

**Santa Ana College School of Continuing Education**  
**ESL Department Zoom meeting**  
**Thursday, May 7, 2020, 2:30 p.m. – 4:30 p.m.**

**Minutes**

Welcome

Henry, Mara, Eric, Laura, Lilimar, Song, Susan, Jarek, Jose, Sandra, Dr. Sotelo, Colleen, Nancy, Rosita, Marti, and Rob

\*Technology issues – start time 2:51p

Agenda changes – no additions

Public comments – Rob’s retirement next week

Approval of minutes – with changes – Eric moved, Colleen – seconded

**Meeting Norms**

1. Take turns by raising hands when indicated by the Chair.
2. Be respectful.
3. Stay within your time.
4. End discussions with resolutions (when appropriate).
5. Prioritize the agenda items when an action is needed.

**Action/Discussion items:**

1. Spring/Summer/Fall 2020 updates: (Dr. Sotelo) – Pass first
2. Canvas/Summer/Fall instruction: (Colleen 15 minutes) – Teachers need information about summer and fall and what is going on with Canvas. A lot of rumors going around regarding what is going to happen. They need clarification.
3. SAC Go faculty survey: (Jarek, 5 minutes) – Teachers had questions about the survey sent out.
4. Self-Assessment for summer/fall: (Jose/Merari, 10 minutes) – Core Online tool – Comevo – self-assessment and provides orientation. Jose has been working with Dora Escobar and Maria Aguilar Beltran. They have a meeting next week to finalize the draft we have in Comevo. Counseling likes this system, but they want to incorporate student orientation. We need feedback from the Department as well.

Jose shared Remote Instruction Certificate information being approved for the fall for professional development.

5. EL Civics Pilot/CASAS Remote Testing for Pre/Post (Jarek, Yuri, Sandy - 15 minutes) – Pilot to implement standard assessing procedure via online. They will ask an IA in assessment to help as part of a classroom in breakout rooms. The IA administers the course in a breakout room. They have to use the video.

Writing portion – assessor and 2-4 students in a breakout room.

Summer school – remote assessment with El Civics.

The pre-and post – no payment points.

Jarek will lead this effort and call a meeting.

Emergency addenda to our local assessment policy – WIOA – Distance Learning –

Spring – split – 50% instruction or less – not labeled as Distance Learning

SAC Go – ESL programs – students will eventually be marked as Force Majeure – WIOA –

On hold until CDE meeting

6. EL Civics: (Sandra, 5 minutes) – The plan is that it will happen in the summer (June/July) – one each month. Real Civics Assessments starting with phase two. They will train teachers with remote assessments.

7. WIOA (Jarek, 5 minutes) - See above.

8. Limited laptop distribution update from Janet Cruz [**\*details below**] (Henry, 3 minutes) - Henry asked everyone to look at the agenda with information about laptops.

9. Fall 2020 Schedule of Classes – TRI and SAC Go? (Henry, Merari 15 minutes) – Most likely remote – plan for that.

10. 243 Plan Submission (Integrated Education and Training): Sue (10 minutes) - Sue will email update on this.

Revisited and redone – coordinate with the other departments. Speak with Career Ed folks.

### **Informational/Report items:**

A. SAC Go / DE (Merari, 10 minutes) – Digital Literacy class for our ESL students to help students onboard into their remote instruction classes. Here is the link for more information about that option: <https://sac.edu/sce/programs/careereducation/Pages/Tech-Basics-for-Remote-Instruction.aspx>

B. Instructions for time sheet for part-time faculty attending today’s meeting as per Sandra Aguilar: Please use the April to May timesheet and send a new email to her when sending your timesheet and in the Subject Line type: **Timesheet first name, last name.**

C. Henry’s report attachments (5 minutes):

- EMLS 110 and ESL707 articulation agreement signed [**separate attachment**]
- EMLS 110 and LRN 705 articulation agreement signed [**separate attachment**]
- English Language Lab (ELL) evidence contributions for IIB Library and Learning Support Services as part of SAC Accreditation efforts submitted [**details below**]
- ESL Program Review submission submitted [**separate attachment**]

Others:

- Dr. Sotelo’s retirement
- Adjunct instructors who are retiring:
  - o Ellen Welch
  - o Roy Hansen

- Jeanne Sheehan
  - Charlotte Fagin
  - Any others?
- Send an email to Rob for names of FT faculty

Adjourn meeting at 5p.m.

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

**\*Instructions for Action Item 5 from Janet Cruz:**

*Good afternoon,*

*I'm finalizing the plans for the second round of laptops distribution, it is scheduled for Monday, May 11<sup>th</sup>.*

*I don't have an exact count of how many iPads/laptops are available but I believe there's about 20 from room B-21 (HSS). I will meet with ITS on Friday to verify the total, as well as to prepare the laptops/iPads.*

*Please note that I will first, call students who were waitlisted from the first distribution, and HSS students who have been identified by their instructors, who have reached out. This time we have a lot less than last time and the same recommendation for selecting student applies. Last time we had 47, this time we have around 20, plus 3 left over from first round (last minute cancellations/no shows).*

*Please select students according to:*

- 1. Students who have demonstrated consistent attendance since the beginning of the spring semester.*
- 2. Students who do not have any technology, such as a smartphone.*
- 3. Students who are one class away from completing their academic goal, or other pressing need that you consider priority.*

*Please include, in your very organized list, the student name, student ID number, class, instructors' name, and the student most current working phone number. I'm going to need this by Friday morning, 10 am.*

*Thank you,*

*Janet Cruz*

Date: May 2, 2020

From: Henry Kim

To: Stacy Russo, SAC Librarian, who is responsible for gathering evidence and writing a report for this part of SAC's Accreditation:

**Standard 2B: Library and Learning Support Services**

For: Evidence to show what the English Learning Lab (formerly CLC at CEC) supports student learning in the center

**Accreditation – Evidence Gathering Notes**

**II.B. Library and Learning Support Services**

**1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.**

**FOR ONE: EVIDENCE (From Henry Kim, ELL)**

1a. <https://sac.edu/sce/programs/ESL/Pages/English-Language-Lab.aspx>

(Current SCE link shows our English Language Lab [formerly Community Learning Center] services, hours, etc.)

1b. [https://sac.edu/sce/Documents/SCE\\_Spring%202020\\_English%20112619.pdf](https://sac.edu/sce/Documents/SCE_Spring%202020_English%20112619.pdf)

(Current Spring 2020 Schedule of Classes that gets mailed out to thousands of homes in OC and this version is online as well.) The ELL is listed as the ESL Support Center on page 8. See blurb pasted below:

**ESL SUPPORT CENTER**

ESL-398 ESL English Language Learning Lab

Independent studying and learning, small group and whole class instruction, and technology-based instruction.

DAY TIME LOCATION

F 8:00am-12:30pm CEC

Sa 8:00am-12:00pm CEC

MTu 5:30pm-8:00pm BCYF

MTuWTh 11:00am-6:00pm CEC

TuTh 11:30am-2:30pm REC

1c. ESL 398 (Course Outline of Record Catalog Description -- note the word support and it's open to all levels and lots of ways and programs/instructional websites to practice) [PDF attached]. The description was revised last year to increase the use of free web-based instructional programs or lessons to support increased SLO attainment. The contents were also revised to reflect the change in the description.

CATALOG DESCRIPTION This course provides English language learners of all levels the opportunity to improve their language skills, while increasing knowledge of civics, citizenship,

and computer literacy through individualized and small group instruction. Computer software and web-based instructional programs are used to instruct, support, and enhance student learning. Open Entry/Open Exit.

**1d. Directed Learning Activities** (one flyer attached):

Starting in 2019, the ELL faculty started to offer directed learning activities to ELL students and they have become very popular among the students and ESL faculty bring their students during the presentations. The topics vary by interest and include: health, grammar, website exploration, Thanksgiving traditions, good posture, and technology.

**1e. Community building activities** (one flyer attached):

The ELL faculty offers a variety of activities for students to encourage community building and to empower them as successful people. Topics have included traditional holidays, proper posture when using technology, student testimonials, certificate of achievement acknowledgements, health practitioners, popular foods, and end-of-the semester celebrations.

**1f. How the CLC doc serves students** (attached):

Testimonials from ELL students show the support center as being very effective.

Also

The two most popular programs (also noted in #4) are Burlington English and Rosetta Stone. Both programs allow students to practice and learn English remotely so they are ideal for TRI currently. (BE brochure attached)

**1g. CLC Flyers in English, Vietnamese, Spanish** provide answer to questions for students (attached). There are trained ESL faculty and also staff who can speak Spanish and Vietnamese in the ELL M-S for a total of 36 hours per week plus ELL students can access two programs at home.

**1h. CLC Facilitators' Responsibilities** (attached)

The CLC used to be facilitated in past years by key faculty teaching in the center with a list of responsibilities generated by the ESL Dean and with the ESL Department. Currently, there is no facilitator due to budget constraints, but a full-time ESL faculty member has been assigned the tasks as well as other duties.

**1i. ELL meetings and Temporary Remote Instruction strategy meeting**

The ELL faculty and staff meet on a regular basis to plan for new semesters and flex trainings and presentations. After TRI was implemented, we held post emergency meeting (agenda attached) to discuss best ways to continue to provide remote instruction using available software, web-based sites, and other online resources and to support each other as a team and as professionals. As a result of the meeting, to continue and increase remote instruction, we implemented/established Zoom sessions, Remind accounts, Wakelet as well as ongoing email distributions and best ways to communicate with students. The result has been an increase in student attendance hours, Zoom attendance/participation, additional Remind responses, and new ELL students being served right away. We expect to continue to provide great educational activities and support, motivate our ELL students in the most professional and meaningful manner.

**FOR TWO: EVIDENCE (From Henry Kim, ELL)**

**2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

2a. Meeting with ITS for Computers and Programs (meeting attached):

The ELL faculty reps and ELL Coordinator met with Randy Simons to discuss maintaining popular software programs and removing older programs that stop Windows from doing updates.

2b. Due to ELL student complaints regarding uncomfortable and worn headsets, the ELL requested 50 headsets to replace them. The request was approved around April 2019. We worked with RSCCD IT services and an approved vendor. (PO attached). Students commented they like the headsets.

**FOR THREE: EVIDENCE (From Henry Kim, ELL)**

**3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

3a. Fall 2019 CLC Student Goal Sheet sample for Beginning Low (updated versions in ELL computer but since it is closed here is last semester's)

[attached]:

Each student receives a goal sheet for the semester/summer and activities are recorded, questions answered, and goals attained. The sheet is very popular and helps the ELL faculty with grading.

3b. At regular ELL meetings with faculty and staff, the agenda items go over best practices, student grading and outcomes, flex trainings for improvement and to advertise the center to other faculty, and necessary upgrades based on student input so that they can study better and are more comfortable with the equipment which help them achieve the outcomes faster and more consistently. (meeting sample attached)

3c. The ELL course outline of record was revised last year due to input from the ESL program, Dean, and students in centers as well as in other community sites.

Here is the revised course description again with the highlighted sentence to reflect the needs of students at community sites. With this description revision, faculty are able to research free web-based instructional programs or lessons to increase learning outcomes.

CATALOG DESCRIPTION This course provides English language learners of all levels the opportunity to improve their language skills, while increasing knowledge of civics, citizenship, and computer literacy through individualized and small group instruction. Computer software and web-based instructional programs are used to instruct, support, and enhance student learning. Open Entry/Open Exit.

**FOR FOUR: EVIDENCE (From Henry Kim, ELL)**

**4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided**

**either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.**

4.a ***Rosetta Stone*** program license renewal (renewal license agreement attached):

This program enables students to practice English after the ELL is closed so it is ideal for TRI. We are capturing student attendance hours as they use this program at home due to COVID 19.

Number of Learner licenses or seats: 50

Access continues through: 2/6/2021

4b. ***Burlington English*** program license renewal (renewal license agreement attached):

This program is newer than Rosetta Stone and it also allows ELL student to practice English after the ELL is closed so it is also ideal for TRI. We are capturing student attendance hours as they use this program at home due to COVID 19.

Number of Learner licenses or seats: 125

Access continues through: 1/8/21

