

## ESL Department Meeting

April 4, 2019

### In Attendance:

Carr, Allison  
Geraghty, Elise  
Hernandez, Maribel  
Kline, Matt

Kushigemachi, Scott  
Loya, Rebecca  
Mochidome, Debbie  
Savina, Jelena

Simon, Jenny  
Uyemura, Evelyn

### SLO/PLO

- A new form is being created so that SLO leaders can view comments written by all course instructors. These comments are helpful when leaders write the SLO reports.
- Evelyn and Allison have completed the PLO 1 report. It looks great!
- Spring SLO assessments:

53A – Rebecca and Evelyn

53B – Elise

53C – Matt and Jenny

### Curriculum

- ESL Courses: Accepted Methods of Delivery  
Scott announced that all ESL courses will be put through a one-time-only process, whereby all ESL courses' method of delivery will be face-to-face, hybrid, or online. This does not mean that all the courses will be taught online, but they will all have the option of being taught online in the future.
- English 1A Section Transfer to 8-Week Course  
Scott explained that students are able to transfer from a 16-week 1A course to an 8-week 1A course using a Section Transfer form (Division Office). This option would be available for students who have the capability of doing well in the 16-week 1A course, but, for some reason, are not passing or not reaching their full potential and would benefit from starting over at the mid-semester point. Students would not receive a W nor be required to repay for the 1A class.

### How to Assess Non-Credit Students?

Matt discussed the complicated issue of assessing non-credit students. Currently, entering ESL students take the ACCUPLACER assessment test to place them into the 51, 52, and/or 53 series.

Because ACCUPLACER does not have cut-scores below a certain level, Matt has been looking at other tools, particularly the CELSA assessment placement test. He has found that another college uses CELSA to test both their credit and non-credit students. He suggests that we have entering ESL students take both the ACCUPLACER and CELSA so that we can compare their scores. If we can, somehow, figure out cut-score equivalents, perhaps the department would consider switching assessment tools.

### **ECC Connect's Grade Forecast Email**

Elise shared that she was very upset when one of her students dropped her 1A class after being sent an email that told him he had an F. The email was sent to the student because Elise had completed a progress report through ECC Connect. This email indicated that Elise had sent the email herself, which she did not. She continued to say that all of her students were somewhat offended at the tone of the email and that these emails affected the rapport she had been building with her students. Linda Clowers later shared with Elise that the campus is developing a focus group to address these kind of concerns with ECC Connect.

### **ESL Counseling**

- Maribel requested advice as to which direction, English or ESL, she should be sending PUENTE students who are ESL students. Scott explained that as a rule, if students have attended three or more years in an American high school, they are eligible to take the Level-Up survey. If, however, they have attended for two years or less, they should be advised to take the ESL assessment placement test.
- Maribel asked what kinds of resources are available for ESL students. The faculty replied with the following resources: Learning Resources Center, Reading Success Center, and the Writing Center. Matt reminded everyone of his ESL 100 course that is approved but has not yet been offered.