**ESOL DEPARTMENT MEETING AGENDA**

**AUGUST 21, 2015**

**10:45 to 12:15**

**1. New and not-so-new faces**

Belinda—faculty intern, final semester in MATESOL SFSU—will be teaching Int. Grammar Mon. and Wed. mornings this semester.

Erika—started last fall, but came just before the semester began and wasn’t here for the Department meeting to meet everyone. She moved here from Portland, and will be teaching ESL 222 this semester. Erika won the World Latin Dance Cup recently!

New full time faculty members—Chelsea Cohen and Anna Cortesio

**2. Laney Accreditation:**

**a) Recommendations and commendations**

**Recommendations:**

* distance education planning (has been addressed already)
* integrated planning and evaluation to define roles of Laney employees
  + define structures, roles of staff and administrations
* program and student learning outcome (PLO’s and SLO’s) assessment
  + we as a college need to get up to speed by Oct. 2016, we as a department are in pretty good shape
* ESOL Dept. has a campus-wide reputation of being on top of assessment

**b) New Chancellor’s pledge and promise**

* The New Peralta Way—you can watch his address on YouTube
* every classroom will be equipped with technology by Fall 2018
* before The Peralta Way had negative connotations (inefficiency), but he announced The New Peralta Way of unity, academic excellence, innovation, fulfilling our potential

**3. Learning Assessment:**

**a) Spring 2015**

* SLO’s need to be assessed in Listening/Speaking and miscellaneous classes (Patti’s classes)

**b) Fall 2015**

* SLO’s need to be assessed in Reading/Writing
* ILO to be assessed is Critical Thinking and Problem Solving
* Grammar courses: assess reading SLO this semester
* Writing Workshop: assess SLO #2—utilize tutors and integrate tutors’ guidance and comments into a completed paper
* Intermediate Listening/Speaking assessment results from last semester:
  + Wanted students to learn conversational skills
    - starting, sustaining and ending conversation—small talk
    - students need more practice in authentic situations
  + Action Plan:
    - more contact assignments
    - more text with cultural contexts
    - more observation of native speakers
* Assess—>Analyze results—>Make an action plan—>Communicate to new instructors—>“close the assessment loop”
* Recommendations:
  + define cultural conventions
  + offer guidelines for students
  + more contact assignments

Chelsea and Christine are working to develop a contextualized listening and speaking curriculum this semester.

Pat shared her experience assessing group work:

* active listening
* turn taking
* working collegially
* share work—equality in group work, encouraging others to speak up, make connection between people skills and success
  + address this early on in the semester
  + emphasize being successful as a group (move away from focus on the individual)
  + group moderator (rather than “leader”)—more inclusive
  + start early on with SLO

Students self-assessed their participation

Assess one semester, implement action plan the following semester, assess again

Question: Are we committed to the course outlines?

* Whenever we assess, we seem to get really good results (80%+)
* How about improving the course outlines as an action plan?

When you assess an SLO, you are looking at many things:

* how you teach
* materials you use
* equipment you have
* student performance
* one action plan can be to change the course outline

Annie shared from an institute on SLO assessment

* whatever we use to assess an SLO should be part of the students’ grade
* When you decide what to use as an assessment tool—look at planned assignments and see how you can incorporate your SLO assessment in one of your existing assignments

ESOL is a discipline rather than a program (you can’t get an AA in ESOL) therefore we don’t have official PLOs

**4. ESOL Certificates for Intermediate, High Intermediate and Advanced levels**

* ESOL Certificate Learning Outcomes
  + successful completion of ESL 52 for Advanced ESOL Certificate
* See ESOL Certificates of Proficiency handout for more information
* Students might ask questions about these certificate programs
  + students need to see a counselor and fill out a certificate application form—send students to Lilian Chow (ESOL counselor)
* David will meet with A&R to learn more and will share the information with us
* We should know the requirements for each certificate
* We should announce these certificates to our students so that they are aware

**5. Course outlines and the classroom**

* Rick’s Grammar Curriculum Recommendations—David will send out this document shortly
  + what to review/reinforce
  + teach a full grammatical work-up
  + preview
  + structural overview
* be sure to follow the course outline and the guidelines on the Grammar Curriculum Recommendations, we need to bring consistency to the program
* this was intentionally designed to allow for spiraling or multiple exposure to the different structures

**6. Smart carts**

* Fill out Smart Cart request form and turn in to the appropriate office
  + There are different contact people for each building (see email from David)
  + Do our keys open the cart storage room?

**7. ESOL Orientation/Placement:**

* New Dean of Student Services and Placement
* Arleene is the Assistant to the Dean
* Final placement exams for summer will be this coming Tuesday
* Testing for Spring will begin in November

**a) Payment**

* David is working on getting those who staffed orientations and read placement tests over the summer paid

**b) Need new trainees**

* If you are interested in getting involved, please let Annie know—she will be scheduling a training

**c) Statewide common assessment next year**

* All CCCs who choose to participate will have the same placement test
* The state assessment will be free for us
* We have an opportunity to participate in the process of developing the assessment test

**8. Writing Workshop tutors needed**

* We need student tutors to attend Friday afternoon tutor training class
* Jackie Graves will visit classes next week, asking for recommendations for students who would make good tutors
* Student tutors are paid Oakland minimum wage $12.25/hour or so
* If you teach Advanced Reading and Writing, pick up a form to recommend strong students who would make great tutors

**9. New Faculty Senators**

* Jill and Barbara are our new Faculty Senate Representatives

**10. Program Review**

* This is a discipline review year
* We need to complete a lengthy report once every three years
* It’s the full timers responsibilities to complete this
* It entails writing about our progress over the past three years, curriculum review, needs for the future (facilities, technology, etc.)

**11. Barbara’s bestseller**

* Barbara made an excellent presentation about her sabbatical project and her new books at Flex Day yesterday
* Meant for community college educators to learn about students’ experiences
* Followed a handful of students for three years
* *Transitions: Stories of Immigrant Students*
  + 4 Vietnamese women—three are here through family connections, their lives were changed by  “The American War”
    - nail salon industry—70% of nail salons in CA are run by Vietnamese
  + 2 young Chinese students—motivation for education stems from seeing parents’ hardships
  + Burmese refugee/political activist (8.8.88 Movement)
    - joined the U.S. Army
  + Palestinian mother of 4 who later returned to Palestine
* Our ESL students bring so many gifts to the classroom and to the campus
* The study illustrates their challenges as well as their gifts
* Look at historical/social/political factors that influence immigration movements, and changes over time
* Barbara will start a discussion group for faculty interested in reading it and discussing it—contact her if you’d like to participate