

ESL Department Meeting

May 2, 2019

In Attendance:

Breckheimer, Deb
Carr, Allison
Geraghty, Elise
Kline, Matt

Kushigemachi, Scott
Loya, Rebecca
Mattern, Mora
Mochidome, Debbie

Savina, Jelena
Simon, Jenny
Uyemura, Evelyn

Academic Senate Update

Elayne Kelley and Brent Isaacs are the new Humanities Division Academic Senators. They join Pete Marcoux, Anna Mavromati, and Sean Donnell.

SLOs

Mora confirmed the SLO assessment leaders, below, and announced that the new forms with the comments section included will be slotted into our mailboxes in the next two weeks.

- Spring SLO assessments:
 - 53A – Rebecca and Evelyn
 - 53B – Elise
 - 53C – Matt and Jenny

Required Training

Deb reminded everyone to take the required training on Child Abuse and Neglect Reporting. Syllabi templates will be updated for Fall 2019.

Writing Center

- The Writing Center has expanded their hours to include two evenings. Effective Monday, May 6 and Tuesday, May 7, the Writing Center will be open from 6-9 pm for computers and 6-8:40 pm for tutoring.
- For Fall 19:
 - There will be classroom orientations during the first three weeks.
 - Deb suggested that there be faculty-led workshops offering instruction on any English topic. These workshops would be successful if only 3-4 students show up, and faculty can earn flex credit.
 - Deb also asked faculty to consider volunteering an hour of their office hours to help at the Writing Center.

- Writing Center Responses to Survey Results: Deb passed out a handout created by Barbara Budrovich. Please see the attachment at the end of these minutes (Attachment 1).

Assembly Bill 705 and 1805 Spring 2019 Guidance Language for Credit English as Second language (ESL) (California Community Colleges)

Deb handed out her notes from the Chancellor's ESL Guidance Memo of 4/18/19. The original memo can be found at:

<file:///C:/Users/rloya/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/M9R0XS17/Latest%20CO%20ESL%20guidelines%20AB%20705%20and%201805%20Spring%202019%20Guidance%20Language%20for%20Credit%20ESL.pdf>

For Deb's notes, please see the attachment at the end of these minutes (Attachment 2).

Attachment 1

Response to Faculty Concerns Noted in Writing Center Survey

We recently got the chance to see the results of last year's Writing Center survey and were pleased that they were largely positive.

Our biggest concern was that many of the negative responses were based on our "turning students away" and that these in turn arose from misunderstandings/miscommunications among the Writing Center, students, and faculty. We'd like to take this opportunity to clarify what we do.

- 1) We must turn students away if they have no ID. This is an ECC policy over which we have no control.
- 2) It's true that we require a printed assignment sheet in order to have a *content-based* conference. If students have an electronic copy, they may print it out in the Writing Center as soon as they arrive. If students arrive with no assignment sheet at all, we suggest that they obtain it from their instructor or have the instructor fill out a blank one which we provide. Failing that, we can always find something to discuss with students (quoting, MLA format, etc.) irrespective of content.
- 3) Some faculty reported that we do not help students with grammar. *We do*. The problem is that many students arrive with the expectation that we'll merely edit their papers ("My essay is OK; I just need you to correct my grammar" is a frequent request). What we do while we're reading for content is identify a pattern of errors, and if they're serious enough, suggest that students return for a one-on-one grammar workshop during which we'll go into more detail.
- 4) There's a misconception that we don't give advice on MLA format. Emphatically, we do.
- 5) The biggest misconception of all is that we turn away students who don't have a draft. Actually, we strongly *encourage* students to come before they begin their papers. We can be extremely helpful in this regard; in fact, much of our positive feedback centered around our assisting students with interpreting assignment sheets, brainstorming, outlining, forming thesis statements, and so forth.

We hope that you find these clarifications helpful and look forward to continuing to serve your students.

Attachment 2

Notes from Chancellor's ESL Guidance Memo of 4/18/19

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Intent

- ESL not remediation but language acquisition
- Our current series accomplishes the three year goal:
 - 52A 53A
 - 52B 53B
 - 53C 1A
 - We could reconsider integrating reading and writing to reduce the path to 1A
 - Will put together to come up with a list of items for IR to research, one of them being how many students take one versus two ESL (a reading and a writing) class per semester; another would be to survey ESL students to question their goal i.e. to transfer and or to take a transfer level course
- There is clarification about what AB705 is NOT doing:
 - Not placing all ESL into transfer
 - Not eliminating all credit ESL and replacing it with NC
 - Not eliminating "elective" support courses, which I believe can include the 51 series

Bottom of page 1 page 2: Evidence-Based Measures for Placement

- At this time we can use:
 - Interviews, standardized tests, various aptitude/attitude surveys, interest inventories, transcript, educational histories and more
 - We need to use the CO's record on throughput as a baseline and then measure them against changes we make
- Existing Placement tests can be used through 2020 (for placement in Spring 2020 courses)
 - Question: do we currently use a listening and speaking testing instrument?
 - We currently use an interview process whereby students are asked a series of questions and are assessed based on their ability to answer the questions. The questions were validated in the late 90's
 - Memo clarifies that we will continue to require a placement center

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Obligations under AB1805 for ESL (conditions for receiving equity and achievement program funding)

- Students must be informed/provided access and options to:
 - Transfer-level composition
 - Academic credit ESL coursework
 - Knowledge of the benefits of both English and ESL pathways
 - This information must be listed in many areas including the catalogue and all correspondence to students relating to placement and course choices (see page 3 of CO memo for listing)
 - This sounds like we must allow students to choose.

- The bottom line is that students must be informed

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The Placement process for ESL students is referred to as Guided Placement (GP)

- We are required to have the following:
 - A decision tree which reveals students ability to choose the English transfer path or the academic ESL path
 - We are creating a committee to work on a decision tree and a placement process; the members will be Jelena Savina, Rebecca Loya, Matt Kline, Elise Geraghty, Scott Kushigemachi, and me
 - Submit an AB705 adoption plan for ESL by 7/2020
- We are awaiting a “bank of promising assessment models that will not require validation”

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Previous & Current Recommendations for ESL Curriculum

- Integrated reading and writing courses
 - For discussion
 - Irvine Valley College has Integrated ESL courses in place; we will be reviewing their COR
- Develop pathways to transfer composition
 - Done
- ESL course(s) for CSU, C2
 - Per Lori Suekawa “we submitted ESL 53C for CSUGE Area C@. If approved, then students who take ESL 53C come Fall 19 would be able to use it in Area C2.”
 - I will follow up on approval
 - I also asked Lori if this means we can reinstate English 1AX
 - After checking with the UC she wrote saying: “An English composition for ESL course may be approved if the regular content is not remedial and is otherwise comparable to a regular English composition course that requires a minimum of 6000 words of writing and substantial instruction and practice in expository essay writing at college level.” So if your faculty are wanting to bring it back. Then I say based on their response to go forward and do it.
 - She clarified that it would need to be a maximum of 4 units
 - Vote on reinstating the course which would not be ready to offer until Fall 2020
 - The department voted to reinstate 1AX
 - Who would like to work on 1AX reinstatement, which would require that you make sure it mirrors our current 1A COR?
 - A committee will work on reinstating 1AX and making revisions so that it aligns to 1A and adds topics specific to ESL atudents
- Enable ESL faculty to teach transfer
 - Some can; must meet minimum quals

- Assign faculty to teach both English and ESL
 - We do; I will compile a list
- Create cohorts that move students from ESL to English
 - Let's discuss
- Develop ESL co-requisites
 - We are running one 1A/1AS recommended for ESL in the fall
 - If it fills and is successful, I will add more

Additional Recommendations

- ESL pathways to degree or transfer goals
 - Where are we on this/
- Better connections between credit ESL and English faculty and credit ESL and NC ESL
 - Do you feel we are lacking in this area?
- Program alignment to International FL standards
 - I will explore
- Credit certificate ESL programs

Summary

- We need to be collecting data for everything we are trying
 - Come up with a list of ideas/studies for IR
- We need to work on a guided self-placement that determines whether a student will benefit from going directly into transfer-level English or credit ESL and a separate process that determines the most appropriate course to begin in the credit ESL sequence
 - This process must take place in a "designated space" i.e. a placement center
 - Who would like to work on this?