**EBUS Annual Planning Meeting**

**August 22, 2011, 10:00 a.m.**

**Minutes**

**Attendees:**

Joycelyn Groot, Laurie Melby, Betty Disney, Linda Kuntzman, Joe Pulichino, Dan Johnson, Sarah Chang, Jason Ward

1. **Dan Johnson’s Summer Program Debrief and Discussion of Student Readiness**

* Dan reports that the content he delivered to Summer Program History 170A participants was rigorous. It included four essays, two short-answer quizzes per week, and the same lectures and discussions normally utilized in his classes. However, limitations in student vocabulary often required different methods of delivering the content.
* Students needed more personal attention with writing, especially essay writing. He encouraged more drafting and editing of written work than he would normally.
* He believes that intellectually the students in his class were prepared for college-level coursework; however the vocabulary limitations they exhibited held them back.
* He advises that these students will require additional support to become autonomous once they leave the EBUS program and permanently transition to CCC.
* CCC has no formal International Programs Department, and this creates challenges in providing support services. EBUS students may need tutoring from the Student Success Center.
* Laurie and Linda will be meeting next month with Jennifer McDonald, Karen Tran and Rachelle Lopez to discuss institutional challenges regarding EBUS students.
* Linda reports that History is among the most language dependent subjects academically, and that it was unrealistic to expect ESL students complete what is normally a sixteen week course in four weeks. The truncated schedule would have been difficult for native speaking students.
* Lack of prior knowledge and Western cultural background remain challenges for Chinese students. Their native learning styles are also very different and focus almost exclusively on memorization and recitation rather than note-taking, academic writing, and critical thinking skills such as the ability to support an argument.
* XJHS, as an institution, does not currently cultivate these skills and in many cases the Chinese curriculum undermines rather than encourages their acquisition and use.
* This has created a situation in which EBUS ESL classes have become proxy American high school classes.
* In the future the ESL department can provide more supplementary materials in order to help prepare students for specific college courses.
* EBUS will meet with CSULB next week for a Summer Program debriefing. Topics for potential future programs will include a longer time length and a discussion of the minimum number of students required to deliver such programs. All Summer Programs will continue to include an intensive ESL component, perhaps exclusively.

1. **The EBUS Program Model**

* The preferred model of course delivery remains 100% onsite instruction.
* Regardless of ESL level, incoming students will never be admitted to college courses during their first term in the program.
* Future admissions standards may include the following:
* A TOEFL score
* An essay on “Why I feel that I am a good candidate for the EBUS program”
* A verbal face-to-face interview
* A minimum standard GPA or other standardized demonstration of previous academic success
* Unsatisfactory progress in college-credit courses will remain a criterion for academic disqualification.
* Linda reports that some students in the CCC ESL program routinely receive a passing grade in a credit-ESL course, but need to retake the same course a second time *not-for-credit* in order to master the material before moving on to the next level.
* EBUS will continue to operate its ESL program with the understanding that some students will need to repeat certain levels of instruction before advancing, and that some may never move past a certain level or qualify for college courses.
* Proposed **EBUS Program 2-stage Model:**

* **Academic Counseling**
* **ESL**
* **TOEFL Preparation**
* **Cultural Adjustment**

**Stage 1**

Some students may never advance to the Second Stage

**EBUS Program**

The enrollment criteria for credit-bearing courses will remain ESL level 3B

* **College Credit Courses**
* **Continued ESL & TOEFL**
* **Academic Counseling**
* **Transfer**

**Stage 2**

1. **Student Discipline**

* Student disciplinary issues continue to be a problem.
* Of the 40 students who have participated in the EBUS program, three have been disqualified for discipline and/or academic issues.
* Some XJHS staff are unable to control students.
* The Student Handbook will be updated to reflect that any in-class problems will result in the teacher dismissing the student from the classroom and the high school will be responsible for dealing with them.
* Future Disqualification Letters will be signed by the Dean of Counseling or the Dean of Contract Education and will be made a part of the student’s official CCC record.
* A standardized Warning Letter will be drafted. If needed, it will be sent directly to parents by EBUS with copies filed at XJHS, CCC and EBUS.
* An EBUS Disqualification Appeal form will be drafted.
* Monthly reports regarding disciplinary issues will be sent to Laurie from the On-site Coordinator or EBUS Counselor, and records of incidents will be kept on file.
* EBUS will suggest a Disciplinary Counsel be established at XJHS to form and implement policy. It should consist of Avie, Joe, the EBUS Counselor and possibly teachers.

1. **Other Topics Discussed**

* Because EBUS ESL instructors are hired as IC’s, they do not have access to MyCCC or the Virtual Library. Jason will contact CCC Librarian Cheryl Stewart and attempt to get them access.
* Three college courses will be offered at XJ in Spring 2012. Tentatively they are Counseling 105, Geography 100, and a Math course to be determined.