

Basic Skills Committee Meeting Minutes

Tuesday, October 19th

1. SSS Conference Presentation (Michelle, Carla and Anniqua)

10 min

Description of the RP conference, why it's a good conference.
Presentation on counseling practices at Cañada for Generation 1.5 students, LIBR 100/ESL 400 Learning community
Presentation on SI for ESL students at Laney

CalADE Conference October 22nd (Carla)

Alison Field, Kiran Malavade, Salumeh Eslamieh, Carla Stoner-Brito will be presenting on their learning community & how it has evolved: Friday, 8:00-4:30, Millbrea Westin Hotel, \$80 reg

New Agenda Item: CRER classes attached to ESL classes

Worked with FYE for many years; was only cut for budget reasons
Assignments build around that link (e.g. comparing careers) harder to teaching in a substantive way.
Could we back CRER 401 & 407 to both level IV classes?
Configurations: Meet twice a week 1.5 hours (6:00-7:25), 401 8 weeks and then 407 for 8 weeks have 1 for 8 weeks and a 2nd for 8 weeks
ESL schedule was changed was to enable students to take other classes that will give them entrée into other academic courses. Discussion of whether CRER classes are appropriate or just "filler." Conclusion that they are not (institutional research indicating that ESL + transfer = success was based on CRER courses). ESL faculty need to meet to discuss; needs to happen soon if CRER courses are going to be added to the Spring schedule.
CRER classes help with goal setting; can help students get motivated. Have gear curriculum for ESL student (what are their goals)

2. Late-start Basic Skills/ESL classes. (Jenny)

10 min

3. New Certificate of Achievement for Basic Skills Students (Carla)

10 min

Possible names = Transfer Readiness and Academic Knowledge (TRAK); Pathways to Degree and Transfer (PDT)
Review of course options: why mainly CBOT & CRER courses? What about transfer courses? AS it is laid out there is some coherence – it's not random, these are all study skills students can transfer to other courses.
What is the purpose of the certificate, what can students do with it? ESL students can use it for work, for a rise, take it home to their country. What is the value for Basic Skills students? To motivate them, to mark a milestone (at a new stage in their studies), to say something to employers who ask them what they are doing at Canada. Can the certificate be part of our new Degree Works Program (students can go on and see where they are in their progress)? Do other institutions have similar certificates?
Curriculum: discussion of what is computer literacy, and possibly eliminating it. Most students arrive here computer literate. Other faculty disagree – many students don't know how to do basic formatting. Does that need to be a whole course, or something shorter.
Needs further discussion: Carla will send out description of certificate again, still collecting feedback.
Keep in mind that going through the whole BS sequence = 25 units.

4. Language Assessment for basic skills classes (Yolanda)

10 min

Kate Kannselo: "Language Use Survey"

YV uses in her classes to identify ESL vs. Gen 1.5 students. Helps her evaluate and support her students, use different techniques considering their language background

HS background: a lot of students coming from Redwood (alternative HS). Spends more time on what is college culture, etc.

Thinking about adding ESL student because she has been seeing more ESL students in her 826 class.

Sometimes this is because of the new course structure (class they needed was now linked, can't take it).

AA: ESL has been using a shortened (2 page) version for 10 years

Student who got conditional admissions to CSU (sent back to CC for BS instruction)

5. Collaboration with UCSC and future projects (Carla, Michelle, George Bunch)

20 min

George, Eddie & Carla met with Greg to discuss data & what we know

ENGL/READ + HIST + CRER: how to make comparisons? (no comparable History course)

How to research "language minority students" when you don't even know who they are and what their language background is?

GB: Former HS ESL teacher. Interest in students coming through K-12 placed in ESL at some point -- their experiences & needs; issues of equity, access, success.

Looking at Pathways: not just linguistic & literacy pathways but academic pathways. Interest in Canada because ESL department sees itself as an academic department, contextualizing their work as part of a larger academic trajectory. More commonly the focus is on language and grammar (also important, but misses the larger picture of student success).

ESL students don't find a home oftentimes.

Projects:

1. Overview of language testing & placement throughout the state. Very little information about the implications/consequences of the tests and how to prepare.

2. Currently looking at innovative practices: academic focus in ESL, learning communities, linking to transfer courses, educating students about the placement test/transparency about tests,

3. Quantitative Data around student success: how do we identify the students (e.g. language background)?

4. Language demands in transfer level courses: identify key transfer level courses, interview faculty, look at syllabi & assignments, sit in on classes. Bring this information back to ESL and Basic Skills classes. Larger question: how we think about academic language on literature, be more transparent about expectations and what they are based on. What are we preparing students to do?

5. Federal Grant to look at ENGL/READ + HIST + CRER course: examine and further develop; fund an additional section of HIST course not connected to Learning Community. Particularly interested in connection to a transfer level course (HIST).

Looking for suggestions from faculty of any faculty member who would be willing to work with them.

AA: content-based instruction is something we did in past. Had 1-unit of ESL linked with History, Math, etc. Worked best when faculty wanted to work together, interested in reflecting on & improving their teaching (rather than just having someone who will "fix" their students). Reports (citations in ERIC):

1. English Institute Content-Based Program Manual (1991)

Instructional materials designed for the content-based English as a Second Language program at Canada College's English Institute (EI) are presented in this manual. First, an introduction provides background information on the college, its student body, and the program. Drawing on relevant second language theory, this section offers a definition of content-based instruction, describing the technique's three prototypes (i.e., theme-based, sheltered, and adjunct). This section also indicates that EI's program, which combines elements of the sheltered and adjunct prototypes, requires that

students enroll concurrently in two linked classes, a language course and a content course simplified for ESL student comprehension. In section II, the preparation stage for the program is described, focusing on scheduling and facilities, student recruitment, and teacher training. Section III deals with implementation concerns, including the coordination of ESL and content instructor teams, and the day-to-day scheduling of ESL and content instruction. Next, section IV discusses evaluation, covering class and standardized testing. Extensive appendixes, which comprise the bulk of the manual, provide program materials, including class schedules for fall 1990 and spring 1991; a workshop schedule; pretests and course syllabi for social science, biology, English, math, and history; ESL adjunct lessons in social science, biology, math, and Western Civilization; three weekly information sheets; and a student information questionnaire.

2. Southerland, Kenton. Canada College's English Institute: A Community College Program for Spanish-Speaking Students. (1974)

This paper describes the history and development of a program of college preparation and language study for Spanish speakers at Canada College in Redwood City, California. The first step was to draw the local Spanish-speaking population to the college; this was done through a Latin festival. The second step, an assessment of educational needs, resulted in an ESL program designed specifically for Spanish speakers. Following the success of this program, courses were established which could be taught bilingually or in Spanish. Further curriculum innovations included secretarial courses and Spanish for Spanish speakers. Plans for the future include bilingual/bicultural teacher training and vocational training.

Eddie Mosequeda: background middle school math. Interested in why ESL students were held back from taking/being successful in math (Gatekeeper course). Language structures, access to AP courses. Found students with all levels of language skills kept out of math classes. Blamed on language skills rather than access to those classes. Patterns of tracking: research is so overwhelming in K-12 it's beyond discussion; but tracking is still happening & accepted at the CC level). Parallel patterns in K-12 + CC

Relationship between language classification + access to college prep courses + dropout rates. Lack of ability to progress to college/rigorous learning opportunities seems to lead to disengagement, higher dropout rates.

JG: look at MESA program. Great success; has attracted a lot of Latino students.

AA: Latino Empowerment Alliance (Latino & ESL students) – Latinas talking about majors, disciplines; encouraging each other to think beyond traditional majors/certificates

RS: what do we know about students language backgrounds?

Developmental English vs. ESL track: where they go isn't as important as quality of instruction in those departments

Intersegmental Academic Senate Report on Academic Language and Literacy (2002)

YV: how much does a lack of time management skills, weak study skills impact their success? These are the most common reasons her students are failing. In 826 YV is teaching study & time management skills. Are we assessing the learning community or what they do at home?

ET: concern about grammar – if you're not understandable you're not communicating. We are diagramming sentences in class. It's useful, some students are really good at it.

GB: What is the content of the course – diagramming sentences connected to content, context, writing about something important, interesting, authentic, academically rigorous.

YV: please send a brief description of projects so we can formulate questions

Next Meeting: Tuesday, November 16th 3:00-4:00pm