

**DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE**  
Minutes December 7, 2007

<b>PRESENT:</b>	Patricia Alvarado	Dick Borden	Lee Chen
	Monica Colon	Tracy Fung	Marty Furch
	Marcela Gomez	Juan Gonzalez	Lynne Henson
	Carol Lowther	Nimoli Madan	Jose Luis Ramirez
	Jerrie Raymer	Gary Sosa	
	Jorge Villalobos	Colleen Weldele	

*The meeting was called to order at 9:35 A.M.*

**ESL DATA INTERPRETATION**

Lee introduced Dick Borden from the Office of Research and Planning. Dick explained in detail the data reflected in the document titled *Data for Developmental Education*. With regards to student success, Dick explained that data is not available for non-credit ESL because success rate depends on grades (A, B, C, D, F, FW, NCR, and CR). Marty wondered whether we could consider it student success when students pass from one non-credit level of ESL to the next. Dick responded that one possible way of measuring student success rate for non-credit ESL is through the use of the Certificates of Completion. Moreover, the Certificates are a way of acknowledging that students have completed their objective. Dick also pointed out that about half of the developmental education sections (classes below course number 50) in credit ESL are taught by full-time faculty. Dick believes that the end results show that developmental education is important and they imply that it is more important for there to be more involvement from full-time faculty in the developmental education courses instead of having a pattern where full-time faculty are teaching all the credit courses that are higher level than developmental. In addition, full-time faculty are much more likely to be found teaching a non-developmental, credit ESL course than a developmental course. This pattern can be seen across the board in other subject areas like English, Math, and Reading. The Office of Research and Planning believes that the metrics reflected in this document would be a useful tool in the Self-Study. Lee wondered whether the research team took under consideration the various combined ESL classes. Dick explained that for the purpose of this study combined classes were evaluated as individual classes based on the distribution of the FTES among all the combined classes. Then, Dick went on to interpret the information presented in the article, *Research in Brief: Pre-AA ESL Tracking Study*. He clarified that the purpose of the article is not about how to do it better but the reasons why to do it better. The information in the article relates to the students when they first entered Palomar College at the developmental level. The article shows a contrast between those students who entered at the developmental level and passed a course versus those who didn't. The data shows that those students who passed at least one course at the developmental level show better persistence, retention and success rate and accumulate more units at the AA level and transfer level. Marty wondered how much data is available regarding returning students, students who leave and then come back to ESL. Dick responded that by using the data of four years it helped them capture those students who left and came back within this time period. Marty wondered about the possibility of looking at a six year period and analyzing the data in a similar manner as it was done for this study. Dick responded that this may be a possibility. In addition, Dick added that if the Department would like any future projects done by Office of Research and Planning, the Department needs to submit a request form online.

### **BASIC SKILLS INITIATIVE–ESL’S PLAN**

Lee reported that the Basic Skills Workforce would meet on Monday, December 10 at the college level to finish the assessment and the planning component of the Initiative. Marty added that the purpose of this meeting is for the attendees to work on a self-assessment which needs to be submitted to the State so that the College can begin implementing and utilizing the five million dollars it was awarded. Lee proposed that in order to finish ESL’s plan as part of the Basic Skills Initiative the staff and faculty present at the meeting be split into work groups. Each group would work on a particular section and answer the questions pertaining to that section. The attendees were given a “poppy” copy of the Basic Skills Initiative. The staff and faculty split into work groups at 10:40 a.m. and reconvened at 11:25 a.m. Each group submitted their contributions to Lee and Marty who would then reconcile the information and present it at Monday’s Basic Skills meeting.

### **IRP: THE SECOND HALF**

In order to complete the IRP, the staff and faculty present at the meeting worked together on completing the second half of the IRP document. Question five asked for a discipline goal linked to Palomar’s Strategic Plan 2009. The Department agreed that for both credit and non-credit ESL the Department’s goal should be to set-up an early alert system for unsuccessful students to increase student retention and success. Marcela shared that currently a level one teacher sends all her students that failed their first test to see Marcela so they can talk about strategies to improve their study skills and succeed in their next test. Thus, students can have multiple resources available to them, such as speaking with the teacher or talking to the ESL Student Specialist. The Department agreed that the learning outcome, addressed in question six, for credit academic ESL should be to have students in the academic levels of ESL able to write a five paragraph essay with a strong thesis statement, three body paragraphs, and a conclusion. The assessment to measure this learning outcome would be to have students in these classes write a final five paragraph essay at the end of the semester. The learning outcome for non-credit students would be successful use of the grammatical structures taught in each non-credit level of ESL. The assessment used to measure student learning of this outcome will be the “Grammar Exit Exam” or the “Fallbrook Test” already being used by Lee in the ESL Programs he coordinates in San Marcos. The Department agreed that the learning outcome that is observable yet difficult to measure is pronunciation. The Department answered question seven by stating that a discipline accomplishment they would like to share with the college community was that for the credit side there was an increase in enrollment which was due to the EAP (Early Acceptance Program), outreach, and the efforts of teachers. For non-credit, there was an increase in the transitioning of students moving from non-credit ESL to credit ESL. Lastly, the Department agreed that the resources they need to complete their discipline review and planning are more classrooms, office spaces for both non-credit and credit and more data on the non-credit success rate (data regarding students successfully moving from non-credit to credit). In addition, the Ramona Center needs an Assessment Center so they can be aligned with the other ESL Centers (San Marcos, Escondido, and Fallbrook).

### **ACCREDITATION STANDARD 3C: TECHNOLOGY RESOURCES**

Lee announced that the Department is required to write a report for Accreditation regarding the Department’s use of technology and its needs. In the report, the Department should also describe the technology support in our Department and whether or not the College’s technology resources are adequate for our students. Lee believes that there are not enough computer labs. Tracy added that it would be nice to have Open Lab time available for students at the Escondido Center. She commented that several students have expressed their need for a computer class during the week in Escondido, but due to the shortage of staff and computer lab space this class has not been offered. Colleen expressed that it would be nice if the ESL Department had its

own Writing Lab with tutors available to help our ESL students. Lee requested a small report from all the coordinators addressing all the four points regarding technology. The report should be emailed to Lee before Friday, December 14. On a similar note, Lee asked the Department whether it would be possible for the Department to pick up the subscription of Quia for \$49 a year. Quia provides interactive computer exercises and activities which are used in the Computer Literacy Program and are used by some instructors. Lynne wondered whether the program is necessary since StudyMate is also used for similar purposes and provided by the College.

### **NON-CREDIT CERTIFICATE OF COMPLETION**

Lee reported that we have already received the enhanced funding and we need to award the certificates of completion. Students need to fill out a Course Substitution Form which means that when they complete ESL 36 it will qualify as N ESL 306. Once they pass the course, then they will be eligible to receive the ESL Non-Credit Certificate of Completion. The forms need to be submitted to the Records Office by September 30<sup>th</sup> for fall semester and February 28<sup>th</sup> for spring semester. At the end of the semester, if the student passes ESL 36 then they will be awarded the certificate. Marty wondered whether fall 2007 students would qualify to receive the certificate since this came into effect in August. Lee responded that most likely these students will not be eligible because the deadline has passed, but he would investigate further. Lee said that there's a cost issue about who will pay for the certificates. Lee was under the understanding that the Department had to pay for the certificates. However, he was asked by the Department to research this issue and see whether the Department is indeed responsible for covering these costs.

### **CAL-PASS**

Colleen reminded the Department that CAL-PASS is the California Partnership for Achieving Student Success and they award many grants. Last year, MiraCosta wrote a mini grant under which some senior high school students who are at risk would be given ESL 101 and Counseling 110. The courses would be provided at the high schools and taught by College instructors. The problem was that in the grant MiraCosta included two high schools, Vista and Rancho Buena Vista, which are in our district and where Palomar already offers Counseling 110. The program fell through in Vista and Rancho Buena Vista because Vista did not like the idea that students would be offered two Counseling classes. Thus, Vista did not support the program. Colleen would like Palomar to still be involved with this project by going to other high schools where Counseling 110 is not offered such as San Marcos High School and offer a Counseling class and an ESL class. The problem is that it is still unknown whether the grant will be offered again, but if so the grant needs to be written by January 30<sup>th</sup>. However, the college teachers that are involved with the grant are not around in January. Marty clarified that when the grant was originally written it offered to pay the instructors, buy the books and pay tuition. However, Palomar already takes care of this by not charging tuition to high school students so that would be a benefit for Palomar. Therefore, the only cost that needs to be covered is the price of books. In conclusion, Colleen reported that the program will not happen this year because we don't have the students for ESL 101 or the support. Jose Luis mentioned that Mission Hills would be a good high school to approach about this program because they are new and most of the counselors are new and are willing to do whatever it takes to help the students. Colleen took contact information from Jose Luis and agreed to follow through on the Mission Hills lead.

### **THE ROLE OF THE SYLLABUS**

Due to the EAP's (Early Acceptance Program) success, the program will continue next year. However, an unwanted result of the program was the creation of classes that were overwhelmingly composed of high school graduates. This brought about several discipline problems. Lee believes that teachers may need to adjust to this change and one way of doing so is by using the syllabus. He urged teachers to spend the first day of classes going over the syllabus, class rules and expectations and somehow link the student's participation to their overall grade for the class. Lee asked the coordinators to review their instructors' syllabi ahead of time. Colleen shared that she already goes through her syllabus on the first day of class and still she finds students who ignore some class rules. Lee insisted that many high school graduates may not understand the importance of the syllabus. Thus, the syllabus may be a key in dealing with some of the behavioral issues and undesired consequences of the EAP.

### **ESL ASSESSMENT FOR SPRING 2008**

Lee passed around the assessment calendar for spring 2008. Although, many positions were already filled there were several dates that needed participation from the faculty. Therefore, anyone wanting to volunteer could do so at this meeting or can e-mail Jorge or Lee.

### **ESL DEPARTMENT MASTER CALENDAR PLANNING MEETING (2/08/08)**

Lee would like to hold a master calendar planning meeting on Friday, February 8, 2008 with coordinators and all the office staff. He urged coordinators to think about the main weekly events that happen in each of their programs. The objective is that at the meeting all the events will be consolidated into one calendar and then we will begin to look at the staffing needs for testing, outreach, etc. Lee added that by doing this it will help with budgeting purposes as well. Lee also reminded the Department that the next Department Meeting will be held on Friday, February 1<sup>st</sup>.

### **TORCHLIGHTS IN ESL**

Lee distributed a copy of the Torchlights in ESL to each of the full-time faculty who were present at the meeting. The article analyzes the five model community college ESL Departments across the nation endorsed by CATESOL, TESOL, and Adult Literacy Council. The faculty should focus on the San Francisco City College ESL Department model because it is the only ESL department in the study that is located in California. The faculty should annotate it and make any relevant notes that can be shared with the rest of the Department about these model ESL Departments.

### **HONORING KATHERYN**

Lee announced that the Instruction Office will have an Open House for the whole College to honor Dean Garlow on Tuesday, December 11. In addition, the Department will have a lunch at 11:30am on Wednesday for Dean Garlow where she will be presented with the photo plaque on behalf of the Department.

*The meeting was adjourned at 1:10 P.M.*