

**DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE**  
Minutes March 7, 2008

<b>PRESENT:</b>	Patricia Alvarado	Lee Chen	Monica Colon
	Dan Dejong	Tracy Fung	Marty Furch
	Marcela Gomez	Juan Gonzalez	Carol Lowther
	Nimoli Madan	Jose Luis Ramirez	Jerrie Raymer
	Shayla Sivert	Gary Sosa	Jorge Villalobos
	Gloria Villegas	Colleen Weldele	

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

**NON-CREDIT MATRICULATION UPDATE**

Jose Luis reported that as of this date a total of 77 students have been tested in five high schools. Vista, Mission Hills, San Marcos and Rancho Buena Vista High School, which usually have a larger number of students, are among the nine high schools that have not been assessed. Last year 225 students were tested, but this year the number will probably be higher. From the results obtained from the Assessment Office, there are the same number of students who placed into ESL 34-36 and ESL 101-103. In addition, Jose Luis and Marcela have been conducting ESL Orientations in San Marcos and Escondido. He reported that in Escondido he has done nine orientations and seen a total of 270 students. Marcela is in charge of conducting the Orientations in San Marcos, therefore, she will probably report on this during next month's meeting. Jose Luis also reported that there's a hiring committee for the ESL Specialist position in Escondido. There were 13 applicants of which only six qualified for the position. Regarding the budget, Jose Luis reported that Non-Credit Matriculation is spending \$6,059 on four computers. The computers are for Nimoli, Juan in A-17, the new ESL Specialist in Escondido, and Jose Luis. In addition, Non-Credit Matriculation is spending \$1,777 on two projectors and an additional \$1,053 on a printer for A-22A and one for the new ESL Specialist. Jose Luis announced that he is currently looking for Student Workers. As of last week, two of the three Student Workers that worked for Non-Credit Matriculation left due to personal and health reasons. This Student Worker will work up to 15 hours a week for \$10 an hour and will help with enrollment services, testing, orientations, and EAP. Lee asked Jose Luis to send out a flyer to the ESL faculty and staff.

**SELECTION OF THE ESL RESIDENT SCHOLARSHIPS RECIPIENTS**

Tracy reported that she had six student nominations. Lee gathered seven student nominations from three programs. He announced that the nominees will be narrowed down to five. The deadline to submit the list of recipients for the award is at the end of March. Marty proposed that a committee should be formed who will be in charge of choosing the recipients of the scholarship. Lee decided that he and Tracy will form the committee and will select the recipients at the end of this meeting.

**LAB RULES**

Marty asked Lee to include this topic in the agenda because so many of the ESL faculty has access to computer labs and their classes visit the labs on a regular basis. Thus, it's important to revisit the lab rules, the purpose of the visit to the lab, and how that impacts the students, the curriculum, and the computer lab staff. Marty wanted the Department to determine what they expect from students when they visit the lab and secondly, explore the idea of having a more

structured approach towards visiting the lab. The existing lab rules state that the Department would like the computer labs to be used for educational purposes only. Thus, when students visit the labs they need to work on something related to their homework or to the learning of English in some productive way. The lab techs in the computer labs have been instructed to stop students who are viewing inappropriate sites. The most recent issue that has been brought up to Marty's attention is that there are instructors who visit the labs with their students and allowing them to do whatever they want. Then, when the lab tech tells the students that they are not allowed to do certain things they respond that they should be allowed because their instructor allows them to do that during class. Marty would like the Department to decide whether the lab rules should be changed and more specifically what the Department would like her to instruct the lab techs to do regarding this situation. Marty reminded the Department that a Lab Planning sheet exists which teachers in San Marcos are required to submit prior to attending the lab. Colleen wondered whether the teachers want to be in the lab because there may be teachers that would prefer not to be in the computer lab. She added that lab techs should have the authority to question students about their purpose for visiting the lab and to be able to tell them to leave the lab if they are not using the computer lab for educational purposes. Gary pointed out that there may be cases where the teacher may feel obligated to be in the lab although they don't feel comfortable with the technology. Marty added that there have been cases, especially in A-19, where teachers that don't really know computer technology are having the lab techs teach the class. Shayla believes that it is the teacher's responsibility to come up to speed with computer technology. Marty inquired whether the Department should reemphasize the need for teachers to use a planning sheet and submit it to the lab techs at least 24 hours before their class visit. This sheet will help the lab techs prepare for the class and at times even get acquainted with the program the class will use so they can better assist students during their class visit. Marty asked the Department whether the labs should only be used for educational purposes and all the attendees agreed. Secondly, she inquired whether Student Workers should have the authority to stop students when not using the lab correctly and all the attendees agreed. In addition, teachers should be reminded to tell their students that the work they do in the lab is not private that everyone can see what they are doing, and that they should only be working on school work while in the computer lab. Marty will make larger posters of the rules and post them in the computer labs in San Marcos and Escondido. Colleen suggested that teachers be asked if they want to use the lab before scheduling their classes in the computer lab. In conclusion, teachers should tell their students about the lab rules. They should also be asked to have a teaching plan for the day they are scheduled to be in the computer lab.

### **ESL 36 DATA**

Lee reported that Jorge has been helping him gather information about students in ESL 36 who have taken the ESL Placement Test at the end of the semester for placement into the Academic ESL levels. Jorge distributed a handout with data he gathered for the past three semesters in San Marcos. For the purpose of this study, only students who took ESL 36, passed the course with a C or better and took the ESL Placement Test were entered in the data. In Fall 2007, 47% of these students passed the class with a C or better, but did not place into Academic ESL. In Spring 2007, the percentage was 53% and in Fall 2006 42% did not place into the academic levels. Colleen believes that part of the problem of why these students are not placing into Academic ESL is because the Placement Test does not test the skills that students are learning in ESL 36. Carol added that this issue brings us back to the issue of whether ESL 36 should be a prerequisite for ESL 101 rather than having the students take the Placement Test. Marty suggested that if the Department believes that ESL 36 should be a prerequisite for ESL 101 then the Department should look at the Course Outlines and tie the courses more closely. Marty explained that the reason the Department is using the Compass ESL Placement Test is

because if we would like to use a different test the test needs to be revalidated. However, according to Colleen, students are given the opportunity to challenge their placement if they believe their results are incorrect. Marty wondered whether we should have more stringent learning outcomes for general education programs so teachers are stricter about whom they pass. Marty proposed that the Department provide a list of skills (checklist) that need to be assessed based on the course outline of record so that we know whether each individual student has the skills to move from one level to the next. Lee added that the purpose of presenting this data to the Department is due to the fact that Colleen is in the process of rewriting the course outlines for the Academic ESL classes (ESL 101 and above). Thus, Lee believes that this is a good time for the Department to decide whether they would like to make ESL 36 a prerequisite for ESL 101 so it can be written into the course outline for ESL 101. Lee added that according to Dean Lynda Halttunen we are not supposed to use the ESL Placement Test to test continuing students because it serves as a block for students to go into the Academic levels. The Department unanimously decided to make ESL 36 a prerequisite for ESL 101. In addition, ESL 36 students will be required to complete an in-class written final exam which will be used to determine their passing grade and will be graded anonymously.

### **FINAL DRAFTS OF OUR DEPARTMENT'S IRP REPORTS**

Lee presented the final draft of the IRP to the Department. Upon review of the draft and with feedback from the Department, minor changes were made to the wording in some of the questions. Then, the Department approved the final draft of the IRP for both non-credit and credit ESL.

### **ENROLLMENT ISSUES**

Lee shared that the enrollment and FTES dropped in Fall 2007. Jerrie, Gary and Jose commented that a possible cause for this drop may be due to the fires that occurred in October and political issues affecting some of our students. Non-Credit lost 24 FTES. INEA dropped 7, Escondido level 1 dropped 6, Fallbrook level 1 dropped 6, and the Department as a whole lost 12 FTES for level 3. Tracy added that a possible explanation for the drop in FTES, especially for level 1, could be due to the fact that various level 1 classes were eliminated in Escondido and Fallbrook compared to Fall 2006. Lee shared that during the latest school year ESL had 794 FTES which brought in about \$2 million to the College. However, due to the economy and budget cuts, the College as a whole will only be funded for 1% of its total growth. Thus, any growth after this cap will not be funded by the State. In addition, the Department needs to look at Intersession, Summer and Fall classes and “thin” out any newly added classes compared to last year and/or any low enrolled classes from the schedule of class offerings. Lee asked the Department to think about a strategy to determine what classes to cut from the schedule. Marty suggested that we should look at what was offered last year. Jose Luis asked if the preference list will be in effect for the summer. Lee will check on this issue. Gary wondered if it would be a good idea to tell teachers to make sure to enroll their classes early or otherwise they’ll run the risk of being cut. In conclusion, discussion regarding this issue will continue via email with all the coordinators of the various ESL Programs.

*The meeting was adjourned at 11:55 A.M.*