

**CLUSTER MEETING MINUTES**  
**English for Academic Purposes**  
**10-13-2015**  
**1:30-4:15**  
**BA303**

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**ITEM 1. What can faculty do to support the four Performance Funding measures?**

Discussion: In order to support **completion** and **retention**:

- The EAP faculty request that all EAP courses be allowed to run every semester, regardless of student enrollment. EAP courses are leveled, so if one level is canceled, those students cannot progress in their studies, and /or they disappear. (Not all students can drive to Lake Worth to take EAP.)
- EAP professors can coordinate with credit English professors so that referrals to EAP based on diagnostic writing samples from credit English become common and seamless.
- Create better promotion of EAP. Get past EAP alumni to talk to new students. Create flyers/brochures and request EAP videos and PowerPoints be run at orientations, registration workshops and on closed circuit television on campuses. Give flyers/brochures to credit English instructors and student activities departments.
- EAP faculty will lead a development day breakout session in the spring for advisor training specific to the EAP program.
- EAP faculty will also talk to credit English clusters and Introduction to the College Experience clusters on each campus at the beginning of the fall and spring semesters to coordinate ways to identify EAP students in their classes.
- The college desperately needs a placement writing sample. The current placement test, LOEP-Levels of English Proficiency, is doing a much better job placing non-native English language students in English language courses. However, a writing placement test would more accurately place students, which will aid **retention** and **completion** of students. EAP faculty will ask the grant writing office to identify organizations that would support faculty-read writing samples at the beginning of the fall and spring semesters.
- To be in line with performance funded measures and to increase **access, retention and completion**, EAP proposes to expand the EAP program to the 0200 level in order to capture the students who are currently testing below the 0300 levels based on the data provided by the testing center.

Data/data source: LOEP placement test results July through September 2015 from the testing center.

Action: See above

## **ITEM 2. Review cluster minute guidelines**

Discussion: Guidelines were discussed and noted.

Data/data source: (where appropriate)

Action: Cluster will follow guidelines.

## **ITEM 3. Transition from non-credit English as a second language courses (LGO) to EAP.**

Discussion: The EAP cluster is reviewing the course outcomes for the highest level non-credit ESL course (LGO115) as well as the current textbook being used there.

Data/data source: Students are placing below the EAP 0300 level courses based on testing center data LOEP scores.

Action: EAP cluster will make recommendations to the non-credit department heads regarding their curriculum and how their highest course can articulate into the 0300 levels of EAP. EAP will discuss creating 0200 level EAP courses also.

## **ITEM 4. EAP cluster textbook policy**

Discussion: The EAP cluster votes on textbooks that are to be used by all adjuncts. Full time EAP faculty either use that same textbook, or they choose their own. Either way, textbooks are used for a total of three years before being changed.

Data/data source: (where appropriate)

Action: None

### **Attendance:**

Aylim de Chazal

Luli Marx

Mike Sfiropoulos

Mary Bailey

Submitted by:

Mary Bailey  
[name], Scribe

c. Minutes Distribution List