**ESOL DEPARTMENT MEETING MINUTES**

**Wednesday May 11, 2016**

**4:00 to 5:00 pm in T-450**

**1. Evening Student Survey Results**

David will share the more detailed survey report he’s working on soon, but here’s a summary of the results:

* 12% of our students in the evening classes are teenagers, probably from OIHS.
* 60% are between age 20–40.
* Almost 25% have either taken some college courses or graduated from university in their countries of origin.
* Most of our students take evening classes because they work during the day.
* 20% take evening classes because they couldn’t get into daytime classes
* 60% of evening students either want to earn a certificate, AA degree or transfer to a university
* Most important courses for students (students could choose more than 1 in this question):
  + 72% want Reading/Writing
  + 62% want Listening/Speaking
  + 65% want Grammar
* 50% prefer taking classes 2 evenings per week, one evening per week coming in second. 66% want 2 hours of class in one evening, 19% want 3 hours.
* 26% would like to take a Friday evening class (and many said maybe).
* 25% expressed interest in Saturday morning classes.
* 3–5 hours of homework per week is optimal for most survey respondents .

Have we thought about offering evening hybrid classes? Yes, Deb is doing a hybrid evening grammar class in the fall. We will look into doing more hybrid and even totally online evening courses in the future. We could also reinstate Friday evening and Saturday morning classes.

**2. California Assessment Initiative**

* Suzan, Lisa and David have been involved in this assessment initiative (English, ESL, Math placement for new students).
* This is a state-wide initiative which create a placement test that will be used to place new students at Laney for the Spring, 2017 semester.
* Suzan and David will work with BCC and COA faculty this summer to match CAI competencies to our curriculum.
* Writing is part of this new test, and we have the option of having the placement essays scored by humans or by machines.
* No listening component to this assessment.
* Our current writing assessment is more holistic, it will be interesting to see how accurately the mechanized assessment places students.
* It will be interesting to see how the machines assess “unique and unprecedented” writing samples.

**3. Non-credit ESOL Classes**

* Suzan and a COA instructor are transitioning the HB cohort of classes to noncredit.
* Steve and Beth Maher are making Customer Service, Workplace Communication, ESL for Carpentry, ESL for Culinary Arts noncredit by taking each course and dividing it into two eight week modules.
* Noncredit courses need to be part of a series (no stand alone classes).
* This summer: write course outlines and submit them to the Curriculum Committee in the Fall, hope to start teaching them in Fall, 2017
* We need a neutral intake location for adult school and community college so that students can decide which is best for their needs and not just go to one or the other because their friends/family go there.
* If we refer students to adult school, we need to make the advantages clear to students.
* Adult school serves more undocumented students and literacy level students, whereas our program isn’t designed to serve those populations.
* We want to give students options, make clear to students what their options are at each step of the way (adult school, community college, training for careers, further academic study).
* Noncredit programs are funded by attendance, but students don’t face consequences for missing class. The classes will probably be pass/no pass, students advance based on meeting competencies. Unlike credit classes, students can repeat a noncredit class as often as they want.
* Current cohort students prefer to be in the community college than in adult school.
* We can be more rigorous with our credit courses now that we have a noncredit option.

**4. Course Outline Updates**

* Over the summer, Annie and David will be changing course names and course numbers. We’ll officially be ESOL and course names will go back to Grammar 1, 2, 3, etc., which is less confusing to students.
* Updating the textbooks on the course outlines--please send the names of the textbooks you are currently using to Annie.

**5. Grammar in Reading/Writing & Grammar Courses**

* Students should be one level above their reading level in grammar.
* Challenging to teach grammar in the contextualized Reading and Writing classes--we strive to be responsive to what the students need for particular assignments.
* Make a list of the top five grammar issues in Reading/Writing courses to see the main problems at given level.
* We need more communication about what grammar is being taught when and where in Grammar and Reading/Writing classes. Annie would be willing to organize a committee to address that.
* Would it be possible to have five levels of Grammar? We’re cramming too much in at each level. Since ESL 219 is often under-enrolled, maybe we should call that “Grammar 5” in the new curriculum update.
* How should we be teaching grammar? Is there a more effective way to teach grammar?
* Some ideas:
  + Grammar modules
  + Grammar Workshops for writing students
  + Grammar instruction in Writing Workshop
  + 2 unit courses on specific grammar structures
  + Change Writing Workshop to noncredit (so that it’s repeatable)
  + We need to revise Writing Workshop

**6. Classes for Summer Session & Fall Semester**

* Budget concerns—there may be more changes/class cancelations in our summer and fall schedule.
* Suggestion: cut the classes at Laney whose curriculum hasn’t been updated regularly. (ESOL updates their courses regularly.)

**7. SLO Assessment for this Semester**

* Speaking and Listening and “miscellaneous” courses need to be assessed by the end of the semester.
* Contact David if you need help with inputting the data/results into Taskstream.

**8. Summer Book**

* To be announced.

**9. Miscellaneous Announcements**

* Language lab—what are the pros/cons? Communicate with Dean Chan. He is preparing to speak with Chancellor Laguerre about obtaining a language lab for Laney.
* Smart classroom with laptop carts rather than an old fashioned computer language/lab, flexible space.
* Technology committee—smart classrooms by 2018 if we get the funds.
* We have a very vulnerable population, we need to be sensitive in how we address disciplinary issues or implement policies.
* End of the semester party this Friday, May 13 at Christine’s house.
* Guest Speaker, tomorrow at noon Lorenzo Santillan, one of the real-life characters in the book Spare Parts, by Joshua Davis.