ESL Department
SPRING 2025 Meeting Agenda

Friday, April 18th, 2025
12:00 pm-2:00 pm
Zoom Link: https://smccd.zoom.us/j/81195194539

ESL Meeting 3/21/2025 Recording
https://drive.google.com/file/d/1WN1GBYfO50bUzhL7bgqZFfgKcLUnPllQ/view?usp=drive_link

1. **Check-in**
2. **Recognition Day Updates**
   - Community Partner Award
   - ESL Ally Award
3. **I Can Assessment Update**
4. **Welcome Center Update**
5. **Writing Center Update**
6. **Tech Jams in-class**
7. **Skills/levels Outcomes sharing**
   - Grammar/Writing
   - Reading, Listening/Speaking
8. **AI**
9. **Textbooks for Fall 2025**

   https://docs.google.com/document/d/1-iPkINENDldECU_s54ph-6axuNjeGDKNk091gGoCawo/edit
10. **Modalities for ESL Classes James Carranza**
    a. How are modalities decided?
    b. Previous policy from James: As long as every course has a f2f section, a hybrid modality can occur.
    c. Has this changed? What's the rationale?
11. **Next Steps**
12. **Next Meeting**
    May 16th Luncheon at Alicia's home 12-2
    - DP: I'll bring a charcuterie plate!

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Friday, March 21, 2025
12:00 pm-2:00 pm
Zoom Link: https://smccd.zoom.us/j/81195194539

1. ## Check-in (5 mins)
    a. Let's keep checking in about AI and make policies/ best practices
    b. Finalized ESL Recognition Tasks (who is doing what)
    c. 6:30pm time is working well but some students are coming late
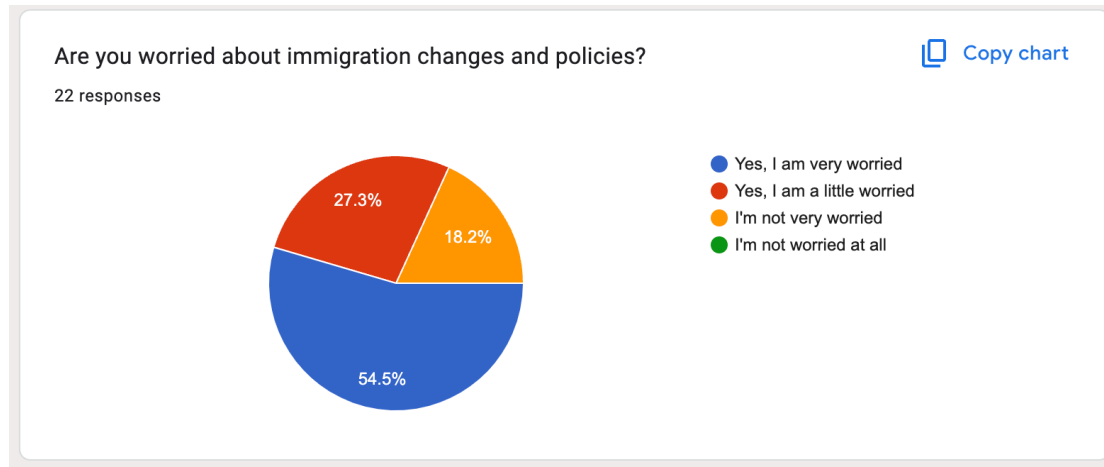
2. ## Follow up with I Can assessment (5-10 mins)
    a. [Here are the I Can statements for level 1 and 800](#)
    b. [See the original I Can Statements statements here.](#)
    c. [See a link to the actual "I Can Statements" assessment from the Welcome Center here.](#) (online)
    d. What are the next steps?
    e. How can we get this implemented for the fall? Is it possible?
    f. Do we have to wait to get it district-wide approved before we can begin piloting it here at Canada College?

3. ## Undocumented Student concerns, protocols, support (10-15 mins)
    a. From Julie:

Julie will reach out for support for an Immigration Appreciation Hour mid April–more to come

The current situation continues to escalate and become increasingly alarming for students and their families. I wanted to let you know about some work I've been doing in case you want to use resources/ contribute. I've been continuing to ask students about how they are doing and if they have suggestions for what Cañada can do to support their pursue of an education in this climate. Here's a snapshot from 1 class yesterday:

Are you worried about immigration changes and policies?
22 responses

- Yes, I am very worried — 54.5%
- Yes, I am a little worried — 27.3%
- I'm not very worried — 18.2%
- I'm not worried at all

Other asks from students:

- Increased financial support wherever possible
  - I'm working on getting the ability to add to an old Dreamers fund we had through the foundation since many folks have expressed interested in donating for some type of emergency fund
- Regular updates on immigration changes
  - I'm trying to find out if/ when an old plan to have our immigration attorney disseminate updates is still happening
  - ILRC is doing biweekly updates. Last one is here: https://drive.google.com/drive/folders/1li3JlavR_AB0b6KssRZy_2pS0ojnsASJ
- Access to immigration representation
  - I'm trying to find out if we can compile list of referrals or otherwise assist students in getting an immigration attorney's # in their phone in case someone is grabbed
- Information regarding protections on campus
  - How is data kept safe (I received the message below about scholarship data and all student data from Aaron McVean, which students found useful)
  - Students asked for assurances that there will be as much notice as possible if/ when policies impacting students change
  - Students want instructions on what students should do if ICE come to campus (in the event a professor walks an agent to the President's office/ Public Safety; students said "I can't stay in this room for ever").
- Other asks were more general: "keep us safe" "protect us"

Other work/ collaborations:

- Puente and the UCC have secured SIREN to do a virtual Know Your Rights in March that can accept 200. I'll email a flier when I get it.
- Kiran and Salumeh are willing continue an immigrant story writing hour; more to come
- I'm collaborating with the library around truth telling/ combatting misinformation. A libguide has been created. I've asked for the resources below to be added. Let me know if you have other ideas
  - https://www.ilrc.org/resources/community/know-your-rights-toolkit
  - https://www.wehaverights.us/
  - https://www.justsecurity.org/107087/tracker-litigation-legal-challenges-trump-administration/

4. SLO's share (20 mins)

a. Nuventive info page with links to vids and tutorials on College website: https://www.canadacollege.edu/assessmentsloplo/tracdatguides.php

b. Update from faculty

   i. DP: ESL 912 completed (Fall 24 data from Merve's class)
     1. Criterion met; high pass rates

   ii. DP: ESL 911 completed (Fall 24 data from Garth's class)
     1. Criterion met; high pass rates

   iii. JC: ESL 924 completed (Fall 24 Data from Julie's class)
     1. Final essay continues to be an effective assessment for SLO 1, especially when multiple drafts with feedback are submitted throughout the writing process

   iv. JC: ESL 921 completed (Fall 24 Data from Soriya's class)
     1. Although criterion was met, faculty discussed a change in topic in order to utilize student experience and knowledge

   v. GP: ESL 923, ESL 836 (Fall 2024)

   vi. RT: ESL 400 completed and ESL 837 Completed (Fall 2024)

Department-wide Discussion:

- How are we accounting for missing students? Number of students who are registered but have not completed the assessment should be noted in narrative somewhere; a system should be created in order to address when and how absent students take the assessment. "Of the students who took the

assessment" is the language in Nuventive. Department will consider ensuring as many students as possible have completed the SLO assessment by utilizing make up assessment options in the Learning Center or otherwise.

5. Evening Hours Update: (DP/GP) (5 mins)

    a. https://canadacollege.edu/campushours/index.php
    b. Click on the "evening hours" icon (moon) to see "after 5pm" service hours
    c. Update on "Canada de Noche" pilot
    d. Program exploration/creation with Jose Zelaya (CWA) and James (Online, Night and Weekend classes)--there has been no follow up
    e. Need for increased evening hours continues; need to continue to push for it
    f. Could new hires at least have an automatic evening shift?
    g. Used to have evening administrator rotation

6. DRC Concerns, Max Hartman (20 mins)

Gerardo to DRC Team

- Letter shared with Academic Senate about DRC concerns; first and foremost thank you for everyone's work
- Alicia–issues with time; has 2 students with issues she cannot address; DRC services are vital
- DRC Team
    - Lizette Bricker–VPSS
        - Acknowledge hard work of ESL Department; here to listen
    - Max Hartman–Dean of Counseling (DRC in counseling division)
        - Extensive background in disability services
    - Ruth Jimenez-Interim Director of DRC
        - Evening hours available until 7pm
- Technology for Accommodation (assistive technology)
    - specialist–Karmann Robins (18 hours/ week) provides B9 108
    - During counseling appointment, appointment with Karmann is automatically scheduled
- Danielle Pelletier
    - Big ask is for evening hours (counseling appointments until 6pm Tues and Wed starting April)
    - Many "flavors" of challenges; more often than not, she is noticing issues for students; how can DRC help with students who do not already have learning differences or needs identified
    - Form is overwhelming; can we streamline process for students to get accommodations

- - Can we create a protocol for students with identified needs get support in a timely manner ([resources from Jenna French](#))
    - Staff can fill out the form with students together

- Ruth–simple to join the DRC; just one form; students are usually seen within one week; accommodations created and letter provided; DRC is doing flex sessions April 17 1) info/ overview of DRC 2) Faculty rights and responsibilities (FAQs and info); there is also a referral process for faculty
- Max–when considering giving a referral, DRC can do legwork in getting documentation; requirements are more social than medical these days and can qualify folks; contact Max directly for questions: `hartmanmax@smccd.edu`
- Alicia requests info from flex be shared with ESL Department
- Max–college and H.S. services are different; student has to initiate and choose resources; there is a private office where accommodation conversations happen
- DRC Counseling is listed on accommodation letter; reach out to them for further info
- Gampi here to represent Academic Senate (President)
    - Issues in ESL letter was echoed by other faculty
    - Continue following up and creating plan of action
- Lizette–Permanent director starting in April; hopes we move in an open and transparent direction where faculty and staff understand how to serve students effectively in DRC
- Take-Aways
    - Ruth and DRC team can come talk to classes day or eve
    - There is a referral process that can be confidential
    - Revisit the physical space
- Issues noted by ESL Department
    a. DRC seems to be understaffed and those working have a lot to do.
    b. Difficulty: Not able to provide a warm handoff from the classroom to a DRC office member during evening classes
    c. What is the protocol for instructors who discover/suspect student learning challenges that have NOT been diagnosed by a doctor yet?
    d. The form on the DRC website for students to complete is difficult for students who are struggling with a learning challenge. Can a call to the office be the first step instead?
    e. What are the concerns/needs of the DRC to the State of CA? Are these in any way conflicting with the needs of the students?
    f. Are there plans to offer more evening hours? Currently, this is on the DRC website (up to date?) So we can support our evening students?:

Front Office Hours

- **Monday:** 8:30 am - 4:30 pm
- **Tuesday:** 8:30 am - 7:00 pm
- **Wednesday:** 8:30 am - 7:00 pm
- **Thursday:** 8:30 am - 4:30 pm
- **Friday:** 8:30 am - 12 pm

Counseling Availability

- **Monday:** 7:30 am - 3:30 pm
- **Tuesday:** 7:30 am - 6:00 pm
- **Wednesday:** 7:30 am - 3:30 pm
- **Thursday:** 7:30 am - 3:30 pm
- **Friday:** 7:30 am - 3:30 pm

Technical Support Drop-In Hours:

- **Monday** and **Wednesday**: 11:00 am to 12:30 pm
- **Tuesday** and **Thursday**: 1:30 pm to 2:30 pm

Alternate Media (Computer) Lab

Building 5, Room 207

Monday: 9:30 am - 4:30 pm

Tuesday: 9:30 am - 4:30 pm

Wednesday: 9:30 am - 4:30 pm

Thursday: 9:30 am - 11 am and 1:00 pm - 4:30 pm

Friday: 8:30 am - 1:30 pm

7. Welcome Center update - Keith Wan (20 mins) (didn't take place)
    a. Alicia hasn't heard back after sending many emails
8. ESL 911 Update
    a. Has been removed from schedule by Chailin; staffing is an issue
9. Recognition Day tasks (10 mins)
   Recognition Day May 8th, 7-8:30pm in The Grove (only venue available)
   Tasks
   - Location: The Grove
   - MC - Danielle

- ○ [Here is the DRAFT version of the script and order of events](#) (based on last year's event). This link gives you commenting permissions. Please feel free to add your comments. I've done a little bit of editing to update it based on what we have so far.
- Slide show - Danielle (will photos included from 2024 - see link above)
- Student Speaker - Mario Hernandez is available
- Development and Printing of Program-Diana and Alicia
- Printing of Awards-Diana
- Academic Excellence (Katie) Deadline Friday, April 18 (top student in each class or alternate if student is already receiving an excellence award in another class)
- English for the Workforce - Gerardo
- ACE Award - Rebekah
- Flowers (3) (Katie; needs a bucket for flowers)
- Student Photographer - Gerardo will gather a team of photographers
- Entertainment - Osman Saravia (will perform 2 songs: one in English 1 in Spanish) Julie will check with Raquel Rodriguez about performing 1 short dance (Diana - check what 400 in) Julie to email Osman) He's in Jae's 400 class.
- LOGISTICS: Alicia + Diana - Info table - 3 at entrance / food + beverages / 200 chairs theater style / not sitting at tables / mic + sound system
- NO ZOOM
- Gerardo will help teachers know how to select students for awards
- Other awards? Community? Special ESL?
  - ○ ESL Community Award–Alma Rosas-family center coordinator at Hoover
  - ○ ESL Ally Award–**Icaro Vazquez Del Rio (Assistant Professor)?**

10. Tech Jams teams/ **Grammar & Editing workshops-** GPM (10 mins)

How can we invite students to participate so we can keep advocating for these services? How can we use these services in our classes?

- 3 of the Grammar & Editing workshops have been held.
- Ron shared there were 4 students average. Ron's team has already started taking feedback on timing, topics, and other suggestions to improve them for the next semester.
- The Tech Team members can make class visits to give presentations on our Top 5 most common questions students ask.
- Classes are welcome to book a day/time to come into the Learning Center lab if the faculty would prefer.

- Faculty can reach out to me or Jonathan to schedule a visit or book the computer lab space.

11. Websmart is totally different; Diana will provide support and resources
12. Next Meetings:

3rd Fridays **12-2pm**
   a. **April 18**
   b. May 16 (Is this one at Casa Aguirre? 😀 🎉)

Add to April Meeting: Modalities for ESL Classes/Fall Schedule (DP) (15 mins)
   c. How are modalities decided?
   d. Previous policy from James: As long as every course has a f2f section, a hybrid modality can occur.
   e. Has this changed? What's the rationale?
   f. Invite James to the next meeting 4/18?

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Friday, February 21, 2025
12:00 pm-2:00 pm
Zoom Link: https://smccd.zoom.us/j/81195194539

1. **Check-in:**
   - Gerardo brought his students from off-campus ESL 921 to campus and was not able to access services. Evening students are not getting services at night.
   - Danielle mentioned the program that Jose Zelaya is working on with James Carranza (currently and temporarily called ONE (online, night, evening classes)) and she's trying to get info at the SSPC.

2. **SLOs/Assessment** Questions about SLO/ PLO assessments:

Answers from Paul and Katie in response to Rebekah's email (Jan.28/2025):

    a. **Do one section or all sections need to be assessed?**
- ==One section per class==
- SLO #1 only

    b. **What do we do with data collected?**
- Data results from fall 2024 or this spring could be collected and analyzed by each faculty member (for their assigned classes) and entered by them independently into Nuventive. Then we can discuss it as a group for the sake of learning and reflection.
- Or faculty can bring the results of the data they collect to a meeting and we enter them into Nuventive together.
- We can collect the date this semester or last semester. Either way will work. Potential issue: some faculty may not have gathered the data necessary.

    c. **Which term should we use?**

      Rebekah's Recommendation:
1. Full time faculty get data from fall 2024 by before our March 21 meeting
2. Use part of our March meeting making sure the results are entered into Nuventive correctly (I'm happy to "drive" Nuventive if needed or we can work in small groups)
3. Spend a good portion of our April 18 meeting discussing the results in Nuventive, which will make it easy to see and compare how we did on SLO1 in the different classes. Then we'd be done.
4. Or if faculty feel like they need this semester to collect the data, we'd need to do something similar in the fall.

- Katie: We would probably get the data into Nuventive first and then we can all see it and then discuss it
- We want to be able to look at ONE SLO and look at it across the board (all the classes) and see if there's anything that's really good or not or consistent or not. It's a good way to see it all at once and assess.
- Gerardo: Logistics: I think it's a good idea to collect the data now (this semester) and then fall of 25.
- Rebekah: Agree with GP
- RT + KS: Should take about an hour to input into Nuventive
- Katie: Seems like the understanding of "doing assessment this semester" is gathering the data and inputting it this term in Nuventive / and discuss in the fall
- We ought to input data this term. It's been a long time since we did this because of COVID. We pushed this out.

- What date to have input in? By the end of this semester!
  - If you can get it done by 3/21, great!
  - Otherwise, try for before our April meeting.
  - **If you need to the end of the semester, do that.**
- There's a step-by-step video about Nuventive and how to navigate it on the assessment website, too.
- Go to the Portal and get into Nuventive that way.
- You can either use data from Fall 24 or Spring 25. As long as we get data and input it by the end of the semester.

3. **Prerequisites vs Recommended: Make them consistent - Katie Schertle**
   a. Let's have this conversation soon about how to clean it up
   b. Katie: We're good (with Curriculum) for 5 years on this. If we want to fix it, we can. It's more a technicality, but it's not a priority. We've got bigger priorities this term, so perhaps put it off.
   c. Alicia: Let's make a timeline. Does anyone know how to do a grid with the ESL Dept. timeline of priorities/actions that we need to take?
   d. Julie: Nice to know what students must do to move levels.
   e. We need to be sure that counselors know what's required, too.
   f. Katie: the pre-reqs are listed on the course outlines on CurricUNET. Be aware that there's a difference between **"Active"** courses (the course outlines we're using right now) vs. **"Approved"** courses (the course outlines that *will be* in effect, or "active" next fall).
   g. Diana: 800, levels 1 + 2 = no pre-reqs. / Level 3+ have pre-reqs / Teacher should do an assessment to see if student is ready to move up. Check with Nadya and cc Diana. They can do an override if necessary. For R/L/S + G/W!
   h. Alicia: AB705. We don't need to change anything right now.
   i. Diana: Let's be mindful WHEN in the term we decide to make changes… (not this term)
   j. Alicia: What does consistency look like?
   k. Katie: KS made a change to 922 (starting Fall 25), will have a pre-req of 921. (No prereq change was made to the corresponding Level II R/L&S course, 912.)
   l. Alicia: because ss are coming from off campus and may need level 1 rather than level 2 (I CAN statements only have level 2 and up.) We're working on changing that: adding one for level 1 and below.
   m. Diana: Only for 922? ~~Or 912?~~ Are counselors aware of this change? Diana can let counselors know. Keith Wan = new student services coordinator. Sarah's now at EOPS. He's kind of our new Sarah Cortez. Does he have a type of report of ss who were placed below level 2. His response: doesn't have data on that bc

majority of ss are placed in level 2. Only time I place in 1 or 800 if when they don't understand instructions.

    n. Alicia: let's invite him or I'll speak with him about this. Invite him to next meeting.

4. **Procedures to follow when a student wants to move up/change to a different class- GPM**
   a. Do diagnostics (reading, listening and speaking, grammar, writing, etc) need to be completed to determine if a student is ready for the next level or move to another class?
   b. What forms ([Late Add Course Request](#) or [CHANGE SECTION/LEVELAFTER OFFICIAL DEADLINE)](#) do we need to use when a student would like to move/change class?
   c. Who is in charge of facilitating the transition (who makes the first move)
      i. Why does a counselor need to approve/ override this process?
   d. What is the timeline (Week 1, 2, 3, etc)?
      i. Diana: After "last day to receive partial refund," it becomes a CHANGE OF SECTION FORM.
      ii. Alicia: I put this date on my syllabus so students are aware (and Ws, etc.)
      iii. GP: with a question, check with Diana.
      iv. Diana: I'm trying to use the correct form to help the Division Assistant
      v. Merve: What about AFTER THE REFUND DATE?
      vi. Diana: It's case by case. If moving from another section, use change of section. If just coming into class new/fresh, use Late Add.
      vii. Alicia: We don't want to lose the student, let's work together on that.

5. **Update and finalize I Can Statements**
   Two new levels for the I Can assessment tool are being proposed to measure lower level students (800 & level 1). These will be shared with the ESL District group as they are looking at including these levels as well.
   - Instructions should be in various languages
   - Assessment should start with the lower level (level 1 + 800 to be included)
   - Process is complicated and abstract
   - What about giving examples with "I can do this."
   - It's abstract and hypothetical. We need concrete examples of reading, listening, and speaking vs. concepts.
   - Counselors can help/guide/support

6. **ESL 911**

   Another section has been added for next semester.

7. **DRC update**
   a. Gampi: Our letter was shared with President
   b. They want to connect with DRC before presenting it at AS meeting
   c. The DRC came to Danielle's class and Francesca (student asst) gave a pres about the DRC and there will be 2 more class visits next week.
   d. Stay tuned…

8. **Recognition Day May 8th, 7-8:30pm in The Grove (only venue available) Tasks**
   ○ MC - RT/DP
   ○ Slide show - Danielle (with photos included from 2024)
   ○ Student Speaker - Mario Hernandez? RT will check his availability
   ○ Development and Printing of Program-Diana and Alicia
   ○ Printing of Awards-Diana
   ○ Academic Excellence (Katie)
   ○ English for the Workforce - Gerardo
   ○ ACE Award - Rebekah
   ○ Flowers (3) (Katie)
   ○ Student Photographer - Gerardo will gather a team of photographers
   ○ Entertainment - Osman Saravia? (Diana - check what 400 in) Julie to email Osman) He's in Jae's 400 class.
   ○ LOGISTICS: Alicia + Diana - Info table - 3 at entrance / food + beverages / 200 chairs theater style / not sitting at tables / mic + sound system
   ○ NO ZOOM
   ○ Gerardo will help teachers know how to select students for awards

9. **Tech jams/ onboarding ideas**
   a. GP will connect with Ron Andrade
   b. DP will connect with Jonathan MacSwain re: Learning Center tech - either visit the LC and get tech training or request a classroom visit.
   c. JC: TECH TEAM FORM ON LC website
   d. GP: Embedded tutors?

10. **Student Fees**
    a. JC: Pressing issue: ss still getting nonresident fees / waivers? / ss don't realize they have to wait one year… register early and get NR fees… / some onboarding steps are being missed
    b. Connect with Wissem - JC will cc Alicia
    c. Diana: Edith - couldn't provide her with anything… Check with Wissem

11. **Next Steps:**

Follow up with I Can assessment
SLO's share
Recognition Day tasks
Welcome Center update - Keith Wan
Tech Jams teams

12. **Next Meetings:**
    3rd Fridays **12-2pm**
    a. March 21
    b. April 18
    c. May 16

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Friday, January 24, 2025
10:00am-12:00 pm
Zoom Link: https://smccd.zoom.us/j/88350071520

From 11/22 meeting:

- AA + DJP will put samples together for Canada's official I Can statement assessment
    a. Work on level 1 assessment continues; needs to be reviewed and sent to Welcome Center and added to I Can statements
- DP: Reach out to Kim Perez re: the DRC-Update from Rebekah on DRC transitions
    a. Rebekah–DRC has been run by adjuncts and interim director; location isn't finalized in B9; we need better services for students
    b. Danielle–Ruth has been responsive; maybe tides are turning; classroom visits are available
    c. Alicia–I will reach out to President Lopez
    d. Gerardo–please bring this to Academic Senate; not serving students properly in DRC violates federal law
- President Lopez's recent message of Jan. 14:
    Disability Resource Center Has Moved to Building 9
    The Disability Resource Center (DRC) at Cañada College has relocated many of services to the first floor of Building 9. Here are the updated locations for DRC services:

- Counseling Appointments: All appointments with a DRC counselor will now take place in Building 9 (Students, check your appointment confirmation email for the room, or check in with the Welcome Center)
- Assistive Technology Loaner Program: Located on the 3rd floor of Building 9 in the Library
- Testing Services: Still located in the Learning Center on the 2nd floor
- Alt Media Services: Now in Building 5, 2nd floor, Room 205
- Assistive Technology Services: Now in Building 5, 3rd floor, Room 305

Danielle—upcoming mental health support for students training coming up on flex day (Michiko taking the lead on planning it) Flex Day = April 17th (6.5 hours of training in mental health) I think it's open to all. More to come.

Immigration Fears are impacting students—share resources and information; communicate rights and protections on campus (see SMCCD Communication)
Resources:
- Red cards available to pick up in the UCC (and some are in our boxes)
- https://unitedwedream.org/resources/know-your-rights/
- Cañada's immigration clinic: https://canadacollege.edu/ucc/legal-clinic.php
- Family Preparedness:https://www.ilrc.org/resources/step-step-family-preparedness-plan

13. **Check-in:**
    a. **What is going on with huge student fees for some students?**
        i. Please email info on any registration problems to Danielle and Alicia-they are collecting information
        ii. Diana—connect students me to connect students to 6 unit waiver; if student doesn't qualify for waiver there is a problem; certain statuses take 1 year to wait (AB1232) and students pay resident tuition
        iii. Need to work with A&R to ensure undocumented students are getting accurate waivers and avoiding big fees
        iv. Invite Jasmin Padilla (UCC program services coordinator) to meeting to discuss undocumented student support
    b. **Enrollments**
        i. One section in ESL 911 is not enough; can we add?
        ii. Fall will have an additional on campus 911 in addition to 1 at Hoover
        iii. Trying to bring a cohort of on campus classes
    c. **Book Issues**
        i. **ESL 912**

                    1. Adriana Lugo is looking into the restrictions on the OER MLK ebook; it's been an issue for Julie to access
        ii. **ESL 921**
                    1. Are there enough Longman 1
        iii. **Meral**
                    1. How are Longman Academic books serving students? There seems to be a disconnect between students' lives and book content
                    2. Faculty are encouraged to find materials that work for them and their students
                    3. Alicia and Gerardo–keep in mind we are preparing students for where they are going, not where they are; goal is to get them beyond ESL
                    4. Rebekah–ESL 400 does 10% of Longman and then includes OER resources as supplemental materials like NYTimes articles; students often have degrees from their own countries
    d. **Student Levels in classes**
        i. FYI: Here is the District ESL levels/classes: file:///C:/Users/pelletierd/Downloads/ESL%20District%20Course%20List.pdf

14. **Prerequisites vs Recommended: Make them consistent - Katie Schertle**
    a. Let's have this conversation soon about how to clean it up
15. **SLOs/Assessment**
    a. Review of this semester's tasks: What do we need to do this semester?
        i. Assess SLO #1 ("A" in Nuventive) for all courses.
        ii. Gather results in the last few weeks of this semester (May).
        iii. Full-timers will contact relevant part-timers for assessment results for any courses not taught by a full-time prof. (Only one section per course needs assessment results.)
        iv. Rebekah–each full time faculty is responsible for 2 courses and will assess one SLO
        v. Gerardo–according to Paul Roscelli, we only need to assess 1 section
        vi. All classes will be assessed Spring 2025–collect data; data needs to be entered before Fall due date (early Fall 2025)
        vii. When/ how will we asses PLO (which also needs to be assessed in Spring 25)
    b. Who is assessing which courses?
        i. Rebekah will assess ESL 837 since Gerardo request to assess ESL 836.

    c. Update the wording of all three assessment methods for our three PLOs. (The last time we looked at these was 2019.)

    d. NOTE: ESL 400 needs an additional SLO to address our PLO #3: "Students will develop specific academic and career goals by creating a Student Educational Plan (SEP) and/or identifying and assessing educational opportunities at Cañada College."

        i. ESL 400 is our capstone course. When students pass this course, they have accomplished all three of our Program Learning Outcomes (PLOs). That means we must have at least one SLO in this course that maps to PLO #3.

        ii. Rebekah will follow up with Paul Roscelli to get specifics on assessing PLO with ESL 400 SLO

    e. Questions about SLO/ PLO assessments:

        i. Do one section or all sections need to be assessed?

        ii. What do we do with data collected?

        iii. ==Rebekah will reach out to Paul Roscelli to check==

        iv. NOTE: All do only SLO #1 for this term

16. Update on I Can Statements

17. DRC update

    a. See above

18. CBOT update

    a. CBOT is having difficulty finding faculty to teach classes

    b. How are we going to meet our student's needs

19. Technology

    a. Danielle–saves class time; not enough computers in class to do a whole thing, doing small on the fly tech support/ workshops/ videos

    b. Alicia–reduced info in Canvas shell; streamlining increases information viewed by students

    c. Julie–checking which pages students are viewing in Canvas is interesting and useful; there are still problems with students getting in to Canvas/onelogin

    d. Gerardo–has removed grades so students aren't constantly viewing grade (ESL 923) ESL 921 Gerardo is going old school (writing HW on board); students still having trouble logging in; relying on demonstrations for introducing Canvas slowly

    e. Danielle–having 2 days a week feels useful for taking time; doing a combo of physically handing assignments in and Canvas assignments; first upload try at home 20 of 37 students could do it; rest of class did it together in class; made them feel confident

  f. Diana shared how to videos in Spanish; how to access websmart, email, Canvas

  g. Diana reached out to Ron Andrade to push for tech workshops on specific topics; email list of tech students need to Diana so workshops can be offered; [S2025 tech team schedule–](#)bilingual support is there

  h. Tech support Videos are compiled in ESL Canvas Shell

  i. [LC Tech Team](#)

  j. Danielle will check to see what LC has

20. **AI check in** (Rebekah)

  a. What are we doing to ensure AI detection is happening

  b. AI detection on imported assignments–go in and restrict file type; this will add AI detection tool

  c. Gerardo–following writing process helps prohibit AI use

  d. Danielle–talking about reasons why students use AI or other plagiarism can help; teaching constructive use of AI as a tool can also help

  e. Julie–addressing all aspects in class are useful; focus on student goals, on ethics and environmental concerns; in class writing is also important

  f. Rebekah wants to make a workshop on productive use of AI and other apps

21. **Next Steps:**

  a. **Tech jams/ onboarding ideas**

  b. **Recognition Day May 8 7-8:30pm-**Alicia will check the theatre, the Wellness building roof, and The Grove to see availability-Theatre makes it more official and gives our department more importance. Grove is more relaxed feel and better for mingling with families

22. **Next Meetings Spring 2025 Semester:**

  ● 3rd Fridays **12-2pm**

    ○ February 21

      ■ ESL Recognition (date)

    ○ March 21

    ○ April 18

    ○ May 16

ESL Department

FALL 2024 Meeting Agenda
Friday November 22, 2024
10:00-12:00 pm
Zoom Link: https://smccd.zoom.us/j/84128002949

- **Check in**
  a. Curriculum update
     i. All our courses were approved on the Consent Agendas of the past three Curriculum Committee meetings. We're done with Curriculum Updates until 2029-2030. Yay!!!
     ii. **FYI: Our prerequisite and recommended prep info is inconsistent on our newly approved CORs for fall 2025.**
        1. Some courses have one or the other.
        2. One course has both.
        3. One course has neither.
        4. Comparison of Prereqs and Recommended Preps from our pending CORs
     iii. Katie: Do we want to make these prereqs consistent SP25?
     iv. AA: We had prereqs for lower levels before AB705 / Let's put on agenda for discussion / We had to remove the prereqs for lower level (AB705)
     v. Nadya: some students taking 800 and 922 simultaneously (see below) / When students ask level recommendations, it's helpful to be able to ask professors what the best options are / Nadya can do overrides but would like prof recommendations / helps to give Nadya options for certain students
     vi. DP: ACTION ITEM: Let's put agenda item: consistency with prereqs
  b. Question about **Wed 11/27** classes (DJP) / No services available to students on this night especially when most of the services, if not all, close their doors and not be available. / Equity issue
     i. Katie agrees 100%
     ii. AA: Academic Senate issue + Union (AFT)
     iii. Nadya: College hours for Student Services closing at 4:30!
     iv. GP: Evening without services = issue / Jose Zelaya hosting a meeting Dec. 4 to gather info (repping CWA) - expanding evening services
     v. DP: SSPC still hasn't discussed Canada de Noche success/stats/data and will at the next meeting.
     vi. AA: Jose Z spoke at PBC / mentioned ESL a lot!

- **Review and analyze data from PRIE**
  a. Move to SP25
- **English Dept = 2 full time positions:**
  a. Total Enrollments: English = 1029 / ESL = 802
  b. Unique enrollments: 1024 / 562
- **I Can Statements:**
  a. Nadya keeping track of students that get overrides
  b. Let's keep an eye on efficacy of the I Can statements
- **RE: ESL 800 and Level I Update** - by AA and DJP
  a. [Here is a link to our working document with new "I Can" statements for levels 1 and 800. You have commenting permissions.](#)
  b. There are 2 action items:
     i. Make a decision on the 2 new "I Can" statements so we can add them to our assessment at Cañada College
     ii. Check / double check that the assessment questions we have match our actual Cañada College "I Can" statements (some do not - they fit the 3 colleges)
     iii. Let's move forward with this!
     iv. <mark>AA + DJP will put samples together for Canada's official I Can statement assessment</mark>
- **800 + 922 = simultaneously?**
  a. Nadya has found students who are doing this
  b. Be resolved with the addition of 800 and level 1 placement options?
  c. AA: If it fits in students' schedule, then why not /
- **Longman Representative: Adam Springwater**
  - adam.springwater@pearson.com
  - Office 707.787.7774
- **Students that are absent more than allotted days.**
  - Drop them
  - Incomplete
  - Make sure they register for next semester
  - Assign a grade based on work completed
  - Case by case basis
  - Use Diana! Provide the student's G# with quick summary of situation
  - Early Alerts: an option
- **CBOT for ESL - Janice Weeks**
  a. [Comments from Julie's ESL 912 class and a few thoughts](#)
  b. Things have changed since the pandemic, especially for ESL students due to:
     i. Access to technology

   ii. There used to be desktop computers in CBOT classes

   iii. Moved to laptops

   iv. Some students have borrowed laptops

   v. Many different devices

c. Issues:

   i. CBOT students have different levels of the knowledge/skill

   ii. Students are taking other classes (non-CBOT) and they need help there, too.

   iii. Only adjunct instructors in CBOT

   iv. Hybrids: it seems 'most' students want online classes - when we do f2f classes, student enrollment goes down. (This is for non-ESL students.)

   v. Discussed with Adriana Lugo in Library

d. Janice is volunteering to do a workshop for CBOT students in the first week of class / And do workshop in the 2nd week

   i. For ESL students, the 2nd week would be better.

e. GP: Learning Center has "Tech Team" = lifeline for students bc students can go ask questions directly and there are bilingual speakers. There always seems to be at least one person available for students to ask questions.

   i. Many students = adult students with little/no tech experience

   ii. Suggestion: An embedded tutor in CBOT classes?

f. AA: Remember we had a collaboration with CBOT/ESL 911 classes

g. NFOaks: now part of county library (New Voices for Youth) right in the community - looking into that.

h. DP: Remembering working at Taft / collaboration with CBOT instructors and prepping students for their CBOt class

i. KS: The students really need CANVAS

j. AA: Can we bring students to the LC to get tech help

k. Jae: Canvas is the most important skill / did bring students to LC / More support is needed for older students / more tutors = beneficial

l. AA: Let's formalize it and have a standardized way of providing tech support to our students

m. ST: Having support from tutors / workshop would be very helpful

n. GP: Embedded tutors can be a solution - especially in lower levels - perhaps for the first 3 weeks of class / good to have the help in the classroom.

o. AA: Sets up workshops in the library to be sure they get the tech training in the first few weeks of class

p. AA: We may need to set up multiple workshops to provide support for all the classes/students

    q. Nadya: Perhaps ESL ambassadors for higher level classes can help other students / they forget how to log into their email, Websmart (OneLogin), and it takes a long time to complete these basic tasks / Some ESL instructors request students to submit X type of file to Canvas and other teachers might require a different file format or a different way to submit to Canvas / Vocabulary is important, too: Ex. "Click on the link." Mouse, etc. are new vocabulary words and phrases, especially for 800, level 1 + 2.

    r. JW: Students taking software classes need basic tech skills

    s. Nadya: Are there public resources in public libraries that provide tech support?

    t. JW: Will provide these resources (Ex: New Voices for Youth)

- **DRC:** (From Rebekah): They have been 1) trying to replace their director/dean and are finally getting someone soon 2) Jenna French who is so great has been on maternity leave. Office running via a couple of adjunct staff who are trying their best-I think one was out sick as well too. One thing we can do: Remind your students to get their accommodations updated (they should try to set up an appt.with DRC). Encourage them to have a meeting with DRC and their professors next semester.
    a. Question: Is DRC complying with state/fed requirements?
    b. Difficult for evening students to get a warm handoff
    c. Recommendation: bring this to the president
    d. We should all have ways to recommend students to appropriate services in our community if they're not available on campus
- **Next Steps:**
    a. ACTION ITEM: Put agenda item: consistency with prereqs for spring
    b. SP25: Review and analyze data from PRIE (Check Julie's email)
    c. AA + DJP will put samples together for Canada's official I Can statement assessment
    d. DP: Reach out to Kim Perez re: the DRC
- **Next Meeting:**
    a. December 13th, ~~12 noon~~ **1 pm** End-of-Semester Holiday Gathering
        i. POTLUCK!
    b. Location: Alicia's
    c. JANUARY meeting to start the SP 25 semester:
        i. Friday, January 24, 2025: 10am-12pm on ZOOM!

ESL Department
FALL 2024 Meeting Agenda

Friday October 25, 2024
10:00-12:00 pm
Zoom Link: https://smccd.zoom.us/j/84128002949

1. **Check in**
   a. Invitation from Rebekah and Jose Zelaya to Halloween Thursday. 31st evening student support services event 7:10-8pm - bring/send students.

 RSVP here!

2. **Data Request for PRIE**
   a. Danielle: When students drop, it would be great to collect reasons why they dropped (family, job, whatever). Not sure how to accomplish this. When we lose one student, we lose many. Maybe we all should record this info on a Google doc as an in-house tool, not something for PRIE necessarily.
   b. Drop for non-payment - rate for ESL students?
   c. Unit load compared with other semesters
   d. Sections scheduled at non-standard times - enrollments?
   e. Rebekah: We need to look at the data Karen provided last time and analyze it together at our next meeting.

3. **ESL Jam & Tech Jam**
   a. **2nd week of classes, Tech Orientation in the Library computer room (like the ones we used to do with Diana).**
   b. ESL Jam - Gerardo: conversation with Ron Andrade; this needs compensation. The Math Jams as they're being done now are having success. Maybe we could copy their model. This might solve the problem we had in the past with ESL students not signing up for ESL Jams. There were no participants, and that's why we had to stop doing them. There were logistical changes with signing up and marketing. Those may have negatively affected ESL students signing up.

4. **Level II (and incoming students)**
   a. **Brainstorm: Common** Questions and Answers about ESL classes (For students? For staff?)

b. (We discussed this in #5 below.)

5. **Placement Testing/Welcome Center- Sarah Cortez**
   a. Students at Level II - not sure they belong at that level.
   b. Is the "I Can" placement system working?
   c. Are we still using Accuplacer?
   d. Sarah Cortez:
      i.   We help with application, whole process.
      ii.   We don't use Accuplacer anymore. Skyline still does.
      iii. We use the "I Can" questions. That generates their placement recommendation.
      iv.   Level II is the lowest level we place students into.
      v.   For students with major language barriers (needing translations, etc.), we tell them they *can* take the placement test but they don't have to. It might help them place better.
      vi.   Students come in usually thinking they must take the placement test (the "I Can" self-assessment for placement). We don't tell them they can't. It's their choice.
      vii. Based on counselor conversations (w/Nadya or other), students may be recommended to go to Level I or 800.
      viii. Accuplacer was a little bit better at placing students accurately.
      ix.   The challenge is that students who would really be better served in Level I or 800 don't always get identified by counselors in our current process.
   e. Did AB 705 *require* self-placement? It was meant to address English and Math placement, but ESL was added later.
   f. Can we in our ESL department decide how to place students? Is a self-placement required.
   g. We're hoping the counselors can do a quick (10 min?) conversation w/students to help accurately place them.
   h. Is there a way for us to keep the "I Can" self-assessment but also add a version that includes placement into Level I and 800 for us here at Cañada? (We have those levels; the other campuses don't.)
      i.   Sarah: That would be a great option.
      ii.   Nadya: We don't have a full Level I in the morning on campus (only 921, not 911). So students sometimes prefer Level II just because both are available in the morning. We only have 800 in the evening.
      iii. Where should we offer these courses? On campus? Off campus? Both?
      iv.   Sometimes moving to a more appropriate level is not possible because the other level course is full or there isn't an option in the appropriate location (on campus/off campus…).

  i. Late Add is very complicated, especially for a new student.

  j. Maybe the counselors can add questions about the SLOs and other required skills (e.g. technology) for the various levels in their conversations with students at the beginning of the semester to help with more accurate placement.

  k. Late-start for 800 and Level I can help address placement of students who need to move to a more appropriate level or who add late.

  l. See Julie's "Common Questions and Answers" doc above (the "Level II" agenda item in #4 above).

  m. Maybe a log can be kept (Google docs or whatever) to record trends that we can watch over time? The counselors keep an Excel sheet of all students who take the placement test.

  n. It would help at the Welcome Center to have a few different assessment tool options that could be selected depending on the student's skills when they first come in.

  o. The "I Can" placement test for us at Cañada should include sections for adult school, 800, and Level I. **Alicia and Danielle will work on this to be ready for the fall semester.**

  p. Julie: Students have to be placed accurately, otherwise we lose the lowest-level students.

  q. ***Send Nadya/counselors a heads up email if your course is full to let her know not to send late-add students to your courses.***

  r. Gerardo: WebSchedule has enrollment info, so we should use that info.

6. **SEPs**

  a. Nadya: Thank you for sending your students! We have so many of them coming in. Many are considering studying beyond ESL.

  b. Make sure students are getting these done: assignments, extra credit, counselor presentation in class, etc. Our goal is to have 100% of our students get their SEPs done.

  c. Danielle: I show the ESL Pathway in class and WebSchedule in class. We have a class discussion. This is a good starting off point to encourage students to go get their SEP done.

  d. Maybe higher-level students could have a subset of questions they discuss with counselors – questions that are more specific to their educational and professional backgrounds.

7. **ESL Textbooks Spring 2025**

  a. https://docs.google.com/document/d/1-iPkINENDIdECU_s54ph-6axuNjeGDKNk091gGoCawo/edit

  b. Shout out to Danielle!!!

   c. Alicia will add text reps contact info here.

8. **Retention Specialist:**

   a. Who is/are our current retention specialist(s) for which levels and what are they offering?

     i. Diana Espinoza Osuna continues to be the R.S. for all ESL levels.

     ii. Diana can support students and faculty with:

       1. Onboarding students

       2. Community Outreach events

       3. One-on-one case managing students (connecting with resources)

       4. Supporting our off-campus classes

       5. Supporting the program with event planning (ESL Recognition Ceremony, Super Friday/Saturday events)

       6. Supporting Early Alert

       7. Collaborating with Faculty to proactively identify students who are struggling to connect them with academic or financial services

       8. Collaborating with Sequoia Adult School transitions

       9. **End of Semester Proactive Registration**

         a. November 13 start date for this.

         b. Diana will conduct this in class.

         c. PowerPoint (English and Spanish) in student email 2nd week of November. Step-by-step guide to registration.

         d. Promise/EOPS students should get early registration help with those specialists. Don't wait for the Proactive Registration session with Diana.

         e. Introduce your students to Diana via email if they've never met her.

9. **Next Steps:**

   a. Alicia and Danielle will develop adult school, 800, and Level I sections to the I Can placement test.

   b. Bring back Orientation/Tech Support during the second week of classes. Diana and Alicia

   c. Diana will keep a log of students that have dropped and the reasons. Faculty will send her names and reasons. Use it as a tool to retain them and follow up.

   d. Alicia will add textbook publisher rep contact info to these meeting minutes.

   e. Next meeting: Set aside time to carefully examine and discuss the PRIE data Karen provided us at our last meeting.

   f. Add ESL 800 and Level I classes to campus. Late Start? - Alicia.

   g. Faculty with students with degrees from their countries will reach out to Gonzalo Arizon for support.

h. Next meeting: What do we do with students who show up in the middle/end of the semester after having been absent for several weeks? And students who stop showing up at the middle of the semester. Drop them, Incomplete, Lower Grade?

10. **Next Meetings:**
    a. November 22
    b. December 13th 12 pm party!

ESL Department
FALL 2024 Meeting Agenda
Friday Sep 27, 2024
10:00-12:00 pm
Cañada College 13-231
B. Zoom Link

1. Check in - change zoom link

2. PRIE - Karen Engel

a. Here is the question we asked Karen (from last meeting):

b. What is our throughput? (Question for Karen/PRIE)
   i. Pre-pandemic vs now?
   ii. Is it important for us that they pass 100?
   iii. What problem are we trying to solve?

c. Our success rate from level to level (2 to 3 and 3 to 4) is about ⅔ = 67%

d. Once they go from level 4 to 400 and 400 to 105/100, the success rate is 100%

e. Nadya: What about level 2 students who take 2 classes (for example 912 and 922), they frequently ask Nadya about dropping one of those classes
   i. Hypotheses:
      1. computer/tech stuff/tech terms = too much
      2. Learning how to "do" college
   ii. RT: How can we create/do modalities so that we support students in success (5-units = 15 hours of work per week. Add another class = full time)

   iii. DP: How about a "techjam" as an onboarding training for students at all levels (Email, Canvas, Google, etc) like Diana used to do in library big computer room, when we used to bring our students there

   iv. KS:

     1. Like idea of "techjam" in 2nd week of class/or second meeting

     2. If students take 2 classes and succeed, that doesn't mean that's a successful strategy for all students.

   v. RT: Put research questions in chat re: this discussion

     1. Hybrid modalities

     2. Class sizes

     3. Some of the questions posed were:

       a. How does the success of ESL students taking 2 classes compare with students taking one class?

       b. How have ESL enrollments changed since free college? Are more students taking more units?

       c. How are unit loads changing for ESL students?

       d. How is the 11:10 am time impacting ESL student load?

       e. How do ESL students who take hybrid courses compare to students who don't?

       f. How do ESL students in larger classes of …compare in their success and retention to students in smaller classes of…

       g. How do ESL students who take two or more classes compare in retention and success with students who only take one?

  f. **Chat summary:**

   i. Katie mentioned students being consistently late.

   ii. Rebekah wrote in the chat that in her ESL 400 9:45 am class, which was always full-even during the pandemic, students were consistently very punctual. The same for her 9:45 am English 100 class. James and Chialin visited the class and the first thing they noticed was everyone was there and seated right on time. The entire Redwood City School district starts at 8:15 am and 8:30 am and 9am for pre-schools and high school (or sometimes 8:30 am at the high school), so for anyone (Nanny's relatives etc..) that has a child or needs to drop off a child, 8:30 am is NOT family friendly. Add to that the fact that most students commute or have to drop children off in places with some distance from Cañada especially with morning traffic.

   iii. Asks for level 2 students beginning of semester:

        iv.   Create a plan for retaining more level 2 students
1. Getting students placed more accurately (counseling and welcome center)
2. Having space for students to move to correct level after in class diagnostic
3. Have support folks in the room classes 1-3 to assist getting students to the right place
4. Tech support work including support folks in the room and computers for everyone to log in and get set up, get connected with workshops/ resources
5. Reduce class size
6. Address drop for non-payment issues

g. Let's discuss/interpret the data Karen showed us today and form a narrative
h. DP to put link to that excel sheet here:
    i.   Here is the ESL Course Enrollment Report 2019-24:
        1. https://docs.google.com/spreadsheets/d/16eMl-ovKGM2gOYQM-_VNC5QqSrG3gSYS/edit?usp=sharing&ouid=111033665279892945480&rtpof=true&sd=true
    ii.   ESL Sequence Progression and Throughput Fall 2019-SP24:
        1. https://docs.google.com/spreadsheets/d/16eMl-ovKGM2gOYQM-_VNC5QqSrG3gSYS/edit?usp=sharing&ouid=111033665279892945480&rtpof=true&sd=true

3. Careers and Opportunities (Transfer Discipline Parade)

a. Leave it for next semester.
b. We need to come to a consensus about what this event is. How do we set it up? Zoom, Main Theater, other? We need to decide.

4. Textbooks

a. DP to put the textbook list on a google doc during this meeting. Please check/approve it. Thank you!
b. Here is the editable link: https://docs.google.com/document/d/1-iPkINENDldECU_s54ph-6axuNjeGDKNk091gGoCawo/edit?usp=sharing
c.

5. SEP's

a. Nadya: fun to make an lesson/assignment for the SEP and the ss get excited about it

b. Extra credit!

c. Nadya can visit classroom to show students what an SEP is and get them excited about making an appt to see an academic counselor to make one

d. AA: Can be an equity issue

e. Nadya: Diana promotes SEPs and teachers, too. / Can show ss with class visit

f. JC: What about students who want to get their degree in their home country transferred to a degree here? Nadya: it's different for every student

6. PRIE Data Research Project

a. **Level 2 situation (critical onramp)**

   i. Diana can work with Nadya and look at the data and Alicia wants to work on it, too, and include the Welcome Center (Sarah Cortez)

   ii. Who are the counselors meeting with the ESL students? There are a few that work with ESL students

   iii. Diana + Alicia can set up a meeting with Nadya and others

   iv. JC: Used to have support on day 1/week 1 and get students in the right place from the get-go

   v. We need to figure out a proper placement/diagnostic assessment

   vi. Should we ensure (somehow) that classes in level 1 and 3 keep a few seats open, so that level 2 students (the catch-all classes) have an appropriate place to go?

7. Next Steps from last meeting

a. Request Data on ESL Districtwide from Tracy - Alicia

   [ESL ESOL GSP Writing Shared Reports - OneDrive (sharepoint.com)](#)

● POSTPONED till Spring 25: Alicia to set up Transfer Discipline event

● Program Goals

b. [ESL Program Learning Outcomes (PLOs)](#)

   i. Students completing this program will be able to:

      1. Produce and interpret oral and written English in order to successfully enter academic or career pathways.

      2. Successfully use academic resources, study skills, and technology competency skills.

      3. Develop specific academic and career goals by creating a Student Educational Plan (SEP) and/or identifying and assessing educational opportunities at Cañada College.

8. Next Steps:

a. Review Data shared by Karen Engel and Tracy Huang to formulate data request priorities to PRIE - All

b. Level II concerns - add more classes to meet the needs of high numbers in level II. This includes adding additional sections to level I and III. All & Alicia

c. Send Textbook List to Jai Kumar, Bookstore. Ask him to send requests to the coordinator only. Alicia

d. Set up a meeting with Welcome Center and Counselor Nadya Sigona to review Placement Testing procedures including "I Can". Assess how students are getting placed in Level II - A. Aguirre and Diana Espinoza Osuna

e. Tech Jams and other workshops to help students with technology, including the library. Set up tech support in classes during second week of classes - All

f. Degree Evaluation - Get information from the Admissions Office to share with the ESL Department. Alicia

9. Next Meetings

Last Friday of the month 10-12 noon

a. Oct 25

b. Nov 22

c. Dec 13th 12 pm party!

ESL Department
FIRST FALL 2024 MEETING
Meeting Agenda
Friday August 16, 2024
10:00-12:00 pm
Room 13-231

Zoom link: https://smccd.zoom.us/j/86880311130

1. Check in

   a. RT: Anthony Lim came in to check in on the class - that was great!

   b. Jae: smooth first day / more students / 24 students (400 eve)

   c. Merve: new PTer - yay!

   d. Garth: (911 off campus) - extraordinary community teacher!

   e. Soriya: Woodside HS over the summer - 922 - 5 unit class (7 ss)

      i. Fun students, enthusiastic, outspoken and expressive - new every day

      ii. Need lots of motivation from all the adults around them

2. Curriculum Update

   a. All 13 courses are up for review [this semester (fall, 2024)](#)

   b. 2 courses for each of the FT'ers (I'll take 3 courses). This is the same breakdown that we're using for reporting SLOs for assessment (see notes from previous ESL meeting).

      i. Katie: ESL 913, ESL 922, ESL 800

      ii. Alicia: ESL 914, ESL 808

      iii. Julie: ESL 924, ESL 921

      iv. Gerardo: ESL 923, ESL 837

      v. Danielle: ESL 912, ESL 911

      vi. Rebekah: ESL 400, ESL 836

   c. Deadline to submit these CORs in CurricUNET will be approximately end of October. (I've asked Lisa Palmer for the specific date. The current chart of submission dates is not yet loaded on the Curriculum website.)

      i. NOTE: Use the Curriculum Handbook for instructions about how to access your CORs.

      ii. NOTE: The Curriculum Handbook is on the Curriculum website.

      iii. NOTE: A to Z search the Curriculum website.

3. ESL Goals Revise or Review

-**Class schedules (11 o'clock or others)**

- JC: seems good so far / enrollment overflowing (922 - 38 ss!)
- DP: 400 is okay at this time
- GP: Some ss had to drop out bc of time/some late

- **Evening Schedule time**

- 911 off campus starts at 6:30pm
- English dept classes begin at 6pm, so why not align ESL classes with that
- Earlier start time would help those making a quick turnaround for class the next day
- 6pm might be tricky for working students / start with the 6:30pm first and check it out
- Night services are more available
- Summer ESL 808 6-10pm ss are on time

- **Modalities**

- Jae: ESL 837: Need clarification re: Hybrid for this 8-week class
- DP: 400 + 923 good for hybrid
- JC/Garth: good to have options
- RT: I agree with choices / good prep for ss going forward / [Had research from PRIE](#) re: hybrid that students want - when at least one class can be hybrid, ss can manage workload of building a new course as a hybrid is massive/classes better
- AA: Higher levels good for hybrid
- GB: Lower levels (911) we're teaching tech + f2f is so important
- JC: Lower level for 922 the workload is massive, so chose f2f
- Need support from James
- DEO: Almost 800 ss! (compared to 500 last term) - get more feedback from ss in the classroom to see what they'd want. Every SP and FA there seem to be different needs (larger in fall than spring) and before we make changes, let's ask our students. If we're close to 800, we're doing something right. If it's working, why change? We're still struggling with the 11am start time. Case by case. 50/50. Let's do research with our ss this term.
- AA: Let's ask our evening students about the start time.

-**Assessment**

- To be continued…
  - What about standardized testing? What does our data mean if we're all doing our own assessments?

- Post-meeting comment from Katie: Our assessments for SLOs are on Nuventive. If we don't like any of the assessments we have on Nuventive, we need to discuss that at a department meeting.
  - Academic freedom
  - What are the SLOs (agreed as a dept) and how do I ascertain that my ss have achieved this?
    - Post- meeting Comment from Katie: Our official SLOs that were agreed upon by the department many years ago are found on the Official Course Outline of Record (COR), which can be found on CurricUNET.
    - NOTE: Use the Curriculum Handbook for instructions about how to access your CORs.
    - NOTE: The Curriculum Handbook is on the Curriculum website.
    - NOTE: A to Z search the Curriculum website.
  - For an SLO to work, it has to be specific and measurable. EX 400, can ss compose an effective thesis statement?
  - Instructors reflecting and discussing
    - Post-meeting comment from Katie: This is what our ESL department meeting minutes (this Google Doc) are for. We can attach a link to this Google Doc in Nuventive.
    - We should make sure to have at least one really thorough discussion about our assessment results in each 3-year Assessment Cycle, ideally after the results have been gathered and entered into Nuventive.
  - Only one section is required for each class
  - Only SP24 class
  - SLO #1

Post-meeting comment from Katie:

*Here is the SLO information I gave you all last spring. **Please set aside some time to peruse the info on these pages, particularly how to navigate Nuventive Improve (formerly TracDat).** That way, we can continue our ongoing discussion at our next meeting.*

- *College webpage for assessment: https://www.canadacollege.edu/assessmentsloplo/*

- ***Nuventive Improve Video Guides and Print Guides for logging in and navigation: https://www.canadacollege.edu/assessmentsloplo/tracdatguides.php***

Template for retrieving SLO results from ESL colleagues:

Dear _____,

Could you send me your SLO results for your ESL 800 class? I need to post this data to Improve (TracDat) for this semester as part of our department's 3-year assessment cycle. If you could fill in the information below for SLO # _____, that would be great.

 ESL 800 CRN _____

SLO #1 *Compose sentences with a subject, verb, and complete idea at the beginning level.*
- **Type of assessment (discussion, quiz, written assignment, presentation, etc.):**
- **Brief description of assessment (1-2 sentences):**
- **# of students who did the assessment:**
- **# of students who passed the assessment with an A/B/C:**

 Thank you so much for your help with this, _____!

 (Signature)

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Link to 3-year review cycle PDF:
https://drive.google.com/file/d/127-qlJRds_Pjl5RvhmetBPwLcb7Vwx9h/view?usp=sharing

ESL SLO/PLO/ILO Assessment Plan/3-Year Cycle for 2024 – 2026

- **District ESL meeting:**
  - [ESL Data from PRIE is linked here](#)
  - Last throughput data Karen shared in spring 2024 is [linked here](#)-it only starts from Level 2 since our sister colleges only start from 2
  - has levels that begin at 2 / throughput isn't as high /
  - What is our throughput? (Question for Karen/PRIE)
    - Pre-pandemic vs now?

- ■ Is it important for us that they pass 100?
- ■ What problem are we trying to solve?
- ■ There's a form to complete:
  https://app.smartsheet.com/b/form/e29c885b9746407c8c946486d
  dac4380
- ■ Let's invite Karen to next meeting

-**Review program objectives**

Students completing this program will be able to:

A. Produce and interpret oral and written English in order to successfully enter academic or career pathways.
B. Successfully use academic resources, study skills, and technology competency skills.
C. Develop specific academic and career goals by creating a Student Educational Plan (SEP) and/or identifying and assessing educational opportunities at Cañada College.

- Drop for non-payment

- ● Vivien H. can check to see if a student was dropped for nonpayment
- ● Would fraudulent actors even register for ESL classes?
- ● Can we STOP drop for nonpayment for ESL?
- ● Also: waitlisted students are not getting the emails to register when a spot opens up (don't take action and they lose the opportunity as a waitlister)
- ● Creates a lot of work for Diana and instructors
- ● Can we get a weekly report of drops so we can reach out to the students
- ● No longer dropping now that the semester started
- ● What happens after term begins?
- ● ACTION: DP to bring it up at SSPC/Max/Wissem
- ● SS can't access Canvas once dropped, but once they re-enroll, we as instructors can add the student to our Canvas class

4. Transfer Discipline Parade

-Transfer Discipline Parade
-Date
-Disciplines -
- ● EX RadTech
- ● Hoffman
- ● Alison Fields
- ● Paul Naas
- ● Hyla Lacefield - business / digital arts

- Fashion Design
- Digital Animation - Emanuela Quaglia
- Ramakrishnan Kalyanaraman (Professor) Science and Technology - Engineering
- If teachers can't make it, have prof. Record a quick video
- Psychology - Ami Smith
- Ray Lapuz
  - Make it dynamic!
  - Do it in the fall (awards ceremony in spring)
  - Fall 25?
  - 1 hour?
  - Opens doors for students!
  - AA does the organizing with Diana's help (room, instructors)
  - We (instructors) need to bring our students
  - Pre-set activity (DP can create this)
  - WHEN: Tues morn and Tues eve / October (Note: Flex Day is 10/9)
  - Tues 10/22 for day:
  - Tues 10/22 for eve:
  - Zoom also?

5. Recognition Ceremony

[Recognition Day Venue and Funding](#)

Venue options - pros and cons

-Funding

-Snacks/water

6. Next Steps

a. Invite Karen to next meeting
b. Request Data on ESL Districtwide from Tracy - Alicia
c. Set up crash course with Katie re: Nuventive
d. Alicia to set up Transfer Discipline event 10/22
e. Program Goals

7. Semester Meetings

- Both (f2f + zoom) to get as many as possible to attend
- Fridays 10-12pm
- **Last Friday of the month**
  - Sep 27

- ○ Oct 25
- ○ Nov 22
- ○ Dec 13th 12 pm party!

ESL Department
Meeting Agenda
Friday April 12, 2024
10:00-12:00 pm
In-Person 13-231

[Zoom Link](): 4/12/2024

From the last meeting:
1. Recognition Day
- Invite Manuel, get funding: water, napkins, giftcards
- Update community partners, send to Daniel
- Rebekah to get photos of Luis to Danielle
- Decide on a community partner
- Confirm band member names from Julie to put in the slide deck, number and names
- Confirm with Rebekah 300 cupcakes
- Sarah Cortez, workforce development, Jose Garcia
- Send names to Alicia to cc them
- Marketing to reach out, take photos, posters, newsletter, get IG posts, great promo for our dept.
- Gerardo will share news with us, Meagan

1. Check in
ADDED NOTES:
-Katie proposed a Zoom meeting/added link for future meetings

-higher attendance via virtual meeting than in person meetings

-for ex: Rebekah is able to tune in to the meetings via Zoom

-proposed an addition of the Zoom link to be our permanent for future meetings

-recurring Zoom link

-set up our ESL meeting for the Fall

-issue: Rebecca gets two Fridays, humanities division meetings, keeps things tight

-have a co-host

-determine the date on the 10th

-create a recurring zoom link on Outlook

-May 10th, 10, 11:30, 12PM, meet our lunch that we do every semester or zoom meeting?

-in person: great way to close the semester, ESL party

-May 10th, **12-2PM** at Alicia's house (discuss what we need to do for the next semester)

2. ESL Recognition Day -Finalize

-marketing question: every Friday at 2PM, something popped up, Meagan ads. Reminder to post events, get it out there, attachment flyers sent out, posted to social media, not just ESL students, but also to other students too.

-not sure if Diana already handled this task

-teachers should share to students about ESL recognition

-giftcards?

-usually do Diana, Gloria, speaker (maybe bring Liliana Campos back), honored Liliana before

-Rebekah: could look into getting customizable cupcakes ($100), try to apply student associate funds

-Alicia said she could ask Manuel for funding, flowers (community partner, Diana, 3), cupcakes bite-size, napkins, a dollar cupcake customize, 250 cupcakes, half bottle of water, gift cards for the whole band
-budget $300, $50 flowers, community partner (optional), entertainer (singer), giftcards (how many, $10 each)
-$500 funding from Manuel
-Sequoia, adult school, it does not have to be coordinator
-find a community partner (priority)
-presenting the award: last year, have the teacher come up to the front, read the name, stay there with the teacher, applause, totaled recognition of everyone and take photos
-the teacher who are present can distribute
-teachers who are present, one of us fills in
-Katie reads the name, other teachers stand on the side, invite all of the teachers to stand and greet them
-students also on the stage, thoroughly recognized, there is a flow
-Ace award → Rebekah did this last year and will do this for this semester
-James will not be there, ESL Recognition Award
-invite Manuel
-update community partner
-EFW – ESL 800, ESL 911
-student photographer – handled by Gerardo
-60 minutes ESL Recognition Award, then reevaluate next year, start early at 6:30
-some students are still confused who is going, everybody is going to this event, still need to remind them to go
-walk-in music, the band, two or three songs, quiet in the background, 2 songs need to decide, 2-3 minutes each
-actions for step for Rebekah, pictures from Luis

     a. **Student Photographers: Osman S., Ferney L., Miranda M., Marco E**. (GP)

3. **Support for ESL students**

-ESL 912 (students' work schedules conflicted, 6- full, issues in placement, will address in the district meeting)

-if wanting to keep 11 o'clock classes, retention is needed for support

-if not addressing this issue, the 11 o'clock will go away

-Katie: force the students to be in that time slot, we should be doing what the students want/need, the 8:30 time slot is a better time slot

-James proposed to do 2 semesters before, for consistency to students

-every semester, we have to have an 800, do at least 2 semesters, then figure out where should we put the extra classes

-Danielle: always more demand at night

-would like James to come to our meeting for his support for the evening classes, how to grow our program and not block ourselves just for the day classes

-Katie: the 6 o'clock changed because of Janie for the pronunciation class

-2 hours is not enough for our program

-in the Fall, hybrid class for ESL 912, interesting to see how the class goes

4. Non-Credit ESL - Candice Nance

-Candice share about noncredit

-Business Law, 3 credit unit class

-noncredit not offer

-Skyline College offers noncredit but not running it

-noncredit courses → equity standpoints, help students enter noncredit or credit courses

-a complex process (many dept must be involved: IT, etc)

-noncredit provides many support for the students, free to students, flexible for enrollment, offers across semesters, classes can be repeatable, open/entry - open/exit → students are welcome to come any time

-noncredit recommended by the college

-interested in noncredit champion on curriculum

-difference between CTE and non CTE

-noncredit still needs to go approval district committee

-difference and similarities between noncredit and credit courses

-credit courses → count towards degrees, grades A-F or P/NP

-noncredit courses → certificate completion, P, SP, NP, A-F

-hour bearing for full timers

-mirror credit portion and noncredit → get paid regular load

-contacted AFT → not willing to public discussion about this, proposed a schedule for noncredit

-salary schedule,neighboring offers noncredit

-two-ties pay, mirrored classes could be one solution for that, not impact your load

-might affect financial aid on students

-have looked into noncredit courses before

-does FAFSA cover noncredit courses?

-many entities to look into, not just adding noncredit courses

-at Cañada, not many student pop. for noncredit courses

-shuttles is something in consideration to take students to classes

-past discussion on noncredit courses before

-noncredit is free to the students

-look into equity

-exploring and looking at creating a workgroup, teamwork to solve noncredit program

-district wise, not just college

-determine to move forward of noncredit

-suggested to have this as our toolbox

-completing the program for 12 months for free

-future, offer noncredit to students

-noncredit =overflowing students pop.

-equity issue = noncredit for 2-3 years, and were another 2-3 years, took them long to get to credit students, lose FAFSA over the time

-teach elementary, adult school, to get them into our program

-feel that we addressed the need to our students for noncredit

-will address this point later

5. District ESL Meeting: 3:00-4:30pm April 18th

a. Agenda (with Zoom link):

https://docs.google.com/document/d/1sMQBGwMS7GByIpIN7mjVESpFZLnZ_WR1t1HtNCPQZ2M/edit?usp=sharing

6. Next Steps

a. Recognition Day

b. Invite Manuel, get funding

-water, napkins, giftcards

c. Update community partners, send to Daniel

d. Rebekah to get photos of Luis to Danielle

e. Decide on a community partner

f. Confirm band member names from Julie to put in the slide deck, number and names

g. Confirm with Rebekah 300 cupcakes

h. Sarah Cortez, workforce development, Jose Garcia

i. Send names to Alicia to cc them

j. Marketing to reach out, take photos, posters, newsletter, get IG posts, great promo for our dept.

k. Gerardo will share news with us, Meagan

b. Curriculum Update

c. Revise or Review ESL Goals

-class schedules (11 o'clock or others)

-modalities

-assessment

-review program objectives

-drop for non-payment

8. Next ESL Meetings

- May 10, 2024 @ 12-2, ESL Potluck Luncheon at Alicia's house

- 867 Edgewood Road, Redwood City

- Cell: (650) 207-2622

- It's a PARTY! 😀

-will talk more how to meet for August ESL meeting

-Next ESL Meeting on Friday August 16th, 10-12pm **tentative**

_____

ESL Department
Meeting Agenda
Friday March 22, 2024
10:00-12:00 pm
In-Person 13-231
Join Zoom Meeting:
https://smccd.zoom.us/j/82641917537?pwd=RUptNmhoeVpGb1Z6WVJTay8zTUNHQT09&from=addon

1. Check in
   a. DJP: **Drop for nonpayment** (see meeting notes from last meeting). Danielle gave the overview of the work on this. She has been arguing strongly for giving students more time before dropping. Drops for non-payment was due to Financial issues: Fraudulent actors succeeded in getting payment. However, 70% of students dropped were not fraudulent - returning, new students
   b. **Problems:** Lost students may not come back and may not invite their contacts. Creates a lot of heartache for students and selves. Students lose access to Canvas and assignments etc. Most students who don't pay don't get a clear message.

c. Too much of a delay in getting support or re-registering - gap in Canvas or instruction in the meantime-frustrating how much gets put on the professor

d. Wissem and Max on board to making changes thanks to Danielle's advocating

e. We are not advocating for "learned helplessness" but trying to target first generation and ESL students who are not as familiar with the systems.Find points in the system that are barriers and not gateways. Empower students

f. Irony of publicizing free college but then dropping for non-payment

g. Where is the **retention specialist**?

    i. Feedback from students on not getting support

    ii. Door is rarely open - just the phone number

    iii. Example: Gerardo had 10 students not registered and spent 30+ minutes trying to figure out who was on campus and no one could help. Not clear who is there to help with what after 5 pm/evening.

    iv. Administration started pilot: **Cañada de Noche** but not clear where to go or where to send students: https://canadacollege.edu/night/

    v. Cañada de Noche was pilot to better support evening students while having more staff, spark-points sandwiches and food, and lockers at the end of the hallway. Idea for night students to feel more supported.

    vi. Danielle asked how we will measure the success of Cañada de Noche. Have not gotten real data yet.

    vii. Need to be targeted in our information and needs

        1. Example: Last semester, a counselor was across from ESL class. Filled at first but then no one came in. Need to identify needs and advocate for it.

    viii. Diana was the everything person and that is shifting

ix. Need to have a structured conversation about that-e.g. Proactive registration -sign up for that. What are our other needs? What are students saying?

x. **Proactive registration is too late** for some classes and during time needed for finals-May 15

xi. At advanced levels most have already registered by May 15 so Rebekah makes it optional/offers alternative assignment

xii. Diana made a registration video - can be used with an assistant like Nadya. Some of us talk to students about registration a lot earlier.

xiii. **Retention Specialist** was a best practices system that was deliberately set up and needs to be re-instituted. Early-Alert is not a sufficient replacement.

xiv. **Early-Alert** doesn't allow for much dialogue with the professor and follow up

xv. Sending Early-Alert and they sent a blanket statement about contact. Danielle suggests then responding to Early-Alert.

xvi. Gerardo- we need to think about the level of support especially with the mini-mesters - need someone on the first day-office open and/or be in the classroom! Advocate for this in our meetings.

xvii. There's a disconnect with evening students-staff leave at 4pm-culture of 9-5pm. If faculty on campus after 5pm, offices and personal should be there. Need to keep repeating this.

xviii. Rebekah will bring to EACP

xix. Julie: we need 6:30-7pm or swing shift-not 5-6pm. English and other departments need this as well.

2. Recognition Day

a. Updates on tasks

   i. [Slide pres DRAFT](#)-Danielle says leave comments if you need but otherwise she will put it together

ii.   Invite Manuel Perez to event

iii.   Stick to the script - don't change it mid-way

iv.   Choose either read names and students sit or students come up and get their awards

v.   We need to honor students-everyone comes formally dressed up with their families etc-don't rush it along. Do it right if we are going to do it

vi.   Change to 75 minutes so not so rushed

vii.   Need to represent male students more but also give awards to people who really deserve it-grades, been there from day one, participation, group work etc.

viii.   How do we define excellence-shows up, does work consistently, greatest professionalism, consistency, excellence, leadership-not just highest score. Choice of professor but fairness key.

ix.   Rebekah will investigate getting funding, star cupcakes and asking VPs/Dean president and prof. if they would serve them-will work on finding ESL Rocks aprons and chef hats probably for next year

x.   How about just come up, shake hand and get award and people clap - not assume they want a hug, don't make them pose for a photo-can do photo at end or family can photograph

xi.   Can have professors call their own students-take a group photo if they want. Family or friends can take photos but don't force posing

xii.   How many awards do we have?

xiii.   Rebekah: We should do something more standard that is what students would expect and what they will experience in other ceremonies-getting them used to the academic culture and traditions

xiv.   NO ZOOM

xv.   Idea: Katie reads and we give to students - we can tell students and then walk them back to their seats

xvi.   If Katie wants help, Rebekah happy to read names

xvii.   Photo loop - use last year's pix?

1. Send pics to Danielle of students
2. You can send pix to Danielle up to April 17th.

xviii. Script DRAFT (copied from last year)

xix.   Academic Excellence Awards - Everyone checks this list for accuracy and to make sure all the courses/sections are there. (I got the complete list of courses this semester from Websmart.) I will send this out to all the teachers in our department after Spring Break.

1. When should these names be due?
2. How much advance time does Diana need to print the awards?

b. Entertainment - Julie's student (plays guitar with band)

i.   How many songs?
ii.   Total time allotment?
iii. Chair for Joel to sit, mic with stand (see AV Questions)
iv.   Instrumental music from 6:45–7pm and 1-2 songs exact times to be determined
v.   Can show Luis the prior students slides
vi.   Julie will share with Luis and Rebekah will tell him today-4-5 minutes max

c. AV Questions:

i.   Be sure there's mic set up with a stand to point to his guitar
ii.   NO ZOOM this year
iii. Check sound
iv.   Slides to AV person ahead of time
v.   Who is the AV contact?

3. SLO Assessment: Everyone

a. SLO Assessment Webpage
b. Nuventive Improve Video and Text Guides
c. ESL 3-Year Assessment Cycle 2023-2026 REVISED

4. [Letter from Eck re: Non-resident tuition](#)

    a. Proposed regulatory change regarded the process for undocumented students to qualify for the Nonresident Tuition exemption.

    b. https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Pending-Regulatory-Action

    c. Should ask Nimsi Garcia about the regulatory changes

    d. Rebekah replied to Eck's email and recommended he contact Nimsi.

5. Next Steps:

    a. SUPPORT FOR STUDENTS:

        i. Everyone communicate need for night support at their various committees

            1. Next meeting outline the exact needs we want to focus on and advocate for

            2. Perhaps we can do a temporary measure until something is more formal or standardized

    b. ESL RECOGNITION CEREMONY:

        i. Invite Manuel Perez to ESL Recognition All administrators were invited. Alicia

        ii. Rebekah will look into getting cup cakes and "ESL rocks aprons" this or next year

        iii. Gerardo will work on student photographers-sent announcement

        iv. Send photos to Danielle for the photo loop (by 4/17) that she'll play during the Recognition Ceremony (add if want any captions on the photo)

        v. Who is collecting Excellence Award names and who's going to print out these awards and manage the signatures? Katie (Gloria) And what's the due date for this? **NOTE: Please see #2 xix above.** Danielle will connect with Alicia about who the IT person is - Rebekah recommends Anthony Lim or John Winchester
This has already been done.

            1. AV Questions (Alicia & Danielle)

      a. Be sure there's mic set up with a stand to point to his guitar. <mark>There will be two mics.</mark>

      b. NO ZOOM this year

      c. Check sound

      d. Slides to AV person ahead of time

      e. Who is the AV contact?

   c. ESL CANVAS:

      d. DONE: (GP gave us teacher permissions) ~~Ask Diana to give us teacher role on the ESL Canvas shell so that we can post announcements~~

  D. Question about NON-CREDIT CLASSES:

    ● Candice Nance is coming to visit April 12 to talk about business classes for no credit

6. Next ESL Meetings

- April 12, 2024 @ 10-12
- May 10, 2024 @ 10-12

_____

**ESL Department
Meeting Agenda
<mark>Friday February 23, 2024
10:00-12:00 pm
In-Person 13-231</mark>
<mark>Join Zoom Meeting</mark>**

1. Check in

  a. DJP: QOTL 2 - simplify / visual organization / using tools

      i.   Just wanted to share that it feels good to make my ESL 912 Canvas shell easier to understand, more user friendly, and at-a-glance clear

      ii.   I'm happy to share what I learned with whomever is interested!

b. Gerado: Building 13 has issues with doors locking/ unlocking, facilities request has been submitted, Public Safety has been notified

c. Building 13 needs a common area for students to hang out and gather

d. ESL Department wants classes in 22 and 23

e. Enrollments look good!

2. Recognition Day-Wednesday, May 1st at 7pm 6-101/102

    - Location: 6-101/102 (theater doesn't have same ability to socialize, number of students might be in issue for 6-101/102; keep 6-101/102 this year and revisit theater next year)

    -Assign Tasks

        MC–Danielle

        SLIDESHOW: I can do this, too, if you guys want

        Student Speaker–Julie will ask Luis Romero; if he's not availalbe, ask Desiree

        ● Desiree Mora is a wonderful option as a speaker. She was an ESL student and got into UCSC and Menlo College [Here's a video of a speech she gave today](#)

        Request funds for snacks, water –Alicia

        Program–Diana and Gerardo

        Printing of Awards–Diana/ Alicia

        Academic Excellence–Katie

        English for the Workforce

        ACE Award–Rebekah

        Flowers (3)–Katie

        Student Photograher–Gerardo

        Entertainment–Joel Donnavan Leon; Julie will check Wednesday night and follow up

3. AI Best Practices

a. [Julie's handouts](#) on Grammarly and AI (work in progress!)

b. [Rebekah's Chat GPT activity](#)-has not tried it yet-will soon.

c. TESOL Talks at SFSU on AI for writing

4. ESL Priorities

a. Specify a time to reflect on our program based on data
   i. Possible priority from Julie: Entrepreneurship for ESL
      1. Link to English survey (ready to send)
         https://forms.gle/PLnTa3cUeQjiv5V26
      2. Link to Spanish Survey (ready to send after review)
         https://forms.gle/qgMfH97a9a3ydSDL7
b. Set aside a meeting date to go over our department goal and priorities.

5. SLO Assessment

- Nuventive Crash Course (Katie)
-reorganize how we are accessing SLOs
-See next steps for plan

6. Fall ESL classes

a. We will evaluate classes added for Spring
b. No new classes are being added for Fall at this time
   i. ESL 921 should be added so 800 students have a next class to go to on campus–we all agree this is a priority

7. Drop for Non-Payment

- Danielle Pelletier
- Check out these slides
- The big issue with CCCC is that there's so much financial aid fraud bc they've lost a lot of $.
- We're focusing on ss NOT getting dropped for nonpayment.
   - We're at the point when our proposed ideas go to the district level bc all 3 colleges have to be on board and we keep it consistent.

8. CWA

- Jose Zelaya

9. PRIE Request

- Karen Engel
  ● Here in response to a PRIE research request Rebekah submitted; looking for clarification
    ○ Course-taking patterns post Covid (what courses are students taking when?)
    ○ Modality questions
    ○ How many students are taking more than 1 ESL class?
    ○ Looked also at ESL throughput for 100/105–we can schedule an appointment to do a more robust conversation
    ○ Dean Engel can use guidance on priorities; Rebekah will clarify and prioritize

- [Data Julie pulled in December](#)

Questions sent to PRIE and discussed with Karen:

What percentage of ESL students take evening and day classes (simultaneously)? What courses outside of ESL do ESL students take and at what level of ESL do they do that? What are the success rates of prior ESL students (who have taken courses specifically in the Cañada College ESL program) in English 100 and in English 105? How does that compare to other ESL students and other student success rates overall? What are the success rates of generation 1.5 students (ESL students coming from U.S. high schools) in Engli sh 100 and in English 105? Our last data of this sort was until spring 2018 so from fall 2018-fall 2023 would be useful.	
What information or data are you requesting?	Number or percent of ESL students taking both evening and day ESL classes List of courses ESL students take while in ESL and at which level of ESL Success rate of Cañada College ESL students in English 100 Success rate of Cañada College ESL students in English 105 Success rate of Cañada College students that are not prior Cañada College ESL students in English 100 and 105 success rates of generation 1.5 students. (ESL students coming from U.S. high schools) in English 100 and in English 105

1. [Karen's Slides](#)
2. Result: 6% take evening and morning simultaneously-29 and 23 of them hybrid (makes it more doable to do both)
- Day ESL 182
- Evening ESL 292
- Total 451
- We'd like to know how many/which classes simultaneously post COVID in ESL 914/924 and 400.
- How many students are taking more than one class at a time?
- Report on former ESL success rates can start with any cohort-i.e. from lowest level to each step

- Example: 2019: Total throughput 12% ESL 400 to Eng. 100 90-100%!. 2020: Throughput 27%

10. PASS Certificate

    a. Katie received email from Lorainne about duplicating a CSM Career course (CRER 127); She would like to add CRER 127 to PASS; it's only .5 units; Katie will follow up with Loraine

11. SLO's - proposal to review one SLO from all levels at once (instead of in different semesters). Most courses have similar SLO's with level indicated and 3 or more SLO's.

    a. Proposal to do this in the fall 2024 semester and finish by October

12. Here's the [Feedback on our Program Review](#)

13. Next Steps

    a. Standing Item of SLO's - Katie will show how to gather the data and input

    b. Everyone go to the college assessment page and look at Nuventive Improve log in guide and check out the video: https://canadacollege.edu/assessmentsloplo/tracdatguides.php Get in touch with Paul if you need a password

    c. Plan a special meeting to discuss and develop ESL goals and priorities

14. Next ESL Meetings

  - March 22, 2024, 10-12

  - April 12, 2024,   10-12

  - May 10, 2024,   10-12

_____

ESL Department
Meeting Agenda
Friday January 26, 2023
10:00-12:00 pm
In-Person 13-231

1. ## Check in:
   - ○ Rebekah: 3 things learned from teaching Eng. 100 and 105 relevant to ESL (1-2 mins)
     - ■ In line with data, ss who go through our ESL program do well in 100
       - ● ESL ss who struggle in 105/100 came straight from HS
     - ■ The grammar we do is so important and helpful for our ss in 100 bc they don't get it in 100
     - ■ Not all of ENG teachers do 5 essays in 105/100 like we do in 400
       - ● They don't all do long research papers
       - ● Ideas for ESL 400 teachers: perhaps give the argumentative paper (research) fewer points
       - ● 914: ss do research, MLA, etc (intro/prep for later levels)
       - ● Suggestion: 924 and 914 (all level 4 classes) intro research, MLA, etc.

2. ## Enrollment Updates
   - ○ Danielle: 912: Lots of ss (38+) and reconsidering my policy about coming to the first class
     - ■ Suggestion: Email ss (also with their personal email) to be sure they get the message about "you must show up to the first class"...
       - ● Don't drop till 2nd class if they don't show up
       - ● Early Alert: they'll call the student/s to check in on them
       - ● Diana: Request that she checks in with the student/s
     - ■ Solution/Idea: Add a 912 section in the EVENING
   - ○ Katie's morning 913 is full+ (37)
   - ○ Evaluate what sections to add for level 2

3. ## ESL Priorities
   - ○ Discussion at February meeting.

4. ## Teaching modalities Plan: Rationale, Consistency, SS choices
   - ● **In person:**
     - ○ RT: Loves teaching f2f
     - ○ AA: Day students haven't requested a different option
   - ● **Hybrid:**
     - ○ KS: works better - more ss
       - ■ Been getting requests for online (instead of coming to class that one day)
     - ○ RT: seems better for ss with their family's schedules
     - ○ Julie + RT did research with ss and found they loved hybrid

- **Multi-modal:**
  - AA: had to add a zoom component to be able to accommodate ss who were in person on campus in CSM
- **Multi-modal/hybrid:**
  - This compels ss to learn the tech necessary
  - SS come out of the courses with tech experience / familiarity for the real world
    - Does this option help ss take both evening and morning classes?
    - Could we get data from PRIE re: ss preferences on schedules?
      - And what other classes are taking?
- **Rationale:** surveys done with ss - they prefer hybrid (especially in eve)
- **Thoughts:**
  - How class modalities are described in WebSchedule CLEARLY so ss understand what they're signing up for
- **Consistency:**
  - Different modalities prepare ss for all campus classes and also for the real world
  - Offering different modalities provides ss with options and a variety of learning experiences

5. SLO Assessment 3 year Plan

- KS: All FT-ers are taking 2 classes to assess
- 1 person will have to take 3 (13 courses)
- Look at our 3-yr plan and determining whether we want to continue with this way
- Let's assess SLO1 for all courses in Fall 24
  - Prep: Next meeting determine who does which courses
  - Also: Nuventive crash course led by Katie
  - Meet for special assessment meeting in Fall of 2024
  - https://www.canadacollege.edu/assessmentsloplo/index.php
  - Before our next meeting, watch this video:
    https://www.canadacollege.edu/assessmentsloplo/tracdatguides.php

6. Recognition Day Spring 2024

- 2 options: Wed May 1 or Wed May 8 (AA to check sched/avail.)
- 6:00-8:00pm
- (Note: last year we did it Tues 6-8pm)
- Who's going to do Gloria's job?
- Can we get funding for this event?
- Reach out to Student Services (Manuel Perez)
- Could Dan Barba help us?

7. **ESL Class Requests**

 1. **Summer class at Woodside HS** - Need instructor
    a. Intensive level 1 or 2 (911 or 921)
    b. Diana will help assess need
    c. Will be put in schedule
    d. Need instructor
 2. **Haven Family House:**
    a. Homeless/transitional shelter
    b. Need ESL instructor
    c. What's needed?
 3. **College for Working Adults (CWA):**
    a. Meeting with Jose Zelaya
    b. To teach a class for CWA
    c. What's needed?

8. AI - ESL Policies/Norms

- Can we create Best Practices for our ESL Dept?'
- AI can be used meaningfully and helpfully without taking the skill learning away
- How to use it responsibly?
- Best Practices for instructors as guidelines for current and new instructors?
- Anna Mills - guru
- Use them as empowering tools
- Tools:
  - Such as ChatGPT (and others like this)
  - Grammarly
  - Google translate (and other such tools
- See how we use these tools and teach them in class, report back, and perhaps create Best Practices
- Put as Standing Item on Agenda

9. Career Parade

- We usually do this in the fall (bc we did Recognition in Spring)
- We missed this bc of lockdowns/Covid/etc
- Start planning for fall 24?

10. DEAC (DP)

- We will have our first meeting first week of Feb
- More to come!

11. Recognition Gloria Peña

- Friday, Feb 9th - 12pm

- Where: Angelica's in RWC
- AA will confirm with Gloria

12. Next Steps:

- ○ Evaluate what sections to add for level 2
- ○ ESL Priorities
- ○ 3-YEAR ASSESSMENT CYCLE:
  - ■ Prep: Next meeting determine who does which courses
  - ■ Also: Nuventive crash course led by Katie
  - ■ Meet for special assessment meeting in Fall of 2024
  - ■ https://www.canadacollege.edu/assessmentsloplo/index.php
  - ■ Before our next meeting, watch this video:
    https://www.canadacollege.edu/assessmentsloplo/tracdatguides.php
- ○ Recognition Day:
  - ■ Report on Recognition Day and take on different roles
- ○ AI Best Practices:
  - ■ Instructors use/try/practice in class and gather learnings to share in next meeting and so on

13. Next Meetings:

- 10am-12pm Fridays 13-231
- Feb 23
- Mar 22
- Apr 12
- May 10

ESL Department
Meeting Agenda
Friday November 3, 2023
11:00-12:00 pm

Zoom Link:https://smccd.zoom.us/j/84499001672

1. Check in:
a. SLOs and Assessment for our department
    i. Julie: How exactly are we going to continue with this process? Do we divide the courses up in a certain way? We can alter or update the 3-Year Assessment Plan for our department in any way we want.

b. Nadya: I-Can Statements
    i. Students placing in **Level III** found it too difficult and wanted to move to Level II. Are there writing examples that can be shown to students to help with placing?

    ii. Alicia: We have examples of writing at all levels in the I-Can Statements. That is what should be used to place students.

    iii. Nadya: These have been used, but some students were still not appropriately placed. (Level I jumped to Level 400.)

    iv. Alicia: Students have the right to fail; they can speak with the professor of a particular course for additional help to determine the best placement.

    v. Danielle: Self-placed students placed at the correct level (those who were still in her class and hadn't dropped). Also, maybe there are a few additional questions we can give to Nadya to ask students (e.g. Have you studied verb tenses?) that will help with placement.

    vi. Julie: Skyline is having trouble with placement (High students placing low and low students placing high.)

    vii. Alicia: We no longer use Accuplacer.

    viii. Julie: Accuplacer is a helpful additional tool. Tell students, "Why don't you go test with Accuplacer to check your placement?" Also, students feel overwhelmed with work but they don't seem to be doing much work in the first place. We need to emphasize at the beginning of the semester the workload for college students.

    ix. Nadya: Students cannot take MEDA courses until they are eligible for 400 or above.

c. DEAC Update from Danielle
- DEAC is preparing for program review, so the big question is HOW CAN DEAC IMPROVE (both big picture and little things…)

- ○ HOW CAN DEAC IMPROVE?
- ○ HOW CAN DEAC BETTER SUPPORT TEACHERS AND STUDENTS?
- Addressing Equity Gaps
  - ○ Closing the equity gap within accessibility
  - ○ Supporting training for students on basic use of technology (Canvas, email, WebSmart, etc.) through workshops. Including Spanish language workshops. Computer literacy.
  - ○ Increasing bandwidth and internet access to our students
    - ■ More funding for hotspots, need for staffing support in Library.
  - ○ Technology space accessibility to students - possibly related to lab list for students that tech committee is working on, study spaces/hubs also
- Regarding study spaces/hubs, we briefly discussed perhaps creating student hubs in classrooms in building 13 that aren't being used during certain blocks of time.
- **Please email me any ideas/input/thoughts/suggestions about any of these points and I'll bring them to the next DEAC meeting! All comments welcome!**

2. Program Review
  a. New position presentations due 11/14; presented 11/15 or 11/16 (see email from PBC Co-Chairs)
  b. Alicia: I have received feedback. James said not to include the request for an additional full-time faculty member. Alicia and Danielle submitted the requested changes, which mostly consisted of language "cleanup," and our belief that we need more time for coordination. Also, if we want a Program Specialist vs. a Retention Specialist, we have to include Diana in the conversation to understand where she would end up.

3. Planning for Spring Semester 2024
- Priorities
  - ○ ESL Counseling: Students need to contact the Welcome Desk to make appointments with Nadya.
  - ○ Julie: There were students at the Welcome Desk who couldn't make appointments. Maybe there was confusion about which time slot was open?
  - ○ Nadya: Students are experiencing a lot of mental/emotional issues. This is adding to the overall burden students have at school.
- New Sections

- ○ **See below in Next Steps**
- ○ Nadya: Students are looking for 1-unit courses.
- ○ Julie: Learning Center courses? Technology-based (e.g. Google Docs).
- ○ Julie: Also, it would be helpful to have a complete list of the sections that will be available. We have to request our upcoming schedules so far in advance.
- ○ Alicia: This spring (2024) is an experiment.

- ● Enrollment
  - ○ Students will start enrolling after November 6.
  - ○ Some ESL students don't feel ready for non-ESL courses yet. Math Jam is an option for them.

- ● In-class Assessments
  - ○ Alicia: We all do some kind of writing sample or other assessment on the first day of class to determine how accurately our students have been placed. We're looking for some kind of additional tool we can use to help Nadya place students who haven't yet registered for a class.

- ● New Adjunct Instructor/s
  1. Selma Tufails (ESL 923 - Danielle is helping prep her)
  2. Soriya Te   (ESL 800)
  3. Jae Youn Son-Chan (ESL 400)

- ● Recognition Day - Date?
  - ○ Tabled until spring.

4. Updates from Julie

a. Umoja, Puenta, ESL Solidarity Event in March 2024 (Dr. King, Cesar Chavez and Dolores Huerta–Inspired by black/brown Farmworkers/ Civil Rights Unity)

b. ESL/ Business Collab–Entrepreneurship for ESL
   i. Mercedes White, PSC Menlo Park Campus, is helping to put together a survey for students about workshops for Entrepreneurs. Email any ideas you want incorporated into the survey. When the survey comes out, please share with your students for maximum input.

c. CATESOL Conference Highlights
   i. Plenary Speaker: John Baugh
   ii. AI uses for teachers and students

1. Julie: We need to have a bigger discussion about this and how we approach AI issues in our courses and in our program.
   iii. Student texts including native language (students define their audience)

5. Next Steps:

a. Alicia: Let's have a December meeting about CATESOL highlights and other issues. How about a luncheon at Alicia's house with no agenda, just conversation about any issues we want to discuss? ==**Friday, December 8 11:30 - 1:30.**== We all bring food to share.

b. Review SLO schedule and decide if we want to alter the Three Year Assessment Plan. [3-Year Assessment Plan](#)

c. Send Nadya Sigona samples of In Class Assessment tools to aid in placement.

d. Please email Danielle any ideas/input/thoughts/suggestions about any of these points and I'll bring them to the next DEAC meeting! All comments welcome!

e. New ESL Sections:
   - 42254 ESL 800 LA T/Th 6:30-9:00 13-231 Soriya Te   1/25-5/16/24
   - 48400 ESL 912 AB MW   11:10-1:35 13-131 Pacheco   Full Semester
   - 45023 ESL 922 AA T/Th   11:10-1:35 13-333 Castello, A. Full Semester
   - 45451 ESL 923 LA T/Th   7:10-9:20 13-333 Selma Tufail Full Semester

f. New Adjunct Faculty: Soriya Te, Selma Tufail, Jae Youn Son-Chan (ESL 400)

g. Recognition Day
   1. Select a date
   2. Volunteer for roles

h. ESL Department Priorities for Spring 2024

6. Next Meetings: December 8 from 11:30 to 1:30 at Alicia's house.

a. Spring Semester: January 26 10:00 a.m. to 12:00 noon in-person 13-231

==**Part time ESL position description HERE!**== **(with appropriate header) (View only permission - let me know -DJPelletier- if you want editing permission.**

ESL Department
Meeting Agenda
==**Friday September 1, 2023**==
==**9:00-12:00 pm**==
==**In-person 13-231**==
==**Zoom** https://smccd.zoom.us/j/87567556225==

1. **Check in:**
2. **Program Review (**Tips and links from Flex)
3. **Next Steps:**
4. **Next Meetings:**
   - Friday, September 8 from 9:00 a.m. - 12 noon. 13-231
   - Wednesday, September 13 from 11:30 a.m. - 2:00 p.m. 13-231

ESL Department
Meeting Agenda
==**Tuesday August 22, 2023**==
==**1:45-3:45 pm**==

Zoom

1. Check in

    a. Bigger enrollments - waitlists - dealing with too many students rather than too few. Danielle: full classes are great although tough to deal with.

    b. Students who don't know which class they are in (course name/number) but come to a classroom asking for an add code. Seems as if students are being sent to Gerardo's vocab class but they don't quite know what the course is. Alicia: This is typical of the first two weeks of the semester. We don't want to lose these students; we want to find a course for them. Opening a new section is an issue because we don't have anyone to teach it.

    c. Bldg. 13 reactions: Some issues with projecting. IT has been showing up to help where needed. Julie: It's nice to see everyone there with office/classes being located there. Classrooms are good; getting used to them. Rebekah: we need to get some decorations/visuals up on the walls to make each room look distinctive. There's no budget for anything; we have to be creative to find $. Rebekah will initiate finding out if we can put things on the walls. (Maybe it should be an "FYI" rather than a request.)

    d. Students being dropped for nonpayment is a BIG issue.

    e. Waitlists don't seem to be organized logically. How do we all deal with them? The numbers need to be clear. Drop no-show students on the first day? We each have our own policies. Wait one week then distribute add codes according to the waitlist for any available seats. Send waitlist students the homework and other relevant info via email.

    f. Diana: New way of assessment may be problematic; some Level II students appear to be a lower level. We are only using the "I Can" statements for placement. We're putting Accuplacer on the sidelines for now. Alicia: we should all be doing some kind of assessment on the 1st day to get an idea of student levels. Gerardo: students are being sent to his class who couldn't get into a lower-level course and were told to come to his course, which is one level up. We don't want to lose students, but professors always have the final say. Best practice is to assess and determine if the student might be able to handle the higher level course.

g. We all need to reach out to any contacts we have to find additional adjuncts to teach additional sections if we need them.

h. Diana: there have been changes - students enrolled in 6+ units are eligible for $100 textbook, $500 technology, $50 transportation support. They need to go to the Bookstore for this; the Bookstore hasn't always been asking for pertinent info from the students to determine eligibility. Alicia will contact Jai and inform him of the need for his staff to be consistent regarding this. Nimsi Garcia in the Undocumented Center (formerly the Dream Center) is also a contact. Julie: we need to figure out a way to get one more unit for our students to access these funds. A 1-unit Learning Center course? Rebekah: some students really want the 6-unit benefits but just can't handle the extra coursework. They end up focusing on one course at the expense of the other. Solutions? Alicia: the students need to make the choice.

2. Program Review (Tips and links from Flex)

a. We need to schedule several meetings IN PERSON. Katie will find out if 13-231 is available.

    i.   Friday, September 1st 9:00 a.m. - 12 noon.
    ii. Friday, September 8 from 9:00 a.m. - 12 noon.
    iii. Wednesday, September 13 from 11:30 a.m. - 2:00 p.m.

3. ESL Writing: Addressing AI/Grammarly/Google translation in writing classes (Julie's model AI syllabus addendum) (Rebekah's AI Addendum for English 100 and ESL 400)

a. Julie's students often have immense trouble putting a sentence together due to reliance on translation. She emphasizes just getting your sentences on the page. It's going to be messy, but that's okay. Students shouldn't over rely on AI; their learning depends on making some mistakes along the way.

b. Danielle: Current Academic Integrity policy blurb actually covers AI issues.

c. Gerardo: We need to emphasize being honest and responsible. Cheating on an assignment means cheating yourself out of learning.

d. Julie: What do our students really come to us for? We need to reevaluate our CORs soon. Do they really need to "just produce an essay"? What does language fluency really mean for them? Rebekah: See her link above for additional thoughts about this.

4. Curriculum Goals for Fall 2023

● Update SLO/PLO info for ESL 400/PASS Certificate (Rebekah will follow up with this)-Rebekah can't find it

- Need to put 2 SLOs that mirror our PLO's back in ESL 400 since it is the capstone course - easy to do but when Katie put it in, we got back a lot of feedback that needs to be addressed by ESL 400 faculty-(done RST)
- We will get similar feedback for other courses
- DEAC important for this info
    - Anniqua is now the dean. She'll be running the meetings. Danielle will keep us posted.
    - Nada is wonderful and recommended to meet with her

5. Advanced Supplemental Classes
- Gather data and prioritize what courses and when.
    - Let's table this discussion until we finish program review.
    - If we had additional faculty members, it would be easier to consider add more courses/sections.

6. ELD Faculty at SUHSD/Sequoia
- Meet with **ELD Faculty at SUHSD/Sequoia** regarding the pathway to ESL
    - Alicia and Julie have worked hard with Sequoia about this.
    - Let's keep tabs on which students we have who are coming from Sequoia.

7. Set a process with Counseling/ESL
- **Set a process with Counseling/ESL** to make sure they change students from undeclared to a declared major and clarify the educational goal (to qualify for SBA93).
    - Diana is working on this with Nadya, the Welcome Center, and Admissions.

8. Best practices for waitlists & drop for nonpayment issue
   a. See "Check-in" above.

9. Next Steps

a. Students being dropped for nonpayment. How do we deal with this?
b. Alicia will talk to Jai about the 6-unit waiver issue (and other students who might become eligible). Also will the money roll over? Diana will ask Nimsi.
c. Danielle will talk to Manuel Perez (VPSS) and Wissem regarding the dropping students for nonpayment issue.
d. DJP: Here is the link to our Summer 2022 job description (non-tenure): https://docs.google.com/document/d/1Pki2L6L1mY8oXaK2syJV3Mdsy2qD73tE/edit?usp=sharing&ouid=111033665279892945480&rtpof=true&sd=true
e. Everyone look at your student lists. Any student who is undeclared send to Diana. (See #7 above.)

10. Next Meetings (Program Review sessions)

a. Friday, September 1st 9:00 a.m. - 12 noon.
b. Friday, September 8 from 9:00 a.m. - 12 noon.
c. Wednesday, September 13 from 11:30 a.m. - 2:00 p.m.

ESL Department
Meeting Agenda
Tuesday May 9, 2023
1:00-3:00pm
Zoom: https://smccd.zoom.us/j/84545980189

1. Check in

2. Recognition Day

- Plus/Delta -maybe need to find a new venue since it's grown
  - Had to add 100 extra chairs and need to plan for that
- Invite Community Partners and administrators
- Had 20+ on zoom
- Cafeteria (outgrew theater-not personable) if opp. To zoom

- When saw extra time decided to have students come up for excellent awards but next year add to award list, but don't want fac. To go on and on
- Katie and Gerardo: One person reads students' name and class. And all teachers are standing up there and can hand the award and give the hug
- Entertainment is always late so we have to work with that
- Giving more information about the various awards inlcuing ACE and all of the awards.
- Have more information about the speakers/entertainment that are being introduced.
- Next year: Desiree Mora is a wonderful option as a speaker. [Here's a video of a speech she gave today](#)

3. ESL Registration - Diana E-O

Dedicate a class to cover:

i. Diana's email includes registration videos and a link to schedule an appointment.

1. Faculty will cover during this time:

   a. Confirm students are registered by having them log on to their websmart account show schedule

   b. Help students to register and leave with a class schedule or leave class with an appointment to meet with Diana

Registration support, open to all (Friday, May 12) :
https://canadacollege.edu/outreach/registration-support.php
Hoover: Registration event last night-some students will register for 911 and some will retake 800. Successful night
Space in 808 and ESL 400
James, Alicia, and Diana idea to support students: Dedicate half of one class to pull up Diana's bilingual registration video in Canvas under announcements. It's the ideal time right now.

ii. Check: If student says they are registered, double check that they are

iii. If student hasn't registered, help them

iv. If can't register that day, then click on Diana's link to schedule an appt.

Issue of not having enough time this late in the semester

Create an assignment or extra credit

Next semester, we can have more advance notice-that makes a big difference

Guide them and at least get them to make an appointment- could check in with them on the last day

Re: SEP -mention if undeclared need to declare to get free tuition

4. SB893 (free college) Update for fall

- ○ See email Julie sent out
- ○ Free college waiver
  - ■ Nothing changes in summer
  - ■ Applied for spring, lived in SMC qualify for waiver
  - ■ Fall: Every student must have a designated waiver
  - ■ Most students have undeclared majors because they don't have an SEP but need to meet with a counselor to change and declare a major and counselors have not done that. Nadya will bring this issue up with counselors.
  - ■ The letter saying they don't qualify is pretty intimidating
  - ■ Need to teach students right now to make sure they do it, and we need to push for this to be more automated
  - ■ Working on a video in English and Spanish
  - ■ Nadya - Students can change their major on Websmart-could faculty do this with students in the classroom?
  - ■ Student services: Discuss with Max-how can we set this up so that students automatically have a major
  - ■ Just a few students
  - ■ Application online will ask for a major
  - ■ Gerardo-re: welcome center - was there signing up for class and was helped but if you don't have a specific major in mind, they will just select something different. Don't select because they don't know. This is where the issue begins. Often a language issue
  - ■ Nadya-Claudia Alvarado who speaks Spanish is back
  - ■ If students know what major they want, they can do it themselves but often they are not sure and need counseling help.
  - ■ Need a process where counselors automatically help students declare a major
  - ■ Can we choose an automatic default for PASS Certificate?

- Requirements for getting the tuition free
  - Obtain an associate degree and transfer to a 4-year institution
  - Obtain a 2-year associate degree without transfer
  - Earn a career technical certificate without transfer (it can be the PASS Certificate)

5. Schedule Ideas
6. DRC Dr. Lee

- Work with ESL
- Just hired bilingual instructional aide, Claudia who did tutoring
  - Offers weekly study sessions for students in groups
  - Tutoring primary and native language
- Spanish speaking disability counselor. Offers assessment in Spanish language (only in the district)
- Marcos - regular group therapy sessions in the Spanish language
- Asian Grad. student therapist
- Alicia-had a student who had to wait a long time to get books on audible
- What are the resources and how long does it take?
  - Have resources for everything-textbooks, visuals, audio captioning which explains what is going on in a movie
    - Give movie titles in advance-starting in summer is a great time or can do in house
  - Book share-free electronic books
  - Faster the request - even in advance of the semester-the better

Process in DRC

- 1st: Tell students about resources and how to assess them-takes anywhere from 10 mins to days depending on the openings but try not to have it be more than 2 weeks but if it is urgent please let us know
- If one of our therapists cannot see right away, the trained office staff can help with calming

Resources

- talk now-24/7 personal counseling website
- Will email the hotlines
- Virtual Care from Anywhere
- DRC can visit classes eve or day-have counselors available in eve and Dr. Bettina
- See faculty resources page

Issues and Requests

- Need note taker in the evening
    - Could ask one of our instructional aides - the sooner we know the better
- Would be helpful if prof. Can sit down with the student to go over needs
- Students don't always know what they need right away; it unfolds as they class go on
- Need to make process where students meet with DRC and Prof. clear
- Need Cañada Talk to be more accessible
- Website resources on our Canvas page
- Need more sources at night
- Perhaps a notice that goes in every classroom on the wall like the IT instructions, so every teacher has the 988 number and a few steps to take.
- It would be helpful to always have an evening nurse or trainee available for emergency services and for faculty and staff to have their direct evening number.
- If anxiety attack, call PCC, if ok to walk, have walk over (with someone or alone if ok) if not during office hours T-W open until 7pm: 988 or Cañada Talk
- Put in a referral for them to see someone regularly
- Dr. Bettina is usually on campus late
- If you say "crisis" then security would have to come
- Try videotaping classes to show needs

Danielle: What is the backup for having the student initiate the meeting with DRC and prof.?

- What is the difference between Cañada Car and Cañada Talk Now?-no difference but marketing has yet to change
- About 10% of students ask DRC to reach out to their prof. For them
- DRC provides template for email to Prof. or they can get help writing the email
- It is hard to be adult and start college so the best is to all meet together
- Diana: Is it possible to create a checklist with student and faculty responsibilities?
- Dr. B-is on the accommodations letter

7. Advanced Supplemental Classes

a. ESOL 802 - Conversation Class (Skyline) Summer
    i. Introductory level English language instruction for speakers of other languages. Development of all language skills: grammar, vocabulary, listening, speaking,

reading, and writing. Preparation for ESL 800 course. Focus on language related survival/life skills, as needed for the community-based ESL programs.

Recommendation is to discuss this further and get some data on class enrollments of existing supplemental classes.

Right no: What supplemental courses for the summer?

Danielle: sees the value of having an "a" and "b"
Katie-we use "high intermediate" "advanced" etc. qualifying words to work with curriculum
Need to think about this and discuss a plan and then go to James. Figure out the schedule.

8. Project Based Learning Assignments

9. Cloning Skylines 2 unit Conversation class–ESOL 802

Julie-zoom conversation class. New move to clone courses at one course at others
- Skyline has a 2 unit conversation class that we can try to clone and get James' approval
- Katie: We have SLO's related to that in our reading/listening/speaking so need to make sure the SLO's are not identical or close-compare Skyline SLO's to our reading/listening/speaking
- Alicia-need to decide our priorities

10. Sequoia High School ELL student success at Cañada

- Students who just finished HS and now coming to college
- These students are failing our courses, not prepared:
  - Issue with homework-not used to
  - Don't know about the processes and resources
  - Not mature enough and feel worse when not prepared-not doing them a service
  - Coming in ESL 800 level. Maybe they should start there?
  - The HS is not working with the adult school-because of the age, they try to push them on
- PEP did not provide the support needed
- This has been going on for many semesters - how can we better work with HS ELD programs to better prepare students for college?

- Need to be independent when they come to Cañada
- Ongoing programs that chancellor and administration set up for pathways but HS are moving students on without having the skills
- How are these students getting placed?
- Present choices to students instead of automatically putting them in level 2
- AB705-students have a right to be placed in college level
- Low level students can go straight to 105

Solutions

- Meet with Sequoia district representatives
- Need to talk to student services
- Bring back word jam
- Need to have data-e.g. If we assessed them. Administrators really want these enrollments
- Need to work with outreach dept. To say what we can do - assess them and show that they are low levels
- Send the student to Nadya
- Need to tell Max about the issues

11. Curriculum Goals for Fall 2023

- Update SLO/PLO info for ESL 400/PASS Certificate (Katie will explain…)
- Need to put PLO's back in ESL 400 since it is the capstone course - easy to do but when Katie put it in, we got back a lot of feedback that needs to be addressed by ESL 400 faculty
- We will get similar feedback for other courses
- DEAC important for this info but scheduled during Danielle's classes this semester but next semester will be different
- Nada is wonderful and recommended to meet with her

Diana's

Hours will change to be working with middle school group in fall

Next Steps

- **Set a process with Counseling/ESL** to make sure they change students' from undeclared to a declared major automatically. Clarify if Diana can also do this for

the students. Th**is should include Counseling, ESL Dept., and the Welcome Center**.

- Fall 2024, **ESL 400 faculty need to update SLO/PLO's for ESL 400**. Rebekah will set up this meeting. See Katie's document in May 9, 2023 [email.](#)
- Discuss **Supplemental Courses/**gather data and prioritize what courses and when.
- Meet with **ELD Faculty at SUHSD/Sequoia** regarding the pathway to ESL.

Next Meeting

- **May 24 12-2pm Alicia's and champagne. Will set email for what to bring.**
- **August, 2023-during flex Tues. August 15, 2-4pm**

ESL Department
Meeting Agenda
Tuesday April 4, 2023
2:00-4:00pm
Zoom: https://smccd.zoom.us/j/84545980189

1. Check in

a. Katie: Curricunet note - figuring out the PASS certificate
   i. Regarding ESL 400 SLO update
b. Diana: SEP for students and scheduling an appt with Nadya (check her schedule for availability) - especially for summer
c. Diana: Middle school students? (Ex 13 year old student)
   i. Summer classes
   ii. Questions of maturity, level, appropriateness of material / content
   iii. What about SVIEP? Other ELD programs…
d. Gerardo: Power Outage concern / ITS availability in evening
   i. We need to keep advocating for evening services

    ii.   Important: after power outages, rooms need to be reset

    iii.   Need long-term commitment of IT services in evening

2. Recognition Day Planning

    a. [Here is the link to the ESL Recognition Ceremony 2023 Planning doc](#)

    b. [Here is a link to the slides from Spring 2022, which we can use as a guide](#)

    c. [Here is the script from 2022](#)

    d. Alicia: sent save the date / asked Pres. to speak

3. Placement Testing:

    a. Tracy Huang - check email from her to see if student got right placement

    b. We're still collecting data

4. PASS Certificate

    a. Are the [PASS Requirements](#) on the website up to date? Didn't we add IDST 150 and other options? What are we showing/telling students? (Rebekah) https://catalog.canadacollege.edu/current/programs/preparation-for-academic-scholarship-and-success-pass-ca.php

    b. [PASS substitute letter](#) ("The Jenny Letter")

5. Schedule Ideas

    a.   Rebekah's schedule idea

6. Advanced Supplemental Classes

    a. [ESL 805](#) - Advanced Grammar Review (3 units) - Could it be a mini-mester?

    b. [ESL 807](#) - ESL Basic Integrated Skills (4 units)

    c. [ESL 839](#) - Advanced Vocabulary Development (2 units)

        i.   We used these when we had 40ish students per class (lots of students) and we could offer these classes

        ii.   These are banked / Some have TBAs…

        iii.   They'd need to be revised

iv. Consideration: Curriculum Committee may or may not require rephrasing (is there duplication in the courses?)

d. Late Starts for all levels

e. FYI: 837 is scheduled as a minimester for fall 23 (8 weeks)

7. **Project Based Learning Signature Assignments**

   a. [Rebekah's ideas here](#)

   b. RLS level 4 (914) - Split it into 3-unit (LS) and a 2-unit (Reading)

      i. Same teacher

      ii. Separate parts: LS = f2f / R = hybrid / RLS = f2f hybrid

      iii. 2 CRNs

      iv. Pilot it for 914 and determine how it goes

      v. Provides options for students

   c. Nadya: Developmental Skills = more options for students

   d. Gerardo: Late start class - cohort = 15

   e. Question about unit load for the faculty

   f. Skyline: Went all Late Start with ESL classes

   g. Scheduling (logistics)

   h. What about awards? Requirements for awards

   i. Julie: Possible late start: Conversation class without the academic reading attached (1 or 2 unit?) a light, multi-level class

   j. Nadya: CBOT/Vocabulary development (around computer environment)?

8. **End of the Year Get together - Wed May 24 12p-2pm @ Alicia's house**

9. **Nadya:** 4/11 4p-7pm PEP in Spanish for students and families

   a. Sequoia HS PEP (yesterday - 4/3)

   b. Olivia connect with Jane

   c. Alicia to make connection

       d. Sarah Cortez - Super Saturday for ESL students?

       e. Students can attend again (after taking placement test)

Next Steps:

<mark style="background-color: #00ff00">**Final Semester meeting: Tues May 9 @ 1-3pm**</mark>

DRC, Dr. Bettina Lee will join us (next meeting)

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**ESL Department
Meeting Agenda**
<mark style="background-color: #00ffff">**March 7, 2023
2:00-4:00pm**</mark>
<mark style="background-color: #00ffff">**Zoom:**</mark>

<mark style="background-color: #00ffff">https://smccd.zoom.us/j/84545980189</mark>

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1. **Check in**
   a. DJP: all in person/hybrid in the fall
2. **Communication preferences:** Now that we are going back more to face to face, what are your preferred communication methods? What are your personal email habits/expectations etc..? (from Rebekah)
   a. When do we want to meet in person for dept. Meetings? Is that preferred?
      i. Zoom is convenient and working well
      ii. Missing food and camaraderie!
      iii. Perhaps zoom for most of term and have a live in-person meeting for last dept mtg - Alicia would be happy to host at her house!
   b. Comm preferences?
      i. Short, focused email "above the fold" = on one screen vs. long email

  ii. What about texts?

  iii. Google voice: screens the call

    1. Students generally don't use the "voice"

    2. It's basically an email.

    3. Diana: ss prefer text messaging (google voice)

    4. [Here is a link to google voice info](#)

  iv. Whatsapp is often used, too.

  v. Result: work email seems to work for all of us / personal text in urgent situations is okay

3. **Bookstore announcements** (Rebekah):

 a. Do you have Redshelf feedback?

 b. KS: bookstore recommending books to my students - just appeared

  i. Students bought it (didn't know difference between "recommended" and "required"

  ii. Katie didn't recommend this picture dictionary

  iii. Recommendation: check the bookstore online to see if the bookstore has recommended anything for your class

 c. New: If you tell Jai "recommended materials" can make available and all programs will cover (no longer have to be "required materials")

  i. EOPS and other programs - yay!

 d. Discount food in bookstore with G number $3-4 (ASCC/EOPS/other subsidizing)

  i. They can get a sandwich and a drink

  ii. RT will share the flier with all of us and we'll share with students

  iii. Bookstore closes at 5pm - how can students get a meal?

  iv. Food cart (Pony Express)? - Should be open when Bldg 13 opens

  v. Are food trucks allowed on campus in the evening?

  vi. Manuel + Kim talking about an evening lounge

  vii. Let's all advocate for that in our committees

  viii. Evening issue: DRC not providing note taking for night classes

 e. Bookstore charged a student (DP's ESL 912 student) erroneously for a book when DP doesn't require a book

 f. ZTC/OER: Not one ESL ss completed a survey re: the ZTC/OER

  i. Asks students q's re: ZTC - how they're benefitting

  ii. Canvas survey: we all got those

  iii. Results kept and put in database (important survey)

  iv. They're collecting data and will most likely be done every semester

4. DRC:

 a. Need to advocate for our students - especially evening ss

b. Support from DRC hasn't been available
c. DRC is hiring a new counselor - perhaps we can advocate for someone who's bilingual
d. A variety of anecdotes from our dept
e. Invite Dr. Bettina Lee to our ESL dept mtg

5. Counseling:

a. Nadya shared that when students get Extra Credit as an option it helps them get their SEP's.
b. Students not being placed appropriately (level)
c. Currently: ss take Accuplacer and "I Can" statements = takes 2-3 hours
d. If placement is not working, let's discuss as a dept.
e. This topic will be on next agenda.

6. Teaching Modalities, Adding Advanced Grammar and Pronunciation

- James will join us at 3.
- Zoom only classes?
  - Tried with Philosophy - didn't get the ss
  - After the pandemic, when offered f2f & zoom sections (multi-modal)
    - 80% of ss chose in person
    - Many students didn't want to come back to campus - didn't want to wear masks / wanted to be safe (perhaps with family who were compromised)
    - Hybrid - should we be moving more back towards meeting 2x/week?
    - Online (asynchronous) hasn't worked so far (ESL 400)
    - Whatever we do, we want to do it intentionally
  - Int'l ss need a certain # of students
    - Rules for int'l ss have changed a bit since the pandemic
    - ESL 914, too?
  - KS: best attendance = f2f/hybrid
    - Change days to have class - WTh instead of MT (to avoid holidays, etc.)
    - Think through which class is f2f
    - Decision point: if all on board with hybrid, think through which days
- Evening ss = largest population in ESL
- How do we serve those students who prefer NOT to be f2f?
  - Think about curriculum

- ○ Be strategic
- ○ How many students? Hard to know - we guesstimate
- ○ Stay open
- ○ What about ESL 837? 836?
- ○ Transportation is still an issue for some - shuttle @ 7
- ○ Perhaps a carpool list for ss who need a ride?
- ○ Lyft rides were working, but sometimes it ran out
- Group decisions re: modality
  - ○ Ss seem to be moving through levels more quickly (with hybrid option - one day a week for each class)
  - ○ What to do in 912?
  - ○ Julie will be back 2 days/week for the fall
- Communicate clearly to ss that hybrid still means 5 hours of class time and 10 hours of homework
  - ○ Show ss what the investment of time is:
    - ■ 5 unit class = 10 hours homework
    - ■ If taking 2 classes = 20 hours of hw
  - ○ Inform them of level of time/energy/commitment is required
- Mini-mesters:
  - ○ Add complexity
  - ○ 5 unit classes = significant amount of time
  - ○ Are there ways to look at our offerings differently?
  - ○ Rundown of pilot in HSS
  - ○ Could offer hybrid 2 courses / semester
  - ○ Gerardo recommends 837 be taught F2F in 8 week period
  - ○ Nadya–can the ESL program look at LC 1 unit classes (especially when Ss need extra units) What are our students' experiences in these classes? Alicia–unbanked classes (advanced pronunciation and advanced grammar) might be better options; Alicia will follow up with James on this
- James–students don't experience program the way it is set up in terms of classes in sequence by level; additional unbanked classes could support the program

7. **Question:** Are the [PASS Requirements](https://catalog.canadacollege.edu/current/programs/preparation-for-academic-scholarship-and-success-pass-ca.php) on the website up to date? Didn't we add IDST 150 and other options? What are we showing/telling students? (Rebekah) https://catalog.canadacollege.edu/current/programs/preparation-for-academic-scholarship-and-success-pass-ca.php

8. **Schedule Ideas-** Tabled to next meeting.

9. **Nadya**
   a. **SEPs**
      i. Extra credit helps, not many students are coming
      ii. Can offer extra credit to ss if they complete an SEP
      iii. How can we help get ss to complete the SEP?
      iv. Remind ss that they can get early registration with an SEP
      v. Video made to explain what it is
         1. Diana can post video about SEP weekly
         2. 150 ss don't yet have SEPs - tend to be off campus ss who are exempted
      vi. Should we focus on getting SEPs for level 1?
      vii. Any Spanish speakers at the Welcome Center? We need someone that does that.
      viii. Nadya join classes to help ss create an SEP?
      ix. Students who already have SEPs are great promoters to other students - they can talk about the benefits

10. **Recognition Day Planning**

11. **Project Based Learning Signature Assignments**

12. **Next Steps:**
   ● Plan Recognition Day, May 2, 6:30. Send out tasks and have everyone add their names.
   ● Invite DCRC director, Dr. Batina Lee to the next meeting to address concerns.
   ● Set up dates to visit Off Campus classes to work on SEP's with Nadya and Diana.
   ● Invite faculty to the next ESL/ESOL District Meeting, March 16, 2-3 pm.
   ● Add Advanced Grammar and Advanced Pronunciation classes to future semesters.
   ● Review PASS Certificate to update classes that meet the requirements.

==Next meetings: Apr 4 / May 2 @ 2-4pm==

ESL Department
Meeting Agenda
==Feb 7, 2023==
==2:00-4:00pm==
==Zoom:==

==https://smccd.zoom.us/j/84545980189==

1. **Check in**
   a. RT: NCore - anti-racism and CATESOL
   b. DP: Webinar (free) been attending:
      https://pages.cambridgeenglish.org/academic-english-conference-2023?utm_source=cambridge&utm_medium=website&utm_content=&utm_campaign=academicenglish_us

   c. KS: To talk about in next meeting: SLO/Nuventive (TracDat) - found problems
      i. ESL 400 Course Outline
      ii. One SLO was deleted - was linked to PLO (program learning outcome) - the deleted SLO addressed this PLO.
      iii. It happened when the COR was updated in the past couple of years to get the IGETC transfer
      iv. Solution: replace that SLO - put it back!
      v. April 6 = last date to submit course outline into curricunet
2. **Welcome Adriana Lugo, librarian**
   a. Our new bilingual librarian!

b. Cool Spanish workshop about the library & other workshops:
   https://canadacollege.libcal.com/calendar/online-events?cid=13315&t=g&d=0000-00-00&cal=13315&inc=0

3. WorkForce Development, Julian Branch

a. Menlo Park: students are interested in entrepreneurship/jobs
   i. For our Spanish speaking community
   ii. March 2, 2023 - April 27, 2023
   iii. Hybrid Program in Spanish
   iv. Great program! Please get students interested.
   v. Diana: Perhaps create class times that don't conflict with College class times.
      1. It's a regional venture, so many have input
   vi. Julian will report back once he has an idea of how the program's going

b. Looking for a tutor for ESL students to help with the transition
   i. Hourly rate
   ii. Alicia has info
   iii. Perhaps an adjunct faculty and/or students!

c. Rebekah: Might you be someone we can send students to re: getting a job regardless of status?
   i. Ronald might be able to help
   ii. This Q was also posed at the Adult School
   iii. Julie: State the documentation requirement based on job posting
   iv. Alicia: Waste Water org in RWC has jobs available
      1. To work for the waste water part, an applicant needs 1200 hours of work in that area (basically working for free)
      2. The clean water side - not so
         a. Take a test to get into the industry
      3. The engineer that teaches the class is working across the bay and not in RWC

          4. [Waste Water & Distribution](#)

     v. [College Menlo Park website](#)

  d. ESL/EFL Teacher training programs: TEFL, TOEIC, CELTA

     i. Are we interested in exploring this?

     ii. He'll research this if we're interested

     iii. Int'l Dept is interested, but they don't sit on the faculty side of the house

     iv. Must be faculty led

     v. PROCESS:

          1. 2-year process: bid / what units/ length

          2. Advisory board / what's industry looking for / talk to providers (Cambridge, CELTA, etc)

          3. Married to College + one more

          4. Data research

          5. Convos with dean/faculty/etc

          6. Write curriculum

          7. BACC Bay Area Community College Consortium / Chancellor's / etc.

          8. Be able to utilize workforce dollars

     vi. Will connect with Alicia with more info

4. **Zoom only sections for ESL classes**

  a. Would the students like this?

  b. RT & DP all for it

  c. Julie suggested it

  d. KS: If James is willing to go for it - we should try it

  e. AA: There are plenty of issues

  f. JC: Complicated / What about staffing? / Good to have a pathway / Try it at a different time

  g. RT: All on zoom = more equitable

  h. James is open to this idea

  i. AA: Let's have a specific ask for James - let's prioritize / bring him into a meeting and present it / which class / staffing / discuss / sooner the better

j. JC: prioritize late start options / Nadya saw times of our classes conflict with math/PE/etc

k. DE: Summer 2023: ESL 400, ESL 808 and ESL 836

l. DE: What about bringing back computer classes? / all CBOT classes are currently online / Those can be late-start classes

    i. Haven teaching 921 at Sequoia - late-start class starts in March (5 units - multiple days/week)

m. KS: Bring back the 2-/3-unit classes as late start classes for ss who're missing registration on time - great holding classes for these students

n. **James' idea:** a 'minimester' = 8 weeks - accommodates many ss as late start

    i. Perhaps offer that by zoom?

    ii. Should be high level classes?

    iii. 4-5 days 2+ hours (like a summer 6-week intensive class)

    iv. Intense (intensive)

    v. On campus?

    vi. Hybrid modality can be used for this

    vii. Let's table this for a bit?

o. **ASK James for:**

    i. **Zoom only class - which class?**

        1. RT: Consider higher level - 914 or 924 or Advanced Grammar

    ii. **Offer these classes:**

    iii. Late start: ESL 837 (Vocab) - could retitle it (Intermediate or A?)

    iv. Late start: Offer ESL 836 (Pron)

    v. Advanced Grammar Class (ESL 805) - we must unbank

        1. This Course outline - must be cleaned up before we offer

        2. This one doesn't have SLOs

    vi. Advanced Pronunciation class (ESL 839) - we must unbank

    vii. Advanced Vocab Development (ESL 839) (or B?)

1. This year James didn't offer ESL 836 (pron) /837 (vocab) /800 (Prelim) /808 (intensive grammar)
2. Now we have late start classes for 800 & 837

5. Nadya
   a. Zoom or in person office hours worked well at beginning of the semester
   b. Add codes weren't necessary; she'll reach out to us for codes
   c. **Late start class** isn't filling yet this semester, starts Tues Feb 14 5:55-7:00
   d. We need evening support to enroll students
   e. Tues eve classes: could you please announce this late start class tonight? There's still room. Nadya will be around to help register.
      i. ESL 912 - Danielle
      ii. ESL 913 - Gerardo
      iii. ESL 914 - Alessandra
   f. Level 3 or higher (new ss) = new to campus / faced struggles with Canvas / Welcome Center helps / Carranza - vocab dev related to Canvas?
      i. Should the College offer onboarding training for students? (regardless of status/language/age/level)

6. Emergency preparedness plan for Rebekah (5 mins)
   a. RT - if there's an emergency, she'll state "Emergency with my son" and won't be able to answer questions
   b. One of us will take over your class
   c. We support you

7. Review and address NEXT STEPS:
   a. **AA:** Look at adding advanced grammar and advanced pronunciation; professional language skills
      i. Pro: less work + easy to begin/do it

b. **DP/KS:** Look at (various possibilities) reconfiguring the unit/class offerings for the skills (R, L, S, W, G) - Short term + long term
   i. Pro: We'd find out how big this project is /could lead to easier scheduling
   ii. [Check out this link with ideas.](#)
c. **RT/GP:** Look at night program
   i. Pro: Supporting working students and parents / seems interest across College / CWA - good model
d. **GP/RT/JC:** Look at modalities
   i. Pro: To make informed choices about choosing the modality of our courses / perhaps serves students & prepares them for other more complex modalities / We could get a definitive answer from our Dean about what's possible
   ii. Con: Inconsistent
e. **JC/RT:** Look at immersive, project-based ESL program (hands-on), experiential
   i. Pro: lots of research behind it (equity) / creates meaningful learning / avoids tech doing all the work / explores options after ESL earlier in the program and connects with services / intentionally create skill-based classes (Example: [Multimedia Cultural Presentations, Community Event, and Intercambio Project in ESL 911 at FairOaks and Spanish at Cañada)](#)

8. Next meetings: Mar 7 / Apr 4 / May 2 @ 2-4pm
9. Next Steps:
   a. Discuss minimester
   b. Talk about (what did we table?)
   c. AA will talk to James re: our asks
   d. RT talk to Alessandra about 914
   e. DP talk to Julie about 924

ESL Department
Meeting Agenda
January 13, 2023
2:00-4:00pm
Zoom: https://smccd.zoom.us/j/81886065865

Next meetings: Feb 7 / Mar 7 / Apr 4 / May 2 @ 2-4pm

10. **Check in**
    a. Rebekah needs students–send them over; wait and see what students want in terms of modality

11. **ESL Curriculum and Program Design**
    ○ Shared google doc for this (editing permission)

12. **Upward Scholars**, Diana Viscara to visit ESL classes

4. From last meeting:

Goals for 2023:
- Get ready for Program Review
- Can we keep track of lost students? What are the trends of why students leave? Exit interviews. Coordinate with Diana. Where can we put this info as teachers when we have it? Let's compile it.
- Coordinate as a team: Retention Specialist, Faculty, Counselor and Program Coordinator: useful doc?
- Identify student centered goals and how we are achieving them
- Provide classrooms for students where technology is available
- Nadya–Discussion moving forward with Welcome Center, Faculty and Counseling: How can we get students enrolled faster; consider sending 1-2 add codes for each class so Nadya can immediately enroll students

(From 12/6 meeting) Next Steps:
- How are students being placed in our program (from H.S.)

- ○ What type of recruitment are we doing and how can we partner w/ H.S. to prepare students and explain expectations
- Set up subcommittee for Careers and Majors Day Fall 2023
- Plan ESL Recognition Day May 2023
    - ○ **Confirmed date: Tuesday, May 2 (1st) Wednesday, May 3 (2nd)**
    - ○ Compile/ keep track of "exit interviews"
- How to address students who need to be placed quickly in first two weeks of semester: Look at "I can" assessment that Nadya or Sara could use
- Where are 2 unit courses for Spring 2023 - James canceled those classes.
- Julie will make a chart for Nadya for add codes: Faculty will add if they feel comfortable

5. Next Steps:

- **NEXT STEPS:**
    - ○ **AA:** Look at adding advanced grammar and advanced pronunciation; professional language skills
        - ■ Pro: less work + easy to begin/do it
    - ○ **DP/KS:** Look at (various possibilities) reconfiguring the unit/class offerings for the skills (R, L, S, W, G) - Short term + long term
        - ■ Pro: We'd find out how big this project is /could lead to easier scheduling
    - ○ **RT/GP:** Look at night program
        - ■ Pro: Supporting working students and parents / seems interest across College / CWA - good model
    - ○ **GP/RT/JC:** Look at modalities
        - ■ Pro: To make informed choices about choosing the modality of our courses / perhaps serves students & prepares them for other more complex modalities / We could get a definitive answer from our Dean about what's possible

- - ■ Con: Inconsistent
  - ○ **JC/RT:** Look at immersive, project-based ESL program (hands-on), experiential
    - ■ Pro: lots of research behind it (equity) / creates meaningful learning / avoids tech doing all the work / explores options after ESL earlier in the program and connects with services / intentionally create skill-based classes (Example: [Multimedia Cultural Presentations, Community Event, and Intercambio Project in ESL 911 at FairOaks and Spanish at Cañada)](#)

6. Spring 2023 Semester Meeting Dates:

Next meetings: Feb 7 / Mar 7 / Apr 4 / May 2 @ 2-4pm

ESL Department
Meeting Agenda
December 6, 2022
2:00-4:00pm
Zoom: https://smccd.zoom.us/j/83457134076

Check-in:

Gerardo: Students are reporting tutor cancellations. Let's check-in with Julian and Ron.

Julie–ESL 912 project was fun and students will be featured on Cañada's social media; visit to Sequoia Adult School went well.

Alicia–students coming from high school may be dropping out at concerning rates; Alicia is working on researching this; how can we support these students; Julie has noticed many students right out of high school in ESL 912, which is new/ rare; Gerardo had two students who graduated from H.S. but were unprepared for ESL class; students didn't understand the amount of HW

Rebekah–will be teaching in IDSD (honors research seminar) and English as well as ESL 400 in Spring. How can we get more immigrant students in honors program?

Danielle–Observed Ben's dual enrollment class; class on Friday sent a message that the class is an "elective" and not important

Katie–multimodal didn't work; she looks forward to this semester ending; the vibe in multimodal and F2F was totally different

Fall 2022 Courses (day and eve)–Monday: 13, Tuesday: 12, Wednesday: 8, Thursday: 3, Friday: 3 (MW/ TTH are duplicated)

Spring 2023: Monday - 6, Tuesday - 8, Wednesday - 8, Thursday - 4, Friday - 1

- **Spring 2023 ESL Events**
  - **College ID Days**
    i.   Day and Eve every semester
  - **Recognition Day**

      i.   May 2023

      ii.   Sol from ESL 924 as entertainment?

      iii.   Speakers?

      iv.   Community Award recipient

- ○ **Careers and Majors**
  - i. Could departments make videos for students so we don't lose a class day?
  - ii. Fall 2023
  - iii. With Hybrid classes, missing 1 class is difficult
- ○ **Other events**

- **Curriculum and program design**
  - ○ How are we planning to offer classes?
    - i. Danielle–all classes multimodal/ hybrid for Spring and Fall
    - ii. Rebekah–flexible but trying to figure out what students need
  - ○ How do we determine what is working best for our students?
    - i. Times of day and eve
      1. Should we try 6:30pm?
      2. Can we survey students?
      3. What did we learn from the pandemic?
  - ○ We should continue to plan events in multimodal
  - ○ Should we consider revamping course offerings (separating classes out more?) What other classes are our students looking for?

- **Late-add students discussion**
  - ○ Students struggle when they add late
  - ○ More late start classes? Revisit this at district meeting

- **Other short-term certificates of achievement besides PASS**

○ Should we be promoting other short term certificates that Cañada offers to our students? Julie has notices students who are interested in:
  i. Kitchen and bath
  ii. Small business and entrepreneurship
  iii. Technical sewing
  iv. Video game design

- **Citations - Empowerment for our students - What's happening at each level?**
  ○ Students need to understand the basics of MLA
  ○ Library video for ESL 924 https://youtu.be/7CgpjFHJSC0; resource sheet
  ○ MLA generator: https://docs.google.com/document/d/1ESqdUP799jWQtv7FxpoNLPgR_zVQcc9fw_lJgNnTbG4/edit?usp=sharing
  ○ ESL 923–Danielle introduces the word MLA and a few details
  ○ Contact librarians for embedded librarian service

- **Goals for 2023**
  ○ Get ready for Program Review
  ○ Can we keep track of lost students? What are the trends of why students leave? Exit interviews. Coordinate with Diana. Where can we put this info as teachers when we have it? Let's compile it.
  ○ Coordinate as a team: Retention Specialist, Faculty, Counselor and Program Coordinator: useful doc?
  ○ Identify student centered goals and how we are achieving them
  ○ Provide classrooms for students where technology is available
  ○ Nadya–Discussion moving forward with Welcome Center, Faculty and Counseling: How can we get students enrolled

faster; consider sending 1-2 add codes for each class so Nadya can immediately enroll students

Next Steps:

- How are students being placed in our program (from H.S.)
- What type of recruitment are we doing and how can we partner w/ H.S. to prepare students and explain expectations
- Rebekah will assist Alicia in setting up discussion on curriculum and program design
- Set up subcommittee for Careers and Majors Day Fall 2023
- Begin to plan ESL Recognition Day May 2023
    i. Proposed date: Tuesday, May 2 (1st) Wednesday, May 3 (2nd)
    ii. Compile/ keep track of "exit interviews"
- How to address students who need to be placed quickly in first two weeks of semester: Look at "I can" assessment that Nadya or Sara could use
- Where are 2 unit courses for Spring 2023?
- Julie will make a chart for Nadya for add codes: Faculty will add if they feel comfortable

Next Meetings for Spring 2023!

- January 12th 1:30 District ESL (Zoom)
- January 13th 2-4 Department meeting (Zoom)

ESL Department
Meeting Agenda
November 1, 2022
2:00-4:00pm
Zoom: https://smccd.zoom.us/j/85250888958

- **Check-in**
  - Rebekah: Ss are doing well with technology in 914 and 400.
  - Higher-level Ss are savvy with technology - downloading free materials, Google, etc.
  - It's the "lost sheep" Ss that we want to keep an eye on.
  - Danielle: Ss need help with Proctorio. Where do we send the Ss for help? Erika Reynolds is taking over for Allison Hughes while she's on baby-leave.
  - What is our policy regarding dropping students in light of our current Covid policies? We don't want Ss to get F's, so dropping them before that and urging re-enrollment next semester is better. Early alerts are also available, but they don't always seem to have the desired effect. Direct Ss to academic counseling to drive home the importance of attending, keeping up with class work, etc. Gerardo: multiple attempts to communicate with Ss doesn't net a response. Withdrawing allows reregistration.
  - Rebekah: Regarding hybrid classes, what is the dropping policy in terms of number of meetings per week? We try to give the Ss the benefit of the doubt, but we also communicate with them the consequences of not attending and not logging onto Canvas/participating.
- **Textbooks Spring 2023**
  - Danielle attended webinar on OER training for ESL webinar attended
    i. [Here are the slides](#)
    ii. These slides have links to help ESL teachers find OER sources
    iii. Sarah Ferguson from Grossmont College is a fantastic resource.
    iv. This was an inspiring webinar with ESL teachers from across the state.

- **Late Adds:**
  - Discuss timing of late adds and diagnostics and census in relation to hybrid classes
  - Look at course offerings - early start?

- ○ Late start classes? Would this be helpful in terms of arranging some kind of tech-oriented workshop or session for our Ss at the beginning of the semester?
    - i. What kinds of questions would we want to ask our Ss in a survey about late-adds in classes?
    - ii. Alicia: the majority of Ss who start late don't last (generalization). Sometimes they feel overwhelmed.
    - iii. Gerardo: When Ss add late in a hybrid course, they've missed an entire week of work (in-class + outside work). His syllabus tells Ss they can be dropped from missing 2 classes.
    - iv. Rebekah: Sometimes Ss goals are not traditional.
    - v. Danielle: Are we thinking about creating a department policy, or is this instructor-specific? I don't mind late-adds; I give them a chance. The email I send late Ss with info about catch-up materials is intimidating.
    - vi. Julie: The mad rush in weeks 2 & 3 makes it hard to give individual attention to late-add Ss. International Ss often have this late add problem. Getting Ss into the class right away is the message to send to counseling & international office.
    - vii. Danielle: Late-start Ss are a burden on the system in general because they require manual, individual attention. However, is it just us or colleges across the district, state? Ask CATESOL and ASCC.
    - viii. Gerardo: Consider the modality of the course. Hybrid goes fast for students. Their assumptions for this modality are not the same as for F2F.
    - ix. Rebekah: I ask what is the reason, how much time do you have, you have x # hours of work to make up… Then the response of the student guides my actions.
    - x. Julie: Some of the late adds happen just to keep the Ss from disappearing before the subsequent semester. Let's get them into a class and then serve them the best we can until the next semester. Is this worth it?
    - xi. Next steps on this issue: Add this to the next agenda as follow-up. Come to the meeting with ideas.
  - ○ Early Alert
  - ○ Diagnostics

- **Teaching Modality**

- ○ **DJP** - DEAC: Seeking input regarding QOTL training re: pedagogy - We need training that is immediately useful.
    - i. Faculty Instruction (CIETL room) event Tues 10/18 1:45-2:45
    - ii. DJP leading conversation to learn what faculty need
    - iii. To inform QOTL trainings - Some of us teachers need the technology training, but the QOTL trainings focus 90% on pedagogy. Can we please have technology-only training? Alicia: "Canvas for Dummies" - Help us learn how to use every feature of the technology available. Julie: We need the summer trainings. During the semester is too crowded with our teaching duties.
    - iv. Working with Nada Nekrep + David Reed: Using the multi-modal modality - issues? IT really needs to be prepared to be hands on at the beginning of the semester for teachers who are experiencing problems.
    - v. [Here are the notes taken during the faculty instruction conversation](#)
    - vi. Danielle: Multi-modal one day, then hybrid for the rest of the week is what most of us do.
    - vii. Gerardo: Let's consider modality when dealing with late-add Ss.
    - viii. Rebekah: Let's compare our modality offerings with our sister colleges. Are we missing something?
    - ix. Katie: The QOTL trainings were not useful/helpful. The tech is what faculty need help with. How to manage settings? What to click? [QOTL focused on ss different learning styles and how to create a lesson plan…]
        1. Are there trainings that solely focus on the tech (vs. how to teach)?
        2. It's not about compensation; it's about getting the necessary tech training
        3. PLEASE SEPARATE the pedagogy from the tech piece?
        4. DJP will take this back to DEAC.
    - x. AA: Canvas for dummies training!
    - xi. JC: We need summer training! The Tuesday workshops seem great, but can't fit it in.
- ○ **NEXT STEPS:** DJP takes these messages back to DEAC! (Next DEAC meeting = Wed 11/2 @ 12:30pm)

- **ESL class offerings**
    - ○ What is the best way to offer our classes?
    - ○ Late start: Alicia - This is a bigger discussion. I've had many conversations with James. We have scheduling issues. Is it time to think about this now before Program Review. Considerations: Units (3, 4, 5…?), modalities, days of the week? Part of the 5-unit issue is that it fits the 15-unit requirement for us as teachers.

The new modalities open up possibilities: online, other? We need to think about this and start coming up with ideas.

- ○ Gerardo: I spend a lot of time creating videos, materials, my Ss are doing the work even though I'm not there. We need to remember we are doing 5 units' worth of teaching and preparation.
- ○ Alicia: From James' perspective, it's a scheduling nightmare.
- ○ Julie: I'm conflicted about synchronous, online, hybrid… Some Ss are having lots of success. Others are struggling. We don't want to be gatekeepers. It's worth our time to try to make it work for our Ss. The world is demanding new modalities, ways of teaching…
- ○ Alicia: the world is dealing with this, too. Where do we want to go with all of this? Lower-level Ss can have difficulties, but working with them can help make the difference.
- ○ Danielle: Maybe this is a good retreat discussion topic for our department. I have this fantasy that grammar is its own class. Grammar AND writing together is a LOT! I feel it's such a challenge to get through it all by the end of the semester. Other colleges have grammar on its own.
- ○ Alicia: We love to teach grammar. Students love to study it. We need to check our ESL community to see what's out there and what the possibilities are.
- ○ Rebekah: Let's start with a pilot class to see what works. Let's separate reading from L/S. Let's see what happens one step at a time instead of changing everything at once.
- ○ Alicia: Let's look at what other colleges are doing. What makes sense in today's post-pandemic world? We need to look at research. It's up to us what our department will evolve into. It will require a major revamping. We still serve the lower levels and we're struggling a bit less than colleges that don't have them.

- **ESL Level #/EOPS required packet**
  - ○ EOPS would cover a dictionary app if required - shall we choose one-Longman Learner Dictionary? For packets, we have to put "required" for EOPS to cover them but we could do "required for EOPS" so students who don't have EOPS don't have to get the packet. Is this worth it to do for courses so students can use their EOPS funds for supplies?
    - i. Jai: Assembled materials tend to be required, not individual items. Ss have funds left over because of OER and other newer options. Be aware that course material costs will be covered starting in the spring because of the newly passed bill. Anyone not in San Mateo County doesn't qualify. What services or products can we bring in to serve Ss. It could be recommended, not required, but it's separate from the textbook allotment. You could have a kit (textbook + supplies) and it would be covered under the textbook allowance. A second option is a small stipend to cover

ii. non-textbook items. This gives the student the option where to get the items, but the cost is covered. The cost would be capped at a certain amount.

ii. Lorraine: EOPS can cover required materials (textbooks are part of this). We are mandated by the State to spend a certain amount directly on textbooks. If packets are desired, EOPS could purchase those for the Ss. Supplies such as scantrons, bluebooks are separate and can be purchased by EOPS, but it's a different process. We give a backpack with supplies (binder, paper…) to students from the EOPS office. We determine the amount. That's different from the textbook or materials required from the course.

iii. Julie: There seems to be a conflict between the message to move toward zero-cost vs. conventional textbooks. How do we work toward zero-cost while still using textbooks?

iv. Lorraine: Title V doesn't allow EOPS to pay for equipment/technology (laptops…) at this time. We can lend laptops, calculators… but they have to be returned. We can cover basic supplies.

v. Katie: What happens with the money that hasn't been used? Does it roll over? Accumulate? Disappears?

vi. Lorraine: Pre-COVID = no rollovers and it's always been spent
   1. Since the pandemic statewide - mostly because of enrollment - struggled to meet textbook requirement - so allowed to rollover.
   2. This will no longer (most likely) been continued (rollover = frowned upon)

vii. Rebekah: I'm working toward OER. It varies what Ss want. Some want to keep using notebooks and more traditional materials.

viii. Jai: The Bookstore takes one pot of money and can only use it for authorized students. All the Ss in a given class don't have the same status re: EOPS, etc.

ix. Lorraine: Ss give their name and G number at the Bookstore. That's how their status re: materials/textbooks is determined.

x. Julie: Flexibility in unit load?
   1. Lorraine: as little as 9 units during pandemic, but now emergency status is gone, so we're back to 12 units unless enrolled in DRC. 10% of EOPS enrollment can be minimum 9 units.
   2. Alicia: Does our class unit amount affect our students regarding EOPS and unit requirements.
      a. Lorraine: Yes, fewer courses meeting the minimum unit requirement is better. Some Ss don't want to take a 3rd course because of personal time constraints.
      b. Alicia: Why aren't we putting Ss into a math course (instead of a PE course that just fulfills a unit need but doesn't help with transfer or other long-term academic goals)?
      c. Lorraine: PE courses do fulfill local degree requirements. It depends on individual student needs. They always need encouragement. Lack of confidence can be a stumbling block.

xi. Julie: The kit idea seems a bit overwhelming. Can we ensure that certain items are stocked in the bookstore?

1. Jai: We already have that covered. If there's a kit, every student gets the same items. The stipend doesn't ensure that uniformity.

xii. Lorraine: We're happy to come to your individual classes to talk to the students.

- **District ESL Meeting**
  - [Here are the minutes](#)
  - Alicia: Data from PRIE re: enrollments from 2017 - 2022. What are we doing to complement our offerings?
  - Validating our placement tests (I-Can, Accuplacer)
  - From the [notes](#):
    i. Primary concerns across the district for future meetings:
       1. Modalities (have robust discussion about modalities: what we're doing, what's working, etc)
       2. Enrollment (fyi: Skyline has no more part-timers anymore because our program has shrunk so much. Enrollment is our priority)
       3. Aligning levels across district (discuss BEFORE we meet with our dean regarding scheduling)
       4. ==**Maybe meet during Jan Flex or early in the semester to discuss this**==
  -

- **Spring Semester**
  - Things to be thinking about for our next meeting:
    i. Careers and Majors Parade
    ii. Recognition Day

- **Professional Development:**
  - https://www.catesol.org/
  - See all the workshops (most virtual)
  - Example workshop: CATESOL Orange County Fall 2022 Virtual Workshop
    i. Open Educational Resources for English Language Educators
    ii. Presenter: Rebecca Al Haider
    iii. The first part of this presentation will cover the concept of Open Educational Resources (OERs), provide tips on adopting, adapting, and authoring OERs, explore gaps in materials available, and discuss concerns in using OER. In the second part of the presentation, participants will work in groups and apply strategies to create a lesson on topics that are relevant to their curriculum using OER materials.

- **Next Steps**:
  - Continue to think about our curriculum and program design

- ○ Late-add students discussion
- ○ Other short-term certificates of achievement besides PASS
- ○ Citations - Empowerment for our students - What's happening at each level?

- **Next Meeting:** December 6th, 2022, 2-4 pm

ESL Department
Meeting Agenda
October 21, 2022
11:30-1:30
Zoom: https://smccd.zoom.us/j/82046569441

- **Check in**
  - ○ **Had College info.night:** Great energy. Went to lib. Student life, learning center, got I.D's, bills paid-majority covered. Little details can derail whole process (e.g. how numbers are written ex. "7" with a line to distinguish from "1" Welcome center and student life-great support. Diana is an amazing job (as usual)!
  - ○ **Email re: computerized rooms:** No room for some classes for rooms with computers. Advised to reach out to the library.
    - i. Issue with accessibility. How can we tell students in hybrid class that there is help when there isn't? Should be in computerized room.
    - ii. Why don't we have access to other buildings like the science building? Are they available during the times we teach? Can we get access? 9-206 is not sufficient for many-challenging for daily group work. Students need laptops.
    - iii. Used to have rotation in 13-11
    - iv. Plan to put carts in new building-need to get laptops to students. Julie let Ron know needed 15 laptops for spring

> v. Is 13-11 coming in the fall?
> ==vi.== ==**Next steps:**==
>> 1. ==Ask to get carts for new building ahead of time assure library is set up at the start of the semester. Make clear laptop key to success-Julie and everyone ask - the more the better to remind Dec., early Aug. late July==
>> 2. ==Ask re science and other buildings-Rebekah ask James==

- **Textbooks Spring 2023**
  - Many of us changed textbooks/OER etc
  - Email about txbks from Jai-if not making any changes, respond. Reminder on top of Coordinator gathering
  - If doing OER/ZTC-easiest is start a google doc and make a table of contents and load everything on there-copy and paste. Just a link doesn't work. One google doc with whole doc loaded in so that Jai can print.
  - ==[Link to list of ESL Textbooks](#)==

- **ESL Level #/EOPS required packet**
  - EOPS would cover a dictionary app if required - shall we choose one-Longman Learner Dictionary? For packets, we have to put "required" for EOPS to cover them but we could do "required for EOPS" so students who don't have EOPS don't have to get the packet. Is this worth it to do for courses so students can use their EOPS funds for supplies?
    - i. Katie: We should each decide for our classes e.g. lower levels is translation
    - ii. Gerardo: agrees, keep option opens
      1. Maybe EOPS can create a system where they buy the books and materials (binders, paper, pens, agendas etc..)
      2. Issue with OER - students need to print (EOPS needs to support) What is EOP doing to support students in that?
         a. https://guides.canadacollege.edu/printing
    - iii. Alicia: higher levels English only
    - iv. Julie: What can we require so that EOPS can spend their money but other (part-time) students won't be required
    - v. Jai-says has dictionaries in bookstore-which ones do you want?
    - vi. We often tell students to go to amazon which is cheaper
    - vii. Need to consider part time versus full time students issues-need to ask re: part time students
    - viii. Key: Create less boundaries

- **ESL Counselor ==Nadya Sigona! Yah! WELCOME!!!==**
  - Drop in counseling dates
  - Getting students to reg. Event at 4:30pm is tough
  - May need to go to the classrooms

- ○ Nadya is now the official counselor for ESL students-very excited, has many ideas and open to what we think is best for students.
    - i. Many students comfortable with zoom now (more than before)
    - ii. Less no -shows than before
    - iii. Dean of Counseling Max Hartman is flexible about after hours appts. Students can contact to set that up (during lunch break/car/closet!/construction sight/in person/phone but try to walk students thru zoom
    - iv. Often start with "Why am I here?" Learn the importance.
    - v. Think about next step:
    - vi. For PASS Certificate: Recommend Lib. 100 with 400 and try to accommodate one class thinking of in major (business, med. ECE, etc..)
    - vii. Alicia: Students not taking math as soon as they can. Want to be encouraged. Tell students: What does it mean to meet requirements?
    - viii. Need to work with math dept. On scheduling not on same day as ESL-schedule conflicts need to be worked out
    - ix. District wide strategic scheduling
    - x. Julie: Gets so much positive feedback and meeting with Counseling
    - xi. Need video or more info. To understand A.A., transfer, GED questions
    - xii. What if students have a degree in their country? How can they build on that.
    - xiii. Concern that students take on way too much and counselors address that-Explain that hybrid one day a week is a lot of work. Issue students go full time for free books etc..
    - xiv. Maybe we can make that bridge with Promise: [Promise part time](#)
    - xv. Fine line btw taking too many classes and students not knowing they can take more-challenging balance
    - xvi. Students who place into a level and do everything to go to the class but it is too difficult and they struggle but they are not coming to Diana and counselor and it's too late.
    - xvii. What can we do with a counselor to make sure they are in the right level? Early intervention, early alert
        1. Can be as simple as sending Diana an email stating student may not be in right level
        2. Let Nadya know in first couple of weeks of classes
        3. Do diagnostics first week of class
        4. Be sure to walk students over or do warm send off/follow up
        5. Gets away with hybrid-need guidelines about timeline for example to start a class late

6. Make sure let Diana know about late add students
7. Issue, if students don't come until 2nd or so week, miss diagnostic
8. Diagnostic:
   a. When to do it?
   b. If meeting synchronously only 1x/week, timing can be tricky in relation to Census
9. Pattern of late start students typically not doing well
10. Changes with numbers of students - low numbers
11. Nadya: Deadlines for late adds - late starting course idea
12. Rebekah idea: have a Late Add questionnaire for students
13. Hybrid classes - number of hours needed in class. When come in late, missing a big portion of hybrid
14. Katie: Does housekeeping: multiple diagnostics and activities around schedule and hour requirements rather than starting the content. Helps if some people miss the first day. Starts course, get info. Re: students.
15. Danielle: Does same as Katie - student success.Logistics day 1, and day 2 diagnostics
16. Alicia: Can combine diagnostic with content. First day, you are selling the class.
17. Request to register students early has been tough. Maybe offer some classes later?
18. What support does Nadya need from us?
19. How do we get info. to Nadya sooner?
    a. First weeks are most stressful - need someone everyday on zoom.
    b. Need to figure out add codes - maybe have some available? By the time they email prof. Can push the back.
    c. Could we start ESL classes one week later? Some students come the first week of classes and it is too late to add.
    d. Could we do orientations the first week?
   ○ Placement test takes time and is a certain time.
   ○ Need to have Nadya at future meetings to exchange info. Like this
   ○ Are we thinking about recruiting students earlier? Recruiting all the time.
   ○ We should have zoom links available and a way to have students access to Canvas even if they have not finished registering
   ○ Would like to have Nadya part of College ID night before each semester
   ○ Modalities: zooming into synchronous class etc..
● **Drop-In Registration Sessions starting November 16**

- ○ **Event Title: Drop-In Registration Support starting Nov 16**
- ○ Day sessions: Monday/Thursday: 11:30-1:30pm
- ○ Evening sessions: Tuesday/Wednesday: 4:30-6:30pm
- ○ **In-person and zoom** at the same time
- ○ Location: Building 9-first floor, Welcome Center Area
- ○ Flyer: is in the process
- ○ Communication: students will receive an email and post on Canvas

==ESL Faculty Promote these events!==

When Nadia visits classes she can promote these events
Diana can create video-thank you Diana!

- ● **Undocumented Students Registration, Is it working?**

Senate Bill: [SB893 slides](#)

- i. Need to move to the future with senate bill: If student has an SM address, have fees waived - free college. NO unit cap. Can enroll in up to 19 units.
    1. Health center and student fees however. Working with Dreamcenter on that.
    2. Should be long term-likely to be passed for 5 years.
    3. More info. coming
- ii. How can we move this forward and not lose students in the process?
- iii. 90% eligible for the HERF grant and most got it this semester! Even have extra $'s -advised to save for next semester
- iv. Amazing news but keep eye out for glitches that can happen (right now block on more than 6 units)
- ● **DJP: Make Reg Easy (EMP Goal 1.1)**
    - i. CCCApply - Long term work here
    - ii. Trying to bring it down to 1 day
    - iii. Wissem seeing how/if SB 893 will affect reg process
- ● **Ukrainian Students, Kathy Kohut**
    - ○ Int'l center moved to bldg 9
    - ○ Ukrainian student inquiries coming in and in future. From humanitarian parole and refuges
    - ○ Uniting for Ukraine- Gov. prog. Help come here faster under humanitarian parole.
    - ○ Will be considered residents and receive federal benefits-get resident tuition

- ○ All inquiries sent to Int'l to provide support/Lang. Info.-M-F9am-4pm - ext. 3487
- ○ NOVA campaign includes three colleges & ESL dept. Home pg.https://www.refugees.novaukraine.org/california
- ○ Kathy will ask Melissa what blurb of info. Re: status, type of aide to promote etc..
- ○ How is the new senate bill a part of this? Believe all students who are residents are eligible but need to double check
- ○ Request from ESl to Int'l office: Great if let us know what students are coming and we can prepare curriculum etc..
- ○ TPS, SSR -programs for existing students from Venezuela, Myramar, Pakistan
- **SSS (Student Services) is** thinking about ESL. See slides
- **Technology Update**
  - ○ Ron Andrade "Tech Jam" update (DJP + JC)
    - i. Like the old days when we used to bring ss to the Library for training from Diana/Chris Rico/etc
    - ii. Schedule on campus classes for a 1-hour ish visit to the Learning Center
    - iii. Weeks 2-3
    - iv. Ron and student tech assistants lead the training with instructor help
    - v. In the meantime, use Instructure video tutorials, video from the LC (see it here - cool indexing), and teacher help
    - vi. Arrange off campus tech trainings for 911, 912, and 800
      1. ESL 911 @ Hoover (Alessandra) MW 6:30-8:55pm - start 1/25
      2. ESL 921:
         a. @ Sequoia (Alessandra) MWF 9:10a - 12:25p - late start (3/20)
         b. @ Sequoia (Andrea) T Th 6:30-8:50pm - start 1/24
      3. ESL 800 - not offered?
      4. Need to have specific offering for our students during class-our students don't have extra time for sessions outside class
      5. Julie is working on organizing tech orientation for 912 and can collaborate with anyone teaching on Tues. Jan. 24 9:45am-11am
      6. Used to combine classes for one presenter
      7. Melissa's system of scheduling and having us RSVP on line and scheduling toward end of class so students who are already savy can leave

- **Data Collection**-if more needed, discuss it. We got data needed for district sharing.
- **Next Meetings**-Tues. 2-4pm Nov. 1 and Dec. 6 2-4pm

10. Next Steps:

1. Invite Lorraine Borrales-Ramirez to meeting to discuss best use of EOPS funds. Draft an email with questions and ideas ahead of time so that they can come up with solutions.
2. Compose questionnaire for late add students before we add them
3. Discuss timing of late adds and diagnostics and census in relation to hybrid classes
4. Look at course offerings - early start?
5. List zoom links for spring so students can come even before enrolled
6. Ask the District to let us open Canvas shells or can someone in the learning center have access so students can sit in on zoom classes in the learning center even if not yet registered?

ESL Department
Meeting Agenda
September 23rd, 2022
11:00am-1:00pm

1. Check in
   a. Spring plans/ course offering
      i. Alicia is going all F2F for Spring for ESL
      ii. Katie plans to do F2F/hybrid (unless enrollment is an issue; she'll add a multimedia/Zoom component at the last minute if needed)
      iii. Gerardo is waiting for an answer from James about changing to F2F
      iv. Julie is doing all Hybrid/ F2F
      v. Rebekah is doing F2F multimodal/zoom for ESL 400 and F2F hybrid for ESL 914

      vi.   Danielle is doing multi-modal/hybrid for all classes (like this semester)

    b. Let's collect data on what other departments and campuses are doing in terms of modality

    c. Our student demographics appear to be changing

    d. [Latinx Heritage Month Events](#)

    e. Mid-semester progress reports (next week)

        i.   Please check-in with students on this

    f. SEP Campaign

        i.   Let students know to make or update their SEP

               1. Nadya Sigona and Jose Manzo are good choices for our students

               2. "Meet with a Counselor" video on our ESL Canvas page

    g. Alicia is going to go to Hoover school to ensure students feel safe in the evening there after the shooting (shooter has been caught)

    h. Enrollment is strong at Hoover this semester (many students received the 6 unit waiver and the HEERF grant $2200)

    i. SB 893 will provide free tuition for undocumented students. Bill still needs to be signed by Gov.

2. ESL Level #/EOPS required packet

    a. Table for another meeting when Rebekah can speak to it-the information was in the agenda and then put in the comments:

        i.   EOPS would cover a dictionary app if required - shall we choose one-Longman Learner Dictionary? For packets, we have to put "required" for EOPS to cover them but we could do "required for EOPS" so students who don't have EOPS don't have to get the packet. Is this worth it to do for courses so students can use their EOPS funds for supplies?

3. Alicia will reach out to Danielle to invite Aaron McVean to our District ESL meeting to discuss SB 893 and how our students can utilize those fee waivers and funds

4. Enrollment

5. Student preparedness in ESL classes:Level 2 to Level 3 and Level 4 to ESL 400.

    a. Gerardo is concerned. [Presentation](#) here Some students are showing poor performance. Some level 3 students need to go back to 1 or 2. "Hybrid classes are not working for me"

    b. Katie–these issues are not new. The Level II/Level III jump has always posed the biggest hurdle for our program. We have historically discussed

our wish to have a Level 2.5. Also, If hybrid isn't working for you, don't use it. There's no obligation to do so.

c. Julie–there will be learning loss from Covid; let's all do our best to help students keep moving forward; in class diagnostics and accepting students in the first few weeks can help get students where they need to be in terms of level; how do we get students devices that work for them and training with the device.

d. Rebekah-very impressed with the level of preparation of ESL914 and 400 students overall. Hybrid is not great but hours of setting up creative ways to use it are working ok.

e. Alicia–let's look out for larger trends that need to be addressed, but a few students as outliers will always happen; we should keep our standards but increase our compassion and flexibility

f. Let's take this issue to shared governance committees

g. Diana–we did have tech workshops through Learning Center; if we need them to be ongoing, we can take it to Ron; What do students need?

h. Learning Center has tech support www.tinyurl.com/lctechteam

i. It would be great to have tutors coming into our classes for tech support; ideally we'd have multilingual tech tutors checking in on our classes

  i. Rebekah: This is so important. We need to avoid losing too much content time to tech

6. Technology challenges
7. Next Meetings for Fall 2022
  a. Doodle poll coming

Next Steps:
● Collect data on what modalities ESL at Skyline and CSM are doing in Spring
● Collect data on other departments at Cañada and modality/ offerings
● Designate a counselor for ESL
● Add teaching modality to next agenda
● Follow up with student services on devices for our students
● Review Data Dashboard for ESL at next meeting
● Connect with Ron Andrade to ask if student tech tutors can come to our classes or reserve an appointment to support students; CC Melissa Maldonado
● Alicia will send a doodle poll for next meeting

Meeting Agenda ESL Department
Sept. 2 2022
10:45am - 12:15 pm
Zoom: **[ESL's Department Zoom Meeting](#)**

Topics and Tentative Time Estimates:

1. **Check in (10 mins)**
2. Lorraine Barrales-Ramirez, EOPS **(10 mins)**
   a. EOPS students have to buy their books at the campus bookstore to be able to pay with EOPS funds.
   b. Unit requirement=12 units or more unless part of DRC; small # of students with at least 9 units (10% of total enrollment for the year); EOPS office tries to prioritize this for eve students; after in the door, students can reduce load
   c. Hybrid allows less time for class visits for some classes, so Lorraine will send video and website here: **https://canadacollege.edu/eops/eops.php**
   d. Always refer students to office for in person support or questions
   e. Julie: Students need support with devices as we move toward OER
   f. Lorraine: State doesn't allow us to give lap top but they can borrow them
   g. EOPS Application open through mid semester

3. Financial Assistance announcement: for ESL students and students who are undocumented**:** 6 or fewer units waiver for non-residents* and HEERF.
   a. Part time students are busy; what other financial aid is available for our part time, nonresident students
   b. See Julie's emails with Aaron McVean reL 893 resident fee waiver (free college for San Mateo residents)-specific to our district "San Mateo County Residents." Julie is trying to find out/ ensure free college will also be for students our undocumented students who do not qualify for AB540/ AB2000/ DACA–keep your eyes open for the official language and send support. Erin from Skyline ESL is going to read the letter at the upcoming board meeting Sept. 8. In public comment for support.
   c. Diana coordinated the applications 2 categories of students at registration with and without documents for the CCPG or 6-unit fee waiver
   d. Nimsi in Dream Center is amazing. Hope to keep her their long-term

e. If students register for more than 6 units can't waive anything
f. Need to contact students to make sure they are aware of fees, need more support
g. We'd like Julie to give a mini workshop explaining options and barriers for students who are undocumented at next meeting

4. **Text Books: (10+ mins)**
   a. Rebekah's report on meeting with Jai Kumar 8/22/22:
       i. For OER courses or courses with online readers, try to give students a due date to let you know if they want a print reader and order all the readers at once as Jai can't rush an order that only has 1-2. Put the OER curriculum into one document just as you would for a paper reader.
       ii. Each semester we need to have one list of everyone's textbook adoptions as Alicia has been doing, and Jai recommends the following:
            1. Communicate with him directly anytime there's a change from that list. Try to get your orders in at least a couple months before or you will get behind the line of faculty requests.
            2. Check the bookstore website a month before classes start to make sure the right books were assigned
            3. Don't be surprised or upset if Jai communicates with you again by email. Sometimes he needs to verify especially if there are changes (for example ESL 400 changed to OER, so Jai then wanted to double check with all ESL 400 faculty-please respond to his email)
            4. How about in the future we do a google doc which Alicia sends to Jai, and then if anyone has changes, they add it to the google doc and notify Jai and Alicia?
                a. All agreed but we:
                    i. Need cut off date for changes to google doc in combination with due date Jai sends out
                    ii. Each responsible for own books
                    iii. Master list lives with Alicia and Jai
       iii. Since EOPS and other scholarship students have funds to buy materials, does ESL want to make a list of kits or bundles of recommended materials for each level or course for the bookstore to have and that the students can then buy with their scholarship money? Otherwise, they often cannot use their scholarship money.
            1. Can we create materials that are required for each level? "Requiring" these can be a burden for non EOPS students and

recommended books are not able to be purchased. It might not be worth it. Check if there's any way around.

2. Check with Upward Scholars about required materials covered

iv. What dictionary do we recommend the bookstore keep on hand?

1. Longman Learner Dictionary
2. Other?
3. Longman app? Rebekah will ask Lorraine if that could be covered

5. **Multimodality challenges and strategies (20 mins)**

a. Who is doing what modality?

i. **Fall 22:**

1. Katie: multi-modal/hybrid (I use both NEAT + multimodal "big screen" - I prefer the big screen over the NEAT board.) + had tech asst in class for first 2 weeks to double check that setup went smoothly; not playing with many of the features, no breakout rooms yet b/c there are not many students on zoom; is larger enrollment a function of hybrid?

2. Gerardo: We shouldn't feel obligated to take on multimodal; this is within professor purview; What is really best for students? Students are struggling; we really need to teach students all the aspects of these modalities so that we don't create new barriers; how do we guide students in these new modalities; will not be doing multimodal; staying with hybrid or going back F2F; are we being adequately compensated

3. Danielle: under the assumption that instructors can choose modality; scheduling is in Dean's purview (modality included)

4. Katie: we need to advocate for more tech support for students, students need to learn how to use all these new technologies; this is part of our SLOs. It does not behoove students to shy away from current academic technology because they are going to need it as long as they are students, and it does not behoove us as an academic program to "go easy" on our students and allow them to avoid using current academic technology.

5. DJP: for all classes - multi-modal/hybrid

ii. **Spring 22:** What have ESL faculty signed up for in spring 2023 and what modalities should we use for ESL in the future?

1. Katie: multi-modal/hybrid (with option to add Zoom section); zoom section is an enrollment fix

2. DJP: for all classes - multi-modal/hybrid

3. RST: ESL 914 = hybrid: face to face 1 night with asynchronous, ESL 400 Multimodality - 2 days F2F with Zoom option for both days
4. GP: Undecided
5. JC: Hybrid
6. If students want synchronous instruction, should we add synchronous sections that are not tied to in person classes (not multimodal)?
7. Multimodal is intense

b. Strengths/What works? Allows flexibility, gets more enrollments (?) for some faculty say ok if a student is sick they can come to zoom

c. Weaknesses/What can be improved? Time, energy, intensive (an hour extra each session)

 i. Multimodal can be distracting (takes away from student time)
 ii. Lots of tech to manage (takes time, energy, mental focus)
 iii. Lots of set up at the start of class and don't want to be in computers when students arrive - rather be available for questions
 iv. Are students getting enough live time for listening/ speaking in hybrid classes?
 v. Requires LOTS of time for the instructor, for the students, for training, for managing, for students to do the classwork
 vi. We know multimodality is better than asynchronous but is it fair to ask the instructors to put in all this time (can it be compensated in some way?)
 vii. Requires devices (tech) for students with lack of sufficient tech help
 viii. Students should get support for tech/devices BEFORE the semester begins

d. As it pertains to equity

6. **OER and ZTC** - the pros and cons for ESL students **(10+ mins)**
   a. Gerardo might go back to the book for ESL 923, students are confused
   b. Danielle is bringing handouts and providing links of materials; OER doesn't cost money, but there are still inequities; still has mixed feelings; we really don't know how materials will work until we actually use them in the classroom
   c. Katie is reconsidering changing her courses to OER; she's going to try creating her own textbook (reader); would be low cost

7. **Student Services Planning Council report:** (DJP) **(5 mins)**
   a. Students taking 6 or fewer units can get a non-resident fee waiver
    i. See flyer here*
    ii. DREAM Center
   b. EMP Goal 1.1 "Make Registration Easier" - Chair

      i.   Focusing on achievable pieces (in academic year)

      ii.   On team: Wissem (Interim Dean Enrollment Services), Maria Lara (A&R), Adolfo Leiva (SparkPoint), Aricka Bueno (Counseling), Sarah Cortez (Welcome Center), David Vera (Financial Aid)

      iii. See [EMP here](#)

      iv. Focusing on: **Can we get registration done in a day?**

      v.   Background: Wissem and enrollments

8. **Honors Research Seminar** -send ESL 400 students wanting to do honors and they'll get support!

9. **Next steps (5-10 mins)**

    a. Julie to give a mini workshop explaining options and barriers for students who are undocumented at next meeting-ed code

    b. Apps? Who/what organization could cover these? (Ex dictionary app)

    c. Set aside time to look at the whole spring 2023 schedule and think about how we can be intentional in the modalities and future scheduling together

10. **Next meeting dates (5 mins)** 1.5 hrs. before division meetings as in the past? No Sept. Division meeting. Meet Sept. 23? 10:45? Day of next Hum. & SS meet is 12-2pm Oct. 7 but **Note:** Gerardo and Rebekah both have meetings in the morning, Rebekah until 10:30 am and Gerardo until 11am.

11. <mark>ACTION ITEM:</mark> Yesenia can come to our Sept meeting. Danielle will invite once we know the date.

ESL Department Meeting Agenda
August, 2022
10:00 - 11:50 am - Building 3-117

1. Check in
2. ESL Historical Data ESL Historical Database

3. Text Books/OER/ZTC / Sarah Harmon
    a. Tech support for hyflex/multimodal teaching - Sarah
    b. **Julie** to invite Sarah for next semester
4. **Alicia:** AB705 website
5. Training for summer (tech training Hyflex stuff)
    a. **Alicia** to get CIETL room
    b. **Rebekah** to share her Zoom link for 5/11
6. **Danielle** to post job listing on CATESOL job board
    All: Check with the people you know!
7. **Danielle:** to invite Yesenia Mercado from Financial Aid to a dept mtg
8. Meeting Dates for Fall 2022
9. Next Steps:

ESL Department Meeting Agenda
May 6, 2022
10:00 - 11:50 am - Building 3-117/ZOOM
Link to Zoom Meeting:

https://smccd.zoom.us/j/89781283772?pwd=dzNFTUI0RE43SzNtKytMeU1rRmszUT09&from=addon

1. **Check in:**
    i.   General
    ii. **Alicia**: CCCCO: Equitable Placement and Completion Learning Series Webinar:
        1. English as a Second Language (ESL) Adoption Plans and Promising Practices, Monday, May 9, 2022, 3:30-5:00pm.
        2. As CCCs are concluding year one of the experimentation phase for ESL implementation of Equitable Placement and Completion (AB 705), join the Chancellor's Office and researchers from the RP Group/MMAP as we present the ESL adoption plans colleges submitted and learn about innovative promising practices for ESL placement and curricular design. **Zoom Link**

    iii. Action Items from previous meeting:

1. Danielle to attend **Last ESL District meeting** for the term: Tuesday, 4/12 @ 2pm re: **[I CAN level writing samples](#) = Done.**
2. **Recognition Ceremony:**
   a. **[Photos 1](#)**
   b. **[Photos 2](#)**
   c. **Alicia** to check on -
      i. Send email to ESL Dept with due date for Excellence Award student names for Gloria to print out = Done.
      ii. Check on parking enforcement = done (Lot 6 only)
      iii. Check on vaccination status needs (check-in station?) for families = Done.
      iv. A/V - Smart room by 5/4 - done
      v. Check on getting on-site IT support - Done: John Kenny
   d. **Danielle:**
      vi. Work with Speaker, Griselda, to prepare her = Doing/Done
      vii. Prepare to be EMCEE = Doing/Done
   e. **Julie:**
      viii. Check in with Linda Prieto re: community partner = Done.
      ix. <mark>Check on possible budget funds (ASCC)</mark>
   f. **All:**
      x. Determine your Excellence Awardee - 1 per class = Done.
      xi. Get names to Gloria = Done.
      xii. Tell the awardees to come and be recognized at the ceremony = Done.
      xiii. Find entertainment - Dancers = Done.
   b. Take-aways: check with Facilities / get Zoom interaction working / mics / dancers? Or entertainment?
2. **PLAN for non-resident status re: online application (CCCApply)**
   a. James/Alicia getting together to discuss (with Wissem & Manuel)
   b. Diana: why? They select "temp resident" but must submit an "alien #" and if they don't, they get classified as non-resident.
   c. This is an issue
   d. Diana mapped the whole process (working with Vivien = strong supporter)
   e. What about the $$ fees when completing online app?
   f. SS need to be aware of the paper application and be guided through the app process
      i. Support and training with Welcome Center / Outreach / Admissions

3. Work plan for 22-23: The Point System
   a. [FAQs](#)

b. 6-7 points over academic year

4. AB1805/705 info:

  a. Must use 1805 language to AB705 info on websites, etc so it's clear for consistency

  b. Alicia will follow up on this

5. ESL Student Level

  a. [ESL District Course List FINAL.pdf](#)

6. Word Jam Update:

  a. No June, but yes August… TBD/TBA re: Julian Taylor

  b. GP: [The following information is taken from Ron Andrade's latest email](#)

  c. Lots of ideas!

  d. Partner with English? Learning Center?

  e. Weekly workshops?

  f. What about lower levels?

  g. COLT-CON - connection?

  h. GP to provide link to add ideas on Word Jam doc

7. Marketing/Outreach

  a. Meghan sent out postcards

  b. Making sure everything is also in Spanish

8. ESL Student Success

9. ESL Assessment 3-Year Cycle (Katie)

  a. TracDat - now Improve (haven't been tracking SLOs in last couple of years) / Can no longer justify not tracking SLOs

  b. Need to start reporting assessment results into TracDat/Improve

  c. Been using blanket statement about why not reporting in Improve

  d. Need to report assessment results this semester.

  e. Level 1 = due this semester / Katie will contact Level 1 instructors

  f. Report Level 1s and add whether class was canceled

  g. Katie will contact Level 1 instructors via email - individual emails

  h. Any activity or assignment that covers those SLOs

  i. Will send form to use/info required

  j. Katie to provide that info here

  k. Updates to Improve are in the process of happening and Katie will help!

  l. https://www.canadacollege.edu/assessmentsloplo/assessmentplans.php

  m. Curriculum Matrix

10. **SSPC Meeting slides from 4/27/22: (DJP)**

  a. **Anti-racism:** (Nimsi Garcia)

    i. Creating spaces for anti-racism learning

  b. **Proposed Program Review Questions re: Equity** (Mary Ho)

    i. Comment-able google doc of questions so far

  c. **Outreach Updates:** (Olivia)

    i. PEP events are in full swing, here at Cañada College and at our feeder high schools. Shout out to the Welcome Center, Counseling, Financial Aid and all who are helping with PEP events!! It truly takes a village. Additionally, Outreach has been supporting and assisting with Application and Registration workshops for concurrent and dual enrollment at various high schools in RWC, EPA, HMB and San Mateo, as well as local nonprofit orgs such as Boys and Girls Club. We have also been hosting multiple day event visits at Cañada College, from groups of students from Boys & Girls Club and Oxford Day Academy students. We have been treating them to fun workshops put on by our faculty, tours of our campus as well as providing them with lunch. And finally, we have been out in the community tabling at events and also visiting our feeder high schools on a weekly basis. Our Campus Ambassadors have been BUSY!! :) Finally, planning for Connect to College is happening - save the date: May 17th, 6-8pm!

  d. **Student Achievement Award Reception** (Saroya)

    i. Will be on May 13th from 3:00 p.m. to 5:30 p.m. in the Main Theatre. This is the first time after two years we are holding this event in-person. On this day, we will recognize the achievement of our students within the Honors Transfer

Program, Transfer, STEM, Peer Mentors, and Tutorial programs and services as well as scholarship recipients. Students have the opportunity to meet with scholarship donors, faculty and staff from 3:00 p.m. to 3:30 p.m. in the patio front of the Main Theatre. The ceremony will begin at 3:30 p.m. acknowledging students' works and their achievements by faculty and staff and their peers. Afterwards, transfer students also have the opportunity to meet with faculty and their peers from 5:30 p.m. to 6:00 p.m. to connect and network. We will also cast the event for student's family and friends via zoom at https://smccd.zoom.us/j/81613069592

1. Please save the date to join us celebrating our students and their achievements!

11. **EMP Task Force:** Alicia, Nimsi, Mary Ho…
    a. Equity - who's going to follow through - Admin?
12. **ESL "next class" Recommendation Form**
    a. Julie reserved lab for registration - others are welcome!
    b. **Date: Thurs 5/19 8:30-11am in LIbrary**
    c. Resources walking tour (campus)
    d. Field Trip to Sequoia Adult School! Next week
    e. Many students applied for scholarships! ()
    f. Notice the multiple CRNs on Rec form - guide students
13. **Hyflex classes/options:**
    a. In-person/Zoom (both synchronous) + asynchronous option (all online)
    b. Banner: what is the capability? True hyflex?
    c. Push for mixing modalities (example: Zoom only on one class and low-flex the second class)
    d. New Instructional Designer will be able to help with pedagogy and best practices and tech help!
    e. QOTL: new training is modules - choose what you need
    f. New Hyflex training to come!

    g. How best to set up Canvas shell (home page, assignments, etc) so that it's most accessible

        i. Do announcement weekly

    h. Can we reserve a NEAT board room and practice? Summer! Perhaps **use CIETL room in 9.**

    i. ==ACTION ITEM: Alicia can set this up! Practice session for us / Katie set up Zoom mtg / Rebekah already set up - we're invited! Date: Wed 5/11 @ 3:30pm - will send Zoom link==

    j. Survey students to see if set up of Canvas shell is working for them

14. **Textbooks:** Let Alicia know your book order, otherwise the same books will be ordered.

15. **ZTC/OER:**

    a. **ESL 923:** GP and DP - going for it for the fall, but have option to do it SP23 if fall doesn't work out

    b. **ESL 400:** Rebekah completed application and is preparing this

        i. DP & GP to give feedback

    c. **ESL 912:** We're not officially doing it, but experimenting with OER materials for the fall and go for the application for SP23

    d. **ESL 808:** GP is teaching it via ZTC

    e. "Revising and Remixing" is the category (Category 2)

    f. Sarah uses the ESL dept as a model when teaching it to other depts.

    g. **OER/ZTC** - a marketable and accessible to potential students!

    h. Rebekah's Dream: all ESL classes are ZTC/OER!

    i. Funding this year for (stipend) for adapting classes to ZTC/OER

    j. ZTC (Zero cost) vs. Low cost

    k. **Contact Sarah Harmon, who'll provide link to complete application**

        i. It's a process - timeline/calendar/progress due dates, etc.

        ii. Take 2 courses (80% at least) - online and on your own schedule

        iii. Meet with Sarah and Diana periodically over 5-7 ish weeks

        iv. Sub-committee in Academic Senate, too

l. What about a particular book (MLK, ex) that you still use? See on the OER commons that might be available?

16. **ECE:** Alicia's been working with Hyla and others
    a. 2 classes:
        i. San Mateo County LIbrary at **North Fair Oaks**
        ii. San Mateo County LIbrary at **East Palo Alto**
    b. Funding
    c. **Faculty needed!** Please reach out to ESL teachers because our Adjunct pool has shrunk
        i. ==**ACTION ITEM: Danielle to post job listing on CATESOL job board**==
        ii. ==**All: Check with the people you know!**==

17. **Next Steps:**
    a. ==Text Books/OER/ZTC / Sarah Harmon==
        i. ==Tech support for hyflex/multimodal teaching - Sarah==
        ii. ==**Julie** to invite Sarah for next semester==
    b. ==**Alicia:** AB705 website==
    c. ==Training for summer (tech training Hyflex stuff)==
        i. ==**Alicia** to get CIETL room==
        ii. ==**Rebekah** to share her Zoom link for 5/11==
    d. ==**Danielle** to post job listing on CATESOL job board==
    e. ==**All**: Check with the people you know!==
    f. ==**Danielle:** to invite Yesenia Mercado from Financial Aid to a dept mtg==

ESL Department Meeting Agenda
April 8, 2022
10:00am - 12:00 pm - Building 3-117/ZOOM
Link to Zoom Meeting:

https://smccd.zoom.us/j/89781283772?pwd=dzNFTUI0RE43SzNtKytMeU1rRmszUT09&from=addon

18. **Check in:**
   a. **General**
      i. ESL students from Katie's class will work with PTK to make ESL video
      ii. Ask students who are interested in making videos that will be posted on college website–everyone contribute 2 names
      iii. No IT support in evening continues to be an issue; Academic Senate is planning to work on solutions, let's all keep pushing where we can
   b. **Action items from previous meeting:**
      i. **Alicia and Danielle** will go forward with standardizing the I Can Statements. **Last ESL District meeting for the term: Tuesday, 4/12 @ 2pm - More info to come…**
         1. **Update:** after much discussion and a pres from Tracy Hwang, it was decided we'd need to reconsider the writing samples for I CAN to last writing sample of previous level rather than first of level ss are going into.
         2. All are invited to attend meeting
      ii. **Katie and Alicia** to brainstorm and put class section transfer form form together - Done!
         1. [Form](#)
         2. How can we add modality after each course
      iii. **Danielle** to check with David Reed on HANDS-ON workshop for hyflex demo/tour. Need enough time - 1 hour? - **Sent David email - 3/4. Done.**
         a. Could this be formalized? Good first session, but much more training is needed; we need training that addresses in the moment issues
         b. Big need for POCR (peer observation of online course to give feedback/ peer reviewed); personal and funding are in short supply
         c. What is DEAC's role? What are needs for modality training and how will those needs be fulfilled?
         d. QOTL is a start but doesn't cover anything
         e. Tech is one piece, but pedagogy needs to also be addressed in multimodality
      iv. **Danielle:** to do a doodle poll for the ESL Dept to check on times available for the tour - **Sent ⅜ to all full timers and part timers who've recently taught at .**

> > **v.** **Danielle:** put room/digital placements - DONE- See chart of which classrooms have NEAT boards or multi-modal setups above.
> > **vi.** **Danielle** to check whether DEAC has an IT tech dept on committee - **ANSWER: NO. This is on the agenda for the next DEAC meeting.**
> > **vii.** **Danielle** to check with Speaker: Griselda Mayan Milian - and confirm date / check in re: what will she say / prep her - **SHE'S IN! Setting up time to meet with you to prep.**

19. Online Application, Nonresident Fees for ESL students: need for clarification of fees and options for undocumented students (Julie)

- How do students get sent to the correct process (paper or CCCApply)?
- Questions Julie's been trying to get answers to:
  - How many students are classified as nonresident and were unaware of what that meant financially?
  - How many nonresident students received support in applying?
  - How many nonresident students were aware of the 6 unit limitation to avoid multiple thousand dollar bills?
  - What changes can we make to the Enroll website to assist students who will be classified as nonresident in understanding their options?
  - What happens when students get stuck with enormous bills they cannot pay? Are there students who are currently in collections from the college? What happens?

Multi Prong approach needed?

- How do we continue to defend the need for the paper application for accessibility for our students?
- How do we ensure that students who will be classified as nonresident in CCCAply get the support they need to understand their options?
- Should we plan for if/ when the paper application goes away?
- **AA: would we be willing to dedicate time in the first week of classes to help students get registered?**
  - Registration Questions
  - Have a counselor come in for help with an SEP?
  - Can we ensure that counselors are available?
  - What will happen during first week? What is welcome week? Orientation?
  - Can we do a larger group of ESL students?
  - What do our students need at the beginning of the semester? Tech needs addressed
  - Off site–do assessment, I Can, and registration–end of semester

- Ron Andrarde opened Learning Center late for Danielle's students to come in
- James is also advocating for orientation/ registration events in the classroom
- We have a lot of support for our department; let's keep figuring out how to best leverage it

20. **Building a Marketing and Outreach Ask for ESL (Julie)**
    a. [Diana started an outreach list](#)
       i. Feel free to write in any events, please attend events if/ when possible
    b. [New postcard](#)
       i. Will be sent to current and previous postcards
       ii. Flyers are also being updated
    c. 2019-2020 stopped out student calls
       i. Diana called students who confirmed that they want to come back and students who dropped this semester, Diana will monitor that enrollment list
       ii. Summer and fall of 2 different registration dates: Drop in and individual appointments available with Diana
       iii. Professors can dedicate class time to assist students
       iv. Ask students to distribute flyers to people in their lives (community, kids' schools, place of worship, work, etc)
       v. Open summer reg is **April 19** so Diana will offer support after that date (some dates change based on programs that students are in)
       vi. Faculty needed for ESL 911 at Boys and Girls Club in summer (4 days/ week F2F in East Palo Alto mornings)
    d. ESL 912 trip to Sequoia Adult School (Julie's 912 class field trip May 12)
       i. Kathy Haven's class
       ii. Give a little pres on classes on campus
       iii. Students present
       iv. Danielle bring evening classes to eve class?
       v. Julie will share the presentation she put together
    e. Any other ideas for recruiting and registering new and stopped out students?
    f. [2021 EMP External Scan (Slide 7)](#)
    g. [ACCEL data](#)
21. **Recognition Day, May 4th**

a. Venue:
   i. I am holding both 6-101, 102 **and the Grove**. In 6-101 and 102 there is an event in that room until 4:30 pm, Priority Registration.
   ii. Grove: Smart? In process.
b. Time: do at regular class time? **7pm!**
c. Awards: ACE / (Not doing Academic Excellence - Ts do this in our own classes?) Does Gloria do Acad. Exc. award certs?
   i. Students accept the award individually by standing up (if in person) or being "pinned" on Zoom and they can wave or use a reaction.
   ii. We will not give paper awards at this ceremony. Teachers will do this in their classrooms.
   iii. Encourage students to be IN PERSON!
   iv. Paper awards: Gloria needs time to print
      1. Names due to Gloria directly by _____
      2. Alicia send email to ESL Dept with this
d. Entertainment:
   i. Guitar? Music?
   ii. Let's check in with our students!
   iii. Diana will check in famous guy
e. Zoom option/Hyflex - students can be virtual
   i. Need IT support for this effort - Alicia will check on this.
f. Number of students? Can students bring families? What about vaccination status? Check in station? (Take temp like they did at OYE) - Alicia will check
g. Griselda Milian Mayen: Speaker (5 minutes) - locked in (Danielle)
h. Parking enforcement - Alicia to check
i. Linda Prieto: Community speaker (what is name of award?) - speak for 5 mins (Julie)
j. Budget: ASCC - deadline - nobody applied - could we apply? What's the due date? (Julie will check)

5. ESL Student Success with Student Services Update (AA, DJP, DE)

6. ESL Recommendation Form: Alicia + Katie

7. Summer Registration

- **Drop in Registration and Individual sessions** (see Canvas
- announcement for more information)
- [Summer flyer](#)
- [Tentative Summer Class Offerings Powerpoint](#)
- Concern: may not have enough summer classes for ss
- How much can we add/change at this point? Perhaps AA and James can work on this = for example to add another section of ESL 808.
- Increased waitlist to 30 - then James can create another section
- GP: volunteer to teach additional section if nec
- Special COVID - excuse withdrawal (EW) (have to complete "extenuating circumstances" form) - allows them to w/d without a penalty - SS can still do this with the EW form

8. Next Meeting: May 6th

a. **Action item:** Add Sarah to May agenda **(**Sarah Harmon: expert advice!)
b. DJP send outlook invite for this meeting: DONE - included SH on the outlook invite

9. Room assignments for fall?
10.Mixed modality with second day being offered on zoom

Why are we being limited?

Can we get an answer as to why?

Can there be a more can do attitude?

Pedagogically, it's a sound idea for DJP.

Banner issues? CRNs

11. Action Items:

- **Alicia and Danielle** will go forward with standardizing the I Can Statements. **Last ESL District meeting for the term: Tuesday, 4/12 @ 2pm - More info to come…**
-

HyFLex/ Low Flex Tutorial Feedback: 3/15/2022 (Notes from mtg with James)

1. Consistency between Modalities/ Equipment/ Rooms.
2. Ask James if (some) ESL classes might have a NEAT board.
3. Can rooms be in the same area/building…
4. Vocabulary/ Pronunciation (the same day)
5. Cañada ITS phone number 650-574-6543

ESL Department Meeting Agenda
March 4, 2022 - 10:00am - 12:00 pm - Building 3-117/ZOOM
Zoom Link: https://smccd.zoom.us/j/81989404174

1. **Check in:**

2. **I Can Statements Writing Samples, consistency across district:**
   a. From Tracy H: The writing samples from the colleges are all saved in this folder.
   b. Please note that CSM and SKY both have 5 separate files, one for each level.
   c. has one PDF document that contains the I CAN statements and the writing samples.
   d. We need to have this process validated
   e. **Julie:** Can we see the data?
   f. Alicia and Danielle will go forward with standardizing the I Can Statements. DONE!
   g. **ESL District meeting: Tuesday, 3/15 @ 2pm**

3. **VPSS Manuel Alejandro Perez, Share Student Services needs**
   a. Evening Services?
      i. **Evening Support:**
         1. **Services in general**
         2. **Learning Center - under *Instruction***
            a. Concern: access + equity

        b. Classes start 7:10pm

        c. Ex: print services - for students to print homework before class

    3. Library - under *Instruction*

        a. Needs a new hire - support that

        b. Perhaps a rotating service for evening hours?

        c. Historically did lots of tech help / now overwhelmed

ii. **Counseling:**

    1. Bilingual counselor - MP: at the forefront

    2. For registration

    3. Staffing

    4. No drop in appointments available

    5. Designated counselor for ESL?

    6. What's the wait for students to get an appointment?

        a. MP: Is this still happening? Need to know to make a change

iii. **Registration:**

    1. Too late - combine into one date?

        a. Priority date (ex. EOPS)

        b. For Summer (April)

        c. For fall (May)

        d. Can these be combined so we can do one reg event?

    2. Dropping students for non-payment

        a. Can an amount be identified as a threshold

        b. Being dropped for not properly uploading vaccination status

iv. **Tech Support** (Library's been doing it, but they're overwhelmed)

    1. Is there a way we can have an "emergency techie come help"?

    2. Links don't really work for students

        a. "Use tech for help with your tech."

    3. Tech support for students specifically

        a. Library was our go-to for students

        b. Now, they're overwhelmed

v. **Guides & Tutorials are needed (from the College)**

    1. Perhaps a one-pager stating the tech needs and where to go for what for students (and faculty)

vi. **Lack of communication in B9 (3 floors)**

    1. Library

    2. Learning Center

    3. Welcome Center

      <mark>**vii.   Manuel Perez: Wissem + Max + ESL instructor:**</mark>
            <mark>1. Create an ESL Guide for all ESL students (onboarding)</mark>
            <mark>2. Diana, Janet, Danielle to join this task force</mark>
      viii.   **MP: Preview:** moving to automatic award (instead of applying) - from summer 21 - auto award them emergency relief

4. [Transition to Campus Event](#), Janet and Diana
   a. [Flyer](#)
- Tuesday, April 19th **evening**: 5-7:30pm (estimated about 21 students)
- Wednesday, April 20th **morning**: 9-11:30am (estimate about 15 students)
  - **Example of Evening schedule:**
  - 5:00pm- 5:30pm - Check in, Make payments, get info from outreach & sign up for a tour - **can outreach create a bag?**
    - **Julie may have some goodies to donate!**
  - 5:30pm-5:35pm- Transition
  - 5:35pm-5:40 pm - Counselor Intro/Welcome
  - 5:40pm-5:45 pm - Outreach Presentation
  - 5:45pm -5:50 pm - Welcome Center Announcement
  - 5:55pm-7:15pm - Assessment (I Can statements or… - Check with Jeanne Stalker)
  - 7:15pm -7:30pm - Students will schedule their counseling appointment
- What about visiting/walking through a classroom? - Diana and Alicia to coordinate
- Morning:

5. **Registration Plan for our students**, registration opens last week of April
   a. April: open reg for summer only
   b. **May: reg for fall**
   c. To prep students for registration: handout with recommended classes
      i. Like a little contract for students to use to coordinate with their counselors
      ii. Give students options
      iii. Looking for ways to keep our students and ask students what they want to do and what classes they can take
      iv. Way to say: What are you doing next?
         1. Example: What math class?
      v. **Katie:** Forms for teachers and students to complete
         1. Make it an easy to complete form with check boxes and CRNs already printed on the form
         2. Hand the form to the students either on paper or email
         3. <mark>Katie and Alicia to brainstorm and put this form together</mark>
         4. For the May reg date
         5. Julie: Idea - ADD MODALITIES to form.

a. Add other class options such as swimming in the new building

6. Alicia asked Karen/PRIE what other (non-ESL) classes our students are taking

7. Students should be taking the math classes and do the math assessment.

8. Diana: Promote classes with professors who understand and empower ESL students' needs

6. **In-class Transfers**, procedures
   a. Used to have a form - simple
   b. Now, it's drop and add
   c. What are the procedures? How do we do it? (Currently unspoken agreement)
      i. Consider: grades, communication,
      ii. How do we accommodate students?
      iii. Find out from former teacher, "What's the student's average grade right now?" Apply it to whatever assignments in new teacher's class.
      iv. May have student do particular assignments if must see the skill set & level / Some assignments may need to be done.
      v. EX: Calculate % for each assignment that's missing - manually input. What is a B- (the student's average TOTAL GPA) for this assignment.

7. **ESL Recognition Ceremony** - possible speaker Griselda Mayan Milian
   a. Do we want an in-person event?
   b. **May 4** - Wed: evening? Outside? Virtual? (what time? Still light out but students can get there on time…)
      i. Outside / Weather nice / Quad? / Costs? - Who pays?
         1. The patio/rooftop of B23 is Hyflex/Multimodal!
      ii. Necessities: chairs / arrangements / costs
      iii. When is sunset/ does it get dark
      iv. Venue/location: Kinesiology building (B1)? B23?
      v. What's the budget on this? Ask James
      vi. Us: Organize so as many students as possible are recognized
      vii. **Speaker:** Griselda Mayan Milian - **Danielle to check with her and confirm date / check in re: what will she say / prep her - SHE'S IN!**
      viii. **Honor for community member:** Linda Prieto
         1. Julie to introduce Linda
         2. Make certificate for Linda
      ix. **Emcee:** Danielle

        x.   **Script for Emcee:**

       xi.   **Entertainment:**

      xii.   Next Steps:

          1. Questions for James: (Alicia)

             a. **Time:** Wed May 4 evening (Sunset at 8:03pm) 6:30-7:30pm

             b. **Location:**

                i. B1 or B23? - outside for view and weather and perhaps no masks?

                ii. Building 6: 101/102

                iii. Cafeteria/Grove

             c. **Budget?**

             d. **Facilities request:** for chairs, table

             e. **Tech request:** mics, speakers,

          2. Materials: certificate, paper, folders,....

          3. Parking: free permits for that event - how do virtually?

          4. COVID protocols: Vaccines? Masks?

          5. Invites to VPs, Upward Scholars, Sequoia Adult School - Alicia

          6. Gloria help?

    c. Mini one / in big theater

8. **Hyflex/Multi-modality Training (Tech + Pedagogy)**

    a. **DEAC:** Now prioritizing budget needs / one of item is requesting funds for student assistants to help in hyflex/multi-modal classes.

       i. **Doodle poll:** your availability re: a tour/demo of a multi-modality classroom (B23) vs. NEATboards (9-206) this semester

       ii. HANDS-ON? Can we do a workshop? - **Danielle to check with David Reed on this. Need enough time. DONE. 90 minutes scheduled.**

       iii. **DJP: put room/digital placements - Done. See chart below.**

       iv. **Suggestion:** Flex Day option for a tour/demo of a multi-modality room (roving camera)

    b. **DEAC:** Next meeting - discuss timeline, faculty feedback loop, start of Best Practices, subcommittee?

    c. **District DEAC:** as a Task Force that's putting together training materials + with Kristen Denver, Instructure Instructional Designer

    d. Hyflex/Multi-modal Classrooms:

Building	Room	Type
1	214	Classroom
2	10	Classroom

3	254	Classroom
3	104	Classroom
3	Theater	Large Space
5	223	Classroom
6	103	Classroom
9	206	Classroom
9	257A	Lab/Presentation
9	312	Classroom
18	305	Lab
22	137	Classroom
23	103	Classroom
23	105	Classroom
23	203	Classroom
23	205	Classroom
23	Patio/Roof Top	Open Space
Grove	Grove	Large Space

    e. Neatboard locations (please note that these are subject to change as the next phase of room upgrades are completed. For example a room that is slated to get upgraded and currently has a neatboard may not have one after the upgrade).

3	107	Neat Board SE
5	354	Neat Board SE
1	214	Neat Board SE
3	254	Neat Board SE
3	253	Neat Board SE
9	257A	Neat Board SE
9	154	Neat Board SE
9	206	Neat Board SE

9	209A	Neat Board SE
18	213	Neat Board SE
22	135	Neat Board SE
22	113	Neat Board SE
22	133	Neat Board SE

    f. Other in-class assistant ideas:
- i.   SLAMMERS / in -class aides + student teachers for help in the fall?
  1. Bring that program back?
  2. How funded? Grant?
- ii.   SJSU - student teachers (mentees)
- iii.   Former ESL students? Hire them?
- iv.   What about getting tutors
- v.   What about the RIGHT NOW informal workshops/help/guidance in the class (Allison drops into the class)
- vi.   Emergency tech/IT help - where do we get this? / How do we get this help?
- vii.   DROP IN techie help (beginning of class / high-volume times)
- viii.   ROVING TECH Savior!
- ix.   **Does DEAC have an IT tech dept on committee - Danielle to check - ANSWER: NO. This is on the agenda for the next DEAC meeting.**

9. **Next Meetings:**
   a. April 8th (a week later due to spring break)
   b. May 6th
   c. ESL District meeting: Tuesday, 3/15 @ 2pm

10. **ACTION STEPS:**
    a. **Alicia and Danielle** will go forward with standardizing the I Can Statements. **Next ESL District meeting: Tuesday, 3/15 @ 2pm - DONE.**
    b. **Katie and Alicia** to brainstorm and put class section transfer form form together

c. **Danielle** to check with David Reed on HANDS-ON workshop for hyflex demo/tour. Need enough time - 1 hour? - **Sent David email - 3/4. Done.**

d. **Danielle:** to do a doodle poll for the ESL Dept to check on times available for the tour - **Sent ⅜ to all full timers and part timers who've recently taught at .**

e. **Danielle:** put room/digital placements - DONE- See chart of which classrooms have NEAT boards or multi-modal setups above.

f. **Danielle** to check whether DEAC has an IT tech dept on committee **- ANSWER: NO. This is on the agenda for the next DEAC meeting.**

g. **Danielle** to check with Speaker: Griselda Mayan Milian - and confirm date / check in re: what will she say / prep her - **SHE'S IN! Setting up time to meet with you to prep.**

ESL Department Meeting Agenda
February 4, 2022
10:00am - 12:00 pm
Building 3-117/ZOOM

1. **NOTES from MEETING WITH JAMES 2/8/22** (you all have editing permission - if I missed something, please add)
2. Check In
    a. Evening tech support needed
    b. Evening services needed for students
3. Spark Grant on Digital Equity - Sarah Harmon
    a. Michelson 20 Million Minds Foundation–grants for digital equity
        i. Focus of grant–What do underserved populations need?
        ii. Sarah's ideas
            1. survey students and find out why they aren't coming to us
            2. Digital mentoring program
            3. Grant funds for outreach and training digital mentors
            4. Due dates–LOI 2/15-3/1
            5. Webinar slide deck
            6. Concerns–how does this work get picked up by our institution(s) and become sustainable
            7. Next steps–anyone who is interested meet with Sarah to write the LOI draft: Gerardo, Julie can contribute if possible
4. Priorities
5. Fall 2022 Schedules
    a. How do we create options for students with limited sections?
        i. Danielle–option of hyflex works better for level 4 and 400; can there be hyflex and weekly synchronous zoom
        ii. Katie–we decide what works as long as we're meeting objectives on COR

      iii.   Julie has hyflex concerns; students may be confused about why and when they can zoom in; Are we creating an inferior experience for students pedagogically?

      iv.   Gerardo wants clarity and guidance from our district on what 'coming back in person' actually is

      v.   Alicia-zooming students in is mostly working for her

      vi.   Evening classes are going well for the most part

      vii.   Do students know what they are signing up for?

      viii.   Diana–webschedule icons are confusing; we need a better description of the modalities; Covid issues have also been challenging; we must consider what students need; day needs more enrollment; this is the place to consider changes

      ix.   Challenges of enrolling off campus–Janet–been difficult to enroll, communication is not clear, students don't understand the communication that the district is sending i.e. covid

      x.   Let's create a handout to go over with students during proactive registration about modalities

- F2F: two days/evenings as usual
- Hybrid: one day F2F, the rest online (asynchronous)
- Synchronous: two day/evenings meeting on Zoom
- Possible: F2F or Hyflex 1x/wk + Zoom (synchronous) 1x/wk
- [Here is a link to the current glossary of terms for modalities (from DEAC)](#)
- DEAC info: (from meeting 2/3/22)
  - Digital Jam? Funds/development/organization/marketing
    - Can we plan this for our students? Roll out the week before?
    - Diana is reaching out for info on digital workshops
    - Gerardo–our district needs to implement; faculty and staff should be compensated
    - Time issue
    - Staffing questions
    - We need tech support for students!!

- Welcome Center: Overwhelmed! (how to log in to email + passwords)
- Learning Center: (Tutor knows these things?): What tech help is offered?
- Library: Overworked/trying to help with tech
- [Virtual Campus](#): helpful but not easy to navigate / find things
- Help desk: https://smccdhelp.zendesk.com/hc/en-us
- Diana doing tech workshops with Student Services
- TECH help Idea: Helpful support roaming classrooms to help out
- Links are not always helpful
- Canvas guides: not always helpful
- Video tutorials are great, but in-person immediate help / Q&A is necessary, too
- Katie: HUMAN SUPPORT for TECH!
- Diana: Offer in-person tech help
- District-wide issue
- What can we do/ Who can help?
- Bring this up with James Tuesday; we'd like to invite Manuel; where do we go? Everywhere
- The district needs to invest in services at Cañada

■ Next Steps

- **Danielle:** will join the SSPC as the instructional rep (position has been vacant) (Julie will connect DJP to the SSPC) - **DONE. First meeting Wed 2/9.**
- **Alicia:** will invite Manuel Perez to our next meeting so he can help us forward the agenda (getting more support for students tech wise) - **DONE.**

- **Julie + Danielle:** Contact/Request James/ PRIE to do student survey - (priority) missing students / current students - separate by level to get clear communication
  - Diana + Janet will assist
  - Online survey / bilingual - **IN PROGRESS.**
  -
- **Danielle:** will share her digital/tech training as a start toward an ESL Digital Jam for Fall 22. **Katie** will help, too.

Fall Schedule Plans

Evening

- **Katie** 922– Hybrid (1 day f2f + 2nd day = asynchronous online)
- **Gerardo:** Hybrid (1 day f2f - M or T- + 2nd day = asynchronous online)
  - Concerns: other sections on other campuses are being offered online and other modalities (ESL 400), so there's competition - affects
- **Danielle**: Undecided - Ideally all 3 classes (400/923/912) Hyflex 1 class + Zoom other class per week WITH EMBEDDED TECH TUTOR/HELPER
- **Alicia:** Continue with Hyflex model
- **Rebekah**:
  - **ESL 400 9:45am class-** hybrid, or in person with computerized classroom IF we know for sure that is what students most want
  - **ESL 914** - if at night online with zoom (synchronous online)
  - **English 100** - going to check with James and English faculty
  - **IDST 150** - this is an online afternoon class

Questions:

- ESL 912 + 913: low enrollment in DAY / what to do?
  - Consider multi-level L/S
  - As L/S is not required for completion
  - Go through Curriculum - KS will confirm with Jose Pena

- ○ Katie: might be possible to offer 911 + 912 in one classroom with 1 teacher, but 2 distinct CORs (913+914, too)
- **Scheduling options**: online = can do less synchronous teacher instruction time - Can do back-to-back classes?
- 5-unit classes if hybrid - 1 class f2f and another online asynchronous?
  - ○ Pedagogically sound?
- BIG PICTURE: What about what the community at large is doing? Some businesses are staying online… how do we prepare our students for that? How do we best present our ss and move them forward so they are successful and tech savvy?
- FUTURE - Looking forward: What do we want our classes/modalities to look like in 3 semesters?
- Time restriction in our schedules: think about implementing 3-unit classes in AM?
- PRIE: Get students (that are not here this term) surveyed
- Perhaps day and eve classes are different? Day program = different version to satisfy a different set of needs for day ss
- The "New Future" !!
  - ○ Once COVID is endemic
- AB705…

James Questions:

- F2f + Zoom? (what's this called/how ID'd in Webschedule?)
- Changing modalities: COR / Curriculum approval?
  - ○ EX: hyflex (f2f+online/zoom - synchronous) 1x/week + Zoom 1/week
- Student Survey:
  - ○ Put on Canvas for all Canvas classes
  - ○ 700ish students completed survey
  - ○ [Here are the results](#)
  - ○ Alex = contact person for more info on survey

6. Enrollment
7. ESL 400
8. SEP/Counseling
9. ESL Recognition Day

ESL Priority Setting Session
January 21, 2022
10:00am - 12:00 pm
Building 3-117

1. Overview of [Priorities List](#)
    a. Text-heavy COVID communication/emails: Should be simple, convey meaning, and put priority info at top
    b. Videos?
    c. In Spanish?

2. Stating the Obvious–Enrollment numbers
    a. [Spring 2016](#)
    b. [Spring 2020](#)
    c. [Spring 2022](#)
    d. [Here is the flyer that Janet made (how to upload vax status)](#)

3. [Standing Department Commitments](#)

4. Discussion
    a. What are our main priorities and how should we go about achieving them?

    b. Who will do the work both within our department and externally (Outreach, Marketing, ???)

1. **Suggestions:**
   a. Let's have an IT person come to our next meeting to help us sort out the signature problems we keep having with Adobe pdfs.

ESL Department Meeting Agenda
December 3, 2021
10:00am - 12:00 pm
Building 3-117

1. **Check in**
   - Julie: Mural Project - January 26 at 6:00 p.m. Board meeting will include a discussion item on the agenda. Please attend if you are available.
   - Alicia: Look at the murals around Redwood City for ideas and inspiration. They are also a strong influence as part of the argument in favor of supporting the Mural Project.
   - Dreamers Club
     - Undocu-healing welcome back spring event with the Dreamers Club (care packages, student services, healing through art)
       - Wed. Feb 2 12-1:30 and 5-6
     - Collaboration with PAU
       - Latinx Task Force
       - Spanish for Clinicians course.
       - La Clinica Latina (Spanish-language mental health services open to the community)
   - Julie: Enrollment - a historical comparison shows we're very low compared to past spring semesters.
     - Spring 2019 **759 enrollments** as of the 11/30/2018 report
     - Spring 2020 **424 enrollments** as of the 12/15/2019 report
     - Spring 2021 **110 enrollments** as of the 12/7/2019 report
     - Spring 2022 **70 enrollments** as of the 11/30/2021 report

- - - Danielle: My students are concerned about several things, e.g. Covid, time/schedules and coordinating childcare…
      - Diana: Outreach - I've been doing drop-in support, but the attendance isn't good. Students struggle with the technology, but they seem to want to continue online because of the convenience. Weekly emails have been sent out, but there's limited response. Maybe some aren't vaccinated or only have one dose. They might also be waiting until the last minute.
      - Alicia: The low enrollments are campuswide, including popular programs and professors. This semester is a "guinea pig" semester; we don't really know how to predict the future or how to interpret the numbers we're seeing at the moment. It's going to look really different from what our "normal" was pre-Covid. It's a trial semester in many ways. Will we have to teach in other departments/on other campuses? Reduced student numbers change the dynamics of class participation and class activities. Our dean is very supportive; we're lucky!
    - Diana: Students want to meet on Zoom. They haven't been coming in to see me in person. Student Support Event
    - Gerardo: We need to remind students about the benefits of coming back; Gerardo is against having WordJam online; it will be f2f; Alicia agrees, but we need a plan B and have a clear goal; Latinos still have a lower number of vaccination rates in our county
    - Katie: teaching students tech while on tech is hard; hybrid might be a solution; could we do 3 in class per semester
    - Can we still change modality; Check with James, but maybe not
    - Julie: It's maddening how slow we are to change as an institution. Julie is getting a training on December 14 at 10:30 a.m. in 3-254 - "Neat Board" used for hyflex classes.
2. **Guest:** Maureen Wiley would like to share about the Writing Center
    - Plans for spring semester.
    - Dates for upcoming workshops:

- - February 9, 6 - 7 p.m. "Getting Started with Essay Assignments"
    - March 9, 6 - 7 p.m. "Thesis Statements and Essay Outlines:
    - April 6, 6 - 7 p.m."How to Use Quotations and Paraphrase"
    - May 11, 6 - 7 p.m. "Gearing Up for Final Writing Assignments"
  - Terminology: "tutors" vs. "writing coaches"
    - Reduce student hesitation regarding going to the Writing Center
  - Workshop Zoom link: bit.ly/CCWCWs
  - One positive experience at the Writing Center will reinforce student confidence about going to the center.
  - Goal is to offer a full, robust schedule to be available for all students.
    - Why are Fridays not yet scheduled? Answer: They will be. Maybe some will be on Zoom. The Friday schedule is still being worked on for reasons regarding funding and tutor/coach availability.
    - Students often only have Friday as their available day for tutoring/coaching help.
  - Danielle: 1) The Writing Center has been a big help for my students. I intend to keep sending my students there. 2) Are the live workshops available as recordings for students who can't attend live? Answer: Yes.
  - Julie: 1) One of my student's grades have improved as a direct result of the Writing Center. 2) Clarification regarding the difference between Writing Center tutoring and Learning Center tutoring would be helpful. Answer: The Writing Center is part of the Learning Center. The tutors listed on the Learning Center tutoring schedule are the same as the Writing Center tutors. 3) A form about specific assignments for students to take to the Writing Center coach would be helpful. 4) Could students attend coaching sessions in a small group? 5) Remember, students have the option to see different coaches to find "the right fit."

- ○ Alicia: Historical perspective - WC was initially created by two English professors and one Math professor. The writing component tended to focus on English program students, and it took leadership guidance to help transform the Writing Center environment into one that includes everyone who needs writing help. Including an ESL professor might help with this effort by adding the ESL perspective. Maybe this person could offer basic writing workshops aimed specifically at the ESL student population. We should all think about the different needs that exist in our various student populations. What does the writing look like in different programs? What do the professors from various programs want from their students in terms of writing?
    - ■ Maureen: Working with the ESL department is a great idea! I'll bring this up at future Writing Center meetings. If adjuncts are brought in, compensation should be sought for them. Please share the WC flyer as soon as it gets approved by marketing.

3. **ESL Priorities:**
   - ○ Reminder: ESL Workshop on Priority Setting session
     - ■ **Friday, 1/21/22 - 10a-12p**
       - ● Gerardo and Julie will guide the session.
       - ● We'll be in person!! Snacks??? Julie and Danielle will bring some. Alicia will bring coffee. Katie will bring paper goods (plates, napkins, etc.).

4. **ESL 400 Question:** English is lowering the word count requirement from 10K to 5K. (ENG 105/100) Makes me wonder how this might affect ESL 400 COR? Should we lower our word count required for the course (either # of essays or length of each one?)
   - ● ESL 400: 4100-5750 words for all essays/semester
   - ● ESL 400: 16.5-21 pages

   - ● ESL 924: 2-4 pages 3-4x/semester + 1-2 pages 3x = 18ish pages - 30 pages
   - ○ Comments:

- - Danielle: How will this affect our students, and how should we address this, if at all?
    - Gerardo: Students might not be getting the full benefit of our course because of the workload and the difficulty of the current required word count for essays.
    - Julie: We have to think about how to give our students what they need in terms of English skills with LESS STRESS!! What does this mean for our students? Our (ESL's) primary concern is what our students need.
    - Alicia: Many universities are getting rid of final exams. What we have students do throughout the semester is so important. I'm lowering the grade weight of the final exam in my classes.
    - Danielle: The rigor should be in the long, full writing process, which includes word count. Students benefit from that.

5. **SEP's and Exempt status for ESL Students- Diana and Janet**
   - **https://docs.google.com/document/d/1joN9Rldw6d5a_RKOBrQS DmbbrZZUxkdxfF90JDOogS0/edit?usp=sharing**
   - Diana: The majority of ESL students have developed an SEP within the past two years. Nadia created a video about SEPs and shared it with students this semester. Our students were being exempted because A&R assumed we wanted it that way. That's not the case. Diana informed them that we only want the off-site (800 and Level 1) students exempted. We've been doing it this way for many years and it works. Taking this off-campus population off this system will create additional obstacles and confusion for them, which will affect our enrollments negatively. Janet can develop some kind of matriculation event which enables off-site students coming on to campus to take the ESL assessment and take it from there. This will address them getting an SEP successfully.
   - Alicia: How can we get initial support, including a more formal SEP process, to the off-site students. Even though they're entitled to all the support, some aren't getting it. We still don't have a bilingual

counselor specifically dedicated for ESL students. <mark>We need a clearly-defined, deliberate next step to discuss with Max.</mark>

- Julie: The non-exempt status isn't permanent. They can change it.
- Alicia: They have to initiate the change. They have to know to do that.
- Danielle: There are easy ways to flag a student as exempt. Maybe in the second semester there should be some kind of alert that says the student needs to check in with an ESL counselor to update their status and create an SEP.
- Diana: The counselor needs to advise exempt students to select a study plan that removes their exempt status.
- Alicia: FYI - the CBET title is gone. "Community-Based ESL" or something similar.

6. **Counseling Update (Discussion with Max):**
    - Early Alert + ESL ss
    - SEPs for all ESL ss
    - FT designated bilingual counselor already requested
    - Longer appointments with counselors
    - Explain the difference between f2f, online: sync vs. async CLEARLY
    - Ss are confused
        - Degrees, certificates, GED… Students need a lot of help weeding through all of this.
    - Introduction to Guided Pathways and Interest Areas

7. **ESL Meetings Spring 2022 Semester, 10 am - 12 noon, Bld. 3-117**
    - January 21, 2022 (special workshop)
    - February 4, 2022
    - March 4, 2022
    - April 8, 2022 (second Friday because of Spring Break)
    - May 6, 2022

8. **ESL Recognition Day 2022**
    - We need to discuss this next semester in the context of people's fear about coming back. Will it be in the Main Theater again? In the quad? In the new Bldg 1 on the rooftop?

9. **Next Steps:**
   ○ **ESL Counseling asks** **(doc if useful)**
10. **Next Meeting:** Friday, January 21 (special ESL priorities workshop)
    ○ **Friday, 1/21/22 - 10a-12p**

ESL Department Meeting Agenda
November 5, 2021
10:00am - 12:00 pm ZOOM

1. **Check in**
2. **Meet Sandra Rodrigues, a new ESL counselor**
   a. STEM 7 years
   b. Back in general counseling - including ESL students
   c. Bilingual
   d. new counselors (1 FT EOPS counselor and 2-3 adjuncts)
   e. What are the goals/recommendations for ESL students
      i. RLS? (Reading Listening Speaking) 912/913/914
      ii. 914/924 required simultaneously?
      iii. How to guide ss
      iv. What about non-ESL classes
   f. **Recommendations/Notes:**
      i. No longer "ESL Institute" - now ESL Dept
      ii. AB705 - encourage to take other classes
      iii. Ideally both RLS and GW (Grammar Writing)
      iv. Pathway
      v. List of classes to take - Pretty open
      vi. Goal: get into regular classes asap
      vii. EX: take math classes at 3rd level
      viii. By level 4, should be taking other classes
      ix. We're working toward a dedicated ESL counselor
      x. Individualized approach

1. For example, some ss have advanced degrees in their country
2. Help with career goals
3. BC of "exempt" status, many ESL ss don't get counseling (don't get matriculation, SEP, etc) - We're talking with Max
4. Our ss should get ALL of the benefits - EX COLTS Academy + Career Exploration Workshop
5. They need bigger overview

xi. ESL ss are being "othered" - questioning the terms "traditional vs. nontraditional students"

1. Time to think bigger about who are ss are and what their goals are

xii. Consider Financial Aid: Do ss choose a quicker degree?

1. CCPG (Old BOG fee waiver) - majority of our ss have this
2. FAFSA - covers 6 years full time or 12 years part time - usable for non-degree units?
   a. Few of our ss have FAFSA
3. EOPS + Upward Scholars - more of our ss apply for this
4. DREAM Act? Most of our students aren't DREAMers - AB540 requires completion requirement = barrier for many of our ss
5. Immigrant Rising: Understand the Differences: In-state tuition vs. CA Dream Act vs. DACA: https://drive.google.com/file/d/1_gtRFOw4jydlspUwgkAau4vJ6PTKUeqt/view?usp=sharing
6. "Save 3 years for transfer" - Sandra's advice for ss
7. Great info for us.

xiii. How do Counselors best counsel ESL ss next steps re: ESL classes/levels and what could be skipped?

1. Very individual
2. We could type up some guidelines/questions to ask

3. **ESL Priorities:** Purpose:
   a. What do we want to look like in 5 years?
   b. Are we really serving our students
   c. Workshop/Flex Day brainstorming - 2 hour thing?
   d. [Julie's google doc list](#)
   e. Schedule a special ESL Workshop on Priority Setting session
      i. **Friday, 1/21/22**
4. **ESL Website**
   a. **[Google doc.](#)**
   b. Need help with languaging
   c. [Link to CCC Apply](#) (complicated process)
5. **Outreach**
   a. Do we want to send a postcard to current and previous students?
   b. Met with Megan and Alessandro
   c. James approved postcards: Do that or just flyers
   d. 2 postcards: (Zoom photo + 2019 spring one)
   e. Let's update the 2019 one and also do FLYERS!
   f. Diana will provide a registration video + slides
      i. Will create a slide explaining the [icons (hybrid, sync, async etc)](#)
      ii. **To include the "return to campus" requirements**
         1. Text heavy
         2. We need step by step visuals
         3. We need videos!
         4. Where do ss go with questions?
         5. Fall 21 Workshops
            [https://docs.google.com/spreadsheets/d/1fv-yr2Kc_9GJpl ZHesFn4f3fx9zPi0L7HvLSf_iPz0g/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1fv-yr2Kc_9GJplZHesFn4f3fx9zPi0L7HvLSf_iPz0g/edit?usp=sharing)
         6. **Drop-in support!** (Idea: Extra Credit opportunity!!) - can skip through video to find their level
6. **AB705 District Meeting Update:**
   a. **12/7: 3-4pm - meeting with Erinn Strauss (AA will send Zoom link)**
   b. Attendance appreciated

    c. I Can statements

    d. A-D vs. numbered

    e. Low to high: A = 2 for example

    f. Use our own writing sample (each college has its own)

7. **Counseling Update**

8. **Finalize Book Orders:** AA cleaned up the booklist and will share/email to us.

9. **ESL OER:**

    a. ASCCC OERI (Open Ed Resources Initiative) meeting attended by GP and DP 11/2 10am on Zoom

    b. A resource share

    c. Attended by 37+ ESL instructors (EMLS + Linguistics, too) from CA

    d. CCs will be getting some 115 millions from the governor - not sure how much

    e. $ goes to one course (even if

    f. Great resources!

        i. [OER for ESL website](#)

        ii. [Reedley College YouTube Channel - videos on writing](#)

        iii. [Reedley College Google Drive of OER materials](#)

        iv. [Canvas Commons: Reedley (Rebecca al Haider) Intermediate Reading/Writing course](#)

        v. [Canvas Commons: Reedley (Rebecca Al Haider) Advanced writing course - mostly focused on editing](#)

        vi. https://creativecommons.org/about/cclicenses/

        vii. [Common Lit](#)

        viii. [Marshall Reading Literacy Program resources](#)

        ix. [Success Center (partners with CCs)](#)

        x. [OTAN](#)

        xi. Question about ZTC and Low Cost OER - how will it be labeled? Who will pay for it?

10. **DEAC (Distance Ed) Update:**

    a. OER - DEAC Sandbox

        i. Pressbooks (limitations) - "stays on Pressbooks"

        ii. Libretext (seems better) - maps that mimic textbooks

        iii. Textbook publishers: "Freemium" - bait and switch (free digital book but get you on the digital homework system

b. CVC (CA Virtual Campus) - ready to have classes uploaded onto online catalog: https://cvc.edu/about-the-oei/
c. Budget Request for:
   i. 2 FT tenure-track Instructional Designers (Skyline has 1 already)
   ii. 1 FT DE Coordinator
   iii. 1 FT Instructional Technologist
   iv. Right now, most work is patchworked together by various individuals (like Allison Hughes + Nick DeMello) - faculty + SS aren't getting the support they need
   v. Academic Senate rep (GP) - vote in AS meeting! (Dec 1 or 2?)
   vi. Also, PBC meeting (12/1? 12/2?)
      1. It's about equity
      2. It's time
      3. Stay relevant / in existence
d. Enhanced Tech Classrooms (not nec. "hyflex") = **Multi-Modal**
   i. See this google doc for classroom list and
   ii. Neat Board (Zoom ready)
   iii. 30-40K classrooms
   iv. Request from Dean if want a classroom, then work with ITS

11. **Next Steps:**
   a. **Create guidelines for counselors:** What questions to ask ss to help ESL ss determine next best steps + to also take non-ESL classes
   b. **Create checklist for ESL instructors** for individuals
   c. Schedule a special ESL Workshop on Priority Setting session
      i. **Friday, 1/21/22 - 10a-12p**
12. **Next Meeting:** **December 3rd, 10am-12noon**

ESL Department Meeting Agenda
October 1, 2021
10:00am - 12:00 pm ZOOM

1. **Check in**
   a. Canvas issues and glitches; let's invite Allison Hughes to next meeting and share our concerns
   b. We need tech support for students
   c. Seems to be a disconnect between discourse of "student centered" and services offered/ utilized by students
   d. Loaned tech devices are not working well for students (computers and hotspots)
   e. Google earth is fun to use in class
   f. Learning Center hours? Friday hours?
   g. How are we working towards bringing students back for Spring 2022
   h. Student Services need to be more accessible for ESL students
   i. Can we brainstorm a survey for students in terms of how they're feeling about coming back?
   j. Let's get students into the Library for support--they're there and looking to support

2. **OER as a department**
   a. Discussed with textbook conversation below

3. **I Can Statement Placement for ESL Students - Jeanne Stalker**
   a. Started in summer
   b. Also using Accuplacer
   c. Had about 50 students
   d. Placement goes by Accuplacer, but the I Can statements are also used for validation
       i. I Can statements are used for placement if the student doesn't want to use Accuplacer.
       ii. We try to sign students up for both, but if the student doesn't want one, they don't have to take it. This is in accordance with AB705.
       iii. Most students want to use both measures.
   e. Planning on having four students in the room at a time spaced apart when we come back in the spring face-to-face
   f. The placement measures (Accuplacer/I Can) are guides; if the student places in one level but feels more comfortable in a lower level, they can go there instead.
   g. If possible, the I Can statements are sent to the student ahead of time (before they come in).
   h. In the past, ESL students were coded as "exempt" in their application status, so they didn't receive information about multiple support services that would help them with placement and registration. So many students don't ever make appointments to consult a counselor.

      i. We really need to push for a more efficient and understandable process for students to get all the support they need up front so that they can register for the most appropriate courses.

           i. Include student support services in our classes as activities or assignments.

      j. The numbering system on the I Can statements are causing confusion for students; they thing selecting a particular number means they're selecting that level in our program, which is not necessarily the case.

      k. The counselors often report student hesitation to be placed where the placement system puts them. They often want to go a level lower. Student confidence issue?

      l. Maybe we professors can do something to measure or get feedback about student confidence regarding their placement experience.

           i. Possible exit interview after placement appointment?

           ii. We could send questions to Jeanne.

4. SEP's for ESL Students & Bilingual Counselor - Max Hartman

    a. Goal--every ESL student has an SEP

    b. How can we make this happen?

    c. Matriculation process requires SEP be created

    d. Some except items need to be revisited and changed

    e. All ESL students need counseling appointments; how can we get there

    f. Nadya and Sandra have general counseling appointments

    g. Welcome Center team can reach out to students without SEP and connect to Spanish speaking counselors

    h. Can we get a Spanish speaking counselor assigned to ESL

5. International Institute of the Bay Area (IIBA) Immigrations Legal Services, Leslie Duenas

    a. Free immigration/legal services to students

    b. Tuesdays, Wednesdays, and Thursdays - services currently available virtually

    c. All services are free and confidential

    d. Bilingual staff

    e. Flyer

    f. DACA renewal/ application funding available for community college members (possible other immigration filing fees)

        i. Community College Immigration Services Program

        ii. Make an appointment online:

        iii. https://www5.apptoto.com/b/iibaatmccdc/

        iv. CALL or TEXT us with any questions 415-528-6004

    g. Leslie and IIBA are open to coming into class and sharing info/ taking general questions email to request: lduenas@iibayarea.org

6. **Meet Jannet Rios, DREAM Center coordinator**
    a. Cañada has a <u>free legal clinic</u> translation is available
    b. DREAM Center is working with IIBA; they can connect directly or through Cañada DREAM Center
    c. Assistance with enrollment fees for undocumented students and ESL (for students taking under 6 units)
    d. <u>Undocumente Students Week of Action Oct 18-22</u>
        i. Kick off at 10:00am Monday
    e. Dreamers club meets every Wednesday 12:45-1:45--spread the word!
7. **Textbooks/ OER**
    a. When you change books, email Alicia so she can update the masterplan
    b. Alicia will email the masterlist out, check for accuracy
    c. Check in with teaching partner when changing text
    d. Going OER? Consider ordering same books just in case you need them
    e. What is the balance between online and paper materials for our students?
    f. ZTC label and printed material (printing still costs money)
    g. Library/ ASCC free printing
    h. How to we provide low cost exemplary materials that work for students
    i. FYI:OER/ ZTC- Textbook Affordability Subcommittee meets on Tuesdays pm contact: Sara Harmon
8. **Next Steps:**
    - Invite Alison Hughes to share ESL CANVAS concerns.
    - Reserve 30 minutes for return to campus Spring 2022 (plans, scenarios, solutions)
9. **Next Meetings: November 5th & December 3rd, 10am-12noon**

ESL Department Meeting Agenda
September 3, 2021
10:00am - 12:00 pm ZOOM

1. **Summer Fun:** Sharing of our experiences

Danielle finished her manuscript!

2. **ESL classes Fall 2021:**
   - successes and challenges
     - Last minute bumps in enrollment
     - Technology is still an issue
       - Word jam prepares students
       - Returning students especially struggling
       - ESL students are not in ColtsCon--this is an equity issue--could/ should it be moved to week 1? (We are all in agreement to push for this; we can use class time if needed)
       - ColtsCon important for having ESL students interact with larger student body
       - Make sure ESL students feel included and welcomed into ColtsCon
       - What are we doing to welcome students? What are we doing to bring students back in Spring?
       - Technology--how can we make students feel comfortable borrowing tech? Contact David Reed
   - Retention Specialist assignment James and Diana
     - How do we incorporate students into pathways? Diana is retention specialist for Human Behavior and Culture Interest Area
     - About 200 students who are not connected to an interest area (100+ continuing, 15-20 new); we have 600 in Human Behavior and Culture interest area
     - Diana is main resource for how we will message and coordinate resources for students in our interest area
     - How are students exposed to interest areas initially?
     - We need a bilingual ESL counselor
     - Diana's new workload--still supporting both groups of students; Diana will reach out to us and other departments for support with events; Janet will also be supporting and be another

contact for all incoming ESL students; roles will continued to be clarified

3. **ESL classes Spring 2022 Planning:** James
   - Spring 2022 mode of delivery options (Julie)
     - We have many options: online, hybrid, synchronous; we should be strategic in how we apply
     - Lower levels would be better F2F
     - Julie would like to try ESL 924 as a hybrid (1 F2F meeting/ wk) for these reasons:
       - meeting needs of Ss who want F2F with students who are back bc flexibility works with their schedule
       - pandemic probably won't be over; we can be proactive not reactive—hybrid creates a situation in which everyone is prepared to switch to online individually or as a class
       - Ss may be able to increase unit load if they need to come to campus less frequently
     - Now more students are taking more than one class
     - ESL 400 has several sections; a strategic effort is needed
     - What is the push with Global Online Learning? Is there some ESL 400 online course in the district?
     - Concerns about ESL 400 enrollment in some sections? Scheduling?
     - 924 going hybrid; pilot for Spring and see how it goes; everyone needs to decide asap; best option for higher level writing courses
     - Spring now is back in full force, but we may need masks or possible limited quarantining…
     -

   - Classes that aren't filling (ESL 912 am, others?)--which off campus courses feed these? (Julie)
     - Still working on off campus classes

- ○ Limited ESL level 1 day time off campus is impacting ESL 912 day enrollment: from Diana: PAL ESL 800 day and ESL 921 at SAS day--how is enrollment there?

4. **OER/ZTC:**(DJP) Sarah Harmon to visit and answer questions about this program.

- [Link to ESL EOR materials currently being used](#) (these can be printed and purchased in bookstore--still working on this) [Big Book of Grammar](#) link
- Generally "fair use" about 10% of a text can be used; must provide citation info
- Danielle's plan--test out materials this semester; gives freedom to professor, not tethered to a book
- Sarah--fully accessible platforms in ESL (style guides and accessibility incorporated)
  a. There is compensation to instructors for early adoption. (we will work to ensure adjunct faculty are included and paid) (converting to open access materials--Library e-subscriptions, films, public access materials like .gov websites and other publicly accessible sites)
  b. Compensation for 1 instructor per course per semester (fall 21)
  c. 3 Different levels: adoption--changing to new free text ($500 stipend for adoption), remix--taking from several free sources, authoring--writing your own text (remixing and authoring will be more than $500; still being determined) $ is per course, so different instructors cannot both be paid for the same course
  d. [Link to Excel file](#)
  e. Resources in Library (met with Diana Tedone): Films on Demand, Kanopy, Ebsco Ebooks
  f. OER: asccc-oeri.org, oercommons.org

5. **Bookstore challenges:** (DJP/GP) , 400 (never responded to Course Reader update), 923 (SP21 - textbook not ordered)
  a. Alicia has a master list that is submitted to the bookstore; please always send to Alicia so she can follow up with Jai
  b. 912 (wrong textbook)

c. MLK reader was never removed from ESL 913. I've asked for it to be removed every semester for a couple of years now.

d. 2. Q: Skills textbook was automatically updated to the new edition, but I didn't ask for it to be changed. I requested the older edition.

6. **Distance Ed Committee: DJP - brief update**

   a. QOTL 1 (basic + learn OEI: Online Ed Initiative) and 2 (choose your own adventure) training this term (2 - starts 9/20)

      i. 25 hours of PD per course (paid we think at special rate)

   b. DEAC working on a **repository** of helpful info for instructors - quick help + 1-1 instruction

   c. Still trying to get a FT position approved for an Instructional Designer (CSM and Skyline have 2)

   d. Answers to Questions (from Allison Hughes):

      i. JULIE QUESTION: We do touch on some synchronous instruction tips in QOTL 1, but we go into it much more in QOTL 2. We have an entire module in QOTL 2 on synchronous classes that folks can choose to take.

      ii. JULIE QUESTION: Yes, the 25 hours is at the special rate. But faculty can reach out to Jacky Ip and David Reed for more info on payments.

7. **Curriculum Committee**: DJP - brief update

   a. Curriculum review matrix: No ESL review needed till 24-25!

   b. FYI: Proposal Submission Deadlines

   c. **Curriculum Institute 2021 Brief update (July 7-9)** - DJP:

      i. CBE: Competency Based Education framework - diffs with traditional learning/evaluation framework

      ii. OER session - fun T/ss collaboration ideas and SSs group projects for shared learning/exploration

      iii. Optimizing SS success through equitable placement (show PPT slides from Kathy Wada - ESL)

         1. Shared doc: https://docs.google.com/document/d/1kZwh4IY8qKLxvB1JSfoeFptoDrO2NzNMTDqHxtVKHW4/edit

   iv. [Curriculum and Instruction Unit on CCC link](#)

8. **Registration issues** with coding from Skyline to Cañada--how can we remove prerequisite blocks for Skyline students who want to take our classes? (Julie)

9. **District ESL Meetings**
10. **Reminder:** [TESOL Int'l Convention (Hybrid)](#): Pittsburg, PA March 22-25

Next steps:

- Set dates and times for future department meetings.
- Invite Max Hartman to the next meeting to share how we can proceed with SEP's for **all ESL students** and assign a bilingual counselor.
- Next Steps: Contact James about Spring changes by Tuesday, 9/7 (perhaps we should email all so we're all aware and clear?)
- OER as a department?
- Discuss Prerequisite Blocking at District ESL meeting
- Invite Jeanne Stalker to discuss how "I Can" statements for placement are going

Future ESL Meetings: first Friday of the month before Division meetings 10-12.

- October 1, 2021
- November 5, 2021
- December 3, 2021

ESL Department Meeting Agenda

Friday, May 21st, 2021
12:00 - 2:00 pm ZOOM

1. Faculty Updates

- Danielle: CATESOL Spring Conference - Riding the TIDE (Transformation, Inclusion, Diversity, and Engagement)
  - Presented (TEW - Teaching English in/for the Workplace)
    - My slides for Hard & Soft Skills: Where's the "Just Right?"
  - Attended this session Integrating Language Skills, Practices, and Content in TESOL Lesson Planning
  - Teaching Tip: Growth Mindset
- TESOL Int'l Convention (Hybrid): Pittsburg, PA March 22-25
  - June 1 = Proposal submission deadline
- Danielle: Curriculum Update
  - PASS Certificate program modification approved! (RT)
  - Old letter from Jenny re: course substitution for PASS cert
    - Needs to be updated (Maria Lara)
    - ACTION ITEM: Good idea to update it (AA + DP + RT)
- Danielle: DEAC update
  - **(Slides 17-19) Student Survey Results re Returning to Campus – Summary Available** Districtwide PRIE Offices have been collaborating on reaching out to our currently enrolled students to gauge their interest in and comfort level with returning to campus in the fall and post-pandemic. Please see a summary of those results here.
  - **QUESTION: How many of these respondents are ELLs?**
- Spring SLO & PLO Reporting, due date, **Monday, June 7, 2021 by 4pm**, the same day grades are due. (Gerardo and Katie - will take care of it next week.)
- **Rebekah will be on long-term leave** working on 4 rigorous projects fall 2021 (CATESOL Journal special issues, re-envision, classroom equity data inquiry, French superior)
  - CATESOL Journal special issues: new platform, etc.
  - Classroom equity data inquiry: disaggregate and reflect - being talked about state/district
  - Hispanic males not doing well and working on that

- - ■ FYI: Classroom/department etc.. equity data inquiry is being emphasized throughout the district and state
    - ■ French superior - citizenship!
  - ○ **The ESL 400 GE transfer unit applications** from Cañada, Skyline, and CSM were rejected as were other colleges in CA but some were accepted. Kathy Wada is tracking this. Many feel the reviews have been inconsistent. Please watch out for emails in the fall about how our sister colleges will go forward.
    - ■ We're not teaching culturally relevant texts
    - ■ If we see info re: this topic, to respond and keep in the correspondence: Kathy Wada, Erin Strauss
  - ○ **PD Leave:** one term vs. 1 year - "We can never do a year; we can't afford it."
    - ■ AA: bring it up in Senate & AFT
  - ○ **ESL Website**: Diana and Rebekah have been working on the ESL website and ESL GP connection with Julie. There have been many versions/emails/zooms etc but we are going to explain the draft proposal stages 1 and 2 we are working on using this [link as a visual.](#)
    - ■ Submit a GP/ESL request
    - ■ ESL Pathway redesign
      - ● GP: Year 1, etc like other departments?
    - ■ Next steps: DE/RT/Eck send mktg request
    - ■ JC: keep in touch with GP (Karen & David will help move forward with mktg)
    - ■ Revisit pathway graphic in fall
  - ○ [Early Adopter Program for Summer 2022](#) (Gerardo)
    - ■ ESL 808, Summer, I will be working with Sarah Harmon, The OER/ZTC Coordinator to create materials for ESL 808
    - ■ The class will be taught in Summer 2022.
    - ■ Students might save a total of $1,467 on Summer 2022
    - ■ ESL 400 willing to implement OER/ZTC (Sarah says that we are really close to implement) - keep working on it

- - - RT: concern about links not working
  - ■ Financial Award(s), 3-5 awards, 1 Award per class
    - - SHarmon: fin awards avail. 2022 - what is the process of getting the award?
    - - GP: doing a pilot this summer
  - ■ Check out Academic Senate Fall meetings for information about how many awards will be awarded

2. **Opportunities and Challenges**

Challenge: As California begins to re-open, concerns are rising regarding how ESL students will be returning to the workforce. There is the challenge in every single person (student) to decide how to stay in school. The question is how our department and classes stay relevant to students' needs during and post- Covid-19. How can we incentivize our students to keep taking our classes? How much can our classes adjust to our students' needs?

- - Recruitment and retention
- - How can we incentivize our students to keep taking our classes?
- - How much can our classes adjust to our students' needs?
- - Why is ESL 808 enrollment at 28? Something to consider.
- - How can we invite back ss?

3. **ESL Class Schedule**

Dean Carranza will review the Fall 2021 and Spring 2022 schedules.

- - Props to us!
- - Across division, enrollment didn't change too much…
- - Spanish = increase
- - English = continual decrease even before COVID
- - ESl = continual decrease - hopefully leveling out once we come back f2f -
- - James: SP22: Hybrid options? Ex: Meet online (vs. in person) - could be a way to make education accessible
    - ■ JC: co-teaching? Is that an option?

- James: lots of ideas on this / create more flexibility / it's up to us (ESL dept) / what are we willing to do?
  - Split load: split time (5/2 = 2.5 time)
  - Perhaps LC takes on some of the load?
  - Would have to be coordinated
- KS: Hybrid = any amount of time online and any amount in person, right? James: Yes.
  - Ex: Be in lab in person to teach tech even a couple of time just to sort out the tech issues
  - The rest of the time online…
- James: challenge with hybrid = if ss are signing up for an online experience, and we change it, there's a loss of enrollment
- James: suggestion = rather than schedule it as a "hybrid" schedule it as we are already doing (same designation as we're already doing) and give ss an option to get in-person instruction (optional but available)
- JC: "Bring your own device" day
- JC: "low flex?!"
- James: "hybrid" = ex. CWA schedule / 1/night in person and rest online / if we require zoom online, that's considered synchronous
- JC: Let's hold that synchronous meeting in person to set up tech with ss
- James: options:
  - Now: partially synch or totally synch / could take one class meeting and make it on campus
  - Or, we don't change it to technically hybrid, but plan to offer in person instruction for tech
  - Can't change classes on ss
  - Perhaps have "tech sessions"
  - Bring back class to campus? Make the (ex) Monday synch class an on-campus class and designate it "hybrid"

- AA: Vaccinated or unvaccinated? / What are we going to do with SM county? / Can we impose the preference of vaccinated or not? / County is in discussion
- RT: We do a hybrid class SP 22: designate dates for in-person classes in schedule (ex. 4x for semester)
- James: Can be done! Ex: CWA
- James: We want to be mindful
  - RT: offered idea - Mike Clair mentioned this as an idea in mtg / Or have a LAB situation, when a student comes to a lab on campus and have a person there in the lab
  - James: like a Learning Center?
  - James: waiting for more direction from the board / May be going back 3 days a week?
  - JC: Holding office hours in LC as an option (live?)
  - AA: Great ideas - to be negotiated with Senate and Board
  - ACTION ITEM: AA is going to create a survey for the ESL department re: comfort level

General info:
- Before pandemic, 35-40% of HSS classes were already online
- Reflects what students are used to
-

4. Summer/Fall Registration

Update Diana Espinosa Ozuna
- Summer: enrollment healthy - getting a lot of HS ss (20 ODA - Oxford Day Academy - in process of reg-ing)
- Oppty for growth! (Another section?)
- Fall: hopeful that it will increase (reg started 5/10) / Many students wait to register / getting report from Alex re: ss not reg-d
- Outreach to commty: flyers went out a few weeks ago / in person events in commty to promote ESL after 6/15
- AA: if want to help, let us know - as events begin to open up
- SHOUT OUT TO GLORIA!!! =) aWARDS!

5. Awards

==Gloria and Diana== have been working on these and they will be mailed to students. - ==KUDOS!! Thank you!!==

6. Marketing and Outreach & Registration

Masks are in and will be mailed to students with their awards.
They're cool!
==Thank you so much, Rebekah, for making that happen!!==

7. Next meeting/Summer Plans

Recognition of Staff
==ESL rocks!==
==Rebekah: ACES and all you've done these years! (2 people to replace you!)==
==Gerardo: Secretary of Senate!! Woohoooo!==
==DP: DEAC/Curriculum==
==Katie: Senate!!==

ESL Department Meeting Agenda
Friday, April 16th, 2021
12:00 - 2:00 pm ZOOM

8. Faculty Updates
9. Opportunities and Challenges
10.   ESL Class Schedule
11.   Summer/Fall Registration

12. **Awards (deadline was April 15)-**awards will be mailed to students and you can share the electronic version in class to celebrate
    ○ Who should sign the awards?-Gloria
        ■ Awards only signed by faculty
            ● Acac. Exc. Award-Can do 1 or 2 per class- faculty decide what to put in the award. If you want to do something else, let Gloria know - due date was yesterday, send asap
        ■ EFW, ACE
            ● Coordinator, Dean, President will sign those awards
            ● What date should we put on the award?
            ● Given this….day of ….2021
            ● Diana will work on these awards-makes sure she knows if students who applied are passing-respond to her emails
            ● Aca. Exc. Awards look like this, for example:

        ■ Who will coordinate classroom celebration and acknowledgment?
            ● If you plan to take a photo of the student with an award (for promotion), please make sure to have the student complete a photo release form. Link to form:https://canadacollege.edu/marketing/docs/photorelease.pdf
            ● Great idea to take screen shot

13. **Marketing and Outreach & Registration**
   ○ PEP event in Spanish - April 28, 4:30-6:30-send students. GP: There has been an update for this event; the date is April 21st, not the 28th.
      ■ The idea is for the faculty member to introduce themselves and share just one quick tip about what to expect from college classes in general. The example shared by the PEP team was how many students who go to the event don't fully realize that they have to follow-up on their own to finish registering. -Rebekah will be the faculty rep but if anyone else wants to come please do!
   ○ **Diana Proactive Registration**-started last week, going well, students responding, very well done presentation. Janet helping with pro-active reg.
   ○ **Outreach** - flyers delivered to RWC office, Olivia having ambassadors to deliver flyers to key locations in community in next 2-3 weeks.
   ○ **California Community College (CCC) application** in Spanish now-yah-finally! Easier to fill out and read.
   ○ Diana met with Dr. Wissum who oversees Financial Aid-going to help if students have a hard time reg. Due to outstanding balance
   ○ Gerardo: What is your experience with ESL students bridging from High School to college? Discussion of offering incentives for these students re; tech. And being prepared?
      ■ Blend in with other students unless it shows up
      ■ Students have been strong
      ■ Full time in high school and Cañada classes- a lot
      ■ Contact Diana so she can help out-at the high schools, they really push a lot of classes
      ■ Some are overwhelmed - be sure to reach out and find out who they are and look out for them. They have a different maturity. Try to set up a comfortable situation where other students are looking out for them
      ■ Have always had H.S. and sharp and ready to grad. But make sure connect to resources

- ○ **Logo** for the ESL masks to go out with awards-ordering 100. They will go in the envelope with the awards. Will include with mailings for the awards. Who will we give the extras to?
- ○ Who is local that can help Gloria stuff the envelopes? Diana and Alicia will help Gloria

14. **ESL AB705 Update**
    - ○ PRIE report presented by Karen last meeting-helps us answer questions like these in the adoption plan form:

Disproportionate Impact

This page collects information on disproportionate impact.

14. Does your college examine disproportionate impact among ESL students?

○ Yes

○ No

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

15.
    - ○ ESL adoption form is being worked on by taskforce: Alicia, Danielle, Karen

Karen came to review the PRIE report Presentation
- ■ **Data slide 4: Matriculation**
    - ● Julie had asked: How does our data compare to other dept. Div?
        - ○ Karen shared data on matriculation compared to college. Since many ESL students are exploratory, they are not directed to Aca. Counselor-more ESL students are exempt from initial services due to degree, a lot of blank data. Do you want to make sure ESL students are directed to more initial services?

Diana looked at data - "exempt other district criteria" are students who come from other off district sites (ESL 800-922)

- ○ Danielle asked: Is this because they meet with Diana [and that is not recorded]?
- ○ Why would every student not have an orientation-welcome center etc..? - Karen all are welcome but tSSSP required some to do it based on dif. Ed. goals or first year. Can't register for classes without counseling etc…
- ○ Could we get more college wide support for our ESL Orientation I.D. night?
- ○ Diana: some students categorized as exempt but they have an SEP and have been directed but are they counting them in both areas?
- ○ Should have a conversation with counselors about what is happening and putting it into the system

All of our students should have an SEP

16. **Data slide: First Time Matriculation**
    - ○ **ED Plan Status:** Comprehensive vs. abbreviated - most do abbre. SEPs especially ESL
        - ■ Could after students get their abbre. SEP, they be flagged and then emailed to come back to do Comprehensive SEP?
        - ■ Do we have a break down by race, ethnicity?
        - ■ How much are a single group of students in the categories? Are some of the issues affecting certain studies - Hispanic, Asian?
        - ■ Can give the racial breakdown - PRIE will come back with that
        - ■ Danielle: In business, have auto responders e.g. if come out to cart and don't buy anything get an auto message. Can we have each student escorted through process getting different types of reminders?

- Janet: Students should already have SEP when they move on with 922 since it is a transition. Don't know if can require it but can make it EC or other way to get it done.
- Need to teach the value of the SEP-how about a sales video?
- Ex. students have to go through the welcome center to get to their counselors
- Alicia: Need a whole dept. Effort - let's talk about this in May. There is a real value to students sitting down and talking about their future.
- Need guest speakers like Chris Rico in classes
- Diana shared her chart with "blank" Ed Plan Exempt but then it says "last ed plan date"-blank means we don't have info. About whether required.
- Need to make sure students are giving all the info. About the 3 step process: orientation, SEP, and counseling-we used to have a passport with the steps-we ought to bring that back - a visual so students understand. Talk to Max about re-instating it electronically.
- Is there data on how many **COLTS academy/COLTS Cans** students complete-focused on new students and bring to campus : go through orientation, counseling, strategies. Who is this open to-open to everyone? Can ESL students join? Why don't we have ESL students? One strand is for careers.
- Is it ESL friendly? What are the benefits?
- Current offerings seem very relevant. Maybe we could get ESL students to join, collaborate on an ESL strand (culture shock, class culture, vocabulary, how to write an email to a prof. What to do in office hours, cultural references, etc) similar to Cypress Colleges model ESL "Bridge to College" orientation which was paid for by equity?
- At what levels do we do it? How do we nurture students as they go?

- - ■ Which students are ready for career exploration and how much do they know about what is coming?
    - ■ Example of problem of so many ESL students in level IV not doing math, sometimes guide into paths that won't give livable wages like ECE careers that don't pay the rent in the bay area
    - ■ Jams are usually offered a week before and COLTS CON is around the same time
    - ■ Conversation about how to incorporate Jams better into COLTS CON
    - ■ Need every student to get the message about these opportunities
    - ■ Encourage EOPS counselors to reach out to counselors
    - ■ Diana meets with all Retention specialists-make sure as many people as possible have RS
    - ■ Janet: New students have to complete SEP but low level students exempted but we push for them to meet with Chris to create ed. Plan-how can we make it like a requirement?
    - ■ PEP is doing an abbreviated ed plan for counselors to come into the classes

To do: Invite Max to come to discuss SEPs and discuss further in May

- - ○ **ELL Placement Webinar** ([notes)](#):
  - ○ "Colleges should collect and review evidence on the effectiveness of their ESL placement…"
  - ○ "All colleges must complete the ESL Adoption Plan form by July 1"
  - ○ Four inspiring ESL/ELL program examples-this could/should be us!
  - ○ ELL "identified as one of the categories of students that colleges must conduct campus-based research around in order to identify and develop plants to mitigate and disproportionate impacts in access, retention, completion, and transfer."
  - ○ DI impact with males-discuss in last meeting in May, set some goals, and then work on it last semester

17. **Guided Pathways Button Update -**[Request for explanation of connection to ESL pathways](#) and research requests-
18. Idea to re-create ESL pathway and incorporate interest areas at level 4, 400 add in the interest areas

19.   Put something about academic counseling in there. Know students need to connect with Academic Counselor and to know how and when to see AC.

20.   Julie, Rebekah, Diana will work on website ideas to re-connect ESL website back to GP interest areas - they put ESL front and center on the site and in each of the interest areas and we need to connect it back.
   ○   Katie's eloquent words to use: ESL opens up the entire college to everyone who speaks English as a second language. It's foundational to attending -Katie will send more

21.   **PASS certificate Changes to review and approve:** [Revised description and questions from Jose & Gloria link](#) -Move Course substitutions to the top and then before classes, "Recommended Classes" at the top of the list

22.   **Enrollment:** We have been lucky to keep low enrolled courses open. James has really been going to bat to keep our ESL classes open.

23.   **Distance Education Meeting and Tech Meetings:** Danielle attended. Idea of not just having tech in class but having options such as choices to be online or face to face within the same class. Looking into build 13 classroom

24.   **Future Meetings:** Third Fridays, 12-2 pm
   May 21

To do: Discuss SEP, DI, Model College work presented at Webinar, invite Max to discuss SEP, COLTS CON, orientation

ESL Department Meeting Agenda
Friday, March 19th, 2021
12:00 - 2:00 pm ZOOM

1. **Group photo for Marketing -** Done!
2. **Faculty Updates**
3. **Curriculum Committee Updates:**

- When do we need to update ESL outlines next? Katie: We are up to date at this point. Last update (5-year cycle) was completed last spring. DE was added in fall 2020.
  - *COR's Updated? When? Which ones? Next update?*
  - *TRX (KAD)* Looking to add this plus courses students can do at home if they feel nervous about coming into the new facility when it opens.
  - *1-unit honors course!! Yay for ESL 400!*
  - Rebekah will bring back form with updated information.
  - Goal is to encourage students to take Honor classes.
  - Traditionally students have not been able to take these classes.

  - *Danielle would like to add the PASS Certificate question: Will Honors 1-credit course be part of the PASS cert?*
  - *Ethnic Studies addition*
    - Lezlee Ware and David Eck are heading up this effort. Working with Gloria (articulation) toward certain requirements for certain degrees with the UCs/CSUs.
  - <mark>April 8th</mark>- *last Curriculum meetings to bring changes to the committee*

4. **DE Update -** Danielle Pelletier
  - *Hyflex is a biggie - "***Hy***brid ***Flex***ible Classrooms"* - Smart classrooms are now old-fashioned, so to speak. Hyflex is a new, improved version of the smart classroom. Computers are already set up to link with specific classrooms and be fully functional. We wouldn't have to carry around our own computers.
  - *5G -* This will play into the hyflex classroom upgrade. Tech innovations will work better and be more easily integrated.
5. **IPC Update -** program improvement process is coming

a. Program Improvement is now going to be Program Enhancement or Program Revitalization. The idea is to help strengthen and support programs that might need restructuring or additional help. The language of the current document is being updated to be less intimidating.

b. Rebekah Taveau: IPC/Dr. Robinson mentioned ESL students are struggling currently, and this improved language regarding Program "Improvement" or enhancement/revitalization would be helpful in providing assistance to our students. It was intended in a positive and supportive way.

c. Julie Carey: IPC has been looking at ESL numbers/data, even before the pandemic affected our numbers. There are areas that could be considered problematic and need our attention.

6. **Challenges and opportunities**

a. Alicia and other campus ESL leaders met with the Chancellor and campus presidents regarding students being dropped for nonpayment and enrollment issues in general.

   i. Dropping students for nonpayment has had a huge negative impact regarding enrollments.

b. Alicia participated in a Facebook live presentation to the Spanish-speaking community (all in Spanish) about all available opportunities and information for them.

7. **ESL AB705 Update -** Karen Engel

Equitable Placement (AB 705) Implementation Webinar: March 25th, 3:30-5:00pm

- Karen Engel: Chancellor's Office postponed ESL AB705 adoption; now they have a template to be completed by July, 2021. Looking at data re: educational goal, student ed plan status, disproportionately impacted students, collecting data about primary language
  - ESL students are not remedial English
  - AB705 applies mainly to ESL students with a transfer goal or associate's degree goal
  - 3 years of data: What is the educational goal of ESL students?
    - Majority of ESL students have "exploratory" as their ed goal; therefore, AB705 wouldn't apply to them

- ■ Alex Claxton: The AB705 "clock" starts when ESL students declare transfer/degree as their goal. Then they have three years from that time to complete transfer-level English (English 100 or 105; ESL 400 doesn't fulfill this requirement).
- ■ Alicia Aguirre: Our department is working on ways to get *every* student an SEP which would address some of this.
- ■ Karen Engel: Everyone entering the college is supposed to get an orientation (including an SEP) as part of the matriculation process, but ESL don't seem to be getting to these initial services. Most ESL students don't have data for their matriculation status. (For the current semester, half don't have anything.) For degree and transfer ESL students, the lower they start, the less likely they are to make it to their goal. (See Karen's PowerPoint for additional specifics on the data.)
- ■ Alex Claxton: Alex presented data on the disproportionately impacted student groups (re: success, withdrawals, etc.) in ESL. (See PowerPoint for specifics.) He pointed out that the gaps are not necessarily proscriptive about corrections that might need to be made in the department. These data need to be analyzed and interpreted by us.
- ■ Alicia Aguirre: This information is so useful for us; it assists in our reflecting on our program.
- ■ Karen Engel: Consider the ways we "slice and dice" our students into groups/categories on CCCApply. Language of origin isn't one of them. Do we want it added?
- ■ Alicia Aguirre: Let's look at this data at our next meeting and analyze it in more detail. Put it on the agenda.

8. **ESL Class Schedule** (quick info. from Int'l Office and GOL)-we didn't discuss this as we ran out of time

9. **Summer/Fall Registration** - Open Registration for Summer is April 19; for Fall it's May 19. (Some students may be registering earlier.)

10. **ESL Button in GP** (brief update) and **ESL Website** Questions
    a. See the links above for the work Rebekah has been doing with David Eck.

11. **Marketing and Outreach**
    a. Postcard photo completed today.
    - Proactive Registration - Diana E.-O.: Will come into classes to do Proactive Registration in mid-April.
    - Webinar - Almost no attendance. Recorded and we can show it to our students.
    - SEP's for every ESL Student: Chris Rico is coming to every one of Alicia's classes this week.

- ○ About 40% of students don't have an SEP. They will have a hold and won't be able to register.
- Diana E.-O.: Collecting info on all students who have outstanding balances; possible funds to help them pay.
- Diana Viscara can come promote Upward Scholars in your Zoom class.
- Rebekah Taveau: Got $549 from ASCC for ESL Dept. Masks for Students (Award Letter)

12. **Learning Center Update -** Gerardo Pacheco

   a. Gerardo Pacheco: Met with David Reed, Julian Taylor, and Jonathan McSwain regarding tutoring issues. Obtaining a tutor takes a long time. There are obstacles that make this process difficult for ESL students. Students have overwhelming issues with technology that make participating in all the available support too difficult. David Reed suggested Gerardo/ESL reach out to create technology-based workshops specifically for ESL students. LC wanted to know when the students are trying to come to the LC for assistance; the LC system has the "tutoring room" open on Saturdays and Sundays, but there's nobody from the LC there when ESL students click that link. The LC needs to deactivate that link on weekends so students won't get confused. Overall, the meeting was positive; the LC expressed interest in working to improve their role in assisting ESL students.

   b. Diana Espinoza-Osuna: Only 20 students have reached out to get tutoring support so far this semester.

   c. Danielle Pelletier: Jonathan McSwain is a great presenter he explains the LC support system really well for ESL students.

   d. Alicia Aguirre: Idea: Make how-to videos about technology.

13. **Awards and Certificates**

   - EFW and ACE - Students will apply for these with Diana's assistance. The teacher will show a virtual certificate during class. The students will get a paper copy of the award in the mail later. Tell Diana by April 15.
   - PASS (certificate) - This is done by counselors.
   - Classroom - Alicia: Everyone can choose one or two classroom-level awards to present to students (based on GPA, participation, improvement, other…) This would be like a replacement for the Academic Excellence

Award. <mark>Tell Gloria by April 15</mark>. Do you want electronic or printed (paper) awards to mail to students? Only teachers and deans would sign them.

14. **Shall we add IDST 150 to PASS Certificate selectives?** (info)
15. **Future Meetings:** <mark>Third Fridays, 12-2 pm</mark>
   <mark>April 16</mark> <mark>& May 21</mark>

ESL Department Meeting Agenda
Friday, February 19th, 2021

12:00 - 2:00 pm ZOOM

1. **Faculty updates**
   a. Good pedagogical teaching ideas? Connect with Rebekah bc that's the topic for the CATESOL Journal.
   b. Danielle submitted ½ manuscript to McGraw-Hill - yay!

2. **Challenges and opportunities (Questions)**
   a. **Gerardo:** Acad Senate: how can we be sure our students are not cheating? (They're the ones actually doing the work) - plagiarism (specific problem with ESL 400, but even in ESL 911, ss are copying stuff from the internet. Have we also seen this? What are some reasons ss are doing this? Tech? What about cameras on/off with Proctorio. Can we request ss to have their camera ON the whole time?
      i. Rebekah: FERPA - you can't require cameras on.
      ii. Idea: Hey! Isn't it great to see each other?! Or talk to students individually…
      iii. If it's an online class and you have that info in your syllabus (stating that cams are required during testing…), <mark>it's okay.</mark>

iv.   JC: Perhaps as a teacher, turn your cam off and check in with ss: how does this work? Isn't it better to see each other?

v.   JC: Plagiarism - make your mistakes in class so you can learn! You'll be writing many essays before you graduate, so learn how to do it.

vi.   GP: Zoom/screen fatigue - I can see how it feels - sometimes you just want to turn your screen off.

vii.   KS: Variety is key. Breakout rooms + whole class discussions = helps keep ss engaged.

viii.   KS: plagiarism: sometimes hard to prove it. Type section of plag'd text and plug into google and see if you can find the source. Maybe the ss didn't understand by lifting from a source. Can't just copy it.

ix.   KS: other kinds of cheating (CAnvas quizzes) - we can't watch them take the quiz. It's cumbersome. My ss get 1 week to take the quiz. They're grownups; they signed up for these classes; they chose to take the class; they do themselves a disservice when they cheat. It's up to them.

x.   JC: testing: for AS it's a big challenge. For ESL, it's different - not like RadTech, for ex. In ESL, the ss need to develop their English skills… no real high stakes.

xi.   AA: testing different during COVID. Give ss time to complete it. Quiz - L/S. Flexibility is key. Essay level - book reports it's easier to see plagiarism. What is it in my SLO that I want to accomplish? How do I get there? Often, the ss's connection is the issue re: no cams. It's helpful to do a checkin in the beginning of the class and the ss want to be part of that. "Putting your cam on is strongly encouraged." Some ss can't even get their audio to work - only chat!

xii.   RT: concept of plag is so diff in other countries. Use Turnitin as a tool rather than an "I got you!" Talking to the ss individually and in confidence with positivity can often help.

b. RT: What sessions did you attend in Flex that were useful? What technology or pedagogical tips did you get? There were some sessions on Canvas etc..
   i. GP: [Coding on Canvas](#) - got to see how coding works / how to use coding language = learned there are ways to set up the pages on Canvas so the ss can get as much info
   ii. KS: 2 days of flex - get blurry / tech is what I need / like to use it once I learn it / have to attend the tech workshops 3x before it sinks in
   iii. AA: sometimes hard for ss to stay in English in breakout groups / guide ss into doing it / how do we make our classes more interesting?

c. What is your practice as far as choosing between dropping students and letting students stay in a class even though they are not passing? (Now and before pandemic). What do you think our general practices should be?
   i. DP: reach out to ss indiv (and with Diana's help) and check in. Considerations: Census, COVID, EW, tech, etc. Flexibility is key.
   ii. GP: I reach out too and get support from Diana. Missing even 2 days of the synchronous class is too much time. They have to do the hours. Can I go back and teach them what they missed?
   iii. AA: I agree. Unless they never showed up, I don't drop on Census. "W" and now EW… amazing ss and they work a lot and may have to drop. Get support from Diana, Janet. If they have missed 3 classes, I'll talk to them indiv. = 1-1 conversations and check in. Don't wait to get to 4 absences. Raise consciousness. So much can get in the way during this time. Sometimes, I recommend they consider dropping (take it again next sem.) but continue coming.

    iv.   RT: What about the "sleepers" from other countries? Need to be in the class for visa, but may be sleeping during class bc of time change.

    v.   KS: No sleepers, but I never pass a student who isn't ready to pass. They can repeat a class. It's a disservice to pass them if they're not doing the work and ready.

    vi.   GP: If a ss isn't doing assignments or logging in on time, I cannot ignore that. I treat my ss equally. A ss is a ss. I'm here to help with the same courtesy.

    vii.   JC: If we do drop ss, does that impact the EW status?

    viii.   DE: The ss has to request EW.

    ix.   JC: We can't drop ss for not participating. Ex. they show up, but don't submit HW.

    x.   AA: Remind ss about scholarships (due soon) - writing classes

    xi.   Link for policy for withdrawals: https://catalog.canadacollege.edu/current/grades/drops-withdrawals.php

3. ESL Classes Scheduling ([Rebekah's comments](#))

    a. ESL 400 scheduling changes for fall 2021 - what will work best for ss and the future?

        i.   The online section will become Hybrid - M 11:10am synch class and W asynch

        ii.   Keep eve section

        iii.   Figure out the 9:45 T/R class

        iv.   No longer link LIB100 to ESL 400 for greater flexibility and higher enrollment

    b. Most classes are taught by FT ESL faculty

    c. The offsite classes taught by PT ESL faculty

    d. Vocab/Pron = (short classes) taught by PT ESL faculty

    e. In general, there is low enrollment - James has been very flexible, but sustainable?

    f. Ideas: MWF class possibility?

g. RT: applied for long-term leave so waiting to hear

h. RT: She will no longer be ACES coord

i. Min Quals: KS and GP have quals to teach English / look at your min quals to see what else you can teach / AA: ESL, Span, and ECE / something to think about / CSM has zero PT teachers - How can we be positive and proactive?

j. RT: will send docs (min quals) / Check with HR first - see what they have on your record. You may need to apply to get min quals

k. Word of mouth = #1 recruiting tool

4. **Update on [ESL button in Guided Pathways Interest Areas site](#)**

a. RT: gave update on button ideas/placement / discussion and decisions made

5. **Minimum Qualifications for Teaching** - See above - all: look at them for yourself so you know

6. **Learning Center -**

a. DE: Reached out to LC and connected with Jonathan McSwain - willing to come to class and do a brief tutoring training + help desk / They have a zoom open all day and no one shows up / they want to help / LC isn't as easy for ss / leadership issue

b. Share this info with ss

c. JC: one-click tutoring - did with class to demo it / ss shared her screen

7. **Counseling Presentations (Chris Rico)**

a. DE: reaching out and bringing people in

b. Brainstorm: intro/orientation - but understaffed

c. IDEA: webinar for all ESL students - Day/Eve

   i. Tentative dates ==Wed, March 17th at 9am== and ==Thurs, March 18th at 7:30pm==

   ii. During mid-terms…

   iii. Live webinars - recorded / link available

d. JC: Bettina Lee: new Dir. of DRC & _____ / doing reading workshops / she's willing to work with students / front desk receptionist is bi-lingual / DE will reach out to BL

8. **Careers and Majors**
    a. DE: reached out to CWA retention specialist
        i.   What about a Webinar format from CWA? - in March/Apr?
        ii. 2 sessions recorded and share link
    b. DE: Upward Scholars will reach out to us
    c. JC: make 1 day/ ½ hour so we can have weekly guest speakers or drop-ins? As we move to 1/day/week classes:
    d. GP: record vids and send us links (as well as live)
    e. DE: mtg with Library - want to do an orientation (Valeria)

9. **Recognition Day**
    a. GP: update - committee - reached out to ITS to create a webinar for this - what are your thoughts? Big thing: we need to decide today to move things forward. Tech = longer time, etc.
    b. James is supportive
    c. DP: lots of logistics to consider
    d. AA: needs to be a DEPT decision
    e. RT: doable and strong event to have / John Winchester can be hired to be there the whole time - he helped / it was a webinar so we didn't have to worry about muting peeps / we can unmute / who's going to coordinate this / we can pre-record awards and other things to save time
    f. AA: everyone in dept takes on a task
    g. GP: Link to tech request: https://smccd-czqfp.formstack.com/forms/zoomwebinarrequest
        i.   Make request ASAP to get date we want
        ii. GP volunteers to get trained to do this
    h. RT: may have to pay (outside of reg. hrs)
    i. KS: Devil's advocate: what happens when we do this online - is there applause (noise)? / hard time picturing how it works / alternative: compile all info/awards and we could record all of this for ss to watch? / might be easier.
    j. DE: I agree with KS.

k. AA: attended 4 diff awards "shows" = challenging / you don't see the people who are there (webinars) / been panelist / so boring when someone speaks to you!

l. DE: a webinar is tailored for more info/event - might be awkward / would be great for each class to do their own awards and do SCREENSHOTS for dept to create something for the end of the semester

m. AA: put screenshots on ESL web page

n. JS: can we pull this off? Tech?

o. AA: always tech issue / each do something in our own classes? / make a physical thing (certs) and mail to ss so when we do award they have it physically in hand / 2 per class

p. DP: agree with small/class awards

q. RT: recipient - nice to have it live (ex. school) / padlet = name of ss and award / ss turned on audio and clapped / music / do recording in future / e-copy of awards too

r. AA: more like when HSS awards did it "Most creative ss" - be creative / can make up names for awards

s. JC: like this idea / ss held up a word of what ESL meant to them

t. DE: tik-tok - ss all had their cams off / ss had msg for teacher

u. KS: mktg - give positive msg to ss next term!!

v. AA: we can ask ss for permission to use their photo / Tell AA what we're going to do around Spring Break!

w. Committee disbanded!

10. Marketing for ESL:

a. AA: ESL district group: 2 things / AA went to Mike Claire / met with Welcome Ctr, Manuel, etc - talk about issues on ESL / district wide mktg for ESL (ex: dropping ss for non payment) / we used $$ from ESL dept to do mktg / AA mtg with 3 Pres's and chancellor - re: effect on ESL ss / bring up issues that our ss are facing during pandemic

11. Next Steps

a. Each ESL T does their own awards in classroom
b. LC - follow up and make appts (Chris Rico)
c. DE: Micah - in charge of website / changes need to be made / more images on landing page / less text / bigger buttons

12. Future Meetings: <mark>Third Fridays, 12-2 pm</mark>
<mark>March 19, April 16 & May 21</mark>

ESL Department Meeting Agenda
Friday, January 22nd, 2021

2:00 - 4:00 pm ZOOM

1. First Week
   - **Thank you, Melissa! (Diana is now overseeing all of ESL)**

2. New Tips/Ideas to share w/Colleagues
   - CANVAS import challenges, try importing one shell at a time vs the entire class. Lots of cleanup is needed.
   - ESL 400 challenges
   - ESL 400 Recording instructions for all the asynchronous days. Make video instructions on zoom in CANVAS where they can find recordings
   - Screen Castomatic has worked well
   - Enable Panapto in CANVAS has worked really well.
   - Pronto is also a good tool.
   - Graphic Syllabus shared by D. Pelletier is really helpful.
   - Music stretch or dance break in between with music that students choose.
   - Students seemed really interested in more interaction.

- Pronto also has language choices.
- Students filling out a time chart with their geographic time zones.
- New Analytics in CANVAS is a good tool.

3. Learning Center

- They are working on one click tutoring.
- Creating videos on certain topics. Staff willing to record the videos to have available to students. **Carlos Luna from the Library**
- Would like to have James hear our concerns.
- The need for a functional LCTR is very important and needs to be addressed.

4. Guided Pathways Website

- Concerned that you cannot get to ESL anywhere on the page.
- ESL is not on any of the pages at CSM either.
- Where is ESL?
- Can we add a button that takes them to an ESL website/information?
- Focus groups - are the reaching ESL students.
- ESL is under Human and Behavioral Culture.
- This level of detail is not on the website.
- As a department we should give feedback on what it should look like on the website.

5. Marketing/Outreach

- Campus Websites
- Outreach needs to be part of the process.
- Community Partners were successful.

- ○ Phone calls were helpful.
- ○ Flyers were not able to be distributed because of COVID.
- ○ Postcards were a good tool.
- ○ Surveys are another tool to gather data and information.
- ○ CSM is sending students to .
- ○ Videos were good. Where are they? How can we find them to share with students? They are on the YouTube site.
- ○ Diana will post them on the ESL website.
- ○ Open CANVAS shells early

6. ESL Dept. Goals for Spring 2021

7. Recognition Day

- ○ Instructors can give the awards in their classrooms.
- ○ Certificates and awards
- ○ Giving awards with different focus-create own awards
- ○ Awards on Padlet for students
- ○ Having a virtual Recognition Day
- ○ Ask John Winchester, John Kenny, Allison Hughes- James Carranza
- ○ FaceBook live
- ○ Bring students together that are taking classes at the same time.

8. Careers and Majors

- ○ Perhaps we can put it off till Fall 2021
- ○ Info session on Guided Pathways
- ○ Make a list of Professors/disciplines that we would like to invite to send us videos (3-5 minutes) to share in ESL classes. Ask for a link to their classes/departments.
- ○ Difference between careers and majors

9. Meeting Schedule

Third Friday of the month, 12-2pm
- **February 19th**
- **March 19th**
- **April 16th**
- **May 21st**

10. Next Steps/Future Agenda Items
- **ESL Dept. Goals for Spring 2021**
- **Recognition Awards options**
- **Careers and Majors options**
- **LCTR - work with deans**
- **Guided Pathways to include ESL**

ESL Department Meeting Agenda
Friday, December 11th, 2020

2:00 - 4:00 pm ZOOM

1. Faculty Updates
   Katie: Had a licensing update because not logging on through facstaff wifi. Normally, updates take place via that, so the computer didn't update properly. Couldnt reply to emails etc.. It will lock you up.
   Solutions:
   - If anywhere close to campus, come to campus, connect to facstaff, wait 10 mins. Then reboot.
   - OR John Winchestor can come in remotely and do it in a few seconds.
   Rebekah: ESL Honors Student Kaisen Yao got accepted to the very select Honor Symposium which was cancelled but then they published the student work.

   Alicia - 8 ESL honors students in Latino Lit. class. Doing outstanding work.

Alicia: Finals: Idea to give students the opportunity to do a final at home and hand it to me by the end of the day. Hard to sit on Zoom and wait until they finish. Final was not something where they could cheat. Try to be flexible, give more time to complete.

Katie is doing interviews about course novel and it is all talking. Can't have novel. Asking questions - back and forth. 10-12 mins them doing the talking.

Alicia- students did two presentations and debate and it was amazing. Debates had so much fun. Gave each other great feedback and clapping.

Rebekah had same experience with student presentations. Talking to students about using gestures, objects, not reading, and responding to each other's presentations

Danielle-did MLK thing. Read the novel. Research based readable articles: *Dream for a Better Future*. If they were giving MLK's "I Have a Dream Speech." Took step by step: how to organize slides, slide template, etc. By the end, felt great after.

Did individual presentation.
- Choice of Daneille share screen (say next) and sharing own screen.
- Introduce a person in your life to Cañada College and find services to match the person you interviewed.
- Created slides with links to services.
- Final E-portfolio
Students fighting through the nerves of presenting on Zoom

Alicia: teach how to share documents in small groups so that they are ready in big groups. One student had lots of emoji's.

Liz-For vocabulary, Zoom option but everyone was there. Shared screen and gave Career Presentations. One student created whole powerpoint and embedded media files, so that I could click and everyone could hear his voice.

- Level 1: Social Justice leader presentations: Google slides
- Gave template
- Final presentation on "Life Rules" (Gandhi) - Doing 5 of their life rules! Having fun with the images.
Gerardo: Finals - being flexible: Sending power points not slides

- 913: Presentations. Inflate the time. Students doing a good job being critical of statistics or other information and get engaged as critical thinkers. Important when reading La Linea.

Rebekah: Make studying for finals fun. Does a presentation of all the silly ways to memorize and then has students try them out in groups and present.

Danielle: Great idea to do 10 mins teaching tips. Went to CATESOL virtual conference: Fun being around other teachers that give teacher tips.

Diana passed statistics!!

Melissa finished online class!

2. **Curriculum-Updated [3-Year Assessment Plan](#), SLOs, & PLOs**
   - Tracdat
     - i. Katie: Did the last round on Tracdat.
     - ii. Will only take about 30 minutes to update.
     - iii. Suggests having another be a back up and learn how to do it; Gerardo can do that with Katie over break.
     - iv. Agree won't post assessment results for online since it would not be authentic assessments
     - v. Katie prepared a statement: As a Department, we officially decided not appropriate to include assessments of students during the COVID It would skew info.
   - 3-Year Assessment Plan was what we created in 2016 for us to evaluate our courses every 3 years instead of 6.
   - Gerardo asked about the upcoming due date in email from Jessica Kaven-just three classes. Katie will look it over and connect with Gerardo on what to do.
   - Jessica has it lined up so it is easy
   - Katie filled in several years of info. Last time about 1 ½ years ago

3. **Outreach, Recruitment, and Marketing**
   - [Outreach locations and Duties (Thank you for your support!)-Diana](#)
   - Postcard sent to 750 students, new students and currently registered.
   - Megan sent final postcards to all
   - Alicia will send them out to the ESL Department.
   - Megan working on a !si se puede! mask to be sent to registered students
   - Videos that Megan is putting on website and social media
   - Distributing flyers to key locations

- ○ Please sign up for a location and see Diana's directions for what to say in the above google doc. Call before. See directions for protocol (masks, gloves optional, 6 feet)
  - ○ Alicia can get the flyers and place them in a box in front of her house
  - ○ Putting sign up on google to share
- Diana and Gloria reaching out to a list of currently registered students who have not yet registered**
  - ■ Please remind your students-surprising how many have not yet registered
  - ■ Melissa can visit your class and set up appts. With students
  - ○ **It maybe less than what was in that list: Some students were duplicated on the excel doc and some students who had dropped were in the report
  - ○ Gloria off campus lower level, Diana level 2 and 3, leaving voicemails, lots of disconnected numbers
  - ○ Feedback from students: many forgot, some want a break, sick family, work, financial aid issues-no payment plan for students with previous balances. If don't have the money, can't register/have a hold.
    - ■ James said he can bring this to cabinet on Mon. "Pay to Register" is problematic! Ridiculous to drop students for small payment due.
    - ■ Very serious with all the financial issues today: rent, food insecurity, etc. Even more dramatic and important today
    - ■ Melissa reached out to Upward Scholars supporting some students. They are supporting with rent already.
    - ■ Clarification: If a student has an unpaid bill, can they be put on a payment plan? It depends if the balance is from this semester yes but if from a previous semester, no. They have to pay the previous balance first.
    - ■ If Fin.Aid is not an option, we can appeal, use "extenuating circumstances"
    - ■ Huge equity issue.
    - ■ Need strong formal message: ESL dept. requests that we do not put holds on their registration. Impossible for students to pay right now.
    - ■ Our college missions statement says there is supposed to be equal opportunity and we are not adhering to that with this issue.
    - ■ Talking about a small amount of money for ESL students
    - ■ Worse to limit the number of students that are coming if you hold them for $20-30 or pay for that and have more students.
      - ● Could fold past payment into current payment plan

- - - ■ Need a district wide adjustment as well as local.
      - ● James will speak to Manuel
    - ■ Lifting the hold during the pandemic would make a huge difference. People holding on by a thread and this could be the final straw.
    - ■ Diana will send an updated list to James to bring to cabinet.
    - ■ Hold of $20-25 fee but they are not on campus getting those services
    - ○ Students need ID to open bank account and they can do that virtually
    - ○ Majority of students who are underserved do not have bank accounts. We can support students in that.

4. Enrollment
   - ○ We have a play depending on how things will materialize next semester
   - ○ Planning a similar schedule as did this fall and will make contingency plan
   - ○ Classes begin 1/19. Jan. 5 will be the time to look at enrollments and make adjustments
   - ○ Point in time comparison: From last year about 280 students different - many students taking fewer classes
   - ○ Hope fall 2021 is online but plan for the worst.
   - ○ Rebekah not sure if current offerings are what students want right now.
   - ○ Gerardo: Issue of students getting lost so easily especially on line. Only one day is an issue: can get lost and not know what to do. Meeting two days is beneficial.
   - ○ Katie: We've all had different experiences. Our students have preferred different things.
   - ○ Related to 3 versus 5 units. ESL students benefit from the language opportunity of working of groups. As long as we are being true to the course, it's important that we are being flexible.
   - ○ Even high level students are wanting to be in the class
   - ○ However you do it, just make sure you cover as much as the curriculum as you can so they are ready for the next level.
   - ○ CSM and Skyline ESL in district met to talk about pathways and enrollments

5. Spring 2021
Jan. 19: Hope to get all enrollment. They will be a little flexible.
   - ● Had students not register and drop due to COVID. Worried about what will happen in the holidays. Many returned to their countries and we don't know what that will look like

if/when they come back. Dec. 12: many celebrations. Reco. do it at home. Also, many working (home depot etc) and don't know what that will look like.

Flex day:

- District wide, two days back to back focus on shared students (students who take classes at multiple colleges) and resources.
- Students will take courses at different colleges according to their schedule, text book costs, etc
- Pronto: embedded in Canvas great way to interact with students on phone going back and forth.

6. Virtual Award Ceremony ([Link to our awards ceremony/recognition ceremony originally planned for May 2020](#))

- Discussed this last semester
  Have been to many events-takes a lot of tech. Coordination
- What does that look like: A screen with 100 students? Possible and can switch screen to highlight students.
- It would be our event, our campus
- Rather see students.
- Minimize script.
- Maybe only do three awards
- See Upward ward scholars
- Rebekah: pre-record out part of reading the names and showing the award. Then participants can respond in real time and we can show their screens.
- Danielle: You can pin the person so that they show up at the top when you read their name.
- Alicia has been on the receiving end of many zooms. Tech people can be the ones to show.
- Have students on and then they can share it with their families. This could work if we tape it.
- Secure zoom for select members.
- Different ways to do it.
- Need a subcommittee to start working on it.
  i. Danielle, Alicia, Gerardo
  ii. Talk with Megan and IT

Learning Center in transition. Gerardo asked about Word Jam. Reach out to Julian Taylor or David Reed.

Next Meeting:
- Fri. 22nd 12-2pm next ESL Meeting

- Each prepare a 10 minute presentation of a teaching strategy to share at each meeting next semester
- Plan Careers and Majors Event for the spring

Flex
- Thurs. 14 and Fri. 15
- 12:45-2pm District wide collaboration time
- Time at end of Fri. 15 for division and dept. meetings

ESL Department Meeting Agenda
Friday, November 13th, 2020

2:00 - 4:00 pm ZOOM

1. Faculty updates
   a. RT: Curriculum Committee approved ESL 400 changes for IGETC
   b. GP: Working with Academic Senate/HSS rep
   c. RT: ACES till Spring / planning for next coordinator / VP Perez = new Chair / redesigning / anti-racism task force will do a lot of the logistical stuff / ACES = advisory / Dr. Robinson = all coordinators have 3 units for parity… being discussed / CSM has FT Equity Director and staffers / Skyline has FT positions, too / How to best move forward on equity/Want to have tri-chair model
   d. RT: CATESOL Special Issue: pandemic pedagogy and Issues of Race in TESOL: stay tuned for call for submissions

e. JC: DREAMers Club and

f. KS: Long-term PD projects - apply in spring (short-term PD projects - application due date in Oct)

    i. Writing textbooks for classes she's teaching

g. AC: upgrading online teaching skills

h. LS: Doing whatever can to keep Level 1 (ESL 911) ss / PD coordinator position - Jan 14-15 Flex Days collaboration with CSM/Skyline

i. GPB: Recruiting - getting phone calls / emails / talk to ss / refer to Diana / Call me back!

j. AA: re-apply for coordinating time / AB 705 / GOL ss / Benefit: developed close relationship with CSM/Skyline to get funding

k. DP: HSS rep for Curriculum Committee / Writing book with MHE (Must-Know series)

2. **What is working great in your classroom.** Tips, apps, websites, videos…

a. Questions in chat and then put on google doc and screen share it and all together figured out the issues - edit it - they loved it! In the moment feedback.

    i. No planning - great return on investment for ss

b. Visuals replacing the classroom whiteboard

c. Walk students through how to click on videos or quizzes

d. Annotations - T and group/interactive

e. Start class with poll / do kahoot to wake ss up / review hw and energizing

f. Audio book (story time) they can hear the different character voices and read along

g. Movies: show it in class (not a copyright issue) / ss liked watching movies for HW - chosen by AA related to content in class to supplement an article worked on in class / Library site has a database of free digital movies

h. Melissa / Diana have been amazing with students and supporting them

3. What did not work well in your virtual classroom/ Ideas:

   a. Everything seems to take longer / timing is tricky / lose time waiting for ss to mute/unmute

   b. Tech glitches

   c. Tutoring at LC - not working / LCTR 698 Just to get tutoring

      i. How about eliminate the barrier of having to register for the free tutoring class in order to get tutoring.

      ii. Talk to Manuel Perez - issue of access and equity

      iii. Why not have students sign up for LCTR 698 In their first tutoring session with an actual tutor?

4. Students losing the oppty to use/practice English - can we help ss access opportunities to use English

   a. Suggestion: Listening log (Liz)

   b. Pronto - https://pronto.io/

   c. IDEA for FLEX DAY: How to get ss to be active on ZOOM - PD coordinators are meeting and student engagement is a big topic / student panel / DE + tech + engagement - Liz will advocate for this session for Flex Day

      i. Title, description, get it to LIz who will give it to David

5. **Textbooks:** Here is the list of Fall 2021 textbook list.

   a. AA rolled them over from last semester for FAll 2021

b. Contact AA with changes
c. ESL 400: ZTC (Zero Textbook Cost) - just send the PDF of the Course Reader to students
    i.   Look at ZTC requirements to be sure we're aligned.
    ii. [See handbook for ZTC here](#)
d. JC: Longman - free access to book for 2 weeks

6. **Outreach, recruitment, and marketing**
   There is enough to cover mailers and we will get ideas on the cost of masks. Get funding from ASCC for funds. We will get a price for the masks. Costs range from $5-10/each. We will reach out to Megan on costs. This will be for all students, current and prospective students.
   We would like to have "Si Se Puede!" on the mask. Costs are ranging from 50 mask=$5.00/mask. 100 masks=$4.80, 500=$3.48.
   Need to get people to do the videos: Diana, Gerardo, a student, and Alicia by next week to Megan. Megan will send us the information on how to do the Zoom videos.
   Tracking the videos for swag. Who will monitor this and send out masks and pay for postage and packaging? Will check with Micha on how to monitor the referrals and tracks.
   Postcard with a mask attached to it as a marketing tool. It will be a different expense. More complex. Might need to apply for funding for this.
   Draft of the postcard should be ready early next week.This is the most immediate need for recruitment. Need to check out with vendors to see who can do the mask/postcard attached and the cost.

Subcommittee will meet next week to finalize all of the ideas and next steps for marketing and outreach.

7. ENG 105 & 100 (Doniella Maher)
   a. ESL Dept works hard to prepare our students (ESL 400) for ENG 100
   b. 105 = support for those who need it (Great option!)
   c. DM: Normal circumstances (pre-COVID) - ENG dept envision additional writing, reading and grammar support
      1. Don't talk about grammar in 100
      2. May troubleshoot (run-on sentences, for ex.)
      3. Don't have comprehensive grammar plan
      4. 105: do some grammar stuff - ⅓ on reading, ⅓ on writing, ⅓ on grammar strategies.
      5. Grammar often isn't an issue because they've had extensive work in ESL classes
      6. Provide extra support - rewriting low stakes assignments / work on intros or BPs and workshop it with students
      7. A lot more vocab/reading strategies
      8. Basics of 100 and add in scaffolding of r/w/g support
   d. 105 VIRTUAL (COVID times) - not mandating teaching this in a particular way
      i. Most teachers are holding 1.5 hour virtual session 2x/week (covers what would be covered in 100 class), then use remaining time 1-1 support (supplemental instruction)
      ii. Providing as much support as possible

      iii.   SP21 virtual sessions of 105 = like 100 in class (similar to how they're doing it now)

      iv.   DM usually spends 35-40 mins to questions and then 1-1 work

      v.   Available after that for specific questions

      vi.   Offering office hours on Zoom, too, but ss rarely come back in for office hours. Rather, they stay after class to ask questions.

      vii.   DP: How do we open an evening 100 course? DM: we don't have a mechanism to add a class.

      viii.   CWA usually has enough students to fill 1.5 classes

      ix.   RT: We need to show 25 students who want to register for a course (ex. ENG 100)

      x.   AA: Need compelling info EX: James added evening ESL 400 SP 21

8. **Retention-** What are we all doing to retain and support our hard working students?
- Review and adjust syllabus to accommodate students' needs.
- Be flexible with synchronous/ asynchronous classes.
- Encourage students to meet at office hours.
- Push due dates until 11:59 pm of the day assignments are due. Be flexible with "late homework grading."
- Encourage students to imagine/see/picture the "end goal of this semester" since we are so close to the end of the semester.

Action Items:
- The Marketing Subcommittee will meet to finalize mask distribution and costs.

- Faculty, staff, and students will create videos for marketing by next week.
- Follow up on LCTR access for students and how to simplify this with VPSS Manuel Perez.
- ESL 400 faculty will investigate on how to get ZERO Cost Textbook status for their Course Reader and put it on CANVAS vs selling in the bookstore.

9. Next meeting: December 11th 2020, 2-4pm

Agenda items

1. Work on virtual ESL Recognition Event/Awards Ceremony
2. Outreach
   a. ESL/ELD in HS - how different / expectations
   b. Counselors don't always suggest community college

ESL Department Meeting Agenda Friday, October 16th, 2020

2:00 - 4:00 pm ZOOM

1. Discipline Updates:
- Grammar & Writing
   - Adjust the material that will be taught in class
   - Flexibility and adjust assignments, due dates
   - Be aware information on CANVAS can be overwhelming. Walk students through modules and information

  - ○ Grammar Quizzes/tests as part of HW
  - ○ Provide students with practice tests or assignments
  - ○ Use the "white board' to break the every day feeling of using Zoom/ technology,
  - ○ Use a Google Doc to take notes and invite students to add answers,
  - ○ Create videos to show students how to log in to CANVAS/ Zoom and also see HW assignments?

  - ○
- ● Reading, Listening, & Speaking
  - ○ Tic-Tac- Toe Vocabulary Games
- ● Support Classes
  - ○ Flip Grid, a Canvas built-in app?
  - ○ In class/ outside
  - ○ Offer opportunities to be flexible

2. Zooming Strategies
- ● Google Docs becomes easy if we used one document,
- ● Be careful with multiple students typing on a Google Doc, you can lose some material if students are not aware they erase information
- ● Allow students to join late to class

3. Zooming Challenges
  - ● students feel tired,
  - ● Show funny videos to motivate students,
  - ● Be active and have students get up and be active,
  - ● Students stop participating in class
  - ● Students tend not to update address and phone number

4. Recognizing our Students
  - ● How can we recognize our students' hard work?
  - ● An online certificate of appreciation,
  - ● [An online award ceremony,](#)

5. Majors and Careers
    - Monday or Wed.,
    - For 45 minutes,
    - Synchronous Webinar ?
    -

6. ESL Website Proposal
    a. https://docs.google.com/document/d/1cv0AWho2nEIBaJayYksgcUrZTacu09GJG3NWQzetxu8/edit?usp=sharing
    b. Takle

7. Human Behavior and Culture Interest Area, Guided Pathways - David Eck
    - Three focuses for developing stuff for this year: Summer bridge, first-year experiences (FYE), and career exploration components
    - A powerpoint was shared
    - Outcomes: an inventory (summary) of Summer Bridge goals, explanation of what you do with outreach,
    - Q: How do these goals apply to our ESL students?
    - Career to Majors…
    - ESL 400 and Lib 100
    - ECE and ESL classes
    - CBOT updates: looking for an instructor that is open to work with ESL and other students, bilingual, technological savvy,
    - How can we retain our students with innovative careers and certificates?
    - Our SLOs already address career and technology
    - Financial aid difficulties that our students face
    - ESL Department has supported our students and other classes
    -

8. Student Registration Process (Registering after the semester begins/ Late add process?)

●

9. Next Meeting:
   a. 1. Can we set our next meetings (Ideally not during IPC 9:30 - 11:30 am on the 1st and 3rd Fridays and if possible not during the college wide https://canadacollege.edu/antiracism/critical-conversations.php -the next is on Nov. 20) and put the upcoming ESL meetings on the electronic calendar?

Next meetings: 11/13 and 12/11, from 2 pm -4 pm

10. Remembering Dr. Gena Rhodes

11. [Undocumented Student Week of Action (Oct 19-24)](https://canadacollege.edu/antiracism/critical-conversations.php)

12. Are the ideas ESL faculty made in regard to recruitment e.g. the video, Rebekah's post card idea, Danielle's friend campaign idea, Gerardo's idea etc. Going to be responded to-should we agree which one(s) we want to focus on? Is anyone following up on them? Who can take charge to follow through? Here's a link with those ideas: https://drive.google.com/file/d/1_y8nKuWhILTrXG2pRMGJ4NgkWBJQVKT3/view?usp=sharing

Marketing/ESL ad-hoc sub committee: Rebekah and Danielle will help with this project
https://favianna.com/

13. What else are we doing to increase enrollment?
    ● Colt Academy
    ● Making connection with students
    ● Students will help us with references
    ● Redwood Highschool

Next meetings: 11/13 and 12/1, from 2 pm -4 pm

ESL Department Meeting Agenda
Friday, September 18th, 2020
2:00 - 4:00 pm ZOOM

1. **Fall 2020**
   - **ZOOMing**
   - **Strategies and Tips**
     - Gerardo/Danielle report on meeting with Allison Hughes re: making all the tech work for all students in our classes.
       - Read this [Technology Resource Document](#) for some feedback we got from Allison H. Also, add your own tips and tricks and other information if possible.
     - **Resources from Allison:**
       - https://support.zoom.us/hc/en-us/sections/200305413-Mobile
       - https://edu.gcfglobal.org/en/
       - https://edu.gcfglobal.org/es/
       - free office links: https://www.microsoft.com/en-us/education/products/office
       - SMCCD canvas student guides: https://smccd.instructure.com/courses/4635
     - **Test-taking tips:**
       - Make a copy of my google doc, edit it, and upload that.
       - Some that are on their phones can't quite manage that, so they open the doc on their phone, write the answers on a piece of paper, take a photo and upload that.
       - And in a pinch, one of my students who added late and doesn't yet have access to Canvas emailed me his work
       - Also, I really love getting off the screen within a screen during zoom class. I even have students write answers (in big letters) on a page, have them hold it up, so I can take a screen shot. I think you could use this for a quiz that chooses a correct vocabulary word/ verb tense, (a fill in the blank type quiz). I have students take out their notebook and set up the page first:

- Choosing the correct verb tense
- Answers:
  - 1.
  - 2.
  - 3. ETc.
    - [Music example](#) - Julie Carey
- **Group Work**
  - Breakout room: do group work - collaborate on a google doc - Group 1 does X activity, Group 2 does Y activity and the teacher can see on one doc the work all groups are doing
  - Share Word doc
  - Have students share screen in groups
- **SS have Tech buddy** - if one gets disconnected, they can call their tech buddy and be included.
- **Tech:** Use your phone as a wifi hotspot
- Danielle's page on Zoom ([How to Submit Assignments on Canvas](#))
- Julie: external tool "**Google cloud assignment**"
- **Flipgrid videos** = fun! (those assignments get done quickly) - APPS: Add to navigation ([google how to do it)](#) J. Carey will share
  - Great for Pron (Liz) - the ss actually practiced! (less intimidating than being in front of the whole class)
- This is a fun resource too: https://lyricstraining.com/en/ (Liz)
- Julie's ideas: **Integrating Flipgrid and Canvas**
  - https://youtu.be/dDvEadGSwPM
- Introducing Gerunds and Infinitives with Music
  - https://docs.google.com/document/d/1nY96jPS5uW-a4EHGsUqYEobXiH-yNe1_swXYWuPur94/edit?usp=sharing
- how to upload a google cloud assignment
  - https://www.youtube.com/watch?v=y0rsPAxWjAY&feature=youtu.be

- Adjusting the way we teach and making sure that all students succeed
- Checking with the students that disappeared
- Reduce testing

Challenges:
- Getting disconnected
- Frozen (lack of strong wifi/internet connection)
- MS Word - students using it
- .pages (Mac) file not being recognized (See Technology Resource Document above).

2. [DE Addendums:](#)

   Q: Where are we at with this process?

   - All of our courses are on Consent for the next Curriculum Meeting except maybe ESL 924.
   - Textbooks will be all out of date next year. There are no updated versions at this time and faculty have determined that this is the correct textbook for these classes. Until publishers update, we will stick with these textbooks.

3. **Spring 2021 (See below #6)**
   - Enrollments

4. **ESL Assessment**
   - Can Do
   - Placement:
     - CSM/Skyline have a listening component
     - Something for us to think about

5. **Videos**: Let's make a plan/calendar for this
   - Informational
     - Simple and focused
     - Zoom-type
   - How to
     - How to register for ESL classes
     - How to take the placement test
     - How do I get on Zoom
     - How do I use Canvas
   - Outreach
     - Analog:
       - Student referral program (DJP)
       - Postcards?
       - Diana & Gloria working with high schoolers - talk about ESL pathway - help transition to College
       - CBOT dept - wants to work with us again - learning communities!
       - How to recruit potential students in the community?
         - Get marketing in to support us
     - Digital:
       - A [Rough Draft Script](#) from Rebekah to get us started

- - - ■ Videos on TikTok, Instagram, etc.
      - ■ Student testimonials
        - ● Faculty: ask students to do a testimonial ("tiktok dance")
      - ■ Need help from Marketing re: online forms and help with mktg on SM
      - ■
  - ● Retention: How to do this?

6. **Spring 2021**
   - ● Enrollment
     - ○ Q: What is the procedure if we have students who are not responding to emails and don't participate in class during Covid-19?
     - ○ Q: Do we have special procedures to withdraw students from our courses?
     - ○ Recruitment and Retention
   - ● Synchronous vs Asynchronous
     - ○ Could we attract more students this way?
     - ○ Can't advertise times required to be "in class" in program
     - ○ We need clarification ([check Jose's email](#))
   - ● Program improvements
     - ○ Changing with needs

7. **Other agenda items**
   a. **Update on CSU C2 and IGETC 3B transfer credit** (Rebekah)**:**
      - ● Skyline and CSM faculty and Rebekah met to discuss rejections for the CSU C2 and IGETC 3B transfer credit for ESL/ESOL 400.
      - ● analyzed the syllabi of ARC, Cypress, and Palomar colleges that got approved for C2 and Palomar which got approved for 3B and are working on some changes to resubmit.
      - ● Skyline writing a letter to double standard for ESL and Foreign Language (advanced FL courses have been approved for this)
      - ● ESL 400 faculty will need to keep an eye out for the updates and respond. This is an initiative which would turn over years of discrimination and double standard toward ESL, save ESL students time and money, and make it easier for them to finish their college degrees-right in line with AB 705.
   b. **Bookstore Challenges and Solutions** (Rebekah):
      - ● Bookstore Challenges faced this year:

- - Didn't know if students would be able to physically pick up books, fought long and hard for that and found out later
    - Our bookstore and copying center closed down and we are dependent on the one at Skyline
    - Could not predict how many students would buy printed readers as in the past, could not print ahead. Had to wait for students to order.
  - Information and Solutions to Consider
    - 70% of the college is using digital readers from RedShelf: we may want to consider that for the more advanced ESL, it is to students benefit to learn how to use these readers.
    - Redshelf readers are loaded directly into students' Canvas shells so that they have them the first week. They are notified and automatically charged as part of their course material fee.
    - Redshelf digital readers offer useful features such as the ability to annotate electronically and share your notes with other students. See: [How to annotate in your Digital Reader using RedShelf Features](#)
    - Get your book and reader orders early. Personally, I have always done that and been lucky to never have a problem (until this semester) but Jai says far too many faculty make their requests too late and that slows things down.

  Retention and Outreach
  - Diana and Alicia will be recruiting in HS and presenting to Counselors.
  - CBOT, will be meeting with the CBOT faculty to reach out to students. Sequoia Adult Ed. wants a class.
  - New Outreach Recruiter - Olivia
  - TLC Program - free rental - Laptops, textbooks, and calculators are still available
  - Female students more apt to respond to calls
  - Gloria did a lot of outreach calls to our students
  - Students want to have face-to-face classes.
  - Students did not have laptops or computers
  - Lack of space in the home for taking the classes because they have children in their home taking classes
  - Drive-up wifi hotspots are during daytime hours and don't match up with evening classes
  - Synchronous vs Asynchronous
  - Flyers in grocery stores and students can share - virtually

Request from Janet:
- Can faculty support ACCEL by having students complete the survey from Stanford Immigration Policy Lab.
- https://stanforduniversity.ca1.qualtrics.com/jfe/preview/SV_9TSsG7a8qLJRFzf?Q_SurveyVersionID=current&Q_CHL=preview
-

8. **Next meeting October 16th 2pm, 2020**

ESL Department Meeting with James
Friday, Aug 28, 2020
12-1:30 pm ZOOM

[Here are the notes I took (apologies that they are handwritten!)](#)

ESL Department Meeting Agenda
Wednesday, May 20th, 2020
2:00 - 4:00 pm ZOOM

1. ESL Classes online
   - Summer 2020
     - Concerns/thoughts:
       - Books: Students should order books from the book store and they will be shipped from book store to each individual student? Is there a link?
       - Is curbside pickup an option? **Alicia will check with Jai.**
     - **ESL 400:** New time - enrollment is currently at 3-4 students
       - Melissa's promoting that class - more students may be joining
       - International students can take the class from wherever they are

- Fall 2020
  - **ESL 800:** How can students register for the class?
    - Thoughts: Do we want to offer it or wait? Are the students willing to take it online? Barriers…
    - Outreach: Reach out to those who dropped
    - Recruiting:
      - Struggling with paper application (don't have access to completing it online and submitting it)
      - Recruitment will look different - not going to be there in person
      - Must request sensitive info on the phone
    - Ask administration to consider lower levels "hard to convert" classes?
    - What is Sequoia Adult School doing?
  - ESL 911: Learning zoom!
  - **Accuplacer:** Can't be used online (via Max) here at , but it's being used online at Skyline
    - I Can statements are being used -
    - Send email at placement "ESL placement" in subject line
    - Jeanne (sp?) emails statements
    - Students get results and sometimes feel unsure. Is there a way students can get an idea of what the next level is like?
      - Link to levels on our ESL website for ss to look at?
      - SS can email instructors before the class begins
      - CORs - Course Outline of Records - take bullet points to show students
      - Syllabus has SLOs - could be posted on the ESL website - a representative syllabus for each class? Or just SLOs and bullets on CORs?
      - Have link on the ESL website to each class COR
        - SLOs
        - Course content
        - Evaluations
    - CSM: high school transcripts, TOEFL

2. Challenges
   - Being flexible while also being aware of our "gatekeeper roles" - Need to make sure students who pass **are ready for the next level.**

- None of the smccd colleges got ESL 400 approved for IGETC credit but working together
- Evaluations/Assessments: Check the way we assess and continually reflect and assess from level to level
- Strategies for helping students be prepared for the next level:
  - Encourage ESL 808 (summer - intensive grammar review)
  - "Live" feedback via zoom is helpful for students
- Posting required virtual sessions by May 28?
  - How to create the online version of the class
  - See Jose Pena's email - still a bit unclear
  - Alicia: will check in with James to get some questions answered
  - Strategy: Make every virtual class "required" and go from there
- Challenges for students:
  - Quiet space for zoom
- QOTL for adjunct faculty: Workload issues
- **DE Addendum requirements for our courses-**-address in Fall?
  - Required to add DE addendums to every class by September 11th ish (check this date)
  - We can start as early as July
  - What do we have to do in order to "add the DE addendum"? If it's simple, Katie can do it. Otherwise, we'll split it up between us. (Ex: 2 classes per full timer)
  - Candice Nance sent email today (5/20) about this
- Resources requests submitted in Academic Senate survey/ what is the actual process for resource requests for online teaching from home
  - Per James: you can make a request for ergonomics - must request from the District office - Melgoza, Ingrid <melgozai@smccd.edu>
  - Ex. higher table
    - Separate keypad
    - Can we take this equipment from our office? (NO.)
- FERPA and information sharing with support staff; group texting options that comply
  - Alicia will ask James about this
  - Diana got a response from her union - re: using google text - waiting for a response
  - Ask student for permission first
  - **ACTION ITEM**: Alicia will check in with James re: FERPA
- Trainings for students (though Learning Center?) How to use zoom
  - Diva: make video training?

3. Opportunities
    a. QOTL: Allison Hughes runs it and free / can get stipend for 25 hours at special rate - Sign up soon!
        i. DATES:
            1. Summer intensive (3-4 weeks = May 1-Jun 1)
            2. Full summer one (dates?
            3. Fall: ?
        ii. TOOLS:
            1. Screen-cast-o-matic
            2. HOw to use Canvas as efficiently as possible
        iii. Encourage colleagues to do QOTL
4. "Flexible" time for ESL 400 whereby the students get weekly assignments (asynchronous) such as watch a video, comment on a discussion thread, etc. and the students complete the task, so that week is complete

5. Resource Sharing
    ● CANVAS
        ○ Share Canvas shells to save time!
        ○ Contact faculty member to request a shell
    ● Google Docs
        ○ academic listening activity for advanced level students
        ○ some recommended novels for advanced level ESL students
        ○ Videos https://docs.google.com/document/d/1ZfP0BRouD4OCKOOQaWmgle-uV5sJqEf6Ayd0yywUdzk/edit?usp=sharing
    ● Files
    ● Feedback to students - strategies:
        ○ Turnitin.com
        ○ Speedgrader
        ○ Giving media feedback (on Speedgrader/Canvas)
        ○ Notability software
        ○ Old-fashioned way and scan and upload

6. ESL Enrollment - open enrollment starts today (5/20) / May 18th was a registration date for other students
    a. Fall - 124 students
    b. How to register students (like Diana and Alicia usually do at the beginning of the semester) now that we're online?
        i. Many docs to be translated in Spanish

      ii.   Create videos in Spanish & English - tutorials
  1. Step by step
  2. How to
  3. Mahitha Rao of Promise made a video for registering for classes
  4. Is Admissions working on this, also?
  5. Collaborate with the Library?

     iii.   CCC application in Spanish now!

     iv.   Accessibility/equity issue: all forms should be **"fillable" online**
  1. From Janet Ramirez: David Reed has been in contact with Besnyi, Bryan <besnyib@smccd.edu>; Smith, Chris (ITS) <smithchr@smccd.edu> regarding converting documents to be fillable. Docu sign is also important for the college application.
  2. They are backlogged
  3. **ACTION Item:** Rebekah to speak with David Reed about this

7. Next Steps:
   a. Next meeting in August
   b. **ACTION ITEMS:**
      i. **ACTION ITEM**: Alicia will check in with James re: FERPA
      ii. **ACTION Item:** Rebekah to speak with David Reed about "fillable" online forms
      iii. Bookstore/books: Is curbside pickup an option? **Alicia will check with Jai.**
      iv. **ACTION ITEM:** Alicia to check in with James to get some questions answered re: virtual "required" classes (synchronous/asynchronous)

Julie's Questions/ Concerns (some need to be addressed by James or others, of course)
8. Do we need to discuss SLOs? (Wasn't sure where to put this!)

ESL Department Meeting Agenda
Wednesday, May 6th, 2020
2:00 - 4:00 pm ZOOM

1. **COVID-19 / Shelter in Place Updates**

a. Question about summer classes and how they are virtually taught. The classes can be taught the way the teacher deems the best way to teach the class virtually.
b. Concern: Need time to determine how to best teach our students this summer. We can ask the students to be patient with us and do our best to create teaching/learning strategies that work for our students and us as teachers.
c. Alicia/RWC: Lots of food/rental assistance

2. **Grading options for Spring 2020**
    a. A, B, C, D, NP (no F)
    b. If a student gets a grade they don't like, including an NP, they can retake the class up to 4 times.
    c. If a student gets an NP, they can request a refund. If a student withdraws (EW), they will get a full refund for the class. They have a full year to request this refund. A student can request an NP be changed to an EW and get a full refund. (They can petition through Admissions)
        i. Question: What about if a student has financial aid? What refund do they get?
    d. [Must do EW themselves](#)
    e. What's better: a D or an NP? Option: what about an EW?
    f. An EW and an NP won't affect GPA
    g. Connect students to Diana or Melissa for guidance
    h. EWs are not considered in GPA calculations/academic progress. P/NP grades are not considered in GPA calculations but may impact academic progress.
    i. Incomplete: Policy = 1 year to change INC to a letter grade
        i. WebSmart won't allow student to retake class if s/he has an INC status for that class
        ii. Flexible for instructor - instructor has lots of latitude

3. **Concerns**
    a. Hard to find students when they drop off
    b. Sufficient time to plan virtual classes
    c. Hard to reassure students when there's uncertainty for the fall term
        i. 28 -> 56 deaths in the county
        ii. Waiting for curve to flattening
        iii. Good news: SM is #1 county in the state in Census returns
    d. Cheating issues / Questions about virtual testing in general: how to prevent cheating on final exams, for example
        i. Contract that students sign
        ii. Allow dictionaries or other tools you wouldn't normally permit
        iii. Turnitin for plagiarism

     iv.   Ways to catch plagiarism: Process leading up to exam - instructor can see progress

4. **Successful strategies/assignments**
   a. Teachers: give students hope
   b. Breakout sessions = group work is fun
   c. How to do a debate - share debate material
   d. Whiteboard - find in Share Screen on Zoom (or try New Share)
   e. Discussion boards (ss respond to other threads)
   f. Sending videos:
      i. To motivate students
      ii. Watch video - extra credit - successful strategy!
   g. Google docs/Word docs work well, too
   h. Participation: have ss contribute to the google doc
   i. Have students use "raise hand" and other tools on Zoom to get accustomed to it
   j. Google slides: do presentations
   k. Let students Share Screen!
   l. Audiobooks: played part of audiobook
   m. Extra credit wellness assignments (and write about it)
   n. Rebekah to start a google doc of movies and other resources we're using
   o. ESL 914: Students observe college classes and share with class - video lectures from different college classes (Commons on Canvas and Open Access college lectures)
   p. CATESOL has resources
   q. Publishers are sending resources
   r. Students using Whatsapp (group work)
   s. Discussion Groups on Canvas (lots of functionality)
5. **Summer Registration**
   a. ESL 400:
      i. 2 sections scheduled at same time
      ii. Should we move the time so they're at different times?
      iii. Melissa learning students' concerns re: times of classes - reaching out to ESL 924 morning/eve and find out preferred times
      iv. Kathy and Gerardo can talk with James regarding times
      v. Concern: Int'l ss amount of time needed doesn't have to be on Zoom
   b. ESL 836 - 2 eves (TR & MW) - should be morning & evening
   c. ESL 808 - eve = 15 / day = 3
   d. **ACTION ITEM:** We should evaluate our summer classes for 2021 in early fall
   e. Check WebSchedule for seats available

    f.   Chris Rico: some students have decided not register for summer classes due to variety of reasons (family/personal)

6. **Fall Registration**
   a. Students start registering as early as May 10 or earlier
   b. New fiscal year = reapply for fin. Aid
   c. Meeting with Janet to go over new registration video - finalized by the end of this week and ss will get video Monday to register for classes & financial aid
   d. Contact Diana, Melissa, and Janet for support
   e. Fall Word Jam TBD
   f. Learning Center is hiring for spanish speaking tutors for Word and Math Jam
   g. ESL 400-promote Rebekah's email with information
      i. [Rebekah will send ESL 400 information to the ESL Department](#).
7. **Next Steps**
   a. ACTION ITEM: We should evaluate our summer classes for 2021 in early fall
   b. [Rebekah will send ESL 400 information to the ESL Department](#).

8. ==**Next Meeting = May 20th, 2-4**==

ESL Department Meeting Agenda
Wednesday, April 22nd, 2020
2:00 - 4:00 pm ZOOM

1. **COVID-19 Updates**
   - Faculty shared challenges of teaching online. Trying to connect with students that have no longer attended classes, but still hand in homework. Working with support staff has been essential for resources. Many students do not have reliable wifi and have a difficult time zooming in to class. There is a great need for hot spots.
     Alicia will reach out to Dean Reed and Carranza to get more available to students.
   - There were questions about grading and EW/ Pass/Fail. Many students are now working and have gotten jobs. Please check these options carefully before you drop students.

- Off campus classes have been challenging because of the lack of technology available and technology training. We have to find a way for these students to have more access to technology at off campus sites. Everyone agreed that teaching will look very different when things settle down and the need to teach students to use technology at all levels.
- The use of CAMSCAN has been helpful for students.
- There are many challenges with students getting tutoring support.
- There are too many links. Students need resources. Rental Assistance and Food Insecurity are the biggest concerns.

2. **AB705 Update**
Gave an update about the testing process for Guided Self-Placement. Accuplacer is no longer being used during this time of online teaching.The ESL Department sent all of the materials so that the testing and self placement can begin. The Assessment Office has not started to pilot the "I Can Statements" or writing samples. They will try to start this in the next few weeks.

3. **Staff and Student Needs**
Textbooks for Summer and Fall have been ordered. Faculty do not need to submit their individual requests.

4. **Registration**
-Summer
-Fall
Need to check to see if CCC application is available in Spanish.
Melissa is beginning to register students. Summer registration begins on April 25th. Fall registration will begin May 20th. This is not a good retention strategy to have registration after classes are over for the semester and during finals.

5. **Tips and Successes**
Faculty share various tools that they are using in CANVAS that have helped them with their teaching.

6. **Next Steps**
    A. **Aguirre will follow up on the following:**
    - Check on the CCC to see if there is a Spanish version available.
    - Request more Hot Spots for students. (Deans Reed and Carranza)
    - Get the Census Questionnaire so that faculty can use it in their classes as a teaching lesson.

7. **Future Meetings:**
May 6th
May 20th

ESL Department Meeting Agenda
Wednesday, April 8th, 2020
2:00 - 4:00 pm ZOOM

1. **COVID-19 Updates**

- **Sharing of student needs**
- Send email to Adolfo with student name and contact info so they can get food at the gift card (so they can access funds - fill out 2-min application and get giftcard in the mail.)
- Personal Counseling-issues of domestic violence, child abuse - if anything comes up report th
- Outreach to the students who are not online/showing up for class
    - Email
    - Phone (with help from Diana)
- Issue of students being dropped for non-payment
- Finding online tutoring
- Some students are still missing-email them privately and have Diana or Melissa contact them
- Flexibility of deadlines- students are undergoing enough stress, value what they can do and it will empower students
- Teach in the mode that is comfortable to students
- Genius Scan and Camscanner-free apps
- **Sharing of resources***
    - See link below
    - Rental Assistance on line - prove lost job
    - All kinds of food, rental assistance, and small business
    - Resources for undocumented students in link below: **Support**
    - Personal counseling will call if someone really needs
    - There is online tutoring
    - Students need earbuds or headsets as many are in small spaces

Check out the resources before sending to students

Document we can all edit: **Resources for our ESL Students**

Here's the Online teaching Strategies we have been sharing on email:

- Be careful about not sending too many emails to students
- Diana is sending a weekly email that way it stays consistent
- She is compiling resources from helpful sources such as Veronica Lobos - Hoover coordinator
- Second Harvest Food Bank - text to get food and has 17 locations

Going to create a support list just for professors

Laptops and chrome dates extended until end of the semester. Important they will return the laptop at the end of the semester. See contract.

- Tell students to be patient and persistent

Working pro-active registration We will have a fall semester and whether it is online or not TBA
San Mateo county ahead of other areas in proactive measures

- Compile resources that are user friendly and not overwhelming

2. **CANVAS Online Teaching**
   a. There are plenty of videos to help you figure it out
   b. Researching information on the internet
   c. Keep it simple and think about what your students see first
   d. Break out rooms
   e. Keep students connected with each other
   f. Discussion groups on Canvas so they can collaborate
   g. Issues of students downloading and uploading challenging so started using screencast o matic
      i. Can copy screen and walk students through
   h. Virtual Tour with google doc of a bunch of links and used screencastomatic to take through all of the links

- Struggles
- Tips and suggestions

3. **Textbooks for Summer & Fall 2020**
   a. No plans to change unless sent to Alicia
   b. Katie changing to La Linea 913 with same textbook
   c. ESL 400: Having course reader print and online but question re: Hacker book
      i. Important text, have something they can hold, can get used version
      ii. Make Hacker required for Gerado's evening section and recommended for Rebekah's morning section

4. **Summer and Fall Registration**
   a. If anything happens in the summer might be online. District probably take the lead of the state
   b. 921 -online late start class for those who were at Sequoia Adult Ed.
   c. Liz preparing class for online 921 and 808 with all new materials/classes-thank you Liz! Please share materials

Appreciation for all who are doing more work creating new materials

Challenges and extra work for adjuncts

Need to prepare for recession

Need to think proactively and reach out

Diana-Pro-registration will be different

- One after April 25 for summer
- Another in May for fall registration
- Document guiding students how to log onto websmart and how to register
- Diana will send an email reminding about summer registration, ESL options, and steps to prepare. Schedule an appt. With a counselor. Need to pre
    - Support Diana: Let students know to check their email
- April 20: Email with video link to show how they can register at their own time.
- Diana will monitor enrollment and check in with students
- May: Another email and video to register for the fall semester

- Had a good turn out - 70 students requested loaner laptops-hoping for second distribution with evening schedule

- Hoover- Diana has been in communication with Prof. Adoubou and got most students on Canvas by doing it for them. Will be on next week.
    - Issue: If students register with their personal email (which many don't know how to access) and need college email to get on Canvas

BIG THANK YOU to Diana!

Support Services document is in English and Spanish

Gerardo and Rebekah offered to help out with technology or other for ESL 808 etc..

Recognition Day is cancelled - do we want to do certificates to mail or do virtually?

Wordjam might be online

Send cool tips for the week

5. **Curriculum - ESL Courses that need submission this semester**

So far submitted 10 courses for Curriculum review. The last three 800, 836, 914 are in que-don't have to show up to Zoom meeting. Katie will go and listen and make sure approved.

Danielle and Rebekah are working to create an online ESL 400 course

Talk to distance ed coordinator, technical committee-Nick DeMello

Can start putting stuff into curricunet early

Find out from international student coordinator if students who are in other countries could take an online course

Check to see where we are this summer -hybrid is better but can consider fully online-keep researching

6. Next Steps
Checkins every other week.

Next meeting April 22

7. Next Meeting: Wednesday, May 13th, 2-4 pm

*Resources Rebekah added to share: (Great resources!!)
[Personal Video Messages from Support Staff to Our Students](#)

[Document for us all to edit with Resources for our ESL Students](#)

[Student Support Services](#) -an organized condensed version of the many emails

ESL Department Meeting Agenda
Wednesday, March 11, 2020
2:00 - 4:00 pm Bldg 13-11

1. AB705 Update
   [Cañada College ESL Placement Pilot](#)

- Rebekah's previous note: In instructions: make a note about the writing being done with assistance with the writing process.
    - Alicia's clarification: Tell students, if they ask, that the writing samples are final drafts.
- Test administrator: Organize from lowest to highest
- Tell student: You can read them in any order.
- Select the writing that looks like writing you can do.
- Do we need to instruct students on what to do after they answer?
    - When, yes, go to the next one.
    - If no, speak with the assessment person
- Questions:
    - Can we just have students look at the writing samples and select one that looks like their writing? (instead of yes/no)
    - Online or on paper?
    - Do the writing sample fields have to be 0, 1, 2, etc.? Could they just list the course numbers that they correspond to (e.g. ENG 100/105, ESL 400, ESL 924, etc.)? Which is easier for the students? We don't necessarily want the students to see "0 = ENG

100/105" etc. Only the people who are placing the students need to see that information.

- ○ We want the option of placing students with a placement of "0" in either ENG 100 or 105. CSM never places in ENG 100.
- ○ Are we still using Accuplacer to place students?
  - ■ **Karen**: Right now, it looks as if Accuplacer is going away in the fall (although that is still not certain) and there's nothing to replace it. So we're going to compare our "I Can/Writing Samples" assessment method against the placement from Accuplacer to see if it's valid.
  - ■ For the time being, we still need to use Accuplacer to place students. Our new I Can/Writing Sample placement system is a pilot. We have to determine the validity of our new method before we can use it exclusively.
  - ■ **Julie**: It's still unclear. Are we using Accuplacer to place students, or are we using the highest placement result out of both the placement methods (Accuplacer and I Can/Writing Samples)? Which one is the ultimate deciding placement score?
- ○ How different can our placement method be from CSM/Skyline?
  - ■ **Karen**: Technically, the state wants a *district* placement system, so it should be as consistent as possible among our three sister colleges.
- ○ Keeping the I Can statements separate from the Writing Samples as two distinct scores helps the students make more precise assessments of their own abilities. The Writing Samples act as a kind of reality check if/when the students overestimate their own writing abilities with the I Can statements.
- ○ **Alicia**: What is the final decision on the process we'll be using? Are we going to combine the I Can statements with the Writing Samples into one score? Or are we going to have the students look at the I Can statements first, place themselves, then look at the Writing Samples to confirm that they made the right choice? (If they choose a different level than the I Can statement result, what then? Where do we place them?)
- ○ Recommendation: Remove the course titles from the scoring guide. Also remove I Can #4.
- ○ Suggestion: The lowest level should be on top. It should be what the students see first. That will help them move through the placement process faster.
- ○ Suggestion: Students should do the pilot assessment process first and then Accuplacer second. (Accuplacer shows a score at the end which could influence the students' assessment of themselves.)
- ○ On the top of the I Can statement page: Date, Name, G number, Course Placement, Reviewer Name
- ○ Create instructions explaining how to administer the pilot.

2. Connect to College Open House April 30th, 5:30-7:30. Need volunteer for ESL table
3. ESL Tutor Training
   a. Diana and Alicia will put together any handouts you want to contribute.
4. Review ESL Courses to prepare for Curriculum submission ?

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     a. Submitted ESL 924, 923, and 913: These were completed and submitted.

     b. We will be getting feedback from Tech Review next Tuesday. Kate will take care of responding to it and will email everyone else for help if needed.

5. Grammar/Writing Alignment (Are we consistent?) - Future meeting.

6. [ESL Survey Results -All]

     a. We want it to go through PRIE to validate it. It would help with figuring out scheduling options for our program. There may be a population outside of the students we have on campus that we're not serving because of our current schedule. Next steps: This should be "on the table" but how do we move forward? Involve James? PRIE is swamped, but we need to involve them. How do we actually do the survey in the community?

7. Textbook Discussion

     a. Katie: Switching to *La Linea* for ESL 913.

8. Promise Program

     a. Promise is open to all **new** students. You don't have to be eligible for FAFSA or Dream Act.

9. Recognition Day, Wednesday, May 6th, 2020

     a) Awards:

          i) Academic Excellence Award - All Teachers

          ii) ACE Award Rebekah

          iii) EFW Award

             -Go to classes and promote/ remind students about these awards

          iv) PASS Certificate - **James and Diana**

             -ESL 400 and Level 4, Email students & faculty, and visit level 4 classes

     b) Student Speakers- **1) Mario Hernandez, 2) Vianey Alarcon, 3) Elizabeth Sosa**

     c) Keynote Speakers - **Alicia** ask **Anniqua Rana (Rafael Rivera - ask for next year)**

     d) Entertainment - **Claudia Sanchez (Rebekah will ask)**

     e) Get in touch with every faculty member - make sure they are going to attend and whether students are going to RSVP - **Katie**

     f) Encourage people to be on time

     g) Do an "etiquette for award ceremonies"

     h) Collect the names for Academic Excellence Award - **Katie**

     i) Presentation of Awards:

        ACE - **Rebekah**

        EFW - **Julie**

     j) Invite the partners and administration - **Alicia**

     k) Honor a Community Member - **Lionel De Maine**

     l) Flowers - **Diana**

     m) MC - **Danielle**

     n) Photographer - **Gerardo**

9. Future Meeting Dates (2nd Wednesday of each month from 2:00 to 4:00 p.m. in 13-11)

     a. Wednesday, April 8

     b. Wednesday, May 13

ESL Department Meeting Agenda
Wednesday, February 19, 2020
2:00 - 4:00 pm Bldg 13-11

Review of essays for the writing samples:

ESL 100 placement essay sample: votes for "As Manipulation Tool Mass Media"- decision to go high since this means exiting ESL. English faculty approved the essay. Students completing this would be ready for English 100.

We are going to pilot and get feedback.

ESL 400 placement essay: "A" level one early, one later: Vote: "Choosing the Best Career" (from Julie)- this student will be ready for ESL 400.

ESL 924 placement paragraph: TV Series (from Gerardo). Has great varied sentence structure. This student will be ready for 924.

ESL 923 placement paragraph: Good Student (B essay from Katie) 923 professors (Danielle and Gerardo) agree that students who write like this will succeed in 923.

In instructions: make a note about the writing being done with assistance on writing process.

· **Test administrator: Organize from lowest to highest**

· **Tell student: You can read them in any order.**

· **Select the writing that looks like writing you can do.**

· **Do we need to instruct students on what to do after they answer?**
  o **When, yes, go to the next one.**
  o **If no, speak with the assessment person**

Questions:

Can we just have students look at the writing samples and select one that looks like their writing? (instead of yes/no)

Online or on paper?

 Link to I can statements

ESL Department Meeting Agenda
Wednesday, February 12, 2020
2:00 - 4:00 pm Bldg 13-11

1.

ESL Department Meeting Agenda

Wednesday, January 22, 2020
2:00 - 4:00 pm Bldg 13-11

10. Review ESL Courses to prepare for Curriculum submission
    a. Submitted ESL 924, 923, and 913
    b. Finish the remaining three courses at our next meeting.
11. ESL Online Workshops
    a. Any other workshops?
        i. Google docs., slides..
12. AB705 Update
    a. [“I Can” Statements -CSM](#)
        i. We finished the condensed chart for our department use.
        ii. We need to finish the larger list intended for student use.
    b. [Writing Samples-CSM](#)
        i. We need clarification about the purpose of these writing samples. Are they for students to read and assess their reading comprehension? Are they examples of the various levels of writing ability of students at each level that we use to place students? How do we (the ESL department) use these writing samples?
13. Grammar Alignment
14. [ESL Survey Results -All](#)
15. Textbook Discussion
16. Promise Program
17. Recognition Day, Wednesday, May 6th, 2020
    o) Awards:
        i) Academic Excellence Award - All Teachers
        ii) ACE Award
        iii) EFW Award
            -Go to classes and promote/ remind students about these awards
        iv) PASS Certificate - James and Diana
            -ESL 400 and Level 4, Email students & faculty, and visit level 4 classes
    p) Student Speakers-Elizabeth Sosa, Mario Hernandez
    q) Keynote Speakers-Do people know of someone who would be strong? Rafael Rivera
    r) Entertainment
    s) Get in touch with every faculty member - make sure they are going to attend and whether students are going to RSVP
    t) Encourage people to be on time
    u) Do an “etiquette for award ceremonies”
    v) Collect the names for Academic Excellence Award - Katie
    w) Presentation of Awards:
        ACE
        EFW
    x) Invite the partners and administration

       y) Honor a Community Member - Anniqua Rana? Lionel De Maine

       z) Flowers

      aa) MC

      bb) Photographer

9. Future Meeting Dates (2nd Wednesday of each month from 2:00 to 4:00 p.m. in 13-11)

    c.   Wednesday, February 12

    d.   Wednesday, March 11

    e.   Wednesday, April 8

    f.   Wednesday, May 13