from ESL to high school subjects.

2. Public comments (3 minutes):

None

3. Approval of the agenda (5 minutes):

Jarek: Moved to approve the agenda as submitted.

Lilimar: 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)

Shane: Asked if the percentage of ESL instructors who had been teaching via hybrid and fully online remained at 37%.

Chris: Answered that it was static, and hybrid sections were not growing.

Jarek: Added that he would be discussing hiring of new instructors as well as training in his report.

Norma: Mentioned that at Remington, she had full classes. Norma shared that at CEC, the registration office staff sent her new students without asking if she had space for more students, but at Remington they did ask her.

Jarek: Responded that he was more concerned about the misplacement of new students who may have been too high or low for his [hybrid] courses.

Norma: Added that she was receiving new students when she did not have room for them. 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.

Jarek: Suggested that Norma email him and copy Chris for help if needed. Jarek added that misplacement of students occurred at times.

Norma: Asked if site directors or staff at community sites knew about the ESL levels because she had students ask her if she had room without them knowing what levels would be best for them.

Jarek: Mentioned that there could be a poster with some level information that new students reviewed when they registered online.

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John: Talked about high school collaborating more with the ESL Department and gave a past example where Advanced Low and High students visited the high school room for a tour and program information. John mentioned inviting ESL teachers and their students for a quick tour of the high school program at CEC and SAC [AEC]. During the tour, they could meet the high school program teachers and ask them questions.

Jarek: Asked if John could also provide the information to ESL students in hybrid sections.

John: Answered that high school [subject] courses were taught asynchronously in Canvas for 8 weeks, so it was possible for students to pass two high school courses in 16 weeks.

Jarek: Wondered if John's program had enough online teachers and if new high school students were able to use technology required for the high school online courses.

John: Noted that the percentage of online teachers in high school was higher than in ESL as many students were enrolling from out of the area. John added that his program was hiring more teachers and most of the teachers completed the OTC training. In addition, the high school program was working on bringing back [former] students and retaining current students in the high school lab.

Jarek: Mentioned to John that Cheryl was assisting face-to-face teachers, so she would be a good person to connect with him and the high school program.

Lilimar: Reported that enrollment in her class was okay, and she had only one student who was concerned about the level being high for her. But after a week, the student was fine and continued to study in Lilimar's course.

Nancy: Asked if there was an online test for new students to place themselves into appropriate levels since her class was a multilevel course.

Jarek: Answered that Nancy would not need to accommodate different levels in her course because her class was for one level of ESL.

Cheryl: Added that teachers could ask if students had taken the CASAS placement test.

Henry: Mentioned that there was no placement testing required by law in California [for noncredit] and credit students as per AB [705]. Pathways to enroll into courses were being offered that included recommendations and counseling support. In the past, Henry noted the ESL Program offered the ESL Placement as well as the Pre- and -Post Tests which were validated. Currently, it was not required to offer placement testing for new students by using for example the CASAS reading and listening tests which were not aligned to the ESL Program curriculum.

Shane: Updated everyone that students enrolling in remote live or hybrid sections seemed to have trouble for example using Canvas. In addition, those students also asked how to submit an assignment or complete a discussion online. Shane added that if his students knew what his COR covered, they would need to move up to the next level.

Jarek: Suggested not using all that was being offered in Canvas since the teacher was teaching ESL and not technology. Jarek added that he was in a meeting with Jim Kennedy and there was agreement that noncredit ESL needed its own Canvas shell since the current version included many aspects not needed for noncredit. Jarek added that ESL students were enrolling into ESL courses to acquire English and not to go through multiple hoops in Canvas to learn more English.

Shane: Noted that in his COR, since digital [literacy] was included, he asked if it would be more detailed in the future [in CORs] since more online instruction was taking place.

Jarek: Added for CASAS competencies, students were acquiring the language in certain contexts and digital literacy was one of those. Jarek made the point that students who had to learn Canvas in order to learn English was different than learning just digital literacy skills.

Henry: Mentioned that although digital literacy skills were included at the bottom of ESL CORs, they were really career education competencies since they were teaching student hard skills rather than soft skills which were taught by ESL teachers.

Norma: Asked if Shane was referring to remote live or hybrid students.

Shane: Answered he provided some Canvas activities for his remote live course students to prepare them for hybrid courses such as by introducing vocabulary like "mute" and "submit."

Norma: Suggested to Shane that would be a good EL Civics lesson.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

Not available

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Reported that there was discussion on facilities to replace for example air conditioning [units] in rooms and [leaky] roofs during a meeting with Jim Kennedy. Although the district had allocated some funding for facility upgrades to include CEC and a future bond was being planned for 2024, the problem was it would take time to get upgrades completed.
- Discussed online training for future online instructors, and the challenge of teaching students about Canvas for ESL instruction.
- Noted that ESL Program had generated 5,000 FTES last year and it was on track this year to earn 6,000 FTES. So new faculty were being hired, and ESL sections at community sites were increasing. To support hybrid ESL teachers, Jarek talked about artificial intelligence and purchasing software called *Linguistic*, and he would be presenting on them sometime next month. He presented a keynote speech on artificial intelligence at Solano College this past summer, and how it would impact education. Jarek mentioned there were issues around IA as well as benefits to students such as being able for them to study vocabulary in texts at their levels, know where their gaps were, practice their pronunciation and take quizzes and assignments.
- Clarified that faculty requesting funding for a trip to a conference to deliver a presentation would not be approved by the district. So doing a presentation perhaps via Zoom might be more feasible.

Henry Kim, Co-Chair (10 minutes):

- Asked that faculty communicate via Outlook and not use their personal email addresses to send emails because they end up the receiver's junk folder. In addition, Henry asked everyone to check their emails regularly for example to read about projects or professional development opportunities. In the past, he mentioned there were ESL subcommittees, and they worked on different tasks but there was no funding available to start them currently.
- Henry asked that faculty read the ESL Faculty Orientation/Guide/Support Services document when it was emailed to everyone. He highlighted a few of the pages and asked if anyone had questions.

9. Cheryl Bucholtz-Magallon (5 minutes):

- Reminded everyone that the ESL Lab in D-109 at CEC was available to students, and they could use different types of learning programs such as Burlington English to practice their English. In addition, the lab offered students the Oxford Picture Dictionary [CD] which provided a lot of vocabulary on specific topics such as pharmacy, The lab was opened Monday to Thursday at 11 AM and also on Fridays and Saturdays in the morning. There were teachers and student assistants in the lab to help students with their homework, questions, and check on their progress.
- Sent an email yesterday regarding meeting monthly to build community among faculty and collaborate more. Some of the items at the meetings would be to share ideas, discuss how things were going, talk about some of the struggles they might be facing, and answer some questions that might come up. ESL faculty from different sites were welcomed to join the meetings, and the next one would be on November 11, 2023 in in D-109 and also available via Zoom.
- Added that she would be supporting face-to-face ESL faculty teaching at onsite and community site locations.

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Norma: Asked when the copy machine in the Resource Room at CEC would be replaced.

Jarek: Answered the new copy machine should arrive soon as per administrators. Jarek asked Cheryl if the monthly meetings at CEC involved release time, flex hours, or compensation. He also mentioned to Cheryl to add John's collaboration between high school and ESL as an agenda item for Cheryl's next meeting.

Cheryl: Said at the moment release time was available but hoped there would be other options available to attending faculty.

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 school for adults in California. Henry noted that distance education information was added in the 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

- Reported that the air conditioner unit was replaced in the ESL lab. Henry asked Cheryl about her conversation circles during lab time which offered her students opportunities to practice their speaking and listening skills as well as conversation strategies.
- Added that both Shane Uesugi and Rebecca Bowers wrote new curriculum for two hybrid ESL Lab Canvas shells [one for beginning levels and another for intermediate and higher levels] which contained 16 modules in each shell and each module included new lessons and activities.

ESL Textbooks

- Used the SAC Campus Bookstore homepage to view the titles and prices of some of the textbooks that credit and noncredit faculty were using for their courses. Henry explained that the SAC Campus Bookstore was a nonprofit and any proceeds generated from book sales were used for student activities.

11. Jarek Janio (10 minutes):

English Literacy and Civics Education

CASAS Testing

SLOs

Cheryl: Talked about different resources that she had created to help students who needed digital literacy support for their hybrid courses that Shane had mentioned. She created short 3 to 5 minute videos and emailed them as links to help her students for example on learning how to use Zoom. She created the videos and created a [mock] class in Zoom to show how a Zoom session would look like with students. Cheryl explained how moving the mouse allowed the Zoom menus to appear, and if the mice was not moving, the menus disappeared. In addition, she created other videos such as on using the ALT key to have the Zoom menu stay on as well as the mute/unmute, breakout, reaction, and chat buttons.

Norma: Asked if Chromebooks were compatible with Zoom.

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Cheryl: Answered that they do work with Zoom but some of the features worked differently and were not the same such as in a breakout room because the Chat box disappeared and also the annotations were difficult to do. Cheryl suggested sending some of the links in an introductory email to students for them to become more excited about using technology for their online coursework.

12. Other

Jayshree: Asked if there was a recording for the meeting.

Jarek: Answered that a recording was used only to record minutes, so she could read the minutes.

13. Adjournment:

Henry: Moved to adjourn the meeting.

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

Future meetings:

December 7, 2023

February 1, 2024

March 7, 2024

April 4, 2024

May 2, 2024