

DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE

Minutes September 7, 2007

PRESENT:	Patricia Alvarado	Lee Chen	Monica Colon
	Tracy Fung	Marty Furch	Caroline Gasca
	Marcela Gomez	Lynne Henson	Carol Lowther
	Nimoli Madan	Shayla Sivert	Jerrie Raymer
	Jorge Villalobos	Angela Webster	Colleen Weldele

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

SUMMER HIGHLIGHTS

Lee's summer highlight was working on a project called Voices of ESL using PodCast where students write on a topic and then read it as naturally as they can. This summer, Angela had the best perfect attendance she has ever had during her teaching career. Shayla worked on the Department's website and figured out a way to restrict the Staff section of the site to faculty and staff only. Marty participated in an externship coordinated by the Poway School District and Palomar College. Each team went out to the community and explored their assigned career area in order to discover it, learn about what kinds of skills people need to be successful in that career and how the school can prepare their students to go into that particular field. Marty and her team visited Poway Ford, AAA and Mercedes Benz in San Diego. Through this externship she obtained awareness on how to better prepare students through VESL for basic skills needed in these jobs. Gary informed via a written statement that during the summer the Fallbrook Office moved to a newly renovated location. In addition, ESL Compass Testing in Fallbrook was unable to proceed due to technical difficulties involving computer profiles, T1 line overload, etc.

FALL ENROLLMENT REPORTS

Shayla reported that were 230 students enrolled in the San Marcos morning program by the end of the third week of classes. All of the classes were full with the exception of one of the ESL 36 classes at eleven which still had a few spaces left. This semester an extra level 36 class was added which was filled mainly with International students and taught by Nimoli. Thus, this semester there are two ESL 35 classes being offered at 8:30am, one ESL 36 at 8:30am and two ESL 36 classes being offered at eleven. Lee reported that there were 170 students with 67 of those being credit enrolled in the San Marcos 4:30pm Program. In addition, there were 386 students with 67 of those being credit enrolled in the 7pm Program. Thus, by the third week of Fall classes there were 556 students enrolled in both programs. During the first weekend in August, Lee had a meeting with all his instructors where they looked at the new curriculum and compared it to their class syllabi to see how well they match. At the meeting, they also began to revise their Grammar Exit Exam so it will better match the new curriculum. Colleen reported that the Academic Program had about 240 students enrolled in ESL 101-103. ESL 9 in Escondido, ESL 15 at night in San Marcos, and ESL 101 at night in Escondido were cancelled due to low enrollment. All these classes except ESL 9 were first-try classes. All the ESL Writing classes had an increase in enrollment this semester. Nimoli reported that the Escondido morning program had a total of 119 students in levels one through three and 39 students enrolled in the conversation class which gives a total of 158 students. Tracy informed that the 4:30pm program had 121 students enrolled. The 7pm program had 344 non-credit students and 109 credit students which gave a total of 574 students. Marty reported that the VESL Program in San Marcos had 30 students enrolled with 24 of those being non-credit and six being credit. The

Escondido VESL Program does not have any credit students enrolled, but there are 24 non-credit students enrolled. In Fallbrook, there are 15 students enrolled in the VESL class. In order to increase enrollment, Marty, with the help of Juan and Marcela, will be working on promoting VESL to students in the Fallbrook Center. During the summer, Marty rewrote the Auto Mechanics Module which is now called Auto Technology. Marty is also connecting with the Dental Assistant Program and is in the process of writing modules for Dental Assisting. Marty informed that the Dental Assistant Program will put through Curriculum the request to have ESL 103 satisfy the ENG 50 requirement. Thus, any student completing ESL 103 will be able to satisfy the requirements for the Dental Assistant Program. Jerrie reported that the Ramona Program has a total of 97 students enrolled this semester. Lee informed, per Gary's written request, that there are 230 students officially enrolled in the Fallbrook ESL classes. In addition, Gary wanted to inform that the sixteen-seat computer lab is being used by credit and non-credit instructors and that the problems they were having with the wireless network had been resolved as of Thursday, September 6. The Multi-Site program had 319 students enrolled by the end of the second week of classes. Although Anne was absent, she sent a written note to inform the staff that the INEA presentation given in late August to 50 participants from the U.S. and Mexico was well received in Mexico City. At the time of this meeting, Jose Luis was in Mexico City presenting to a different group of people and meeting with the Secretary of Education. Lastly, the allocation for Non-Credit Matriculation will be released in October, but initial reports indicate that funding will be very generous. Therefore, Anne asks the staff to submit their wish lists to Lee.

HSI AND BSI UPDATE

Lee informed that the College was approved as a Hispanic Serving Institution (HSI) and is currently applying for the Title V grant which if approved would give the College \$500,000 a year for five years. The College hopes to know the results of their petition by next week. In regards to the BSI, Basic Skills Initiative, Lee informed that funding for this initiative was put on hold by the Governor. Governor Schwarzenegger had allocated \$33 million for this initiative, but is now requiring a certain type of accountability for this money before it is released. Marty, who is involved in the meetings of the BSI committee, added that it is important that the ESL faculty and staff be involved in these meetings so that the needs and interests of the Hispanic ESL population at Palomar are met. Otherwise, the focus will mainly be in creating something with regards to helping all students with English and Math. She reiterated that whatever is created with the money obtained from the Title V and BSI grant will be used by all the students at Palomar, not just the Hispanic population. Marty mentioned that the meetings are mainly held on Thursdays so whoever is interested in attending probably should let Berta know.

NONCREDIT CERTIFICATE OF COMPLETION

Lee announced that the state approval of the Noncredit Certificate of Completion came in July. However, the actual awarding of the certificates has been put on hold. Currently, certain institutions in San Francisco and San Diego are arguing with the state that in order to receive the enhanced funding you don't have to actually award the certificate to each student who completes the sequence. Lee will inform the Department of any future updates.

NEW LEVEL CHANGE AUTHORIZATION FORM

Jorge informed that this semester the San Marcos Office implemented the use of a form in order to process any level change. The purpose of this form is to keep track of all the level changes made by the office staff in case a question arises. At the time of the meeting, Jorge had

processed thirty-six level changes for students who tested between May and August. Coordinators should let their instructors know how important the form is for the office staff. Instructors should let the office staff know of any possible changes so they can be given a Level Change Form. The instructor should complete it, sign it, and have the student sign it before it is submitted to the office staff. This form should be attached to the add/drop form which is also completed by the instructor. Monica added that a reason why the form is important is because beginning Spring 2007 the Office Staff was required to enter all eligibility changes in PeopleSoft, not just the changes that affected the Credit levels. This was done so a record is kept in PeopleSoft for future research or to track a student's history in the ESL program. Lynne mentioned that maybe we should start looking for patterns to see why these level changes are occurring. Marcela clarified that teachers can talk to a student if he/she feels they need to change levels but the final decision is made by the student. A teacher cannot initiate a level change without the initial request made by the student. Lee would like the form to be used during testing and once classes start. Marty mentioned that if we are able to keep track of these changes, then later we could probably consider changing the ESL Placement Test cut scores for the ESL levels. Marcela clarified that teachers can only advise students to reconsider continuing with a course, but teachers cannot drop a student who is failing a class by the drop deadline.

RELATIONSHIP WITH COUNSELING

Lee reported that he gave a presentation to the Counseling Dean's Meeting. He continued telling them to refer students to the ESL Department. If anyone is interested in looking at the presentation, please contact Lee. The Counseling Department has weekly meetings and the Dean holds monthly meetings. Gabe Sanchez, the ESL Liaison, expressed his interest in attending the ESL Department meetings if necessary. A couple of counselors wondered why students who took ESL courses at other colleges cannot use their grades to satisfy the ESL Placement requirement at Palomar College. They argued that the English Department is able to use a student's transcript grades obtained from other colleges to make a level recommendation. Lynne mentioned that a reason why the ESL Department does not abide by this policy is because English classes are similar in most colleges. However, ESL courses vary from college to college.

SEQUENCING OF COURSES

Lee asked the staff whether the Department should consider making ESL 36 a prerequisite for ESL 101. If the Department would like the change to take effect beginning Fall 2008, a request needs to be submitted to Curriculum by the September 14 deadline. Lee expressed that in the past the Department could argue that ESL had two sequences, General ESL and Academic ESL, but because only one assessment tool is being used, that makes all the nine levels of ESL a one-sequence program. Lee added that many view that by using the same assessment tool to determine eligibility for Academic ESL after ESL 36, the Department is blocking students from continuing with the program. An idea that was proposed was to stop testing students into Academic ESL after ESL 36, change the prerequisite for ESL 101 and ensure that the curriculum for ESL 36 is more rigorous so as to better prepare students for Academic ESL. Carol mentioned that by using the placement test students have the impression that if they pass ESL 36, they should be able to place into ESL 101. However, the ESL 36 curriculum is not designed to prepare students for the reading and grammar skills needed for the ESL Placement Test. Shayla believes that the curriculum for ESL 36 provides solid bases in reading, grammar and vocabulary development for students. She does not believe that the curriculum needs to be more rigorous in writing. Marty proposed giving the new curriculum a one-year trial before any decisions are made regarding the curriculum for ESL 36 and the prerequisite for ESL 101. She

suggested that in the meanwhile we should start looking at both curriculums to see if any or no changes need to be made. Carol requested that the ESL Placement Test for ESL 36 students be given outside of class so as to separate the ESL 36 class and teacher from the test. Students who want to take the placement test can request an appointment from the ESL Office staff. Marty added that by testing ESL 36 students during their class time, it feeds into the perception that ESL 36 should prepare students for the test so they can place into ESL 101. Lee shared some data he obtained from Michelle Barton which shows that 63% of students who placed in ENG 50 go on to successfully complete ENG 100 within four years. He added that this number includes native and non-native English speakers. Conversely, 67% of students who enter the ESL program at the ESL 103 level and successfully complete ESL 103 go on to successfully complete ENG 100 within four years. The Department decided to wait one year to review the effectiveness of the new curriculum before making any further decisions regarding ESL 36. Marty and Lynne suggested having Research and Planning study what classes, other than ESL 101, students take after completing ESL 36 and how long they wait until they take ESL 101. Furthermore, the Department might want to look at the possibility of offering ESL 101 at a different time frame; perhaps at 8:30am.

COURSE SELECTIONS/ASSIGNMENTS

Lee mentioned that according to the contract, the Department needs to develop a Preference List. Lee believes that the way job announcements have been made in the past, distinctions are not made between those instructors who are on the Preference List and those who are not. The importance of a preference list becomes an issue when someone on the preference list is bumped because of a full-timer making load, then the person on the preference list may end up losing his/her job. Thus, the person on the preference list should be offered a course. Shayla believes that if this scenario occurs, then the coordinators would offer any vacant courses to this part timer; however, this doesn't mean that the coordinator is obligated to find the instructor a position if no other openings exist. Lee reminded the coordinators that the development of the preference list has already begun. Lee emailed a list of all current ESL Adjunct Instructors to all the coordinators and asked each coordinator to enter the appropriate information for each of the adjunct in their program. Marty recommended that a policy be made regarding the procedure that should be followed when making job announcements. Furthermore, newly hired adjunct instructors should be informed about the preference list. In order to qualify for the preference list, adjunct need to have six assignment credits, which do not include summer assignments, and at least two good evaluation ratings.

COMPASS TEST RE-TAKE RULE/COURSE REPETITION

Marcela mentioned that in December 8, 2006 the Department decided that students who take the test and place in the Academic Program and then stop coming for one year or more do not need to retest. They would just register for the class where they left off. However, students in General ESL need to retest after being out of ESL classes for one year or more. Marcela had a student who took ESL 34 in 2004 and came back this semester, took the test, and placed in ESL 34. However, when he registered, the system dropped him because he had already passed the class in 2004. Then, the issue is whether the policy for test re-take should be modified so that students in all credit ESL levels do not need to retest. Marty clarified that according to Rick Gommel once a student takes a class and passes it there's no statute of limitations. According, to the College the student could just continue a sequence regardless of time. Ultimately, it was decided that the old policy should still be observed, but students should be given the option whether to test or not. Based upon their results and academic history at Palomar, further recommendations would be made by appropriate staff (i.e. Marcela, teachers, and coordinators). Lee informed the Department that the all community colleges' course repetition policy has

changed. Thus, a credit class can be repeated up to three times instead of two. Although, this new policy is already in effect system-wide, the mechanism that controls this is still not active. Therefore, if this issue comes up, then a paper form needs to be completed and submitted.

IMPACT OF EAP (EARLY ACCEPTANCE PROGRAM)

Shayla reported that this semester her morning ESL 36 class was filled mainly with Spanish-speaking high school graduates. In addition, the morning ESL 36 class was full before the registration period opened to returning students. However, Nimoli's class was solidly filled with International Students. This was a result of the EAP program. Shayla would like to find a way to reserve spots in each class for certain group of students so as to diversify each class. In addition, a recommendation was made to have those working at the EAP registration try to channel the students into different classes while helping them register. However, the Department decided to revisit this issue at a later Department meeting.

WAYS TO RECRUIT STUDENTS

Lee showed a brochure that was mailed to North County households by the college's non-credit program advertising their classes. He wondered if we can do something similar as a way to recruit ESL students. We could design and mail a bilingual brochure with our assessment dates to invite members of our community who can benefit from our services to make an appointment for the ESL placement test. Marty commented that BSI money may be used for this purpose.

The meeting was adjourned at 11:45 A.M.