

ESL Department Meeting

Nov 2, 2010

Katie, Jacque, Linda, Liz, Marina, Jeanne, Heather, Anniqua, Alicia, and Jenny

1:00-2:30 pm in Bldg 3-216

1. SLOs

Grammar SLOs from text book (Combined) in sample SLO assessments prepared
Five mistakes to be identified by students. Instructions are different from the first two levels
Listening/Speaking and Reading have to separate.
Discussion about assessing SLOs
Move to assess SLOs with consistency Katie will re-send the sample assignments
Friday SLO reminder will be sent out with sample assessment documents and directions

2. Student Panel

- Adult Ed tours...need to be planned
- Student panels
- Student enrollment
- Faculty will volunteer to open class
- College Night with CBET

3. Creating Learning Communities. (Linking CRER 401 and 407) (Jeanne)

- FYE program positive experience (Data: high success/persistence rates...check with Greg for details)
- Shorter Career classes
- Scheduling classes to ensure all student needs are met (levels 3 and 4)
- for evening class 6:30
- CBET Learning Communities will prepare students
- Personal statements during scholarship time
- Students were required to interview people in different careers
- Grammar/Writing Connection

Christina, Nick, Carla,

4. CORs ESL 400, ESL 829, and ESL 830 (Anniqua)

Jeanne will present ESL 829 and ESL 830
Curriculum committee will send email about prerequisites

5. Transfer Discipline Parade

This is the response we have so far. Please encourage your students to complete the survey on-line. survey

<http://canadacollege.net/academics/esl/student-resources.html>

6. Strategic Plans-

Summary of why we consolidated skills - Anniqua.

What is our goal for students? Do all to promote Ss's goals.

Annual plans are for one year; short term

Strategic plans for for long-term. What are we working towards?

Perhaps there could be a more united approach

One goal: get everyone to understand our programs- similarities, etc of program (on and off)

ie: CBET is ESL

If we are not clear internally, externally, others will not understand.

Looking at data: what are our strengths? weaknesses? opportunities? Gather this from all and compare.

How will this inform where we will go? What can we take on?

We need to ask: Is how we changed our program giving us the outcomes we want?

We need data on our students.

Weaknesses:

- We don't have enough data (use focus groups, collect student info)

Data that we looked at before: we are losing 50% of our students, students are taking only ESL

Are students taking advantage of taking courses outside our dept?

We need a process/approach as well as time to plan (ie retreat).

Perhaps Liz Schuler could lead a strategic planning session.

We could gather some data/input from faculty ahead of time and then sit down to review and strategize. We need to create tasks for input where people can voice their ideas.

January? Our comprehensive program review is due next semester.

Set up a series of meetings and work through a set of questions on comprehensive program review. Critical piece of info: how many of our students took classes out side of ESL? We have learned that Ss who take classes outside of ESL persist more.

Suggestion of how to move on: have an outsider facilitate the initial discussion. We can ask Anniqua's colleague from Berkeley City College. Start with 2-3 sessions and then we can meet on our own every week to follow up to complete the comprehensive review.

ESL Jam: do we want to do it?

Math Jam has been an extremely successful model

Intensive week of non-credit ESL instruction (we must build the curriculum).

Possible target of 35 students

Immersion program

If successful, we could find funds to keep it going
Can it be done before January?
Should have a theme - build from there

Here is some information we can use to begin our discussion about the department strategic plan:

I have pasted the comments below on the ether pad : <http://ietherpad.com/uuJsnRmaRr> which can be used without logging in. Just make sure you click SAVE if you make changes. You can also leave comments on the right. Please add comments, suggestions, and feedback to include in our discussion next week on Nov 2nd.

1. Overall strategic plan for the ESL department (including all aspects of our program, both on- and off-campus). In other words, what is the purpose of our ESL program in terms of the college and our community? What goals do we have?

I have copied pertinent sections from the following document: http://sites.google.com/a/eslcanadacollege.com/www/Home/annual-program-planning-2010/ESL_Annual_Program_Planning_with_data.pdf?attredirects=0&d=1

STATUS OF CURRICULUM UPDATES FOR ALL COURSES

While budgetary constraints have been the motivation to reduce the size of the program, our primary interest has been to use hard data to reconfigure our course offerings such that our students will have an overall better experience in ESL. Since recent studies* have shown that success, retention, and persistence all improve significantly if students are concurrently enrolled in non-ESL courses (e.g. Math, Business, ECE...), we have reorganized our courses and reduced their overall unit value in such a way that our students will now be able to fit other non-ESL courses into their schedules at the same time that they are in our ESL program.

The four priorities of the strategic plan were used to guide the changes in the ESL Department:

Current Strategic Goals 1. Base all curricular and programming decisions on data informed strategies. 2. Improve success, retention and persistence of students who are in basic skills classes, including English as Second Language. 3. Improve success, retention and persistence of students who are in transfer classes. 4. Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the bay area economy.

VESL PROGRAM AT CAÑADA COLLEGE

The Vocational English as a Second Language (VESL) Program is a new program within the **CBET Program** housed under the **ESL Department** at Cañada College. The VESL program provides language and computer skills classes for the workforce. The community-based VESL classes serve as a bridge to on-campus academic and career programs. Upon completing the VESL program, students receive the English for the Workforce Award. This program has been made possible in part from a grant from Silicon Valley Community Foundation. Students who wish to enroll in the program should have knowledge of basic English equivalent to at least one year of previous study (ESL 800) or in programs such as Adult Basic Education and language schools or previous English instruction in their native country.

2. How do we develop/modify courses in our program? What is the process?

Initial thoughts to get the discussion going...

- Faculty initiates modification by emailing faculty regarding the need to modify the course. This email includes invitation to participate in course modification. Those who are interested will be included in the modification process via emails and meetings. The justification for this course should relate to the following:
 - o ESL Department Annual Plan
 - o Discussions at previous meetings
- If faculty have questions regarding the new course or course modification, a meeting will be held to discuss the course. (Time-line needs to be decided)
- When (and if) the finalized COR is sent to the dean all full-timers need to be included in the email.
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