

DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE

Minutes December 11, 2009

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

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

INFORMATION

Carol reported that at the Chairs/Director Meeting she attended last week they were informed that the Fall 2008 full-time obligation or full-time/part-time ratio will continue as the final obligation for Fall 2009 and Fall 2010. Thus, Palomar will be hiring six new faculty members starting Fall 2010. However, since ESL is number ten on the new hires list, we will not be one of the Departments to hire coming Fall 2010. Secondly, the College is projecting that for 2010 we will be 2000 over the FTES that we get funded for, which means that Palomar will not receive \$1.5 to \$2 million worth of funding. As of today, 47% of all of the originally scheduled Spring 2010 sections are closed. The College is thinking of ways that they can increase the availability of classes for students throughout the registration period for each semester. One idea is to limit the number of credits or units that students can initially enroll in. If the College has to make cuts for Fall 2010, they will be looking at priorities. They will first look at terms such as summer classes and then at locations. The protected locations are San Marcos, Camp Pendleton and Escondido. However, since credit and non-credit ESL classes fall under the Basic Skills umbrella, our classes are protected from being cut regardless of location. Next, Carol reminded the Department that last spring we all decided to deactivate ESL 1, ESL 2, and ESL 3. ESL 3 served as the prerequisite for ESL 34; however, once it was deactivated, its counterpart, N ESL 303, became the prerequisite. A non-credit class cannot be a prerequisite for a credit class. Since we could not use teacher recommendation or something else to get around this issue, the Department was allowed to reactivate ESL 1-3 as a temporary solution while we make the changes to our curriculum. Then, Carol informed the Department that Joanna Bravender will be offering both *J & J Educational Scholarships* for ESL and VESL each worth \$500 again this year. Carol added that in order for the recipients to pick up their award from the College, IRS requires that they provide a social security number or an individual taxpayer identification number (ITIN). Carol will add a statement on the applications so that students are aware of this requirement. The applications for these scholarships are due on March 12. The *VESL Scholarship* applications need to be turned in to Marty, the VESL Coordinator.

SLOs

Marty informed the Department that we need to identify Student Learning Outcomes for students completing General Education Requirements as an accreditation requirement. Palomar has decided to call them General Education/Institutional SLOs. This means that we have identified a set of skills, knowledge, abilities, and attitudes that we expect students finishing the General Education courses with a major and graduating from Palomar to possess. Marty presented a model that the Learning Outcomes Council has adapted from the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities. The model is divided into four broad areas: knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning. She suggests that as faculty are working on the course SLOs they should also start thinking how the course SLOs relate to any of the fields listed on the GE/Institutional SLOs

model. Next, Marty explained that as Student Learning Outcomes Coordinator she needs to report to the Accreditation Steering Committee the number of classes with SLOs so that Berta Cuaron can report to the Accreditation Commission who will return to Palomar in March. Currently in CurricUNET, Marty can see how many courses have SLOs, but there has been some confusion regarding the assessment plans, when people are assessing and when they will reflect on the data. Until TracDat is in place, Marty is proposing to have all Department Chairs get the information from the Department or the Discipline about how many of their courses have at least one SLO, how many SLOs they have developed for that course, when or the term the Department plans to assess the SLO, term that the Department or Discipline plans to reflect on that SLO or assessment result, and the person in charge of that course. Marty will send out a request to the Department Chairs to solicit this information which will be due by the end of the second week of Spring semester. Next, the Department worked on a draft of the SLO template that Marty will be sending. After working on this exercise, Marty asked the Department if they would make any changes to the template. The Department suggested changing the wording of question five in section two to state "class sections." Next, Marty recommended that when working on the assessment of the SLO, the faculty teaching that course should be included to talk about it and design an assessment that people can agree on. Marty believes that people who are writing the SLOs should have taught the course at least once. Since our classes are sequenced, they should also include teachers who have taught that course and possibly include teachers teaching a level above and/or below that course.

BASIC SKILLS

Gary reported that for tutoring in the Spring, Carol Shull is scheduled to work up to thirty-seven hours. She will be helping out in Shayla's ESL 36 class, Lee's ESL 101 class, Larry's ESL 102 class and Colleen's ESL 103 class. She will also be available for open lab hours from 4-6pm on Mondays and Wednesdays and Fridays from 9am to 1pm. Gary wondered whether we should be looking to hire another ESL tutor because the funds are available, but it is still uncertain where they would work. He mentioned that Nimoli and Tracy expressed interest in having a tutor in Escondido and Larry would like a tutor in Fallbrook. However, there are several issues involved such as finding the tutors, training them, and creating their schedules. The Department discussed the possibility of hiring students who have taken higher level ESL courses to tutor lower level students or students in the Fallbrook ESL Program. Next, Gary informed the group that the Library is very interested in putting a request through Basic Skills to purchase ESL-appropriate books. They would like to develop a library of appropriate texts, readers, and young adult novels for ESL students. He asked the Department to send Carol a list of book titles that he can later forward to the Library. Then, he reported that Professional Development is interested in having a Cultural Awareness Workshop as part of the Basic Skills initiative. They want this workshop to focus on teaching Latino students. In the past, it has been taught by Carlos Von Son, but they would like to get a different perspective. Gary thought about putting together a panel of some of our students: ESL students, second generation students, students in MECHA, etc. who can sit on the panel and talk about their experiences about being at Palomar, learning English and interacting with other students and faculty. The workshop would be held sometime in April. Thus, he wondered whether we have students who would be interested in participating in this workshop. Lastly, Gary proposed having a stress management workshop for our students where they can learn to relax, deal with their daily stress, and develop their self-confidence to speak English with their boss and neighbors. Gabe Sanchez and Tom Ventimiglia from the Counseling Department are interested in developing this kind of workshop and wondered if the Department would be interested in helping with its development. Since Tracy expressed an interest, Gary will include her in the emailing list with Gabe and Tom.

STATE PLACEMENT TEST

Carol informed that the State is putting together optional State Placement Tests. However, we would still have to pay a minimal fee to use the ESL Placement Test. There are three levels for ESL: novice, intermediate and advanced and different components for each level. They want to field test in the ESL classes in the Spring. Carol received approval from the Department to explore the idea of field testing the State ESL Placement Test.

The meeting was adjourned at 11:24 A.M.