

DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE
Minutes December 5, 2008

PRESENT: Patricia Alvarado Lee Chen Monica Colon Tracy Fung
Marty Furch Juan Gonzalez Marutte Hecht Lynne Henson
Carol Lowther Jose Luis Ramirez Jerrie Raymer Shayla Sivert
Jorge Villalobos Colleen Weldele

GUESTS: Joanna Bravender Dick Borden

The meeting was called to order at 9:33 A.M.

NEW ESL SCHOLARSHIPS

Joanna Bravender informed the Department that she would like to sponsor two \$500 scholarships. One of the scholarships will be for ESL students and the other for VESL students. The scholarships are named *J & J ESL/VESL Educational Scholarships*. Joanna wanted to do this through the Department and not the Foundation because she would like the students to be selected by the ESL teachers and ultimately by her. Copies of the scholarship applications were handed out to the attendees and the requirements listed on the applications were reviewed. Applicants need to submit the application, a statement, and teacher recommendations by March 13, 2009. The applications will be available beginning in January. Joanna expressed that she would like to award these scholarships every year in the spring. The Department agreed to revise one of the requirements for the VESL scholarship to state that the scholarship is open to students "enrolled in a VESL class as a credit or non-credit student in spring 2009". In addition, the GPA requirement should be changed to state "cumulative GPA of at least 3.0 or a grade of B at time of applying". Joanna would like applicants to submit a one-page-typed statement. The General ESL scholarship should remain open to credit students, in ESL 34 to ESL 36 only. The teacher recommendations should be sent to Marty or Lee. Marty and Lee should prepare a selection of qualified candidates and forward it to Joanna for final selection.

COMPASS/ESL: REPORT ON CONSEQUENTIAL VALIDITY SURVEY

Dick Borden presented the results of the Fall 2008 Consequential Validity Survey. The goal was to survey 589 students, however, ninety-six percent or 565 surveys were returned. In addition, of the surveys that were returned, 85% or 483 surveys were completed. The data shows that 141 students or 29% passed the prerequisite. Dr. Borden checked the validity of the students' responses in PeopleSoft to confirm that they had passed the prerequisite for that specific class. Next, 81 students or 17% were lost because they didn't have a recent assessment or they had an assessment it was before February 1, 2008. Dr. Borden explained that any changes made to the cut scores or the assessment itself need to be in place before February 1st because that is when Palomar starts going out to the high schools to assess incoming freshmen students. In addition, twenty students or four percent didn't enroll as placed. Lastly, 241 or 50% of the completed surveys were usable meaning that they meet all the qualifications for the study. The results obtained from the instructor surveys were similar to the results from the student surveys. Next, the Department reviewed the results obtained from the student surveys. Students were asked with a questionnaire on a three point scale on how they felt about their placement. The Chancellor's Office has a standard that was specified by consultants. Based on this standard, we want 75% or more of the students surveyed to respond that they belong in the placement that they were given. The results showed that students in ESL 3, 35 and 101-103 meet the standard. However, only 71.4% of the students in ESL 34 agreed that they were correctly placed. Amazingly, only 59.7% of the students in ESL 36 agreed that were placed adequately. On the other hand, instructors believe that 67.2% of students in ESL 36 are appropriately placed, 10.9% might do well if placed in a higher level, but 20.3% of those students might be

better placed in a lower level. Shayla wondered whether this type of survey could be conducted in the spring because we have a different student population than we do in the fall. Marty added that another factor is the reality that students need to take the Compass Test to go on to ESL 101. Once this requirement is removed in the fall, there may be a different psychology in how students are placed. Furthermore, the results from the Consequential Validity Survey show that in fall 2006 the student survey results had higher percentage rates than in fall 2008 and they were all above the 75% threshold. The results of the instructor surveys were about the same in fall 2006. In addition, the results from the 2005 survey were similar to those from fall 2006. The only difference noted was that only 42.9% of the ESL 103 instructors believed that students were appropriately placed. The last set of data shared by Dr. Borden shows the results when the sample size for fall 2005, 2006 and 2008 were combined. By doing so, every level meets the 75% standard except ESL 36. In fall 2005, there were three sections of ESL 36 offered in the San Marcos campus only. There were four sections offered in fall 2006 in San Marcos. However, in fall 2008 four sections were offered in San Marcos and one in the Escondido campus. In Escondido, 78.7% of the students stated that they were appropriately placed. Thus, the problem lies in the four sections of ESL 36 offered in San Marcos. However, on the instructor side, 74.8% believed students were appropriately placed. Colleen added that when she was completing the surveys she had a problem with the forms because not all the students were placed in that level. Some students move up from the previous level. Dr. Borden clarified that he takes all those factors into consideration when collecting the data.

COMPASS/ESL: TRAINING WORKSHOP

Lee announced that the last Monday of the semester, December 15, there will be a Compass/ESL Training Workshop held on campus by ACT. Marty added that most of the information at this workshop applies to information needed by IS. However, she would be interested in receiving more information about the eWrite program as an option for the ESL Challenge Test now in place. Jose Luis said he would attend and Tracy would attend the afternoon session.

COMPASS/ESL: NEXT ROUND OF TESTING

Shayla recommended that during testing the staff should inform students about the availability of the ESL classes. Lee would like at least four people to help with each test session.

BSI/HSI PRIORITIES FOR ESL

Shayla reported that she has met with Nimoli and Tracy twice and once with Gary as well to try to bring together some of their ideas. The Learning Center in Escondido is scheduled to open in May 2009. Although Math and Reading have already submitted their proposal, ESL is working on their proposal and plans to submit it to BSI/HSI by the end of the semester. Some of the ideas that they talked about are what we would like to see at the facility, for example, computers, programs, rooms for group tutoring, etc. They've also talked about the kinds of tutoring we would like to see, VESL, the evening and morning ESL Programs in Escondido and the possibility that some students may come for Academic assistance as well. They also discussed the hours when the TLC should be opened, for example, Saturday mornings, later in the mornings during the week and into the early evening hours and Fridays. In addition, students should receive some instruction about how to log in and out of programs that they can later use for more practice in the ESL Computer Lab. Marty believes we need to propose how we can hire teachers as tutors. Shayla added that we could draw undergraduate and graduate students in particular majors from CSUSM and adults in the community who may have degree work in related areas. Marty added that the TLC has room for two faculty members to sit in there and

hold office hours or offer tutoring. Thus, we should determine some times that are good for ESL students and request to have one of those spaces reserved for ESL tutors. Shayla added that they are proposing to have teacher training. In addition, they have discussed the possibility of INEA and Multi-Site students having access to the TLC. Lastly, Marty added that one goal of the TLC is to become a certified Tutoring Center, thus, everyone who will work as a tutor, even ESL Adjunct and Full-Time instructors should receive tutoring training and/or certification.

MEMBERSHIP TO NADE

Lee announced, on behalf of Gary, that the College is signing up for an Institutional membership to the NADE (National Association for Developmental Education) which allows for ten faculty members to be members of the NADE. Gary would like the Department to submit names of faculty members who would be interested in being part of the NADE. BSI will pay the fees for a conference that will be held on February 25-28 in North Carolina. Lee asked the full-timers to send him an email if they are interested in being signed up for the NADE.

LECTURE/LAB ISSUE

Lee distributed a copy of the Course Outline of Record for ESL 34 to review the current structure of our General ESL classes. Shayla proposed to bring possible models that deal with the lecture/lab issue for the next Department meeting in February. The issues the Department needs to take into consideration when developing a model is whether the Department wants to keep the units the same and/or the weekly hours the same. Colleen cautioned the Department about making the classes exclusively lab courses because the pay rate for teaching those classes could be less than the pay rate for teaching courses designated as lecture or lecture/lab. Marty would like VESL to fall under the same category as the other General ESL classes. The Department agreed to get rid of the N ESL 303/ESL 3 combination classes. Thus, beginning fall 2009 the Department will not be offering the credit portion of level 3, ESL 3. The Department discussed the possibility of increasing the units for ESL 34-36 to five units in order to keep the hours the same by splitting the course into part lecture and part lab. Concerns were raised about how this increase or any increase in units would affect enrollment because students would have to pay more for each class. Also, such changes could impact the teaching loads, especially those of adjunct instructors. For the next Department meeting, Lee would like everyone to bring a model along with its pros and cons to propose to the Department.

INFORMATION

Lee informed the Department that the IRP Progress Report is due in March. The Department needs to complete sections three and four of the report. He will email the IRP to all the full timers to look over for the next Department meeting. He also announced that the ROP program will not be offered at Palomar beginning June 20, 2011. Marty added that the ROP Upholstery Program has been picked up by the Fashion Department, thus, its classes will be integrated into their credit program. Marty believes that this change will affect the VESL program. Marutte commented that students who finished the VESL HVAC program would transition to the ROP HVAC program and by the end of the program many students were able to obtain good jobs based on this preparation. However, with the elimination of the ROP HVAC program by the end of 2008 this will not be an option for our VESL students. Lastly, Lee announced that the Foreign Languages Department will officially change its name to World Languages Department as of next fall.

The meeting was adjourned at 11:57 A.M.