

DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE

Minutes May 2, 2008

PRESENT: Patricia Alvarado Lee Chen Monica Colon Tracy Fung
Marty Furch Marcela Gomez Juan Gonzalez Carol Lowther
Nimoli Madan Joanna Murphy Jose Luis Ramirez Jerrie Raymer
Shayla Sivert Gary Sosa Jorge Villalobos
Colleen Weldele

The meeting was called to order at 9:36 A.M.

WELCOME NEW ESL STUDENT SPECIALIST

Jose Luis informed the Department that Marilu Sanchez was selected as the new ESL Student Specialist. She started working in Escondido and had the opportunity to train with the Admission's Office, the San Marcos ESL Office, and the Escondido ESL Office. She has also participated in a few outreach events during the weekends. She has a full time job outside of Palomar and for that reason her schedule is flexible during the weekends, but not during the week in the mornings. Jose Luis also reported that she has been working with Patricia giving out appointments for the ESL Placement Test and has attended two orientations with him. Marilu's schedule is Monday-Thursday from 4:30pm to 9:00pm. Jose Luis reported that Marilu is currently using an office in Counseling because the office that had been assigned to her did not have internet or phone connections.

ESL 101 PRE-REQUISITE CHANGE

Colleen reported that she changed the pre-requisite for ESL 101 to state: eligibility determined through the ESL placement process or a minimum grade of C in ESL 36. It takes a year for pre-requisites to go through, thus, this change will come into effect beginning fall 2009. In order to change the pre-requisite you need to include five goals for the course, thus, Colleen listed the first five goals under Writing and Composing Skills in the ESL 36 Course Outline:

1. Write one to two paragraphs on an assigned topic
2. Express main ideas with supporting details
3. Demonstrate good control of simple grammatical structures
4. Demonstrate adequate vocabulary for the topic
5. Use appropriate paragraph organization with logical connectors

These writing skills are what we would like students to possess when they come into ESL 101. Previously, the Department had talked about making the final in ESL 36 be an in-class, timed essay which would be worth 30% of the student's final grade, similar to what is currently done in ESL 101-103. This would make it more rigorous for students to be able to get a C in the class. Shayla believes that if the pre-requisite is going to change students should be informed about the different academic routes they can take after ESL 36. Shayla believes that there are some students that are not academically bound that will end up in ESL 101 and will not be prepared for the expectations in that class. Marty added that the CAP materials were designed so that students would have the opportunity to explore the different educational options they have. Marty expressed her concern that due to the creation of the ESL Certificate many students will want to stay on the Academic path in order to obtain the Certificate at the end of ESL 36. Thus, the enrollment into the VESL program will be affected. Marty suggested that maybe students who complete VESL could be tested and allowed to move into the Academic Program. Marty will work on some type of incentive to keep students in the VESL program. Marty mentioned that in the past a verification letter was given to students that completed the VESL program.

Thus, this could be something that could be given to VESL students who don't qualify for the ESL Certificate. Jose Luis wondered whether the Department could make meeting with the ESL Specialist a requirement so students can discuss their educational goals. Colleen suggested that the Department could begin giving the in-class writing final to ESL 36 students beginning Fall 2008. By doing so, the faculty can start getting used to grading and reading the essays. More specific details about this process will be discussed in the fall.

SLO: STUDENT LEARNING OUTCOMES

Marty reviewed that at last month's meeting the Department talked about the importance of establishing student learning outcomes and the assessment cycle for our Department. The College, as part of the accreditation process, is required to establish and demonstrate that we have student learning outcomes, assessment and assessment review for all of our courses, for programs and for general education. Currently, there are some Departments who have developed student learning outcomes and have the assessment cycle in place; however, the ESL Department still has not completed this process. Marty referred to a template from Skyline College that was given to the attendees at last month's meeting. She suggested that the Department look at a couple of courses to develop student learning outcomes, determine how we want to assess those student learning outcomes, and the period of time where we will examine how well our assessment works. Marty added that the Department is already doing this, but not in an official manner. This is something the College has to do in order to get accredited. In addition, Marty distributed another SLO template from Cabrillo College. Shayla added that she liked the template from Cabrillo College, but with the precision from the template from Skyline College. Shayla proposed that she, Carol and Colleen can get together and identify the five SLOs for ESL 36 and include them in the curriculum for fall 2008. The Department agreed that Marty should create a template that's a hybrid of the templates from Skyline and Cabrillo. In addition, the Department agreed that a goal for next year is to identify the SLOs for ESL 3, 34 and 36.

ASSESSMENT ISSUES

Lee wondered whether the same policies should be held under different scenarios for students who test after ESL 36. For example, if a student fails ESL 36 but places into Academic ESL through the test then the test results takes precedence. If a student passes the course, but does not place into Academic ESL through the test then the student would have to consider other options or classes. Tracy pointed out that in such a case the teacher can make a recommendation for the student to go on to Academic ESL. Regarding the summer assessment period, Lee encouraged full time faculty to sign up to help at various assessment dates. Berta Cuaron needs to have this information in order for faculty to get paid one hour for each day they assist with the ESL Assessment Process. In addition, summer acting coordinators begin their contracts on June 1st. Under this contract, one of the duties of the acting coordinators is to assist with the ESL placement tests. Lee informed the Department that he will be representing the ESL Department during the Early Acceptance Program (EAP) sessions on June 14 and 21. Carol volunteered to represent the Department on June 7. Lee will distribute the August testing schedule to full-timers as soon as it is available. In addition, Lee informed that ACT will hold a meeting on May 13 and he wondered whether the Department should participate. Jose Luis mentioned that there have been situations where he has had issues with the test while he was testing at the high schools and ACT has not been able to assist during these cases. He added that it would be to the Department's benefit if a full-timer or administrator was present at the meeting to express these concerns. Lee reported that he attended a workshop given by the California Community College Assessment Association. This Association is in the process of

developing their own assessment tools that can be used by any Community College in their placement processes. They are interested in surveying ESL subject matter experts in terms of how to develop this assessment. Lee encouraged the Department to participate in this survey.

A-12, A-13, A-14 UPGRADE

Lee reported that thanks to Non-Credit Matriculation the Department will be able to upgrade rooms A-12, A-13 and A-14 into smart classrooms. Marty requested that the rooms be equipped with a podium. On behalf of Jose Vargas, Lee asked the Department where they would like the table with the computer to sit in each room. The Department agreed to have them installed in a corner. In addition, the TVs in each room should be sent to surplus. Lastly, teachers who teach in those rooms should be surveyed about whether to keep or get rid of the Overhead Projectors.

PART-TIME PREFERENCE

The Department discussed the issue regarding part-time preference.

DISCUSSION: TORCHLIGHTS IN ESL

The Department discussed the City College of San Francisco's method of assessment. Lee explained that unlike our Department, the ESL Department at City College does not conduct their own assessment. City College offers Accelerated ESL in which they cover two levels in one term for selected students. Colleen added that our Department could probably offer such course if we weren't limited by room space. In conclusion, the Department has employed many of the strategies recommended by City College and in the future it might be able to experiment with various innovations.

The meeting was adjourned at 11:37 A.M.