

# **Santa Rosa Junior College**

## **Program Resource Planning Process**

### ***English as a Second Language 2022***

#### **1.1a Mission**

It is the mission of the English as a Second Language Department to provide non-native speakers of English with the reading, writing, aural-oral and vocational skills necessary to be successful in their educational objectives of AA degrees, vocational certificates, transfer programs, and employment. In addition, it is the ESL Department's mission to provide students from diverse backgrounds with the cultural information necessary for successful intercultural communication in academic, work, and social environments in order to become informed and contributing members of our society.

#### **1.1b Mission Alignment**

##### **College Mission**

The ESL department aligns with the District's mission and vision by "improving students' foundational skills" as well as "preparing students for transfer." ESL courses are designed to "support student success and enrich student lives", as well as "promote personal and professional growth" in the lives of our community's English learners by preparing them for academic, vocational and social environments. In noncredit, innovative programs such as "Managed Enrollment" intensive courses provide options for students to complete the noncredit pathway faster so they can matriculate into credit level coursework. Noncredit also offers CIVICS instruction and family literacy programs which both "support student success and enrich students' lives."

Finally, as a department, we "regularly assess, self-reflect, adapt, and continuously (strive to) improve" in order to meet the needs of our students.

The ESL department is consistent with almost all of strategic planning goals.

##### **A: Support Student Success**

The department offers ESL 10, an equivalent course to English 1A (freshman composition), in order to "expand and sustain access by eliminating barriers" for our

students who successfully complete ESL 100, which is one level below 1A. This course not only satisfies the freshman composition requirement for some certificates and the AA or AS degree, but is also transferrable to all CSUs (A2) and UCs (1A). It is also the intent of the department to "increase the number of students who complete their educational plans and goals" by expanding ESL 10 offerings.

In noncredit, the ESL department supports student success by providing programs and services which expand student access to English instruction through flexible scheduling and alternative delivery models, including 8-week intensive courses. Classes are offered where and when students are able to study, and program services such as embedded instructional assistants and textbook discounts funded through department grants serve to eliminate potential barriers to students' continued persistence.

In both credit and noncredit, the ESL department offers ESL 770. This supplemental tutorial supports students who need additional one on one support in person and online.

Since the pandemic, we sought Distance Education addendums for all credit and noncredit ESL courses. This allows us to better meet student demands in terms of modality of instruction preferred by students.

### **B: Foster Learning and Academic Excellence**

By their very nature, current ESL instructional methods "engage students and spark intellectual curiosity in learning-centered environments."

The department employs best practices of language teaching through the implementation of sound pedagogical methods such as collaborative learning and communicative class instruction with the instructor acting more as a facilitator and less of a lecturer. In addition, on-going professional development that focuses on best practices in second language teaching and learning is offered to faculty throughout the academic year.

### **C. Serve Our Diverse Communities**

This strategic planning goal is at the very heart of what the ESL department does every day, every week, every month, and every year.

In 2021-2022, our students identified as: 84.9% Hispanic, 6.2% Asian, 2.5% Black, 3.1% White, and 2.9% Declined to State.

Our students are very diverse in terms of age as well.

In 2021-2022, our student age ranges were: 35.3% up to the age of 30, 30.2% between the ages of 31-40, 21.8% between the ages of 41-50, and 12.8% over the age of 50.

### **E. Establish a Strong Culture of Sustainability**

The department constantly "promote(s) social and economic equity in the communities we serve" through our credit and noncredit programs. We have noncredit ESL expanded to include community based classes in Sonoma, Healdsburg, and Petaluma. In addition, the department sustains strong relationships with community based organizations and local school districts including Community Action Partnership, La Via Esperanza, Corazon Healdsburg at Healdsburg Community Center, La Luz, and Petaluma Adult School, all of whom work to promote social and economic equity in the communities we serve.

### **F. Cultivate a Healthy Organization**

Our faculty have always participated as much as possible in college collaborations and are well-respected by our peers across the disciplines. We have and will always proudly "foster an environment focused on collegiality and mutual respect" in all regards. Currently, for example, ESL Department faculty serve as leaders on Department Chair Council, Interim Department Chair of World Languages, Academic Senate, ISSC, Cluster Tech, Faculty Recognition, and more committees with a districtwide lens and scope.

## **G. Develop Financial Resources**

Noncredit ESL grants will receive over \$300,000 in funding for 2021-2022. These funds are generated as a direct result of noncredit ESL students' improved performance on the standardized CASAS test.

## **Initiative V: Student Learning Outcomes and Assessment**

Every course in the ESL credit and noncredit program has student learning outcomes. Within the last few years, all of the credit grammar/writing, reading, and communication classes have been revised. The entire noncredit track has also been revised. In addition, each of the three noncredit ESL CDCP certificates has program outcomes that will inform employers in the community about the language abilities and skills of noncredit ESL students in the workplace.

The Department has established a five-year assessment plan for credit classes.

**Year 1 :** Assessment of the reading courses: ESL 313R, 315R, 317R, 320R

**Year 2:** Assessment of the communication courses: ESL 371CP, 372CP, 373CP

**Year 3 :** Assessment of the VESL classes: ESL 322, ESL 332, ESL 334, ESL 335

**Year 4 :** Assessment of the intermediate/upper level writing/grammar courses: ESL 371, 372, 373, 100

**Year 5:** Assessment of the three levels of grammar review courses: ESL 371GR, 372GR, 373GR

Noncredit ESL has established a three-year assessment plan for noncredit classes.

Year 1: Assessment of all integrated courses: ESL 712, 713, 714, 715, 716, 781

Year 2: Assessment of all three communication courses: ESL 713CP, 714CP, 716CP.

Year 3: Assessment of all reading courses: ESL 713RW, 714RW, 716RW.

Results of assessments are presented at fall and spring department meetings for both credit and noncredit faculty and are used to inform the updating/revision of all courses.

In addition, noncredit ESL assigns grades to better assess student progress toward mastery of course level SLOs.

## **Initiative VI: Basic Skills/Immigrant Education**

The ESL department recognizes that it is the primary provider of immigrant education, and thus Goal VI is the most closely tied to the department mission.

ESL continues to participate on the committee and is working to improve services as SRJC is now a Hispanic Serving Institution.

## **Initiative VII: Enrollment Management and Retention**

Enrollment management continues to be a top priority for the ESL department. The Pandemic years greatly reduced the number of students and sections in our department. For example, in Fall 2019, the fall prior to the pandemic, our duplicated ESL student enrollment was 1,935. In fall 2021, our duplicated headcount was 1,353.

Each semester the department discusses and plans the schedule to effectively meet the needs of the community. Noncredit ESL has worked closely with the Southwest Center, ESL counselors, and faculty to ensure that enrollment history, the levels of students on the "interest list," and student feedback is considered in developing the noncredit schedule.

Beyond a doubt, Managed Enrollment sections have contributed dramatically to the increased efficiency rate of noncredit ESL. Managed Enrollment sections meet daily for 8 weeks instead of 17.5, do not admit new students after week #2, and are more intensive than semester length courses.

### **1.1c Description**

The ESL Department serves the second language learner population in the district, from the lowest levels of English (including a Spanish literacy class for non-literate students) through transfer level composition. The ESL program includes both credit and noncredit components.

In noncredit, students are served mainly at the Southwest Santa Rosa Center, the Santa Rosa and Petaluma campuses, and online. During the pandemic, all instruction was remote. In Fall 2021, we began offering classes on the Santa Rosa and Southwest Santa Rosa Center campuses. In Fall 2022, we will return to offsite locations in the community, and we plan to expand our community presence.

The lowest English level noncredit ESL classes begin at the literacy level and progress to intermediate (5 levels). In addition, six elective courses in reading/writing, conversation & pronunciation are offered. These courses help students fulfill CDCP Certificate requirements. The series of courses offered at the largest sites, including the Southwest Santa Rosa Center and at the SRJC main campus prepare students to matriculate to credit. To facilitate the matriculation of noncredit students into the credit program, noncredit ESL provides an annual Open House that brings noncredit ESL students to the Santa Rosa campus. In addition, noncredit ESL articulates with Credit ESL by implementing an assessment process that focuses on the writing skills students need to matriculate into Credit. The development of ESL 781, a transition course that helps noncredit students make the jump into credit courses, has been very successful.

The credit program on the Santa Rosa Campus spans intermediate to transfer-level. Credit classes are offered in 4 levels of core grammar/writing/reading classes as well as supplementary courses in oral communication. The pathway culminates in ESL 10, a transfer-level course. Although we have few Petaluma offerings, it is the intention of the department, with the aid of the Petaluma administration and student services, to try and grow the credit program in Petaluma again. In 2022-2023, we will have an anchor/lead ESL faculty member on the Petaluma campus.

There are also several courses that serve Vocational ESL (VESL) needs such as ESL for the Health Sciences, ESL in Culinary Arts, Beginning ESL for computers, and Child Development. Typically, the health science class is offered each fall and the culinary arts class is offered each spring.

Finally, ESL works with counseling and assessment to provide students with additional services. For instance, ESL updates counseling every semester on new or changed class offerings, and invites counselors into our upper-level classes to speak with the students. However, additional counseling services are desperately needed at peak evening hours both in Petaluma and at SWSRC in order to facilitate students' progression through the noncredit and credit pathways.

## **1.1d Hours of Office Operation and Service by Location**

The hours of office operation and service were greatly impacted by the pandemic. All office support has been virtual since March 2020.

Beginning in summer 2022, we will reopen the physical office in Barnett. The specific schedule has not yet been determined.

Prepandemic, the ESL Department office was open Monday through Thursday from 8:00 a.m. to 3:00 p.m. The office always relied on bilingual student receptionists during the busiest hours, usually between 9 am and 3 pm. These student workers often served as a first point of contact for the college. An administrative assistant staffed the office from 9am to 5pm Monday-Thursday and from 9am-1pm on Fridays. All office staff have worked remotely during business hours.

The ESL Tutoring and Learning Center expanded hours during the pandemic. This current semester, spring 2022, the ESL TLC is open Mondays-Thursdays from 9am-7pm, as well as Friday and Saturday mornings.

Currently, the largest off-site location is the SRJC Southwest Center. At the Southwest Center, the Matriculation Office provides application, assessment, orientation, and registration services to students. They have begun providing services to students in person.

## **1.2 Program/Unit Context and Environmental Scan**

The continued challenge for the ESL department is to keep abreast of the demand for English instruction in the community and to offer the breadth of curriculum needed for a diverse population. Moreover, District demographics continue to show the growth in Latinx students enrolled in the college. As the District is a Hispanic Serving Institution, it must continue its efforts to increase support of the ESL program in order to serve this community.

The pandemic was a sudden shift for many of our faculty and students to make a sudden change to remote instruction. Faculty dedicated countless hours to learning educational technologies to reach their students. After two years, many faculty and students have grown to appreciate the flexibility that remote instruction provides. In the future, the ESL department will continue to offer a blend of in person and online options. We realize that online instruction, while not for all, allowed students to access our classes without the need for logistics such as commuting, childcare, gas expenses, etc.

An ongoing challenge for the department is to keep up with all the demands placed on it. Faculty juggle student learning outcomes assessments, evaluations, CASAS, Civics, and other college responsibilities (especially those in the non-credit area).

There are state and national trends that are affecting ESL as well, including AB705 which eliminated our traditional placement assessment and allows students to place themselves. We worked to develop a Guided Self-Placement for credit students that is currently being assessed.

Noncredit ESL has also responded to the new accountability demands of the Student Success Task Force by implementing systematic and programmatic changes in the Noncredit ESL Program. First, noncredit ESL students receive grades (Pass, Not-Pass, Sufficient Progress) in all noncredit courses which provide clear documentation of student progress through the noncredit ESL Pathway. In addition, noncredit students may petition for 3 CDCP Certificates; Basic Communication Skills Certificate, Basic Communication Skills Certificate, and the Academic Foundations and Career Preparedness Certificate. Each of these certificates provides potential employers with clear linguistic outcomes that transfer to the workplace environment. It is also important to note that Noncredit student obtainment of these certificates is reported in the District ARC Report, and that students' coursework, grades and progress toward certificate completion is recorded in the District's student information system.

## 2.1a Budget Needs

In 2021-2022, the budget needs for the ESL Department were based on pandemic demands. Our budget for support workers decreased, yet our need has greatly increased! We are in great need of students, STNCs, or Instructional Assistants who can help support the remote communication demands. To fully support the unique demands of our non-credit ESL population, we have an increased need for technology support and student workers/instructional assistants who have digital literacy skills, especially during the pandemic, but also beyond. During the pandemic, we lost **three** permanent part-time instructional assistants, and it is a priority to replace these much valued positions. Noncredit classes have seen an increased need for copies and mailings for students, as well as a text-message service for contacting students. Our outreach and promotional materials were diminished, but this will need to be increased when we return to 80% in-person instruction in fall 2022. We need to announce and let the community know that we are ready to welcome them back. Furthermore, during the pandemic, however, the ESL Tutoring and Learning Center (formerly Barnett Student Learning Center) has seen an increase in usage and would benefit from more evening hours. When we return to in-person tutoring, we will be able to pursue hybrid tutoring. Also, when we are back on campus, a large, mounted computer monitor could advertise upcoming student workshops, promote our certificate programs, and remind students of important deadlines. Budget Needs Emphasis: **Administrative Assistant III** to meet the challenges of the noncredit program demands, Instructional Assistants (2-3 part time), increased budget for bilingual student workers for the ESL Office, and ESL Tutoring and Learning Center (formerly BSLC), hyflex technology in ESL classrooms, and a large monitor for announcements. Due to the increasing demands on the noncredit program, it would be ideal to have additional release time for noncredit ESL coordination.

Based on the Program Unit Review for 2020-2021, areas where our budget is inadequate include supplies (\$647), services (\$375), and equipment (\$1,568). As we return to the office after working remotely for two years, we will reassess, refresh, and update supplies, renew services (such as the copier), and update equipment.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	\$5,000.00	Expanding program and outreach efforts require additional graphics funds
0002	Santa Rosa	04	02	\$2,000.00	Large mounted computer monitor for advertising upcoming events, reminders about certificates, etc. in Tutoring and Learning Center
0003	ALL	01	01	\$0.00	

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	20.00	12.00	Conducts all office activities for both credit and noncredit programs, which include but are by no means limited to budget expenditures and transfers, purchases, curriculum input, timesheets, PAFs, adjunct sign ups for fall/spring/summer, SCFs, supervision of student workers, annual Completion Ceremony, and all other department business as needed. For the size, breadth, and complexity of the department, a 20 hour a week schedule is not nearly enough to cover her duties. Her workload is at the maximum. The district needs to increase her hours to 40 per week if it wants the ESL department to keep up with the demands put upon it.
Senior Instructional Assistant	17.00	10.00	Assists credit instructors in and outside of class, tutors in the Barnett Student Learning Center.
Senior Instructional Assistant	0.00	10.00	RESIGNED in May, 2021. Previously 17 hrs/week.
Senior Instructional Assistant	30.00	10.00	RESIGNED in 2022 (promoted to SWC Student Support)
Senior Instructional Assistant	20.00	10.00	RESIGNED in 2022
Testing Specialist	40.00	12.00	Categorically funded. Coordinates CASAs testing schedule, proctors test for non-credit ESL program.
Administrative Assistant II	30.00	12.00	Categorically funded. This is a highly specialized position with many demands. Duties include administrative tasks plus many grant related activities associated with the WIOA grant and our noncredit program. Since the realignment of our noncredit coordinator duties, this position has required extensive budget, student contact, and administrative tasks. There is a need to reclassify this position to AAIH to meet the ongoing demands of the WIOA grant and the noncredit program, which we seek to expand.



## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
ESL Department Chair	40.00	12.00	All department chair duties and noncredit coordinating responsibilities

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Bilingual student office assistants-fall/spring	35.00	9.00	ESL office assistant. Answer phone, schedule appointments, provide basic dept. information in English and Spanish, assist AA with projects.
Student Assistants	170.00	11.00	Categorically funded. Assist non-credit instructors in classroom, provide individual and small group tutoring to students; provide course information to students, as needed .
ESL Outreach Coordinator	0.00	0.00	Inactive 2020-2021 Categorically funded. Plan, coordinate and implement outreach activities to increase ESL student enrollment
Bilingual student office assistants - summer	20.00	3.00	Reception at ESL office. Answer phone, schedule appointments, provide basic dept. information in English and Spanish, assist AA with projects.
TLC student assistants	12.00	9.00	Categorically funded. Provide computer and printing assistance in the Tutoring and Learning Center

## 2.2d Adequacy and Effectiveness of Staffing

### ESL Staffing Issues

In 2021-2022, the ESL Department had five credit contract faculty and one noncredit contract faculty bringing us to total of six full-time faculty members. We also had 60 adjuncts teaching in the department, making our FT to PT ratio around 10%. As the third largest department on campus, we need more full-time faculty to do the work of the college. We are currently in the process of hiring a lead faculty member for the Petaluma campus. This new faculty member will teach credit and noncredit.

The department greatly lacks sufficient numbers of permanent classified employees and support staff necessary to effectively and efficiently run the program.

In Fall 2018, we lost one Instructional Assistant position permanently and are down from three to one permanent senior IA. In Spring 2021, one of our two permanent senior IAs resigned, so we are now down to one 17/hr a week Instructional Assistant for credit. In spring 2022, we lost both of our part time noncredit IAs.

FTE-M (Dept. Chair) reassigned time was 76% in 2021-2022.

The department chair is the only management position and that person has a heavy workload as the ESL department is the third largest department at the college. The ESL department is involved not only in instruction, but also placement, extensive outreach, and multiple budgets. The difficulty with administering the ESL Department increases the department chair's workload exponentially. Most importantly, the full time non-credit coordinator for the non-credit side of the ESL program retired in May 2016, and we are still feeling the loss of this instrumental position in 2022. This retirement created additional duties and responsibilities to the chair's already demanding workload as non-credit ESL is a large and complex operation. Currently, the department chair receives no reassigned time to coordinate the non-credit ESL program, and our full-time non-credit faculty member receives an additional 40%. We are in dire need of a full-time (100%) noncredit coordinator OR a reclassification of the current AAIL to AAIII to support in more complex tasks related to WIOA and noncredit.

The most critical need for ESL office staffing is:

1. **Reclassify the current noncredit, grant-funded AAIL position to a full time AAIII position.** This position has many additional duties related to the noncredit program, WIOA grant budget, communication, outreach, student support, faculty support, and grant administration.
2. Add more hours to the current AAIL general ESL position, from 20 to 40 hours a week. This is the most egregious inequity when compared to other departments in our cluster who all have at least one full-time AA, some classified as AAIIIs.
3. District-funded Instructional Assistants who can support credit or noncredit students and instructors in person and online.

The noncredit areas in most need of further staffing are:

1. A permanent non-credit coordinator with enough reassigned time to meet the increasing demands of liaising with Adult Education.
2. The noncredit ESL program has continued to provide essential support services to our students through WIOA grant funding. All classified personnel in the noncredit program are funded through grants. Two current positions are classified professionals (AAIL and Testing Coordinator), and the remainder are student assistants. The District needs to assume and institutionalize some of the costs associated with the running of the non-credit ESL program. Because of the STNC conversions, the WIOA grant, which funds the non-credit ESL program, is used almost entirely to fund these new permanent positions, leaving the program with little money for professional development, textbook subsidies, or curriculum work. Though many of our offsite locations were temporarily suspended due to COVID-19, we anticipate increased demand when we return to serving these communities in person in fall 2022. The ESL programs, both credit and noncredit, need to have adequate staffing to run, especially when our noncredit ESL program returns to the community.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	07	AAII: noncredit (Grand-funded)	Administrative Assistant III: Noncredit	Classified
0001	ALL	02	00			Classified
0002	ALL	02	02	Resignation Replacement	Senior Bilingual IA for Noncredit ESL 30 hrs/week	Classified
0003	ALL	02	01	Resignation replacement with additional hours	Bilingual IA for Noncredit ESL 15 hrs/week	Classified
0004	Santa Rosa	01	01	AA II: 20 hours a week x 52 weeks	Administrative Assistant II: 40 hrs/wk x 52 weeks	Classified
0005	Santa Rosa	01	01	Retirement replacement	IA for Credit ESL: 20 hrs/week x 36 weeks	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
Six full-time faculty in 2021-2022	There are currently six contract faculty in the ESL Department, all based in Santa Rosa. There is one noncredit coordinator and one department chair.

### 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ESL 2021-2022	6.0000	6.0000	20.8900	82.3000	Current ratios are not confirmed, but the ratio remains Very Poor and unacceptable. The vast majority of our courses are taught by adjunct faculty, who make up over 90% of the teaching faculty in our department.

## **2.3c Faculty Within Retirement Range**

One faculty member is within retirement age and within two to three years of retirement.

At its peak, the department had ten full time instructors. The department now has six full-time faculty members with one reassigned as chair (76%) and a second reassigned as noncredit coordinator (40%). We are currently in the process of hiring a full-time faculty member to teach credit and noncredit ESL in Petaluma.

Because our credit offerings have reduced substantially, we need to focus in increasing our noncredit full-time faculty for Santa Rosa and outlying sites. The department is currently unable to keep up with the requirements of running a department due to the large number of adjuncts and small number of contract faculty (60+ to 6). The work in our non-credit program has also expanded considerably due to new grant requirements and the need to collaborate closely with Adult Education and the Sonoma County Adult Education Consortium.

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

Several adjuncts have retired, but more recently, several others chose to take leave during the pandemic due to the AFA side letters.

A department of this size and breadth does not have adequate contract faculty. Also critical is that contract faculty are not allowed to teach non-credit as part of their load, except for our one noncredit contract faculty. That is a local decision, not a state-mandated one. Since the district is equally compensated by the state for credit and non-credit, and since the ESL department's non-credit program is very large and complex, more contract instructors should be hired to teach in non-credit: additional full-time faculty for Santa Rosa and outlying sites would greatly support the increased demands of our department.

The low number of full-time faculty has had a huge impact on the department's ability to function as expected. The ESL Department is a complex operation. The following are examples of how ESL may be different from other academic departments at the college:

- a multi-level credit pathway
- a six level noncredit pathway with rigorous CDCP courses
- outreach responsibilities in credit and noncredit
- multiple off-campus sites
- a disproportionate number of support staff to supervise, yet with a need for more
- a student population with unique needs requiring more support mechanisms
- multiple grants to administer

Additionally, the sheer number of faculty requiring orientation, training, staff development, evaluation, and department communication keeps the department in constant crisis mode, especially during the pandemic. The reduced full-time staff (the AA position from 40 hours a week to 20) and the already disproportionate full-time to part-time ratio has made it extremely difficult to manage expected department business: keeping up with curriculum revision, learning assessment projects, and a large number of faculty evaluations due to our large size of adjunct instructors. As well, there are other college service projects the faculty are responsible for, such as key college committees, Guided Pathways, and adherence to AB 705.

In noncredit ESL, the need for an additional noncredit ESL faculty is more critical than ever. Despite the temporary drop in noncredit enrollment due to the pandemic, additional full-time faculty members are needed to assume some of the responsibilities that cannot be performed by adjuncts. Furthermore, as the lower levels of credit were converted to noncredit classes, more credit teachers are expected to begin teaching in the noncredit program. This means that the ratio of full-time to adjunct instructors in noncredit ESL could be as disproportionate as 50 to 1, despite the fact that noncredit students have the most critical needs.

Finally, the majority of credit students began their academic careers in noncredit. It is clear that the noncredit program provides a key vehicle of increased enrollment for credit and for all of SRJC. An additional full-time faculty member will play a key role in ensuring the continued success of the noncredit program and work to ensure more seamless articulation between noncredit ESL, Adult Education, the Southwest Center, and the credit pathway.

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	1 non-credit instructor	Without additional faculty members, it will be extremely difficult to meet our course SLOs and myriad other district and state-mandated projects and goals.
0002	Santa Rosa	01	01	1 non-credit instructor	Without additional faculty members, it will be extremely difficult to meet our course SLOs and myriad other district and state-mandated projects and goals.

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

We are in need of digital signage in the ESL Tutoring and Learning Center. This will support student engagement and success.



## 2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	HyFlex Classroom Upgrades for Instruction	2	\$10,000.00	\$20,000.00	Luz Garcia	Barnett 1265 & Barnett Classroom	Luz Garcia
0001	Santa Rosa	04	07	Digital Signage for Barnet	1	\$2,000.00	\$2,000.00	Luz Garcia	Barnett 1282	Luz Garcia
0001	Santa Rosa	04	07	OWL camera to be able to offer more dual modality classes in the ESL classroom	0	\$1,049.00	\$1,049.00	Bitá Bookman	TBD	Bitá Bookman

## 2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	02	Large, mounted computer monitor for BSLC	1	\$2,000.00	\$2,000.00	Luz Garcia	Barnett 1282	Luz Garcia

## 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
------	----------	----	---	------------	----------	-------------	-----------	-------------

## 2.5b Analysis of Existing Facilities

At the Santa Rosa campus, ESL is housed in Barnett Hall. Since replacing Barnett Hall has been postponed, there is much deferred maintenance that critically needs to be addressed, but it would be in the District's financial best interest to forgo additional investments into the current Barnett buildings and instead expedite the replacement of the Barnett facilities. The roof on the Barnett 1201 (our offices) leaks consistently throughout the rainy season.

At the Southwest Center, the ESL program is in need of additional computer lab space as current labs are stretched to capacity and not all students who need access to computers are being given the opportunity to use them. It is essential to these students' success that computer lab time is incorporated into regular class time so that they are prepared for the technology demands of our credit program. The labs need to be able to accommodate an entire class. With the recent purchase of the Southwest Center, we hope to be able to be involved with design plans for renovating instructional spaces which are primarily used for noncredit students.

## 3.1 Develop Financial Resources

The ESL department has received over \$5,000,000 in grant funding over the past ten years through the Workforce Investment Act, Title II, which is disseminated through the California Department of Education.

In addition to generating over \$300,000 in grant funds each academic year, Noncredit ESL continues to implement a Managed Enrollment Program that has led to increased levels of apportionment and FTES.

As the pandemic ends, we also hope to attract and enroll more international students in our credit program, at a financial benefit to the district.

### **3.2 Serve our Diverse Communities**

By definition, English language learners represent a very diverse portion of our community. The ESL department, in recognition of the diverse student population, tries to honor this multicultural group. In the last two hiring recruitments, ESL requested publicity at the professional websites of organizations that include culturally diverse members. In this most recent recruitment (2022), the department adhered to a "best practices" list distributed by the district. For at least the last 10 years in the hiring process, weight has been given to indicators of culturally diverse experiences, such as bilingual expertise, experience teaching abroad, and involvement in second language learner community activities.

The department respects all of its students. The faculty regularly use classroom materials that incorporate multi-cultural themes and issues. Recognizing the importance of building community and involvement among the students to foster success in immigrant education, the department encourages a cultural climate that values and celebrates the diversity of its students. A prime example is the annual completion ceremony, which honors credit students who have completed the highest ESL pre-collegiate levels of reading and writing and non-credit students who have completed the advanced non-credit certificate requirements.

We offer monthly students workshops to support our students with study and success skills such as using Canvas, Zoom, Writing Strategies, Reading Strategies, Scholarship Applications, and much more. These workshops are supported by faculty and staff who refer students who need additional support to be successful. These workshops also help to connect students in an informal setting, leading to an increased sense of community and connection to SRJC.

In noncredit, the department plans and hosts "Moving on Up," an annual event designed to retain and inspire students to complete the Noncredit ESL Pathway, move into credit, and then pursue a vocational certificate or GE requirements in order to transfer to a 4-year university. Moving on Up is highly successful and student feedback indicates that students felt motivated and inspired to pursue their academic and vocational goals at SRJC.

### **3.3 Cultivate a Healthy Organization**

Classified staff are encouraged to set goals and participate in activities for personal and professional growth. They are given flexibility, within reason, to adjust hours as needed.

All faculty are encouraged to participate in department activities. Prior to the pandemic, it was rare for associate faculty to attend monthly department meetings. The accessibility of Zoom greatly improved participation and attendance at monthly meetings, and we hope to continue to make meetings accessible in person and online.

Throughout the pandemic, many credit and Non-credit instructors have participated in Distance Education trainings related to online instruction.

We were able to compensate noncredit faculty to attend semi-regular trainings related to a goal of increasing persistence and retention, and we have held trainings that focus on student engagement. These have been well-attended, likely because of our ability to compensate faculty for attendance.

The ESL department would greatly benefit in an annual one day retreat for **all** faculty. Colleagues could collaborate on department and district projects as a unified team. Work would actually get done because everyone would feel valued by their inclusion! Morale would increase! Another added benefit would be that associate faculty would be more inclined to "buy in" to the college's mission and strategic planning goals and objectives.

Traveling stipends to attend conferences and workshops are also crucial if the district wants its faculty to stay current in their fields. Attending and participating in these professional events also inspire the faculty, who might then be more inspired to execute the strategic planning goals and objectives of the district.

### **3.4 Safety and Emergency Preparedness**

The ESL department was not aware that the IIPP had to be reviewed with each employee every year, so we have not done so, but we would like to. We just need to be told how to do so. It might be more streamlined if EH&S conducts administration of the annual IIPP requirements directly.

The ESL department does not require any special safety trainings as we do not work with hazardous materials or in a hazardous material or otherwise area of campus. During the pandemic, we advised all in-person faculty of safety protocols and provided PPE as required by the district. We have followed all district procedures during the COVID-19 pandemic.

The Administrative Assistant and Department Chair serve as building and area safety coordinators. Our contact information is updated annually.

### **3.5 Establish a Culture of Sustainability**

The ESL Department continues to make a concerted effort to reduce the use of paper and paper copying. Even pre-pandemic, faculty developed readers for their classes rather than rely on daily photocopies or handouts as had been the norm in the past.

Since March 2020, many classes became paperless. When we return to in-person instruction, this may adjust slightly, but one of the impacts of the pandemic has been to reduce our reliance on paper and copies.

The department office sets its AC and heating at district recommended temperatures. The computer lab in room 1261 is the same, and windows and doors are closed when the AC or heat are operating.

Five of the six classrooms regularly used by the department do not have AC; thus, the district saves \$1000s a year by not having to cool the classrooms. This is unsafe and uncomfortable, but cost effective.

Moreover, the ESL Department has been avidly recycling all materials both on the Santa Rosa Campus as well as at the Southwest Santa Rosa Center.

### **4.1a Course Student Learning Outcomes Assessment**

The ESL Credit Pathway was last revamped in Fall 2016. With that change, we created nine-unit integrated skills courses which remain the core offerings in our credit pathway. We also developed a four-year assessment plan as listed below. It is important to note that in all integrated reading/writing/grammar classes (371,372, & 373) as well as in the 100 level class, a common assessment was planned for each semester, which

was to double as an assessment of SLOs. During the pandemic, we did not collaborate with level colleagues as we had in the past, but many faculty used the already established common assessments.

Faculty report on the results of their assessments at both fall and spring department meetings to help inform instruction and determine future curriculum changes.

Every course in the ESL credit and noncredit program has student learning outcomes.

The ESL Department has established a four-year assessment plan for credit classes.

**Year 1:** Assessment of the integrated reading/writing/grammar courses: ESL371 (371A/B), ESL372 (372 A/B), ESL373 (373 A/B), ESL100

**Year 2:** Assessment of the three communication courses: ESL 371CP, ESL372CP, ESL373CP

**Year 3:** Assessment of VESL classes: ESL 332, ESL 334, ESL 335, ESL353

**Year 4:** Assessment of the three levels of grammar review courses: ESL371GR, ESL372GR, ESL373GR

The Noncredit program has also established a five-year assessment plan:

**Year 1:** Assessment of 3 communication courses: ESL 713CP, 714CP and ESL 716CP.

**Year 2:** Assessment of 3 reading courses: ESL 713RW, ESL 714RW and ESL 716RW.

**Year 3:** Assessment of VESL classes: ESL 722, ESL 732, ESL 735

**Year 4:** Assessment of the literacy and beginning core courses: ESL 701, 712, 713

**Year 5:** Assessment of high beginning and intermediate level courses: ESL 714, 715 and 716.

In addition, Noncredit ESL will assess ESL 781 and ESL 714, twice each year, in conjunction with the the Common Learning Assessments in place for both of these levels.

Moreover, students' mastery of SLOs is measured by various assessments including CASAS scores in reading and listening, teacher-made tests, CIVICS Additional Assessments and in class projects.

## **4.1b Program Student Learning Outcomes Assessment**

Noncredit ESL students who have taken and passed (with a grade of "P") a series of required courses (2 core courses and an elective) may petition for one of 3 CDCP Certificates: Foundations of Literacy Certificate; Basic Communications Skills Certificate and an Academic and Career Foundations Certificate. The certificates document student progress and provide a powerful incentive for students to be retained in the program.

Full-time ESL faculty assist with SLO assessment of all credit courses. It is challenging to assess all SLOs for our noncredit offerings with only one full-time faculty member who teaches noncredit. We have compensated associate faculty to support in SLO assessment, but we are unable to find faculty willing to assess all noncredit levels.

## **4.1c Student Learning Outcomes Reporting**



Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ESL 100	Fall 2014	Fall 2014	N/A
Course	ESL 308	Spring 2014	Spring 2014	N/A
Course	ESL 308A	Spring 2014	Spring 2014	N/A
Course	ESL 308B	Spring 2014	Spring 2014	N/A
Course	ESL 309CP	Spring 2013	Spring 2013	N/A
Course	ESL 310	Spring 2014	Spring 2014	N/A
Course	ESL 310A	Spring 2014	Spring 2014	N/A
Course	ESL 310B	Spring 2014	Spring 2014	N/A
Course	ESL 311CP	Spring 2013	Spring 2013	N/A
Course	ESL 312	Spring 2014	Spring 2014	N/A
Course	ESL 313R	Fall 2011	Spring 2012	N/A
Course	ESL 314	Fall 2014	Fall 2014	N/A
Course	ESL 315CP	Spring 2013	Spring 2013	N/A
Course	ESL 315R	Spring 2014	Spring 2014	N/A
Course	ESL 316	Fall 2014	Fall 2014	N/A
Course	ESL 317R	Fall 2011	Spring 2012	N/A
Course	ESL 320CP	Spring 2013	Spring 2013	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ESL 320R	Fall 2011	Spring 2012	N/A
Course	ESL 320W	Fall 2014	Fall 2014	N/A
Course	ESL 332	Spring 2014	Spring 2014	N/A
Course	ESL 334	Fall 2014	Fall 2014	N/A
Course	ESL 335	Spring 2014	Spring 2014	N/A
Course	ESL 353	N/A	N/A	N/A
Course	ESL 390.1	N/A	N/A	N/A
Course	ESL 390.4	N/A	N/A	N/A
Course	ESL 712	Spring 2014	Spring 2014	N/A
Course	ESL 713	Spring 2014	Spring 2014	N/A
Course	ESL 713CP	Fall 2014	Fall 2014	N/A
Course	ESL 713RW	N/A	N/A	N/A
Course	ESL 714	Spring 2014	Spring 2014	Spring 2014
Course	ESL 714CP	Fall 2014	Fall 2014	N/A
Course	ESL 714RW	Spring 2014	Spring 2014	N/A
Course	ESL 715	Spring 2014	Spring 2014	N/A
Course	ESL 716	Spring 2014	Spring 2014	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ESL 716CP	Spring 2013	Fall 2013	N/A
Course	ESL 716RW	Spring 2014	Spring 2014	N/A
Course	ESL 722	N/A	N/A	N/A
Course	ESL 732	Spring 2014	Spring 2014	N/A
Course	ESL 735	Spring 2014	Spring 2014	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
ESL 724		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 781		X		X	X		X	X	X	X	X	X	X	X	X	X

## 4.2b Narrative (Optional)

Explain how your program/unit has participated in dialogue about SLOs over the past three years:

Our department has not had much opportunity to discuss or engage in meaningful dialogue about SLOs recently. Due the pandemic and being overstretched, all full-time faculty were responsible for assessing SLOs, but we have not had meaningful discussion or implemented changes. We look forward to beginning to meet in person again in 2022 and will resume SLO analysis.

## 5.0 Performance Measures

The academic data we receive for the PRPP is inaccurate due to some merging of noncredit and credit information. We have to use data mining to extract separate credit and noncredit data. Before any conclusions are reached regarding performance measures, it is essential that the credit and noncredit data be analyzed separately.

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

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

### Santa Rosa Campus

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022		
English as a Second Language				359	860	694	300	714	590	486	916	1250	577	1222

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022		
English as a Second Language				142	205	199	97	181	166	43	17	92	92	64

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022		
English as a Second Language				567	1076	1068	522	1040	1078	0	0	0	0	67

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022		
English as a Second Language				1068	2141	1961	919	1935	1834	529	933	1342	669	1353

Though our schedule and offerings shifted dramatically during the pandemic, the following statements represent our typical course offerings and what we plan to implement in 2022-2023.

1. ESL offers a credit program for day and evening students in Santa Rosa. Classes are scheduled so that students can take core grammar/writing, reading and oral communication classes without schedule conflicts. Nine-unit core classes will be offered in a hybrid format.
2. We are currently in the process of hiring a new full-time faculty member for the Petaluma campus. We hope to expand our Petaluma offerings to better serve students in south Sonoma County. We are actively collaborating with the Petaluma Adult School to encourage PAS students to continue their ESL education at the Petaluma Campus.

3. Noncredit ESL offers integrated courses at all of the five levels plus electives in conversation and pronunciation, reading and writing, computer classes and literacy level classes at the Southwest Center. In addition, noncredit ESL offers classes on Fridays and Saturdays to provide greater access to students whose schedule does not allow them to attend class during the week. Classes have been fully online during the pandemic, but in 2022, classes will be offered in Petaluma, Sonoma, Healdsburg, SWSRC, and Lewis Education Center.
4. Noncredit ESL offers intensive ESL classes that meet 4 days per week (instead of 2) and continue for 8.5 weeks instead of 17.5. These intensive courses are designed to improve student achievement and retention and to overall increase noncredit ESL's efficiency and productivity. It is important to note that Managed Enrollment is a model that is considered "Best Practices" around the country.
5. The department scheduling committee studies enrollment patterns to plan for future enrollment and strives to anticipate demand for classes. The heaviest demand tends to be mid-mornings and evenings. Hence, all of the core grammar/writing courses as well as the reading and conversation courses are scheduled during these hours. A credit schedule is also offered in the evening.
6. Post-pandemic, we will consider a variety of modes of instruction, including online, in-person, and hybrid models. Credit classes are approved for asynchronous instruction, but as of 2022, noncredit classes must meet synchronously. This greatly impacts our ability to offer varied options for our noncredit students.
7. Outreach is a topic of great concern in the ESL department, especially since the great decline in enrollment over the pandemic. We have initiated discussions with SRJC Student Outreach, the SWC staff, and Adult Education Outreach Specialists. We will dedicate time and effort to increased outreach efforts.

## **5.2a Enrollment Efficiency**

ESL enrollment efficiency was 68.5% in Fall 2021. This is a huge decrease from the last prepandemic data from Fall 2019 (85.9%).

Unlike credit courses, noncredit enrollment efficiency is not based on First Census data. Instead, overall attendance efficiency is based on 30 students attending 100% of the possible course hours (48 or 105).



## **5.2b Average Class Size**

PRPP data still do not have the ability to separate credit and noncredit statistics, a request we have made for several years.

In Fall 2021, the average class size was 17.1. Though this might seem low when compared to district standards, this is an ideal number due to the rather large number of developmental students in our classes. It is very challenging to efficiently support students' varied and complex needs.

## **5.3 Instructional Productivity**

In credit ESL data (not completely accurate due to the inability of the system to separate credit and noncredit on the Santa Rosa Campus), the average productivity ratio in Fall 2021 was 7.63.

In a second language acquisition course, it is essential for the classes to remain small so that instructors can provide the necessary attention and allow the extra time that students need in order to acquire a second language.

## **5.4 Curriculum Currency**

The department remains current with curriculum review deadlines. We have not inactivated courses recently, since planning ahead was very challenging due to the pandemic. Our last cycle of review for most credit and noncredit core classes this last academic year (2021-2022).

## **5.5 Successful Program Completion**

The ESL credit program has two certificates recognized by the State (intermediate and advanced); we also award certificates of completion annually to students who complete ESL 100 courses.

Noncredit ESL has 3 CDCP Noncredit ESL Certificates, each of which require students to complete at least two core courses and an elective at the beginning, high beginning and intermediate levels. Grades for noncredit ESL students are recorded in the SIS system enabling A & R to document noncredit ESL student successful completion of coursework required to complete each noncredit ESL CDCP Certificate. Moreover, student obtainment of CDCP Certificates is reported to the Chancellors' Office as a means to document noncredit ESL students' achievement in English.

Currently, Noncredit ESL student achievement is measured by 1) the number of students who go up at least one level on CASAS Reading each academic year, and 2) The number of students who earn a "P" in each noncredit ESL course. Noncredit ESL students at SRJC have far surpassed statewide goals in terms of achievement in English reading every year since we began tracking in 2007.

## **5.6 Student Success**

The overall retention level was 71.1% in Fall 2021. It's readily apparent that despite the pandemic, ESL instructors are dedicated and work extremely hard to keep students engaged in their learning as well as focused on completing their academic and career goals.

The ESL GPA average for credit students is at 2.81 for Fall 2021, which is, again, representative of both our teachers' commitment to their students' success, and our students' drive to improve and advance. Keep in mind that the vast majority of students served in the ESL program come from socio-economically disadvantaged backgrounds and most are first-generation college students operating in a language not native to them.

## 5.7 Student Access

By its very nature, the ESL Department has a diverse student population that does not represent the lack of cultural diversity in SRJC as a whole.

The department serves, by far, the highest number of Hispanic students in any discipline at this institution - **84.9% in Fall 2021**. These students are considered underserved, and the department continually lacks the support services it needs to best serve this growing population in our district. This on-going issue, in turn, ultimately restricts access to other programs of study for these students.

The ESL department is very often the first point of entry into college for underrepresented and lower socioeconomic ethnic groups in the district, so if the program was adequately equipped with full time instructors, ESL counselors, and financial support for instructional assistants and supplemental instructional materials, we might see a marked improvement in access to other programs and disciplines at the college.

To provide improved access to our diverse student populations, noncredit ESL is offering more intensive, 8 week classes (Managed Enrollment) at SWSRC that cover the same material offered in 17 week courses. This enables students who might not otherwise be able to study the option of taking ESL classes in a more accelerated setting. Numerous managed enrollment students have reported that given personal and/or work related scheduling issues, were it not for short, intensive classes, they would not be able to study English and ultimately earn a CDCP noncredit Certificate.

## 5.8 Curriculum Offered Within Reasonable Time Frame

Credit ESL offers two formal credit certificates. All courses in the pathway are offered so that students can progress through the program in a timely fashion (under two years). The full range of noncredit courses is offered at the Southwest Center and all of the core courses and electives are tied to the three CDCP Noncredit ESL Certificates.

## **5.9a Curriculum Responsiveness**

One of the greatest impacts on our curriculum and instruction was beyond our control: the COVID-19 pandemic. In March 2020, we pivoted to fully remote, online instruction overnight. In the two years since, ESL students and faculty now see the pandemic as offering us one of the greatest opportunities for innovation that we never would have embarked on by choice. We revised all of our course outlines for distance education approval, and this is a change that provides more options for our students who have varied needs.

Several VESL courses have been created in the areas of computers, culinary arts, health sciences, and child development in the effort to respond to community and employer needs. By giving students background in some of the concepts they will encounter in the workplace, the hope is to expedite the time it takes to transition from school to work. If the department had more full time instructors, or the college had the funds to pay adjunct instructors to develop curriculum, other vital VESL courses could be created to respond to current employer needs.

On the noncredit side, noncredit ESL offers short, intensive courses which have increased efficiency and student achievement.

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

Not applicable.

## **5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)**

Not applicable.

## **5.11a Labor Market Demand (Occupational Programs ONLY)**

Not applicable.

## **5.11b Academic Standards**

After the initial implementation of our new credit and noncredit pathways, we had funds to compensate level leaders and for all faculty to meet in Faculty Inquiry Groups to discuss common assessment and academic standards. These funds are no longer available, and due to the pandemic, there have not been regular discussions about academic standards. This is a practice that we will revisit and implement if funds are available in 2022-2023, or during our department meetings as time allows.

## **6.1 Progress and Accomplishments Since Last Program/Unit Review**

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	06	Adjust departmental assessment/placement in response to AB 705	To be in accordance with legislation based on timeline given by the Chancellor's Office	2018-2023	Ongoing support from the Assessment Office and Institutional Research. The ESL Department is fortunate to have revised its credit pathway via the HSI grant, so we are well-ahead of the state timeline but need to adjust our assessment practices.
0001	ALL	01	07	Keep the non-credit ESL program viable.	Transition non-credit coordinating responsibilities to non-credit ESL full-time faculty member. Currently 40% / may need to increase	ongoing	District support for non-credit coordinator reassigned time.
0001	ALL	02	01	Support instructors and IAs as they continue with remote instruction and the transition to in-person instruction in 2022.	To develop FIGs (Faculty Inquiry Groups) or CoPs for each level of the pathway to collaborate and provide support for students and faculty. Include training by part-time faculty and classified staff.	2021-2023	A faculty member willing to coordinate the effort. Funding from WIOA and AEBG grants to compensate adjuncts for their participation in the FIGs/CoPs.
0001	ALL	01	02	Implement responsive and appropriate student support for our students during remote instruction, including student workshops and student technical support, specifically for our unique population.	Expand student worker and instructional assistant support during remote instruction.	2021-2022	Financial support and training. Coordination.
0002	Santa Rosa	01	02	Continue to implement noncredit ESL Conference at Southwest Center for lower level noncredit ESL students, and a "Moving on Up" colloquium for high level credit and noncredit students on the SR campus.	1. Plan and implement workshops that focus on orientation to noncredit ESL, study skills for language learning success, and facilitate opportunities for credit ESL or high level noncredit students to mentor lower level noncredit ESL students.  2. Plan and implement a "Moving on Up" Colloquium" for credit and noncredit ESL students.	ongoing	1. Funding to pay instructors to plan, implement and participate in ESL Conference and Saturday Colloquium.  2. Funding to provide refreshments at the Conference and Colloquium.  3. Funding to provide bus transportation to SWSRC and campus for students at outlying sites.
0002	ALL	02	01	Research and submit ESL 10 for IGETC approval for Area 3B (Humanities).	Research and connect with other community colleges who have successfully submitted their transfer-level composition class for IGETC Area 3B approval. Go through the Curricula Process to ensure UC approval.	2022-2023	Faculty member participation and curriculum support/approval

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	ALL	02	01	Research and submit all ESL non-credit courses for DE approval.	Connect with College Skills and Adult Ed leadership to research and present a united and researched argument for non-credit courses to be considered for DE approval.	2021-2022	Cross-Departmental Faculty member participation and curriculum support/approval
0003	Santa Rosa	01	06	Support instructors and IAs and IFs as they operate in the credit and noncredit ESL pathways.	Continue to conduct Faculty Inquiry Groups (FIGS) at each level of the ESL pathway. Assign level leaders.	ongoing	Ongoing support from HSI grant and/or other funding sources.
0004	Santa Rosa	01	01	Offer additional support classes for students in English 1A or in other transfer level classes across disciplines	Collaborate with other departments to satisfy a need of ESL support for students beyond the ESL pathway.	2021-2025	Campus-wide cooperation and support and an instructor who can take on the project.
0006	Santa Rosa	01	01	Standardize use of lab time and increase I.A. involvement.	Develop a pilot program including a bank of activities at a selected level to be used by all instructors teaching at that level.	ongoing	Money from SEA grants
0007	Other	01	06	Strengthen collaboration with La Luz Community Center to expand ESL offerings in Sonoma	Ensure availability of childcare at a location in Sonoma	ongoing	Continued communication with La Luz
0008	ALL	01	05	Continue to have the ESL Completion Ceremony	Recognize ESL completions and scholarship recipients at end-of-the-year ceremony	ongoing	Financial support. This event used to be funded by Associated Students but is no longer due to budget cuts
0009	Santa Rosa	02	06	Collaborate with the English department on developing an ESL corequisite for ENGL 1A (part of AB 705 requirements)	Share sample assignments, norm essays, conduct on-going meetings between representatives from both departments.	ongoing	Faculty member participation from members of both departments.
0010	Santa Rosa	01	01	Continue Common Final Assessment for ESL 100, 373, 372, 371, 781	All sections of the credit ESL pathway as well as our transitional ESL class ESL 781 will continue to use a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for ESL10/English 1A.	ongoing	Money to pay adjuncts to participate in this very important collaboration.



Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0011	Santa Rosa	01	01	Expand open hours and tutoring services in the ESL Tutoring and Learning Center, Barnett 1282.	Continue to support students that use the hugely popular ESL Tutoring and Learning Center by offering free printing (up to 30 copies), expanded open hours, more tutoring, online tutoring after we transition to in-person, and counseling.	ongoing	Financial support to pay for tutors, office supplies, and lab assistants.
0013	Other	01	02	Investigate the possibility of providing childcare services for students attending SWSRC in the AM.	Meet with Community Action Partnership, SRJC Child Development and Comm. ChildCare Council to explore options for providing on-site childcare at SWSRC.	ongoing	<ol style="list-style-type: none"> <li>1. Funding for childcare or willingness on the part of community partners to provide free, quality childcare for Noncredit ESL students studying at SWSRC.</li> <li>2. Portable or portables to be added at SWSRC for childcare purposes.</li> <li>3. Support from AEBG and WIOA grants</li> </ol>

**6.2b PRPP Editor Feedback - Optional**

—

## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	06	Adjust departmental assessment/placement in response to AB 705	To be in accordance with legislation based on timeline given by the Chancellor's Office	2018-2023	Ongoing support from the Assessment Office and Institutional Research. The ESL Department is fortunate to have revised its credit pathway via the HSI grant, so we are well-ahead of the state timeline but need to adjust our assessment practices.
0001	ALL	01	07	Keep the ESL program viable through outreach and retention efforts.	Transition more non-credit coordinating responsibilities to non-credit ESL full-time faculty member. Currently 40% / may need to increase	ongoing	District support for non-credit coordinator reassigned time.
0001	ALL	02	01	Support instructors and IAs as they continue with remote instruction and the transition to in-person instruction in 2022.	To develop FIGs (Faculty Inquiry Groups) or CoPs for each level of the pathway to collaborate and provide support for students and faculty. Include training by part-time faculty and classified staff.	2021-2023	A faculty member willing to coordinate the effort. Funding from WIOA and AEBG grants to compensate adjuncts for their participation in the FIGs/CoPs.
0001	ALL	01	02	Implement responsive and appropriate student support for our students during remote instruction, including student workshops and student technical support, specifically for our unique population.	Expand student worker and instructional assistant support during remote instruction.	2021-2022	Financial support and training. Coordination.
0002	Santa Rosa	01	02	Continue to implement noncredit ESL Conference at Southwest Center for lower level noncredit ESL students, and a "Moving on Up" colloquium for high level credit and noncredit students on the SR campus.	1. Plan and implement workshops that focus on orientation to noncredit ESL, study skills for language learning success, and facilitate opportunities for credit ESL or high level noncredit students to mentor lower level noncredit ESL students.  2. Plan and implement a "Moving on Up" Colloquium" for credit and noncredit ESL students.	ongoing	1. Funding to pay instructors to plan, implement and participate in ESL Conference and Saturday Colloquium.  2. Funding to provide refreshments at the Conference and Colloquium.  3. Funding to provide bus transportation to SWSRC and campus for students at outlying sites.
0002	ALL	02	01	Research and submit ESL 10 for IGETC approval for Area 3B (Humanities).	Research and connect with other community colleges who have successfully submitted their transfer-level composition class for IGETC Area 3B approval. Go through the Curricula Process to ensure UC approval.	2021-2022	Faculty member participation and curriculum support/approval

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0002	ALL	02	04	Research and submit parity for CDCP courses	Connect with College Skills and Adult Ed leadership to research and present a united and researched argument for CDCP classes to be compensated equal to credit classes	2022-2023	Cross-Departmental Faculty member participation and curriculum support/approval
0003	Santa Rosa	01	06	Support instructors and IAs and IFs as they operate in the new ESL pathway.	Continue to conduct Faculty Inquiry Groups (FIGS) at each level of the ESL pathway. Assign level leaders.	ongoing	Ongoing support from HSI grant and/or other funding sources.
0004	Santa Rosa	01	01	Offer additional support classes for students in English 1A or in other transfer level classes across disciplines	Collaborate with other departments to satisfy a need of ESL support for students beyond the ESL pathway.	2021-2025	Campus-wide cooperation and support and an instructor who can take on the project.
0006	Santa Rosa	01	01	Standardize use of lab time and increase I.A. involvement.	Develop a pilot program including a bank of activities at a selected level to be used by all instructors teaching at that level.	ongoing	Money from SEA grants
0007	Other	01	06	Strengthen collaboration with La Luz Community Center to expand ESL offerings in Sonoma	Ensure availability of childcare at Sonoma location	ongoing	Continued communication with La Luz
0008	ALL	01	05	Continue to have the ESL Completion Ceremony	Recognize ESL completions and scholarship recipients at end-of-the-year ceremony	ongoing	Financial support. This event used to be funded by Associated Students but is no longer due to budget cuts
0009	Santa Rosa	02	06	Collaborate with the English department on developing an ESL corequisite for ENGL 1A (part of AB 705 requirements)	Share sample assignments, norm essays, conduct on-going meetings between representatives from both departments.	ongoing	Faculty member participation from members of both departments.
0010	Santa Rosa	01	01	Continue Common Final Assessment for ESL 100, 373, 372, 371, 781	All sections of the credit ESL pathway as well as our transitional ESL class ESL 781 will continue to use a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for ESL10/English 1A.	ongoing	Money to pay adjuncts to participate in this very important collaboration.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0011	Santa Rosa	01	01	Expand open hours and tutoring services in the ESL Tutoring and Learning Center, Barnett 1282.	Continue to support students that use the hugely popular ESL Tutoring and Learning Center by offering free printing (up to 30 copies), expanded open hours, more tutoring, online tutoring after we transition to in-person, and counseling.	ongoing	Financial support to pay for tutors, office supplies, and lab assistants.
0013	Other	01	02	Investigate the possibility of providing childcare services for students attending SWSRC in the AM.	Meet with Community Action Partnership, SRJC Child Development and Comm. ChildCare Council to explore options for providing on-site childcare at SWSRC.	ongoing	<ol style="list-style-type: none"> <li>1. Funding for childcare or willingness on the part of community partners to provide free, quality childcare for Noncredit ESL students studying at SWSRC.</li> <li>2. Portable or portables to be added at SWSRC for childcare purposes.</li> <li>3. Support from AEBG and WIOA grants</li> </ol>