Santa Rosa Junior College

Program Resource Planning Process

Dean LAAF 2021

1.1a Mission

The mission of the Language Arts and Academic Foundations cluster (LAAF) fits squarely within the mission of the district as a whole. All departments actively support student success and are dedicated to fostering the learning needed for students to complete their English, Math, ESL and foreign language pathways through the appropriate transfer-level capstone course.

The English, College Skills and ESL Departments all make enormous contributions to the improvement of essential reading, writing and math skills of the many SRJC students who need reinforcement in those areas. With improved foundation skills, the majority of students who place into a basic skills course are able to succeed and then improve their lives through professional and personal enrichment and growth. As an emerging Hispanic serving institution, the process of personal and occupational enhancement very often parallels improved socioeconomic status and the incumbent impact on social equity in Sonoma County.

These three departments are truly diverse, serving students of all ages, backgrounds and educational preparedness. For many, the entry into the world of higher education also involves holistic personal transformations needed to meet the personal, social and cognitive challenges on their path to a certificate, degree or transfer destination.

The Dean of Language Arts and Academic Foundations provides administrative support & instructional guidance to the College Skills, English, English as a Second Language, Adult Education, and World Languages Departments. This Cluster Dean is also the educational administrator identified to provide oversight toward the Student Equity and Achievement SEA Program, Sonoma County Adult Education Consortium, and Title V HSI Grant. As such, a significant proportion of the cluster office work load is directed towards facilitating and enhancing services that target population students, including those whose first language is not English. The LAAF Dean also manages off-campus course offerings and off-campus facilities.

Ultimately, the academic success of more than half of the credit and non-credit students who select SRJC for their higher education depend on the effectiveness of one or more programs housed within the LAAF cluster.

1.1b Mission Alignment

The LAAF Cluster of departments is totally aligned with District mission, now more than ever since the revised CCC mission priorities, and in turn SRJC's, explicitly include Basic Skills and ESL proficiency improvement. LAAF is also central to the goals and objectives of the District's Strategic Plan, particularly in terms of supporting student success and fostering learning and academic excellence.   This cluster

provides the instructional services in the basic skills areas needed for virtually all students to embark on degree, certificate or transfer programs as well as several transfer disciplines within the English and Modern and Classical Language Departments.

The growing demographic of English Language Learners in SRJC's service area underscores the centrality of the three student development departments of LAAF, as the District has been awarded federal Hispanic Serving Institution status. The future of Sonoma County is linked to the ability of several LAAF departments to enable students to become economically and socially productive members of our communities.

1.1c Description

The LAAF Office facilitates the timely completion of administrative tasks related to budget maintenance, schedule development, evaluations, full and part time faculty hiring, program review, purchasing, curriculum development, planning and assessment for its five departments. Though the departments, chairs and instructors are our primary "clients", this office also serves the entire district through its involvement in Student Equity and Achievement SEA program, HSI grant implementation, regional adult education planning, and off-campus facilities.

Student Success legislation has increased the imperative to implement the most effective practices to assure maximal student progress and completion of educational goals, be they degrees, certificates, transfer or career improvement. Program improvements such as acceleration, contextualization, supplemental instruction and common assessment must be developed, funded, implemented and assessed with greater efficacy than ever. Many members of the Cluster are now involved in ISSC and HSI activities as well.

1.1d Hours of Office Operation and Service by Location

The LAAF office is open standard office hours, 8:00-5:00, 4-5 days a week for all twelve months of the year. Staffing is provided by the Dean and a full-time Administrative Assistant III.

1.2 Program/Unit Context and Environmental Scan

The LAAF Department is a driving instructional area through which major Statewide educational reform is taking shape, namely: AB 705, Guided Pathways, Online Education Initiative, and adherence to the new Student Centered Funding Formula. Toward those objectives, collaborations and resources such as Communities of Practice, peer tutoring (PALS), and the development of Guided Self-Placement methods, and paired courses, have been salient endeavors across several LAAF Departments.

2.1a Budget Needs

All of SRJC's clusters and departments have been accustomed to reduced levels of funding, staffing and service for a number of years. From a bare-bones frame of mind after four or more years of budget reductions. Everyone is making do with less despite looming long term mandates to improve student success and completion. The predicament of the CSKLS and ESL departments are particularly severe despite a number of HSI grant and Student Equity funded activities. Both serve large numbers of at-risk students who virtually depend on supplemental support services and attentive student-centered instruction less necessary for more skilled students. These two department both have fewer than 10 full time instructors but more than 60 adjuncts each. Coordination, training, evaluation and monitoring will never be thorough and consistent given the scarcity of full time instructors and their limited capacity to provide department and college service.

We know that consistent assessment practices in writing intensive courses require ongoing review, training and refinement, especially when adjunct dominant faculties are the norm. Current funding levels, as well as other related factors, just do not make this necessity possible due to the reliance on adjunct instructors who do not perform essential functions beyond the actual teaching of their classes for the English, CSKLS and ESL Departments particularly. Significant funds should be restored to departmental activity budgets as soon as possible.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	00	00	$0.00	

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant III	40.00	12.00	Provides cluster-level administrative support to chairs, departments, other classified staff and deans
Administrative Assistant III	40.00	12.00	Supervises the Lower Emeritus Service Center where 6 academic departments process their schedules, budgets, faculty hiring, evaluations, and campus forms.
Administrative Assistant II	20.00	12.00	Provides administrative support to the Lower Emeritus Service Center where 6 academic departments process their schedules, budgets, faculty hiring, evaluations, and District forms.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean of Language Arts and Academic Foundations	40.00	12.00	Plan, coordinate, execute and monitor all aspects of cluster functioning as described above.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

LAAF departments require additional staffing; the Emeritus Service Center was affected by re-engineering so that now it has 1.5 FTEF classified administrative support staff members as opposed to the previous 2.0.

Cluster-wide, significant staffing needs persist and have worsened as regular staffing remains impacted due to the continued stress on the District's general fund. All departmental offices have lost staffing and the resultant ability to serve their constituents. The CSKLS and ESL Department offices have lost 0.5 FTE of administrative support and thus have curtailed service to students and instructors. Staffing requests for departments are contained in their respective PRPPs. All departments need multiple new contract faculty and classified staff members. Basic Skills funding has been reduced and salary costs have risen now that the more expensive Instructional Facilitaor classification is being more fully implemented.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01	Instructional Assistant English Writing Center .22	replace	Classified
0001	Santa Rosa	02	01	Instructional Assistant English Writing Center .40	replace	Classified

2.3a Current Contract Faculty Positions

Position	Description
n/a	None in LAAF Cluster - see departmental PRPPs

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

Contained in departmental PRPPs

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Three of the five departments in the LAAF cluster suffer from long-standing needs for additional contract faculty members. The College Skills and ESL Departments only have sufficient full time faculty to teach between 20% & 30% of their schedules. The District's most at-risk developmental and limited English proficient students are served by these highly structured sequential departments. More than most, these departments require higher than average complements of full time instructors so that at-risk students receive high quality, consistent and attentive faculty contact in and out of the classroom. Given the District mandate to provide Basic Skills and ESL/Immigrant Education that leads to student success and completion and the myriad challenges of fielding effective programs, these departments should not have to permanently depend on adjunct instructors to staff the great majority of sections.

The CCCCO recently released the Student Success Scorecard that highlights the low number of incoming Basic Skills and ESL students who begin their studies at the entry levels and eventually complete the pathway capstone transfer-level courses. The ESL and CSKLS Departments particularly need additional contract instructors to undertake the curriculum and program development tasks necessary to effectively implement innovations sought by the Student Success and Student Equity Initiatives.

The English Department has a reasonable FT ratio, but is suffering from the size of its program and the sheer number of adjunct instructors that must be managed and because of the challenges of successfully developing academic reading and writing skills in a very diverse student body.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

The English, College Skills and ESL Departments all need at least one additional computer classroom. The English Department, given its size, should receive 2-3 more. Active, student-centered, interactive writing pedagogy depends upon access to technology that will allow the ongoing distribution, consumption and creation of texts, both linguistic and visual in class and beyond. Linguistic behavior and language development are now irrevocably technology- mediated activities and language instruction and acquisition for instructors and students should be as well.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	00	00	Urgent			$0.00	

2.5b Analysis of Existing Facilities

New or renovated facilities would allow all LAAF departments to serve students more successfully. Permanent well-designed quarters are needed for all LAAF departments. A large shared facility should be provided to the ESL, CSKLS and ESL departments. All need more computer labs, additional space for tutoring and instructional assistance, embedded counseling offices and better equipped classrooms. A shared facility would allow for improved access, additional opportunities for student engagement with peers, instructors and staff, and the ability to keep reduced core services open for longer hours. A student support center with integrated, coordinated and comprehensive instructional and student support services would allow the District to make significant strides toward its student success and completion goals.

If all LAAF departments move into Emeritus rather than a new building, sufficient renovation will be necessary to provide integrated, shared student-centered and inviting spaces appropriate for tutoring, group work, supplemental instruction, counseling and informal student to student and student to staff incidental interaction. Developmental programs need and deserve homes that enhance rather than detract from their instructional and student success missions.

3.1 Develop Financial Resources

Currently, LAAF receives funding though the Basic Skills Initiative and the WIA performance funding for ESL language arts and civics instruction in the NC ESL Program. The ESL Department has received significant funding from the HSI Grant due, in part, to the section I wrote to obtain funds to create curriculum for an accelerated ESL pathway. I also worked with chairs to devise a number of Student Equity proposals that have been funded (ESL Software, online Tutoring, on campus tutoring, professional development, AA support).

3.2 Serve our Diverse Communities

By virtue of their missions, the LAAF departments that provide basic skills serves the region's diverse communities since skills improvement is required members of all communities. This is particularly true of low income and non-native English speaking communities. ESL & College Skills offer large noncredit programs for those individuals whose educational goals may not include SRJC's credit programs. GED and vocational English classes are also regularly scheduled.

As mentioned elsewhere, my involvement with ABEG Adult Education development has a large CTE focus that will lead to new non-credit vocational programs, an area that SRJC has not

previously emphasized. By the end of 2016, the District will be providing instruction in county corrections facilities and to students seeking landscaping, child care, and hospitality employment. The newest ABEG service area is CTE programing for older adults seeking new or enhance employment.

3.3 Cultivate a Healthy Organization

LAAF supports efforts for training and releases employees for professional development whenever possible and appropriate (CATS, Convergence, advanced Excel, etc). All LAAF departments conduct in-house professional development since all depend on large numbers of adjunct instructors and offer sequential pathways that demand alignment and consistency. The Basic Skills Initiative also supports a significant professional learning program.

3.4 Safety and Emergency Preparedness

All buildings where LAAF Departments are housed maintain individual safety procedures and have identified and trained area Safety Leaders. Linda Close is the leader in Bailey Hall.

3.5 Establish a Culture of Sustainability

LAFF promotes and implement paperless practices whenever possible. All department seek to reduce reliance on printing and the copying of paper documents whenever possible.

4.1a Course Student Learning Outcomes Assessment

Advise and mentor department chairs and involved instructors; provide administrative support for Project Learn sponsored course and program assessment.   No direct assessment of student learning is undertaken by this unit, but funding is provided to departments so that adjunct instructors can actively participate in SLO assessment. This is particularly critical when adjuncts are the only instructors for particular courses or delivery a majority of the instruction in their discipline. The CSKLS, English and ESL Departments each schedule more than 60 adjuncts in fall semesters.

4.1b Program Student Learning Outcomes Assessment

As cluster Dean one my critical role is to advise & mentor department chairs & involved instructors regarding various assessment projects. No direct assessment of student learning is undertaken by this unit.

As Basic Skills Committee co-chair, however, it is clear that there is an acute need to develop methodology for SLO assessment for Basic Skills programs and students. Many four-year colleges have foundation skills proficiency testing, often during the sophomore year. Since Basic Skills is not a PRPP unit, degree or certificate "program", SRJC's current procedures do not capture Basic Skills as a program that must be assessed. Instituting a District-wide required assessment program that targets both Basic and meta-curricular skills will benefit students and the college in many ways by highlighting the centrality of Basic Skills development to our mission and explicitly focusing all departments on its importance.

Now that the SLO assessment at SRJC includes both courses and programs, approaches to assessment bundling are needed that will ensure that critical multi-section courses like ENGL 1A are assessed, analyzed, discussed and improved on a regular basis with the active participation of all stakeholders to assure that all students receive consistent effective educational experiences.

Both the English and ESL Departments have long recognized that common assessment practices should be implemented key upper-level pathway courses so that students who enter ENGL 100 or the proposed ESL 10 transfer-level writing courses possess the requisite academic literacy skills. English and ESL 100-level common assessment committee is moving in this direction, but a structured instrument with full institutional support is still needed bring the current progress to full fruition. Normed writing assessment procedures need to be developed for at least the highest three levels of the English and ESL pathways.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	See Dept. PRPPs for SLO data	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
n/a - unit offers no direct instruction.																

4.2b Narrative (Optional)

Assessment activities reported in individual department PRPPs.

5.0 Performance Measures

Individual department performance data are reviewed in individual PRPP reports, but several more global indicators do show both positive and troubling results.

Most performance indicators show SRJC students to be succeeding at higher than average rates than students at other community colleges, including those in our peer group, in terms of Basic Skills course completion and improvement rate for Basic Skills courses. Only SRJC ESL course improvement rate is lower than peer averages. The more recent Student Success Scorecard contains similar data that show SRJC ESL completion rates well below the state average. The poor ESL data was addressed during the past year and thought to be connected to course coding problems related to the multiple skills courses on a particular proficiency level. Students frequently progress from course to course without progressing from level to level.

Preliminary review of the new data underscored the importance of both identifying coding changes that will more accurately demonstrate student progress and designing program revisions that will help more students succeed as language learners and efficiently achieve their educational goals. Since the ESL pathway courses may be coded differently other CA

community colleges, the CA Academic Senate has recommended revising common state-wide accountability measures that will make sure program variety is accurately summarized and compared with reference to the unique communities and student populations served by particular community colleges.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

LAAF classes are effectively scheduled insofar as there were 31,590 duplicated enrollments in the last full academic year for which data is available ending with summer 2014.   Total enrollment was 34,513 for the year ending in spring 2015. We must be offering classes in such a way that works for many students.

The district's enrollment challenges have made scheduling more of a challenge now that low efficiency classes are under greater scrutiny. Some classes in Petaluma haven't been getting strong enough enrollment, particularly for ESL, CSKLS and some languages. English is unable to offer enough sections during prime time when there are insufficient numbers of classrooms available & students shun early morning and late afternoon/evening classes. We're hoping that larger numbers of online hybrid courses will reduce the enrollment pressure on the most popular time periods.

Still, the vast majority of non-pathway courses have been cancelled in the CSKLS and ESL Departments. Students cannot always take required courses sequentially without enrollment breaks. Supplemental courses helped students maintain and reinforce their skills and provided scheduling alternatives when required pathway courses were not available or could not be taken.

Current emphasis on acceleration may rectify the problem. Shorter pathways will move more students to fewer levels with online or lab/IA support options. Both ESL and English are either planning or piloting new program approaches this year; ESL plans to implement new accelerated curriculum by fall 2016. The English department is continuing its accelerated pilot courses and will develop new permanent courses once the effectiveness of the pilot is assessed.

5.2a Enrollment Efficiency

Efficiency across all departments has improved as budget challenges have led to schedule reductions. Non-credit efficiency for positive attendance classes is becoming an active issue due to the direct relationship to apportionment. PRPP data does not accurately demonstrate the reality of departments with large non-credit programs. NC ESL has a growing proportion of managed enrollment sections that demand more regular attendance from students which has

resulted in greater efficiency. Both students and instructors appreciate the consistency so we will continue to convert as many sections to managed enrollment as enrollment allows. To increase pathway completion and efficiency, the ESL Department will be piloting accelerated courses. Some offerings will be trimmed from the German and Italian rotation plans to increase enrollment in the remaining sections

5.2b Average Class Size

From ESL to English, class limits vary from 24 to 30 with wait lists form 0-15. Schedule reductions have led to uniformly full classes with very few exceptions. Now, more sections have open seats since we have been trying in meet unmet demand and increase enrollment by adding to the schedule.

  As above, new enrollment strategies that guarantee sufficient size as measured by the attendance when non-credit students are frequently absent should be implemented. For the credit program, the average class size was 23.4 in spring 2012, up from 22.6 in spring 2008. Class size spring 2014 was 22 and 21.5 in spring 2015, so sections at or near the District minimum of 20 will be more closely scruitinized.

The decision to raise the limit of core English classes to 30 while eliminating the waitlist seems to have reduced the average class size by about 1 student per section.

The ESL department approved an increase of credit class size from 20 to 25 or 28 depending on the language skill. NC classes increased from 28 to 30 with a wait list of 5 to compensate for attendance variation among non-credit students in open entry/open exit courses.

5.3 Instructional Productivity

  Cluster productivity for fall 2011 & spring 2012 rose to 14.97 for credit courses up from 14.5 perhaps due to class size increases for most ESL courses. For fall 2013- spring 2014, productivity dropped to 13.35 & 12.98 and then to 13.78 and 12.89 for 2014-15.

  LAAF remains a cluster with a unique concentration of courses that top off at about 30 students per section with no large lecture courses whatsoever. CSKLS, ESL & Modern & Classical Languages all have lower class limits for very good reasons. As a result, productivity will typically be lower than average.

5.4 Curriculum Currency

With limited exceptions, the LAAF departments have largely kept up with mandated deadlines for COR updating. Areas that have not done so, like ASL, have been hampered by staffing reductions. Other languages are slowed by the overall low number of contract instructors.

5.5 Successful Program Completion

Currently LAAF is offering three majors and a number of CDCP certificates.

Degree	2009-2010	2010-2011	2011-2012	2012-2013	2013-14
English	6	11	13	26	8	
Spanish	9	10	9	18	15
French (new)				4	4
ESL - Basic Interpersonal Communication Skills (new)			10		28
ESL - Academic Preparedness and Career Development (new)				16	25

5.6 Student Success

District-wide, success rates have remained stable since 2010, at about 72% for fall and spring semesters and 80% for summers.   Success rates in English have dropped slightly from fall 2011-fall 2014 from 70.5% to 66.7%. In the same period, CSKLS slipped from 62% to 52% and ESL 78% to 73% while M&CL improved 69% to 71%. Ongoing departmental discussions sparked by state wide emphasis on success and completion have led to numerous instructional changes in many department, but the impact on data has not yet been evident.

SRJC currently means to measure long term success in all of its variety for LAAF's diverse student populations. As stated elsewhere in this report state ARCC data show that Basic Skills progress is above peer averages and trending upwards; ESL, however, falls below peer averages.   The more recent Scorecard data shows a similar pattern with ESL student success being about 10% less at SRJC than statewide. The 3CSN cohort tracking tool and the CCCCO student Success Scorecard starkly demonstrate that far fewer than one half of Basic Skills students complete college-level courses within a reasonable time frame. Many students who begin their studies at the lowest levels do not complete the capstone transfer-level pathway

courses, but it is unclear whether their educational goals have been achieved, if life intervened, or if the instruction we provided did not suit their needs.

Though Credit ESL students are not completing English 1A in sizable numbers, NC ESL students are progressing though that pathway at rates much higher than state averages as measured by the CASAS standardized assessment system. One cannot help but wonder if structured assessment could motivate the credit program to similar ends. The non-credit program also aligned grading standards, increased the intensity of instruction with four day a week courses, employees large numbers of instructional aides/cultural liaisions and offers regular professional development to their adjunct instructors.

Since non-credit students attend classes for many different reasons, the challenge of defining success remains - not all students want or need certificates or credit program matriculation. Discussion of recommended student success supports- are underway for non-credit students. Such support for all students should improve success rates and ultimately goal attainment and program completion in the future.

5.7 Student Access

The departments within LAAF provide superior access to students. Most notably are the proportions of Latino students that are above District average and increasing. In the CSKLS Department, 44% of students reported as Latino for 2013-2014 but 51% in 2014-15.   In the most recent period, English was 39.3%, up from 36.8% and ESL 72% down slightly from 74.7%. The noncredit ESL program in particular puts much effort into community based recruiting, especially in the areas surrounding our many off-campus sites and employs large numbers of bilingual staff members and student workers to get information about our programs out to community members. The Italian program has also enjoyed enrollment by Latino students at about the District average.

5.8 Curriculum Offered Within Reasonable Time Frame

All LAAF departments typically offer the full range of their course offinings to allow students to mover through the various pathways. English has a rotation

5.9a Curriculum Responsiveness

The LAAF Cluster can be viewed as having two segments: the service departments (CSKLS, English & ESL) and the Gen. Ed./ Transfer departments (Modern & Classical Languages and Interdisciplinary Studies). The service departments revise & update curriculum on an ongoing basis. New English, CSKLS & ESL courses were developed or piloted during this past academic

year. Accelerated ENGL 306 (305&306) was very successful so a new higher level 307 /100 and 100/1A accelerated classes have been created & scheduled. Among the many issues under consideration is the challenge of engendering traditional essayist literacy skills for students who have experienced life-long learning of digital language forms.

For NC ESL, acceleration has taken the form of managed enrollment sections where 8 week classes that meet 4 days a week have enjoyed improved attendance and student progress as measured by the national standardized CASAS assessment system.   As many managed enrollment sections are being offered as possible at each NC location as the department reviews learning goals, teaching strategies and standards.

Our recent designation as a Hispanic-Serving Institution has brought additional attention to the main language group served by SRJC's ESL Department. As a result of the importance of serving this demographic more effectively, the ESL department is redesigning its pathway and requesting additional staff to progress efficiently.

5.9b Alignment with High Schools (Tech-Prep ONLY)

The English Department no longer meets regularly with local high schools to maintain curriculum & assessment alignment. Regional efforts (CALPASS & Aiming High) have not enjoyed sufficient participation from all needed constituents to demonstrate countywide effectiveness and have been discontinued. Collaborative opportunities have increased however due to the interaction between the District and school districts required by ABEG Adult Education program planning driven by common core standards.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Fully aligned for disciplines with transfer majors, otherwise not relevant.

5.11a Labor Market Demand (Occupational Programs ONLY)

Not applicable as LAAF does not offer CTE degrees or certificates. Future non-credit program development will focus on the needs of local industries that could provide future employment to our completing or exiting students. Current ABEG activities are placing renewed emphasis on this curricular area.

5.11b Academic Standards

Academic standards and their consistency are a critical concern for disciplines like English, Modern & Classical Languages, and ESL with large enrollment multi-section courses predominantly staffed by adjunct instructors who are not well-connected to departmental life and the perspectives of key contract instructors. As mentioned in the planning section to follow, the communication and assessment of expectations and standards will be central to several goals. For a number of courses, the importance of pathway progress and program completion has greatly increased since the passage of the impact of Student Success legislation.

The current projects to institute ongoing common assessment, norming and group grading for the English and ESL Departments are major steps to assuring consistent and appropriate academic standards are implemented widely.

Transfer disciplines take Title 5 course outlines seriously in terms of assuring transfer level rigor for courses articulated with the UC & CSU systems. Ongoing discussions at department meetings include courses assessments.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	Santa Rosa	05	01	Led collaborative and strategic enrollment management efforts for the LAAF Cluster toward optimal productivity rates while avoiding enrollment bottlenecks, especially within the English composition course sequence and select PHR Department offerings	Optimal enrollment management amid a time of transition	2020/21	Progress is ongoing
0000	Santa Rosa	01	01	Supported the ongoing implementation of AB 705 in collaboration with the English, ESL, and College Skills Departments, maintaining full compliance according to State guidelines, within remote modalities.	Full compliance and improved outcomes for all student populations	2020/21	Progress is ongoing
0000	Santa Rosa	01	01	Supported ongoing integration of the PALS Program as embedded components of the English Writing Center, Math Lab, and Tutorial Center within remote modalities.	Better collaboration and efficiency of services	2020/21	Progress is ongoing
0000	Santa Rosa	02	01	Maintained positive attendance within all LAAF learning support labs through online modalities: Tutorial Center, Writing Center, and Barnett Student Learning Center.	Sound infrastructure across instructional modalities	2020/21	Progress is ongoing
0000	Santa Rosa	03	03	Continued to manage instructional segments of the annual SEA Grant budget, totaling more than $800,000, in cooperation with pertinent stakeholders toward planning, allocation, and reporting requirements.	Reducing and eliminating disproportionate impact across students demographic groups	2020/21	Progress is ongoing
0000	Santa Rosa	03	03	Continued serving as a management representative to ISSC, Guided Pathways, and begin serving on the Black Studies and Ethnic Studies Task Force and a designated Academic Affairs Council (AAC) representative to Student Services Council (SSC).	Provide a perspective of teaching and learning in various cross-sectional workgroups	2020/21	Progress is ongoing

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	03	03	Provided direct leadership toward expansion and enhancement of the IGNITE Program for incarcerated populations in collaboration with faculty members who are vested in this educational initiate and in formal partnership with the Sonoma County Sheriff's Office. Continue INGITE instructional programming amid shelter-in-place orders, through correspondence education.	Sustained educational programming and community partnership amid abrupt shifts in and out of instructional modalities	2020/21	Progress is ongoing
0000	ALL	03	03	Led a transparent and collaborative process for implementing the Title V HSI "Lanzamiento" grant initiative and serve as grant project director to the US Department of Education. Write and submit the comprehensive, closeout report for the Title V HSI META4 grant to the US Department of Education.	College wide initiative that unites various stakeholders and implements strategic programing that improves educational outcomes for the target population and improves our College's capacity to serve other historically underserved student populations.	2020/21	Progress is ongoing
0000	ALL	03	03	Attended Chancellor's Office webinars and trainings pertinent to programs, such as, Student Equity and Achievement, Guided Pathways, AB 705, and Rising Scholars. Participate in professional development activities relevant to the LAAF instructional areas, offered through organizations, such as: CATESOL, 3CSN, Literacy Works, among others. Attend and participate in Title V HSI conferences and trainings, including: Hispanic Association of Colleges and Universities (HACU), and Alliance of Hispanic Serving Institution Educators (AHSIE), and California Community College Organización de Latinx Empowerment Guidance Advocacy and Success (COLEGAS).	Remain on the forefront of innovation, current trends, best practice, and emerging opportunities within the professional community	2020/21	Progress is ongoing

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Special event lecture programming to support academic programming	2021/22 WOLM, Interior Chinatown, with acclaimed author Charles Yu	2021/22	Faculty Participation
0001	ALL	03	03	Embedding new steps of intentionality toward serving Black students through the PALS Program in partnership with BLAC leadership	ISSC, SEA Program Goal	2021/22	Faculty Participation
0001	ALL	03	03	Aligning noncredit programs to more optimally serve the immigrant community and English language learners	Adult Education, Noncredit ESL, Noncredoit College Skills	2021/22	Faculty Participation
0001	ALL	01	01	Continue to implement all requirements pertaining to AB 705 and AB 1805	Timely submission of reports	2021/22	Faculty participation
0001	ALL	03	01	Implementation of the Lanzamiento initiative	Attainments of all year 1 grant activities	2021/22	Faculty participation
0001	ALL	03	01	Educational programming for incarcerated students through the IGNITE program	Sustained programming and partnership	2021/22	Faculty participation
0001	ALL	03	04	Organizing robust Communities of Practice around conversations and actionable steps toward equity	Increased participation through program expansion made possible through braided funding	2021/22	Faculty Participation