In Attendance

Breckheimer, Debra	Hernandez, Maribel	Mochidome, Debbie
Carr, Allison	Kushigemachi, Scott	Simon, Jenny
Geraghty, Elise	Loya, Rebecca	Uyemura, Evelyn

Announcements
- California Acceleration Project (CAP) Conference – Debra encouraged faculty to attend one of the CAP Conferences. Northern California Cohort: Skyline College, June 22 – 24 / Southern California Cohort: Riverside Convention Center, July 13 – 15
- Academic Awards (wear your regalia!) Tues. May 15, 5:00 p.m. in E. Dining Room
- The W deadline is Friday, May 11, 2018. Please update and advise your students.
- Grade forecasting is approaching.

GUIDED PATHWAYS
- Scott recently attended the National Association for the Development of Education (NADE) Conference where he picked up a book titled *Redesigning American Colleges*. This book outlines the framework of AB705. Using the metaphors found in the book, Scott explained that the Assembly Bill's goal is to help students complete their educational goal as soon as possible. This plan includes less remedial classes and simultaneous help in college-level courses. AB705 was created to ensure students don't waste their time taking unnecessary classes and accumulating too many units. Scott showed an educational planning website from Bakersfield College which would help students decide on a pathway passed on their general interest (i.e. working with people). Then the website would tailor multiple educational plans, including the courses that would be required to complete that major. Guided Pathways has been given a one-time grant of $500,000 over a three-year period with the hope of community colleges altering their current practices and applying the 4 principles (1. Clear the path; 2. Enter the path; 3. Stay on the path; and 4. Ensure learning) towards sustainability.
- Discussion was made on how AB705 could affect ECC's ESL Program. Faculty stipulated combined reading and writing courses, linked courses, and non-credit contextualized courses.

NON-CREDIT ESL minimum qualifications and pay
- Elise requested faculty email her regarding any previous experience with or any information about ESL/TESL certificates. In the future, the department will need to hire instructors to teach non-credit ESL courses and the qualifications for those instructors need to be made clear.

Minimum Quals to teach CREDIT ESL (2017)	Minimum Quals to teach NON-CREDIT ESL
Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR

Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate AND Master's in linguistics, applied linguistics, English composition, bilingual/bicultural studies, reading, speech, or any foreign language OR	Bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor OR
The equivalent	Bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching English as a second language in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor OR
	Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in English as a second language.

SLOs

- As a reminder, this semester Evelyn will lead the 53A SLO, Rebecca will lead the 53B SLO, and Jenny will lead the 53C SLO.

Program Review

- The following sections of the ESL program review have been assigned to the designated individuals or pairs:
- . Overview- Debbie M.
- 2. IR Analysis - Matt
- 3. Curriculum - Allison
- 4. SLOs - Allison and Matt
- 5. Analysis of Student Feedback - Evelyn
- 6. Facilities and Equipment -- Nitza and Allison/Matt
- 7. Tech/Software - Rebecca
- 8. Staffing - Rebecca
- 9. Direction and Vision - Jenny
- 10. Prioritized Recommendations - Allison and Matt

2018 Academic Program Review Timeline

October – November 2017
• Division Deans submit the names of designated faculty member(s) for program reviews
• Designated faculty attend program review orientation and receive program data.
• Designated faculty review program data provided by the Office of Institutional Planning and Research (IRP)
• Designated faculty review the program review document from the previous cycle

December 2017 – April 2018
• Designated faculty prepare rough drafts, seeking input from program and division colleagues, including:
o the program faculty
o the division curriculum committee representative
o the division SLO facilitator
o the division Dean and, if applicable, Associate Dean
• Designated faculty submit additional data requests to IRP by March 29, 2018.
• Designated faculty collaborate with program colleagues to administer the student survey.

May – June 2018
• Designated faculty submit any final data requests to IRP by May 4, 2018. IRP may not be able to fulfill data requests submitted after this date.
• Designated faculty revise the first draft according to feedback received from division colleagues.
• Designated faculty present revised draft to program/division colleagues
NOTE: Any dissenting opinions should be noted in a report that is included as an appendix to the program review document.

September 7, 2018
• Designated faculty submit completed program reviews to the Academic Program Review Committee (APRC) co-chairs and division Dean.
• Designated faculty submit completed CTE 2-year reviews to the APRC co-chairs and division Dean, as applicable.

September – December
• If needed, designated faculty meet with APRC Co-Chairs to discuss your program review prior to Academic Program Review Committee session.
• Designated faculty meet with the APRC to discuss program review draft.
• Following the review meeting with Academic Program Review Committee, designated faculty attend TracDat training session regarding input of program review into the system.

December 21, 2018
• Designated faculty submit final program review documents to APRC for posting to college website.
• Designated faculty enter program review content into TracDat in accordance with guidelines from training session.

Future Discussion Items
- New adult education committee – noncredit ESL
- English 1A ESL supplement course –
- Use of BSI funds –
- ESL Tutors