Santa Rosa Junior College

Program Resource Planning Process

English as a Second Language 2023

1.1a Mission

The mission of the English as a Second Language Department is to help multilingual students gain English language proficiency, critical thinking, and intercultural communication skills to succeed in their pursuit of AA degrees, career education certificates, transfer programs, employment, and personal development.

1.1b Mission Alignment

STRATEGY 1: ACADEMIC QUALITY

Goal 1: Ensure quality of courses and andragogy across disciplines and modalities.
The ESL Department employs best practices of language teaching through the implementation of sound pedagogical methods such as collaborative learning and communicative language instruction with the instructor acting more as a facilitator and less of a lecturer. To ensure instructors who teach hybrid and online courses are familiar with theories and best practices in online teaching, the department requires an OSE certificate or equivalent for online teaching.

Professional development is one of the pillars of effective teaching. On-going professional development opportunities focusing on best practices in second language teaching and learning are offered to faculty throughout the academic year. During the pandemic, many of the PD activities were related to effective online teaching. As we transition back onto in-person meeting, our PD activities focus on effective teaching in all modalities. To the extent to which the department budget allows, the associate ESL faculty are compensated for participating in PD activities. In fall 2023 we plan to bring back FIGS where instructors at each level will meet regularly to discuss level-specific curriculum and ideas. We are also planning to invite the faculty to join different CoPs, each focused on an activity the department is undertaking, for example, a CoP for readers pilot and a CoP for Burlington English pilot. We also plan to include regular PD activities on culturally responsive andragogy. These CoPs and PD activities will be reviewed and updated regularly for improvement.

Goal 2: Inspire and prepare students for transfer, degree or certificate completion, and lifelong learning through critical thinking and civic engagement.
The department offers ESL 10, an equivalent course to English 1A (freshman College Composition), in order to expand and sustain access to transfer-level courses for multilingual students. This course satisfies the freshman composition requirement for some certificates and the AA or AS degree and is 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 bringing counseling into the regular class hours. All ESL courses (except ESL 10) are a part of a state-approved certificate.

The ESL Department is also in the process of modifying the other credit ESL courses to 1) make them accessible to more students by offering noncredit mirrors, 2) to replace two of the courses that are currently below-transfer (ESL 373 and ESL 100) with GE degree applicable courses, ESL 20 and ESL 30 respectively. These two new transferrable courses will allow students to complete some of their degree requirements with ESL courses.

In noncredit, innovative programs such as "Managed Enrollment" intensive courses have provided options for ESL 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 promote critical thinking and civic engagement.

STRATEGY 2: STUDENT SUCCESS AND SUPPORT

Goal 1: Build a culture and ecosystem that creates a sense of belonging and purpose for all students.
The ESL Department strives to build a safe and welcoming environment for all students. The ESL tutors at ESL TLC (ESL Tutoring and Learning Center) are committed to sustaining a community committed to student learning and development. We provide bilingual student services with patience and compassion. We also organize events such as Welcome Days, Moving-On-Up, ESL 100 Completion Celebration, and End of year Celebration to honor student and their achievements. Starting in fall 2023, the ESL Department will plan a Pizza/family night in collaboration with the Intercultural Center on both Santa Rosa and Petaluma campuses to welcome students and their families so that students begin to build a community on campus at the start of the semester.

Goal 2: Leverage basic needs services in support of student success while at the college and in the community.
From providing snacks in the ESL office and free pantry at SRJC Roseland to connecting students with the OEPS, Dream Center, and Financial Aid team, ESL instructors and staff inform and encourage students to access the resources they need to be successful. Instructors also refer students to Student Health Services for support including for mental health and collaborate with the Disability Resources Department to provide accommodations to students with disabilities.

To reduce textbook costs in the noncredit ESL program, in spring 2023 the department embarked on developing readers for 5 noncredit course levels: ESL 712, 713, 714, 715, and 716CP. These readers will be piloted by a few instructors in fall 2023 and will be available to all instructors to adopt as classroom text starting in spring 2024.

STRATEGY 3: RESPONSIVENESS TO OUR COMMUNITY

Goal 1: Offer SRJC programming that impacts all members of our community.
The noncredit ESL includes community-based classes in Sonoma, Healdsburg, Windsor, Cloverdale, and Petaluma. In addition, the department sustains strong relationships with community-based organizations and local school districts including Community Action Partnership, Corazon Healdsburg at Healdsburg Community Center, La Familia Sana in Cloverdale, and Petaluma Adult School, all of whom work to promote social and economic equity in the communities we serve.

The noncredit ESL program will continue expanding in response to the needs of the community. The ESL Department gets weekly requests from off-site locations asking for a class in their community, which the ESL Department is often not able to meet due to instructor shortage. Having more contract noncredit faculty will allow the department to expand the course offering to the locations that are in need of English language instructions.

The ESL Department also continues to develop new vocational ESL courses in respond to the community's needs. The current vocational ESL courses include ESL for Culinary Arts, ESL for Early Childhood Education, ESL for Construction Workers, ESL for Health Sciences, and ESL for Computer Literacy. There are many other vocational ESL courses the department could develop to meet the needs of current and prospective multilingual students, which we hope to do once we have more contract faculty on board.

Goal 2: Provide equitable access to District opportunities in recognition of diversification in county population.
The ESL Department continues to review and update policies, procedures, and practices to ensure students have equitable access to services. We continue to advocate for more evening hours for Students services such as financial aid, EOPS, and counseling so that our evening students, who comprise the majority of our student body, can access these important resources.

STRATEGY 4: CAMPUS CLIMATE AND CULTURE

Goal 1: Formalize a campus climate that is culturally aware and prioritizes efforts in support of inclusion, diversity, equity, antiracism, and accessibility (IDEAA).
This strategic planning goal is at the very heart of what the ESL department does every day. In 2022-2023, our students identified as Hispanic: 83.3%, Asian: 5.2%, White: 4.9%, Black: 2.7%, Filipino: 0.2%, Pacific Islander: 0.1%, and 3.5% declined to say. Our students are very diverse in terms of age as well. In 2022-2023, 6.2% of our students were 18 or younger, 32.3% between the ages of 19 and 30, 26.6% between the ages of 31-40, 21.2% between the ages of 41-50, and 22.8% over the age of 50.

Goal 2: Promote a community culture of sustainability.
The ESL Department continues to make a concerted effort to reduce the use of paper and paper copying. Even prior to the pandemic, many instructors developed readers for their classes rather than rely on daily photocopies or handouts as had been the norm in the past. One of the impacts of the pandemic has been to reduce our reliance on paper/ copies and to use more electronic materials through Canvas. The department office sets its AC and heating at district

recommended temperatures. Moreover, the ESL Department has been avidly recycling all materials both on the Santa Rosa Campus as well as at SRJC Roseland.

1.1c Description

The ESL Department serves the multilingual learners of English in the district, from the lowest levels of English (including a Spanish literacy class for non-literate students) through transfer-level College Composition.

Credit ESL

To take credit ESL courses, students complete the ESL Guided Self-Placement to choose which ESL level may best suit them. Our credit courses are only offered on the main campus and Petaluma campus.

Our credit ESL classes offer 4 levels of integrated academic reading and writing (ESL 371, ESL 372, ESL 373, ESL 100) as well as supplementary courses in conversation/pronunciation and grammar (E.g., ESL 371 CP, ESL 371 GR, ESL 372 CP, ESL 372 GR). The credit pathway culminates in ESL 10, the transfer-level College Composition course. In fall 2022, we added an anchor/lead ESL faculty member to the Petaluma campus, and we hope to grow the program there with the aid of the Petaluma administration and student services. Since fall 2021 we have been increasing our in-person offering again.

There are some programmatic changes coming to the ESL program. We have proposed ESL 20 and ESL 30 to replace ESL 100 and ESL 373 respectively. ESL 20 and ESL 30 have already been approved by our local CRC and are now at the State-level review. If approved by the UCs and CSUs, ESL 20 and ESL 30 will allow student to earn up to 6 units in Humanities.

Another programmatic change coming to ESL effective fall 2024 is the noncredit courses ESL 771 and ESL 772 mirroring credit ESL 371 and ESL 372 respectively. These two courses will remove the financial barrier and will allow multilingual students to move up the ESL pathway tuition free.

Noncredit ESL

Currently there is no noncredit placement assessment in our noncredit program. However, we are in the process of piloting a locally-developed instrument as well as CASAS (Comprehensive Adult Student Assessment Systems) as potential placement tools.

There are 5 courses in the noncredit ESL pathway, from the literacy level to intermediate (ESL 712, ESL 713, ESL 714, ESL 715, ESL 716). In addition, we offer 6 noncredit elective courses in reading/writing and conversation/pronunciation (e.g., ESL 713 RW, ESL 713 CP) as well as a transition course, ESL 781, that helps noncredit students make the jump from noncredit into

credit. These courses help students fulfill CDCP Certificate requirements. The series of courses prepare students to matriculate into credit or pursue adult education programs.

To facilitate the matriculation of noncredit students into the credit program, noncredit ESL provides an annual Open House (Moving on Up) that brings noncredit ESL students to the Santa Rosa campus to meet representative from different departments and student services. ESL 781, the transition course has been very successful in helping students transition from noncredit to credit ESL.

In noncredit, students are served mainly at SRJC Roseland, Santa Rosa, Petaluma, and online. We also offer noncredit ESL courses in schools or community-based centers in Sonoma, Windsor, Healdsburg, and Cloverdale.

Our noncredit student population is growing exponentially, but expanding the program is difficult due to instructor shortage. We are recruiting instructors and plan to expand our offering and our community presence. We are recruiting instructors and plan to expand our offering and our community presence.

Vocational ESL

We also offer several courses that serve Vocational ESL (VESL) needs: ESL for the Health Sciences, ESL in Culinary Arts, Beginning ESL for computers, and ESL for Child Development and ESL for Construction Workers. Typically, the Health Science class is offered in fall and the Culinary Arts class is offered in spring. The Construction ESL class is offered in conjunction with an Adult Ed Construction class as needed.

Modalities

Since the pandemic, many ESL students and faculty have grown to appreciate the flexibility that remote or hybrid instruction provides. The ESL department will continue to offer a blend of in person and online options. We realize that online instruction, while not for all, allows students to access our classes without the need for logistics such as commuting and childcare.

ESL Certificates

Unlike some other noncredit courses at SRJC, 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. 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.

1.1d Hours of Office Operation and Service by Location

The Main ESL Office

The ESL office is open for in-person visits from 8:00am to 3:00pm Monday through Thursday. We moved out of Barnett in fall 2023 and are temporarily located in Lark 2090 until we relocate to our permanent home in Kunde Hall.

The office always relies on bilingual student receptionists or STNCs during the busiest hours, usually between 9:00am and 3:00pm. These student employees often serve as a first point of contact for our prospective and returning students as well.

Our office staff provide assistant to students with the Guided Self-Assessment and registration in person, by phone, and email.

The Matriculation Office in SRJC Roseland also provides application, orientation, and registration services to students in person, by phone, and email.

Evening Hours

SRJC Roseland staff has been providing student services to evening students because their office is open until 7:00pm Monday through Thursday. However, due to the modernization project we are moving all ESL 715 and ESL 716 classes (including CP and RW courses at 715 and 716 levels) to the main campus starting in fall 2023.

Because many noncredit ESL students will be attending evening classes on the main campus, we are looking to add another receptionist to our office staff to support evening students. The projected evening hours are 5:00pm-7:00pm Monday through Thursday.

ESL Tutoring and Learning Center (ESL TLC)

We have expanded the ESL Tutoring and Learning Center (ESL TLC) hours since the pandemic. We provide online tutoring Monday through Thursday from 9:00am-7:00pm, as well as Friday and Saturday mornings.

Our in-person tutoring hours are:
- Mondays and Tuesdays 8:00am-9:00am
- Monday through Wednesday Noon-2:30pm and 5:00pm-6:30pm

1.2 Program/Unit Context and Environmental Scan

Due to a sharp decline in credit ESL enrollment across California , many community colleges have taken measures to remove barriers for students in the ESL pathway. One such measure is to create a mirrored credit-noncredit ESL pathways. The noncredit option allows students to gain access to credit-level content and to earn credit through Credit by Exam if they wish so.

Mirroring credit with noncredit equivalents will allow our department to remove the financial barrier for our multilingual students so they can continue up the academic ESL pathway. In spring 2023, we proposed the noncredit versions of ESL 371 and ESL 372 (ESL 771 and ESL 772) respectively which will be effective in fall 2023. We expect these two new noncredit courses to increase student enrollment past ESL 781.

Another current trend in California Community colleges is to create a guided pathway to degree completion and transfer. What this means in the ESL department is that we need to replace below-transfer courses with GE credit applicable courses for our multilingual students to earn college credit while in the credit ESL pathway. To that end, we have proposed two transfer-level courses, ESL 20 and ESL 30 which have been approved by our local CRC and are now at State-level review. Once/If approved by UCs and CSUs, these courses provide multilingual students with credits in Humanities, helping them shorten the cost and length of their study.

There are other state trends that are affecting ESL as well, including AB 1705 which eliminated our traditional placement assessment and allows students to use a Guided Self-Placement to place themselves. This created the need for more embedded support and college service to ensure students succeed in the level they have selected to enroll. To address this need, in spring 2023 we began experimenting with 'targeted tutoring'; we match each student that is at risk of dropping or failing with an ESL tutor. The ESL tutor provides the student with ongoing coaching and support. Although we do not have data on the impact of the targeted tutoring on students' retention and success, anecdotally the tutors and students have found the approach successful.

Our noncredit ESL program 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. 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.

Finally, a national trend in the field of second language teaching is advocacy for multilingual learners to be viewed through an asset lens as *foreign language learners* rather than from a deficiency lens as remedial English learners. AB 705 acknowledges the longstanding

stigmatization of English language learners. AB 705 section 1(7) states: "Instruction in English as a second language is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners." However, unfortunately ESL students are not treated the same way other foreign language students are treated. A clear example is that all foreign language courses including the beginning ones such as SPAN 1 and FREN 1 earn transferrable GE credit, while the much more rigorous ESL 373 (in which students write multipage research paper in English as their foreign language) does not. This discriminatory practice needs to be addressed at both the national and local levels, and our proposed ESL 20 and ESL 30, both hopefully transferrable to UCs and CSUs, will be a first step toward equity for multilingual learners of English.

2.1a Budget Needs

In the Strategic Enrollment Management Plan, ESL is listed as a key component, and rightfully so. Noncredit ESL FTES increased 24% between 2021 and 2022 and continues to grow exponentially. We hired 10 new associate faculty just in spring 2023 but still struggle to meet the demand for more ESL classes in the community. With over 1000 continuing students and many more on the wait list, the ESL Department can create a steady pipeline of students from noncredit to credit courses, CTE, and adult education programs.

While the college realizes ESL's potential to help the college reach its enrollment and retention goals, adequate resources have not been allocated to the ESL department.

In terms of the department budget in 4000 sand 5000 categories (supplies and services), we need the following budget increases and one-time fundings:

1) **10-00-71-0000-1533-2361.00: $15,000 increase**
   Even though the majority of our students enroll in evening classes, our main office on the Santa Rosa campus closes at 3 pm, so the evening students and instructors on the main campus do not have adequate support. We request an budget increase in this category to hire a couple of students employees for the evening hours (5-7 pm). These student employees will also engage in in-reach activities to facilitate students' transition from noncredit to credit.

2) **10-00-71-0000-1533-4392.00: $1,500 increase**
   As we increase our in-reach and outreach activities in the credit ESL program, we will need a permanent increase of $1500 in the audio-visual supplement budget to create videos, flyers, and other promotional materials.

3) **10-00-71-0000-1533-4390.00: $500 increase**
   Because 18 sections of ESL 715 and ESL 716 courses will be moved from SRJC Roseland to the Santa Rosa campus in fall 2023 (due to the modernization project), we need an increase of $500 for office supplies.

4) **10-00-71-0000-1533-4510.00: $2500 increase**
   Our noncredit classes have an ongoing need for copies for students. Many noncredit ESL students do not have the digital literacy required to use Canvas or electronic materials, as a result, our instructors have to provide the materials in hard copies (This is one of the reasons why we need to revise the noncredit curriculum and to train the faculty.) We over 60 associate faculty who teach noncredit ESL classes, we are asking for a total increase of $3500 in permanent increase for graphics for our printing needs.

5) **10-00-71-0000-1533-4390.01: one-time funding of $1,800**
   We are in the process of renaming the department, and we will need a one-time funding of $1,800 for rebranding, design, and print of promotional materials:
   - Retractable stand posters (banner and hardware)
   - Tear-drop banners (flags and hardware)
   - Graphic design and layout for both items

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	02	$15,000.00	Additional office staff (student employees or STNCs) to support Santa Rosa students during evening hours (5-7 pm). These employees will also engage in in-reach and outreach activities to facilitate students' transition from noncredit to credit.
0002	ALL	03	02	$1,500.00	This funding allows us to create in-reach materials such as flyers and videos to increase noncredit students' transition to credit.
0003	ALL	03	01	$500.00	For more office supplies because 18 noncredit sections will be moved from SRJC Roseland to the main campus starting in fall 2023
0004	ALL	03	01	$2,500.00	Printing costs in our noncredit courses because many students lack digital literacy and require hardcopy materials
0005	Santa Rosa	03	02	$1,800.00	To rebrand our department and created promotional materials for credit ESL

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	20.00	12.00	Coordinates the daily support activities and operations of the department, conducts all activities for credit and some noncredit-related program, which include but are by no means limited to assisting students and faculty, budget expenditures and transfers, purchases, curriculum input, timesheets, PAFs, associate signups for fall/spring/summer, SCFs, supervision of student workers, annual ESL Completion Celebration, faculty evaluations, creating flyers, and all other department business as needed. At the department's request, this position has been given a 10-hour temporary increase every semester since August 2014. This academic year, the 10-hour increase was funded by the SEA funds.
Senior Instructional Assistant	17.00	10.00	Assists instructors in and outside classes. Tutors in ESL Tutoring and Learning Center. Performs other duties as requested by the department.
CASAS Testing Specialist	40.00	12.00	Categorically funded. Coordinates CASAS testing schedule for the noncredit ESL program, proctors tests.
Administrative Assistant II	30.00	12.00	Categorically funded. Duties include administrative tasks plus grant related activities associated with the WIOA grant. Conducts all activities related to the noncredit ESL program, which include but are by no means limited to assisting noncredit students and faculty, budget expenditures and transfers, purchases, curriculum input, timesheets, PAFs, SCFs, supervision of student workers, creating flyers, and all other department business as needed.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
ESL Department Chair	40.00	10.00	All department chair duties and noncredit coordinating responsibilities

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC	18.00	12.00	Reception at ESL office. Answers phone, schedules appointments, provides basic dept. information in English and Spanish, assists AA with projects.
Student Employee	25.00	10.00	Categorically funded. Provides computer and printing assistance in the Tutoring and Learning Center; assists instructors in and outside classs at SRJC Roseland.

2.2d Adequacy and Effectiveness of Staffing

One of the largest and most complex departments at SRJC, the ESL department may be one of few programs on campus with students on wait list. In the Strategic Enrollment Management Plan, ESL is listed as one of the key components, and rightfully so. Noncredit ESL FTES increased 24% between 2021 and 2022 and is continuing to grow exponentially. With over 1000 continuing students and many more on the wait list, the ESL Department can create a steady pipeline of students from noncredit to credit, CTE, and adult education programs.

While the District realizes ESL's potential in helping it reach its enrollment growth goals, adequate resources have not been allocated to the ESL department.

The ESL department does not have adequate faculty, classified staffs, STNCs, and student workers to support its needs.

Also, the program has unfilled student worker vacancies and IA positions that have been eliminated. This has impacted our credit ESL enrollment and our ability to provide in-class bilingual support for our students in lower levels of noncredit ESL.

Also, the noncredit ESL program has continued to provide essential support services to our students through WIOA grant funding. Both classified staff in the noncredit program (AAII and CASAS Testing Coordinator) are funded through WIOA. When we recruit noncredit student assistants, they are also funded through the grant. The District needs to assume and institutionalize some of the costs associated with the running of the non-credit ESL program. The WIOA grant is currently used almost entirely to fund these positions, leaving little grant money for in-reach (transition of students from noncredit to credit), CASAS and EL Civics professional development, material development, and much-needed curriculum revision.

We need more associate and contract faculty and more classroom and staff support to meet the needs of our current and prospective students.

We are requesting district funding for 2 new contract credit/noncredit faculty (one with noncredit program coordination duties), 1 part-time student employee, and 3 new noncredit IAs.

Please read the justifications below.

Two New Credit/Noncredit Contract Faculty:

ESL will be offering over 100 class sections in 9 different locations in fall 2023. Disturbingly, we have only 7 contract faculty, six in credit and 1 in noncredit.

Out of the 7 contract faculty members, one is retiring within the next three years. One is Department Chair with 67% reassigned time in 2022-2023 (reduced to 63% in fall 2023). And one is a Noncredit ESL Coordinator with 40% reassigned time.

To meet the high demands for noncredit ESL classes, we currently have 64 associate faculty, with 5 more in the process of completing HR onboarding and starting in fall 2023. The ratio of credit to noncredit instructor in ESL is 9%!

Position 1: With major programmatic changes coming to ESL (i.e., new transfer-level courses: ESL 20 and ESL 20, and new noncredit courses: ESL 771 and ESL 772 mirroring credit courses) we expect an increase in the number of sections offered in our credit program.

Position 2: After the noncredit ESL coordinator (with 80% reassigned time) retired in May 2016, the reassigned time for the new noncredit coordinator was reduced to 40%. We are still feeling the loss of this instrumental position. Our noncredit ESL program used to be a 'model agency' by the State standards, but now the Chancellor's office has labeled us "underperforming".

Our program is in dire need of more contract faculty to help with coordination, recovery, and development of the noncredit ESL program. This new contract position will have 25% reassigned time to assist with coordinating the noncredit ESL program, managing the new noncredit placement assessment, overseeing the EL Civics curriculum/assessment requirements, and meeting the increasing demands of liaising with Adult Education.

1) **One New Part-Time Office Support Staff (16 hrs/week):** Due to the modernization project, we are moving all sections of ESL 715 and ESL 716 from SRJC Roseland to the main campus. This means that at least 150 new students will be attending evening classes at the Santa Rosa campus starting in fall 2023. Our Santa Rosa office closes at 2 pm, and the evening students on the main campus do not have access to office services and bilingual support. We are requesting a support staff for evening hours (5-7 pm) at the main office. This position will also help facilitateESL 715 and ESL 716 students' transition from noncredit to credit.

2) **One Senior Bilingual IA for Noncredit ESL (30 hrs/week) and Two Noncredit Bilingual IAs (15 hours each):** We lack sufficient support staff to effectively meet students' needs in lower levels of noncredit ESL. Since fall 2018, we have lost all three noncredit IAs and two of the three credit IA positions and are down to one credit IA. Our lower levels of noncredit classes are in dire need of bilingual in-class support. We request 3 new noncredit instructional assistants funded by the district.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	02		Student Employee	Student
0002	ALL	02	01		2 bilingual IAs for Noncredit ESL (15 hrs/wk)	Classified
0003	ALL	02	02		Senior Bilingual IA for Noncredit ESL (30 hrs/wk)	Classified

2.3a Current Contract Faculty Positions

Position	Description
7 full-time faculty in 2022-2023	In ESL, one of the largest departments with over 1000 students, there are only 7 contract faculty. 6 are based in Santa Rosa and 1 in Petaluma. Two of the faculty members in Santa Rosa have reassigned time: Department Chair (67%)) and the Noncredit ESL Coordinator (40%).

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ESL 2021-2022	7.0000	5.9700	23.0000	85.0000	The data provided in the PRPP materials is old and inaccurate, so these numbers are estimates. ESL added 5 new faculty members to the department in spring 2023 with 5 more in the process of completing onboarding. The vast majority of our courses are taught by associate faculty who make up 91% of the teaching faculty in our department.

2.3c Faculty Within Retirement Range

One faculty member is within retirement age.

The department is currently unable to keep up with the requirements of running a department due to the large number of associates and small number of contract faculty (60+ to 7). 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

As a large department with a critical role in the Strategic Enrollment Growth plan, we are requesting two additional credit/noncredit ESL contract faculty.

In the past three semesters, there has been a large influx of new and returning noncredit ESL students (we hired 10 new ESL associate faculty in spring 2023 to be able to offer new sections). Additionally, the noncredit ESL program provides a key pipeline for not only ESL credit but also all of SRJC. Furthermore, as ESL 771 and ESL 772 will be among course offering starting in fall 2024, more noncredit students will be able to move up the ESL pathway tuition free. We need more faculty members to keep up with the growth in the credit and noncredit ESL program.

The very low number of full-time faculty has had a huge impact on the department's ability to function as it used to. With only 7 contract faculty, the department is not able to keep up with the state-mandated requirements for noncredit ESL assessments, the new developments in the field of second language learning without more contract faculty, and innovations to increase enrollment in credit enrollment.

The ESL departments is a complex and different from most other departments. Following are examples of how ESL may be different from other academic departments at the college:

- A 6-evel noncredit pathway with state-mandated assessments in noncredit (CASAS and EL Civics)
- Multiple grants and budgets to manage
- Outreach responsibilities in credit and noncredit and transitioning students from noncredit to credit
- Multiple off-site locations each with its unique needs and staffing challenges (Sonoma, Cloverdale, Healdsburg, Windsor, and community sites in Santa Rosa and Petaluma)
- A student population requiring bilingual support
- 7 contract faculty and 64 associate faculty!

To keep up the with the student demand, we hired 13 new associates in fall and spring 2023. The sheer number of associate faculty requiring orientation, training, staff development, evaluation, and department communication keeps the department in constant crisis mode. With one contract faculty member within 3 years of retirement, two with reassigned times as chair

and noncredit coordinator, and two others going on sabbatical, we are unable to keep up with curriculum revisions, SLO assessments, and a large number of faculty evaluations due to our large size of associate instructors.

Two additional full-time faculty members will play a key role in ensuring the continued success of the noncredit ESL growth and more seamless articulation between noncredit ESL and credit ESL/Adult Education.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	01	2 credit/noncredit contract faculty	Without additional contract faculty members, it will be extremely difficult to meet our course SLOs goals and myriad other district and state-mandated expectation.

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

Since fall 2022, student interest in online modality has been increasing. However, we continue to have students who enroll only in in-person classes because they need face-to-face support. Offering in-person and online sections separately is not practical as it results in one or both sections being under-enrolled. By combining in-person and online courses into dual modality (Hyflex), our department will be able to meet the needs of both groups of students and increase enrollment. The ESL Department will be moving to Kunde Hall in the next two years and requests all 7 Kunde Hall classrooms to be equipped with dual modality equipment.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	03	06	Equipment for dual modality instruction	7	$5,000.00	$35,000.00	Bita Bookman	7 future Kunde Hall classrooms for ESL	Bita Bookman

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

2.5b Analysis of Existing Facilities

We are currenlty in Lark Hall on a temporary basis until we move to our permanent home in Kunde Hall.

3.1 Academic Quality

In spring 2023, after a two year hiatus due to the pandemic, the ESL department had its first professional development activity for associate faculty. Over 20 faculty participated and presented at a department-specific CoP (funded through WIOA) where they discussed and shared ideas about the following topics:

- Grammar pathway for noncredit ESL levels
- Grammar curriculum in the noncredit pathway
- Developing materials based on the noncredit grammar/vocab pathway
- Canvas for beginning-level students
- Apps/Advanced Canvas tools
- Scaffolding the reading process
- The writing process & teaching writing
- English through music/songs
- The Oxford Picture Dictionary Teacher Resource Center

The ESL Department employs best practices of language teaching through the implementation of sound pedagogical methods such as collaborative learning and communicative language instruction with the instructor acting more as a facilitator and less of a lecturer. To ensure instructors who teach hybrid and online courses are familiar with theories and best practices in online teaching, the department requires an OSE certificate or equivalent for online teaching.

Professional development is one of the pillars of effective teaching. On-going professional development opportunities focusing on best practices in second language teaching and learning are offered to faculty throughout the academic year. During the pandemic, many of the PD activities were related to effective online teaching. As we transition back onto in-person meeting, our PD activities focus on effective teaching in all modalities. To the extent to which the department budget allows, the associate ESL faculty are compensated for participating in PD activities. In fall 2023 we plan to bring back FIGS where instructors at each level will meet regularly to discuss level-specific curriculum and ideas. We are also planning to invite the faculty to join different CoPs, each focused on an activity the department is undertaking, for example, a CoP for readers pilot and a CoP for Burlington English pilot. We also plan to include regular PD activities on culturally responsive andragogy. These CoPs and PD activities will be reviewed and updated regularly for improvement.

The department offers ESL 10, an equivalent course to English 1A (freshman College Composition), in order to expand and sustain access to transfer-level courses for multilingual students. 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 bringing counseling into the regular class hours. All ESL courses (except ESL 10) are a part of a state-approved certificate.

The ESL Department is also in the process of reorganizing the other credit ESL courses to 1) make them accessible to more students by offering noncredit mirrors, 2) to replace two of the courses that are currently below-transfer (ESL 373 and ESL 100) with GE degree applicable courses, ESL 20 and ESL 30 respectively. These two new transferrable courses will allow students to complete some of their degree requirements with ESL courses.

In noncredit, innovative programs such as "Managed Enrollment" intensive courses have provided options for ESL 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 promote critical thinking and civic engagement.

Throughout the pandemic, many credit and Non-credit instructors have participated in Distance Education trainings related to online instruction. To increase the quality of online instructions at the ESL department, the department electorate voted (in a new DSP) to require instructors to have an Online Special Expertise (OSE) certificate or equivalent to teach online or hybrid courses.

3.2 Student Success and Support

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 ESL Department strives to build a safe and welcoming environment for all students. The department respects all of its students, and 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 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.

In addition to Moving on Up, the department organizes events such as Welcome Days, ESL 100 Completion Celebration, and End of year Celebration to honor students and their achievements. Starting in fall 2023, the ESL Department will plan a Pizza/family night in collaboration with the Intercultural Center on both Santa Rosa and Petaluma campuses to welcome students and their families so that students begin to build a community on campus at the start of the semester.

To reduce textbook costs in the noncredit ESL program, in spring 2023 the department embarked on developing readers for 5 noncredit course levels (ESL 712, 713, 714, 715, and 716CP). These readers will be piloted by a few instructors in fall 2023 and will be available to all instructors to adopt as classroom text starting in spring 2024.

From providing snacks in the ESL office and free pantry at SRJC Roseland to connecting students with the OEPS and Financial Aid team, ESL instructors and staff inform and encourage students to access the resources they need to be successful. Instructors also refer students to Student Health Services for support including for mental health and collaborate with the Disability Resources Department to provide accommodations to students with disabilities.

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 accesibility of Zoom greatly improved participation and attendance at monthly meetings, and we continue to make meetings accessible in person and online.

3.3 Responsiveness to Our Community

The noncredit ESL includes community-based classes in Sonoma, Healdsburg, Windsor, Cloverdale, and Petaluma. The department sustains strong relationships with community-based organizations and local school districts including Community Action Partnership, Corazon Healdsburg at Healdsburg Community Center, La Familia Sana in Cloverdale, and Petaluma Adult School, all of whom work to promote social and economic equity in the communities we serve.

The noncredit ESL program will continue expanding in response to the needs of the community. The ESL Department gets weekly requests from off-site locations asking for a class in their community, which the ESL Department is often not able to meet due to instructor shortage. Having more contract noncredit faculty will allow the department to expand the course offering to the locations that are in need of English language instructions.

The ESL Department also continues to develop new vocational ESL (VESL) courses in respond to the community's needs. The current VESL courses consist of ESL for Culinary Arts, ESL for Early Childhood Education, ESL for Construction Workers, ESL for Health Sciences, and ESL for Computer Literacy. There are many other vocational ESL courses the department could develop to meet the needs of current and prospective multilingual students, which we hope to do once we have more contract faculty on board.

To reduce textbook costs in the noncredit ESL program, in spring 2023 the department embarked on developing readers for 5 noncredit course levels (ESL 712, 713, 714, 715, and 716CP). These readers will be piloted by a few instructors in fall 2023 and will be available to all instructors to adopt as classroom text starting in spring 2024.

Also in spring 2023, the department developed a noncredit placement assessment to help place new and returning students in the correct level. This will increase student retention and reduce the burden currently on instructors to teach to many different language levels in the class. The placement assessment will be piloted with some new and returning students in fall 2023 and will be fully operational in spring 2024.

The ESL Department continues to review and update policies, procedures, and practices to ensure students have equitable access to services. We continue to advocate for more evening hours for Students services such as financial aid, EOPS, and counseling so that our evening students, who comprise the majority of our student body, can access these important resources.

3.4 Campus Climate and Culture

This strategic planning goal is at the very heart of what the ESL department does every day. In 2022-2023, our students identified as Hispanic: 83.3%, Asian: 5.2%, White: 4.9%, Black: 2.7%, Filipino: 0.2%, Pacific Islander: 0.1%, and 3.5% declined to say. Our students are very diverse in terms of age as well. In 2022-2023, 6.2% of our students were 18 or younger, 32.3% between the ages of 19 and 30, 26.6% between the ages of 31-40, 21.2% between the ages of 41-50, and 22.8% over the age of 50.

The ESL Department continues to make a concerted effort to reduce the use of paper and paper copying. Even prior to the pandemic, many instructors developed readers for their classes rather than rely on daily photocopies or handouts as had been the norm in the past. One of the impacts of the pandemic has been to reduce our reliance on paper/ copies and to use more electronic materials through Canvas. The department office sets its AC and heating at district recommended temperatures. Moreover, the ESL Department has been avidly recycling all materials both on the Santa Rosa Campus as well as at SRJC Roseland.

4.1a Course Student Learning Outcomes Assessment

The ESL faculty have not been properly trained on how to assess SLOs or how to use the SLO assessment results to improve student learning. An instructor from each ESL level is tasked with assessing the course SLOs just to meet the accreditation requirement, but there is no follow-up discussion or application of the results to improve student learning.

6 of the 7 contract faculty member are unable to assess noncredit course SLOs because they do not teach noncredit courses. With no funding for professional development, we cannot expect the associate faculty to engage in discussions about SLO assessment results or to use them to improve student learning.

4.1b Program Student Learning Outcomes Assessment

Every course in the ESL credit and noncredit program has SLOs. In Fall 2016 we developed a assessment plans as listed below.

Four-year assessment plan:

Credit:
Year 1 (2023): Assessment of the integrated reading/writing/grammar courses: ESL 10, ESL371 (371A/B), ESL372 (372 A/B), ESL373 (373 A/B), ESL100

Year 2 (2024): Assessment of the three communication courses*: ESL 371CP, ESL372CP, ESL373CP

Year 3 (2025): Assessment of VESL classes: ESL 332, ESL 334, ESL 335, ESL353

Year 4 (2026): Assessment of the grammar review courses: ESL371GR, ESL372GR, ESL373GR

Noncredit:

Year 1 (2023): Assessment of literacy, high beginning, and intermediate level courses: ESL 701, ESL 712, ESL 713, ESL 714, ESL 715, ESL 716, ESL 781

Year 2 (2024): Assessment of 3 communication courses: ESL 713CP, 714CP, ESL 716CP

Year 3 (2025): Assessment of VESL classes: ESL 722, ESL 732, ESL 735

Year 4 (2026): Assessment of 3 reading courses: ESL 713RW, ESL 714RW, ESL 716RW.

In addition, ESL 781 and ESL 714 were planned to be assessed twice each year, in conjunction with the Common Learning Assessments in place for both of these levels.

We have not been assessing the courses we have not offered in recent years, for instance: 373 A, ESL 73 B, ESL 372 A, ESL 372B, ESL 373GR, etc.

In noncredit, 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, and a common assessment in some levels.

In all credit courses, a common assessment was used prior to the pandemic to double as an assessment of SLOs. However, since the pandemic we have not had common assessments in credit levels.

Despite the above plans, currently the department does not have enough resources to keep track of the noncredit SLO assessments. We are requesting two new credit/noncredit contract faculty members to assist with assessing the SLOs. One will have coordinator duties, with 25% reassigned time, to allow them to oversee and implement a systemic and regular review of noncredit SLOs, including training noncredit faculty and facilitating PD opportunities for the noncredit faculty to use the SLO assessment results to improve student learning.

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
All ESL		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 10		X	X	X	X		X	X	X	X	X	X	X	X	X	X
ESL 100		X	X	X	X		X	X	X	X	X	X	X	X	X	X
ESL 300GR		X	X	X	X		X	X	X	X	X	X	X	X	X	X
ESL 332/732		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 334/734		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 335/735		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 353/ ESL 753		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 371		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 371 A/B		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 371 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 371 GR		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 372		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 372 A/B		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 372 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 372 GR		X		X	X		X	X	X	X	X	X	X	X	X	X

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
ESL 373		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 373 A/B		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 373 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 373 GR		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 701		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 712		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 713		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 713 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 713 RW		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 714		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 714 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 714 RW		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 715		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 716		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 716 CP		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 716 RW		X		X	X		X	X	X	X	X	X	X	X	X	X
ESL 722		X		X	X		X	X	X	X	X	X	X	X	X	X

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)

The ESL faculty have not been properly trained on how to assess SLOs or how to use the SLO assessment results to improve student learning at the course level. An instructor from each ESL level is tasked with assessing the course SLOs just to meet the accreditation standards. There is no follow-up discussion or application of the results to improve student learning.

In our noncredit program, the situation is very serious. 5 of the 7 contract faculty member are unable to assess noncredit course SLOs because they do not teach noncredit courses. The noncredit SLO assessment are mostly done by associate faculty. With no funding for professional development, we cannot expect the associate faculty to engage in discussions about SLO assessment results or to use them to improve student learning.

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

	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
ESL	300	714	590	486	916	1250	577	1222	1228	470	1077	

Petaluma Campus (Includes Rohnert Park and Sonoma)

	X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
ESL	97	181	166	43	17	92	92	64	89	80	146	

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

X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
522	1040	1078	0	0	0	0	67	360	105	714	

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

X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
919	1935	1834	529	933	1342	669	1353	1677	655	1937	

1. The department scheduling committee analyzes enrollment patterns to plan for future enrollment and strives to anticipate demand for classes. The heaviest demand tends to be mid-mornings and evenings. So, most courses are scheduled during these hours.

2. Despite staffing challenges, we continue to offer classes in Sonoma, Windsor, and Healdsburg. In spring 2023, we resumed offering a class in Cloverdale. After hiring more instructors, we hope to offer classes in Rohnert Park, Meadow View Elementary School, and Cesar Chavez Language Academy. In fall 2022, we hired a new full-time faculty member for the Petaluma campus and hope to expand our Petaluma offerings to better serve students in south Sonoma County. We are also actively collaborating with the Petaluma Adult School to encourage PAS students to continue their ESL education at the Petaluma Campus.

3. We offer a variety of delivery modes based on student needs, including online, in-person, and hybrid modalities. ESL credit courses are offered in a hybrid format or asynchronously. However as of 2023, noncredit classes must still meet synchronously. This greatly impacts our ability to offer varied options for our noncredit students. In spring 2023, we offered our first course in dual modality, combining an under-enrolled synchronous section of ESL 781 with an under-enrolled hybrid section. This prevented both sections from being cancelled.

4. As many of our students continue their education either through the GE pathway, CTE, or Adult Education, there is a need for discipline-specific ESL courses. Currently we have 4 such courses: ESL for Childhood Education, ESL for Culinary Arts, ESL for Construction, and ESL for Health Sciences. These courses have been quite successful in preparing students for their intended program of study. We need to develop more of these courses (e.g., ESL for Math, ESL for Engineering, ESL for Business, ESL for the Fire Academy, etc.) The ESL 10 course can also be developed to have different sections and be integrated into each college discipline. However, the department is in severe need of more contract faculty and increased chair reassigned time for such curriculum development.

5. We are severely under-resourced and not serving our students the way we should.
- First and foremost, we need CDCP workload parity so that more of our contract faculty teach CDCP (noncredit) courses, do noncredit SLO assessments, and participate in noncredit placement assessment, and do curriculum review.
- Because we have no fulltime AA, our office closes at 2:00 pm, leaving evening students and instructors to their own devices to find resources.
- The SRJC Roseland office opens at 10:00 am, even though classes there start at 8:45am, leaving students and faculty with no support during those hours.
- Student transition from noncredit to credit is not at the rate it can be because students are not aware of their options and the resources available to them (for example the AB540 opportunity). We need one more fulltime noncredit ESL counselor, several student success coaches, and more outreach resources to help noncredit students transition to credit. The District has agreed to fund an utreach STNC for the 2023-2024 academic year to focus on helping students transition from noncredit ESL to credit, which will be very helpful.
- We need the District to fund noncredit IAs to provide in-class, bilingual support to noncredit students with no formal prior education. Because we have been relying on the WIOA grant to fund these positions, we have no money left from the grant for professional development related to SLO assessments or for support services that help students transition to credit courses or adult education.

6. In noncredit ESL, in addition to classes that meet twice per week, we offer intensive classes that meet 4 days per week (instead of 2) 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.

In addition, we offer ESL classes on Fridays and Saturdays to provide greater access to students whose schedule does not allow them to attend class during the week.

While our noncredit program is growing exponentially, our credit enrollment has been dwindling since fall 2019. To address this, in spring 2023 we began some programmatic changes in our credit pathway. We have proposed transfer-level ESL 20 and ESL 30 to replace ESL 100 and ESL 373 respectively. ESL 20 and ESL 30 have already been approved by our local CRC and are now at the State-level review. If approved by the UCs and CSUs, ESL 20 and ESL 30 will allow student to gain up to 6 units in Humanities.

Another programmatic change coming to ESL effective fall 2024 is the noncredit ESL 771 and ESL 772 which will mirror credit ESL 371 and ESL 372 respectively. These two courses will remove the financial barrier and will allow multilingual students to move up the ESL pathway tuition free.

Due to the low enrollment in ESL 371 sections, we are currently combining them with ESL 781 sections. Pedagogically this is not a good practice, but it has saved ESL 371 courses from cancellation. This problem will be solved in fall 2024 when we start offering the noncredit version of ESL 371 (ESL 771). We will then be able to uncouple ESL 781 and ESL 371 and allow ESL 781 student to have a true transitional-level learning experience.

7. Every semester, we offer all core reading/writing courses as well as at least one oral communication course. Vocational ESL courses are offered in rotation, for example, ESL for Health Sciences in fall and ESL for Culinary Arts in spring.

8. Outreach is a topic of great concern in the ESL department, especially since the great decline in credit enrollment since fall 2019. We have initiated discussions with the Welcome and Connect Cener, Student Outreach, and Dearm Center. With the new ESL Outreach STNC in fall 2023, we hope to increase the credit enrollment.

5.2a Enrollment Efficiency

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus
X2019 F2019 S2020. X2020 F2020 S2021 X2021 F2021 S2022 X2022 F2022 S2023

73.3% 88.0% 71.8%   57.1% 68.6% 68.0% 62.3%   66.7% 65.0% 65.5% 68.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
0.0%	76.0%	75.0%	0.0%	30.0%	0.0%	0.0%	96.0%	0.0%	0.0%	86.0%	

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

X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
0.0%	60.0%	67.5%	0.0%	0.0%	0.0%	0.0%	0.0%	32.0%	0.0%	33.3%	

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

X2019	F2019	S2020	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023
73.3%	85.9%	71.4%	57.1%	66.2%	68.0%	62.3%	68.5%	63.1%	65.5%	67.7%	

Since fall 2019, ESL enrollment efficienty has had a huge decrease in enrollment efficiency.

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).

It is worth noting than noncredit ESL courses begin the semester at max capacity; however, because most courses are open-entry open-exist, the enrollment decreases during the semester. In open-entry open-exit classes, we need to do a better job of dropping students who are no longer showing up from the roster so spaces open up for new students. The new placement assessment will help level the classes a bit more, which will encourage the instructors to clean up their rosters and allow more students in their classes. Also, we are requesting district funded IAs to help with retenstion and student support.

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 2022, 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 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 2022 was 7.33.

This low productivity ratio is due to the maximum class size in credit ESL classes (25) and open-entry open-exit nature of noncredit ESL courses.

In a second language acquisition course, it is essential for 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. The ESL class size recommendation by TESOL Association is 18 students.

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).

The following is the list of ESL courses that will be due for 6-year review in the next academic years:

However, if you are interested in knowing which ESL courses are due for 6-year review as part of Curriculum, then that information is below.

Courses due for 6-year review in 2023-2024
ESL 334
ESL 371GR
ESL 372GR
ESL 373GR
ESL 701

Courses due for 6-year review in 2024-2025
ESL 10
ESL 100
ESL 716CP
ESL 724
ESL 781

Courses due for 6-year review in 2025-2026
ESL 714RW
ESL 716RW
ESL 722

Courses due for 6-year review in 2026-2027

ESL 332
ESL 335
ESL 353
ESL 732
ESL 735
ESL 770

Courses due for 6-year review in 2027-2028

ESL 371
ESL 371A
ESL 371B
ESL 371CP
ESL 372
ESL 372CP
ESL 373CP
ESL 712
ESL 713
ESL 713CP
ESL 713RW
ESL 714
ESL 714CP
ESL 715
ESL 716
ESL 753

5.5 Successful Program Completion

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

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.

From 2007 to 2016 our noncredit ESL students far surpassed statewide goals in terms of achievement in reading. However, after our noncredit program was reorganized in 2017, there has been a decline in students' scores. In 2017, we lost our noncredit coordinator position with 80% reassigned time who oversaw instructions in noncredit ESL and facilitated professional development for noncredit faculty.

We have also lost our noncredit IAs (STNC positions), which has impacted student achievement.

We are requesting two new credit/noncredit contract faculty, one with 25% reassigned time, to oversee the implementation of a new curriculum (Burlington English Resources and locally developed readers) and to bring back our noncredit program to what it used to be.

5.6 Student Success

In fall 2022, the overall retention was 73.80% and completion was 72.9%. It's readily apparent that 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.

In fall 2022, the average GPA of credit ESL students was 2.8, which is, again, representative of both our instructors' 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.

The department serves, by far, the highest number of Hispanic students in any discipline at SRJC- **83.3% in fall 2022**. 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 progam was adequately equipped with full time instructors, noncredit instructional assistants, ESL counselors and student success coaches, and financial support for supplemental instructional materials, we might see a marked improvement in access to other programs and disciplines at the college.

One of the inequities our students face is lack of access to essential student services such as EOPS, Dream Center, and Financial Aid Office in the evening. Even though more than half of ESL students attend evening classes, these offices are not open in the evening. Having these offices stay open in the evening several hours a week will allow evening students to access these essential services, increasing student retention and success.

5.8 Curriculum Offered Within Reasonable Time Frame

All core courses in the credit pathway are offered every semester so that students can progress through the program in a timely fashion and complete the credit pathway (leading up to the transfer-level composition class, ESL 10) in two years.

The full range of noncredit courses is offered at SRJC Roseland every semester.

5.9a Curriculum Responsiveness

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

We have created several Vocational ESL (VESL) courses 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 and disciplinary needs.

To respond to changing student and community needs, there are some programmatic changes coming to the ESL program. We have proposed ESL 20 and ESL 30 to replace ESL 100 and ESL 373 respectively. ESL 20 and ESL 30 have already been approved by our local CRC and are now at the State-level review. If approved by the UCs and CSUs, ESL 20 and ESL 30 will allow student to earn up to 6 units in Humanities.

Another programmatic change coming to ESL effective fall 2024 is the noncredit courses ESL 771 and ESL 772 mirroring credit ESL 371 and ESL 372 respectively. These two courses will remove the financial barrier and will allow multilingual students to move up the ESL pathway tuition free.

To reduce textbook costs in the noncredit ESL program, in spring 2023 the department embarked on developing readers for 5 noncredit course levels (ESL 712, 713, 714, 715, and 716CP). These readers will be piloted by a few instructors in fall 2023 and will be available to all instructors to adopt as classroom text starting in spring 2024.

Also in spring 2023, the department developed a noncredit placement assessment to help place new and returning students in the correct level. This will increase student retention and reduce the burden currently on instructors to teach to many different language levels in the class. The placement assessment will be piloted with some new and returning students in fall 2023 and will be fully operational in spring 2024.

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 since fall 2019 there have not been regular discussions about academic standards. This is a practice that we will revisit and implement if funds are available in 2023-2024, 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	03	03	Proposed ESL 771 and ESL 772 (effective fall 2024)	To provide noncredit ESL students to move up the ESL pathway tuition free	Spring 2023	Complete
0001	Santa Rosa	03	03	Proposed ESL 20 and ESL 30 (pending UC and CSU approvals)	To enable ESL students to earn transfer-level credit in the ESL pathway	Spring 2023	Complete
0001	Santa Rosa	01	02	Organized and hosted the first in-person "Moving on Up" colloquium since spring 2019	To familiarize students in credit and higher-level noncredit ESL courses with the educational opportunities at SRJC and the services available to them	Spring 2023	Complete
0001	ALL	04	05	Hosted the first in-person ESL Completion Celebration since spring 2019	To honor and celebrate ESL completers and scholarship recipients at end-of-the-year ceremony	Spring 2023	Event to be held on May 24, 2023
0001	ALL	03	03	Mobilized the ESL faculty and AFA for ESL CDCP workload parity	To achieve workload parity for ESL CDCP courses	2023-2023	Ongoing
0001	ALL	03	03	Developed readers for ESL 712, 713, 714, 715, and 716CP	To lower textook costs for noncredit students	Spring 2023	Complete
0001	ALL	00	00	Developed a new placement assessment for noncredit ESL courses	To increase student retention and persistence by ensuring that they are placed in the appropriate level	Spring 2023	Complete
0002	ALL	01	01	Reviewed noncredit Common Final Assessments	To familiarize the noncredit faculty with the newly developed noncredit common assessments and prepare to implement them in their classrooms	Spring 2023	Complete
0002	Other	03	05	Strengthened collaboration with Cloverdale Community Center and Petaluma Adult School to offer SRJC ESL courses in their communities	Ensure availability of ESL courses in these locations	Spring 2023	Complete

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	ALL	01	01	Expanded online hours of ESL TLC (ESL tutoring and Learning Center) and resumed in-person tutoring in Santa Rosa campus. Added in-person tutoring to Petaluma and SRJC Roseland. Began piloting embedded tutoring.	Supported students through online and in-person tutoring in Santa Rosa, Petaluma, and SRJC Roseland	ongoing	ongoing
0002	ALL	01	01	Organized the first PD for noncredit faculty since fall 2019	Nearly 20 noncredit instuctors participated in a department-specific CoP and faciliated workshops in the areas the faculty had identified during the January Departmentally Determined Professional Development Activities Day	February-April 2023	Complete
0002	Santa Rosa	00	00	Strengthened collaboration with Dream Center, Student Outreach team, and Welcome and Connect Center by presenting in their department meetings and introducing the new changes in ESL	To ensure that our colleagues in Dream Center, Student Outreach team, and Welcome and Connect Center are aware of the new developments in ESL	Spring 2023	Complete
0006	Santa Rosa	02	06	Refaced the ESL Guided Self-Placement	With help from DE colleagues, the Guided Self-Placement was refaced to make it easier to navigate for students	Fall 2023	Complete

6.2b PRPP Editor Feedback - Optional

In 5.6 Student success, section help/instructions, the bold part in the following statement is inaccurate. ESL 10 is a transfer-level course, not basic skills. Please correct it.

*Basic Skills is defined by a student's concurrent enrollment in a basic skills math, English or ESL course in the semester in question. Currently, basic skills math classes include all College Skills math courses; basic skills English includes College Skills English courses and 300-level courses in the English department; and **ESL includes all credit ESL courses.***

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	02	Increase credit ESL enrollment through in-reach efforts	Work with the new outreach SNTC to transition more noncredit student to credit, with focus on the opportunity presented by AB540, increase enrollment in the credit ESL pathway	ongoing	An STNC dedicated to credit in-reach and outreach, collaboration with College Skills Department, Dream Center, EOPS, HEP, and Counselors
0001	ALL	01	01	Pilot our locally-developed readers along with Burlington English in fall 2023	To reduce textbook costs for students and to see the impact of these resources on students' gains in CASAS post-tests	Fall 2023	Complete developing the readers, purchase Burlington English licenses with Adult Education funds, organize CoPs in fall 2023 for instructors who adopt these resources so they can collaborate and receive ongoing support. Resource required: Increased chair reassigned time to coordinate the effort. Funding to compensate associates for their participation in the CoPs
0001	ALL	02	03	Complete the workload study survey and continue the advocacy efforts for CDCP workload parity	Have representation in AFA and the negotiation team to ensure that the negotiation moves forward	2023-2025	The District's commitment to working toward CDCP workload parity
0001	ALL	02	07	Pilot the new noncredit placement assessment for fall 2023 enrollment and operationalize it for all new and returning students in spring 2024	To ensure that noncredit students are placed in the appropriate level, to increase student's retention and success	Fall 2023	SEA Funding for grading, proctors for the writing assessment, and 2 classrooms in SRJC Roseland during assessment times
0001	ALL	03	03	Implement the proposed programmatic additions to the ESL pathway	Start mirror ESL 371 and ESL 372 by noncredit counterparts to allow noncredit students to move up the ESL pathway tuition free and to increase enrollment in classes above ESL 781.	Fall 2024	More instructors to keep up with the increase student enrollment
0001	ALL	03	03	Follow through on ESL 20 and ESL 30 approval by UC and CSU	To increase equity for multilingual students by offering more transfer-level courses in the ESL pathway	2023-2025	Collaboration with the articulation officer, faculty's effort to revise and resubmit the CORs if needed
0002	Santa Rosa	01	01	Expand ESL office hours and student support service hours	Support evening students by expanding the ESL office hours and provding several evening hours per week at EOPS, Dream Center, Financial Aid, and Intercultural Center	ongoing	Funding to hire office staff for the extended hours

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0002	ALL	01	02	Implement bilingual in-class student support for noncredit ESL students by hiring district-funded IAs.	Provide consistent instructional assistant support in noncredit ESL classes, especially in lower levels to increase student retention and persistence	ongoing	District-funded IAs, STNCs, or student employees
0002	ALL	01	01	Bring back level FIGs (Faculty Inquiry Groups) and implement a common assessment in each level	To provide the faculty with a space to share ideas and insights with their colleagues teaching the same ESL level, to collaborate on implementing a common assessment for each level	ongoing	Funding to compensate associate faculty for participating in FIGs, Increased reassigned time for Chair or Coordinator to oversee the FIGs
0002	ALL	03	03	Hire more associate faculty for additional sections in highly demanded levels (e.g., ESL 713, ESL 714) at SRJC Roseland and schools across Santa Rosa.	To meet the continuing community demand for more ESL classes in the community; to increase student enrollment	ongoing	Resources and ongoing support for students and instructors in off-site locations
0002	ALL	02	02	Strengthened collaboration with the Counseling Department, Dream Center, Student Outreach team, and Welcome and Connect Center	To ensure these departments are aware of the new developments in ESL and can guide students accordingly		
0003	Santa Rosa	01	01	Increase embedded ESL tutoring	Identify students at risk of failing a course and connect them with ESL tutors for ongoing support, to increase student retention and success	ongoing	Increased ESL Tutoring resources
0003	Santa Rosa	01	01	Implement Common Final Assessments	To continue the common assessment in all courses that have it in order to measure whether SLOs are being successfully attained and to ensure students are prepared for ESL10/English 1A	ongoing	Funding to pay associates to participate in this very important collaboration.
0003	Santa Rosa	01	02	Continue to organize and host noncredit ESL Conference at SRJC Roseland 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

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0003	ALL	01	05	Continue to have the ESL Completion Celebration	Recognize ESL 100 completers and scholarship recipients at end-of-the-year celebration	ongoing	Funding for refreshments and graphics, collaboration with representatives from different departments and student services
0004	Santa Rosa	03	01	Develop and offer additional support classes and ESL preparation courses for students in CTE or transfer level classes across disciplines	Collaborate with other departments to satisfy the need for ESL support for students beyond the ESL pathway, develop discipline-specific ESL courses; to increase student retention and success in those programs	2024-2028	Campus-wide cooperation/support and an instructor who can take on the project.
0004	Santa Rosa	01	06	Evaluate and adjust departmental assessment/placement in response to AB 705	To be in compliance with legislation based on timeline given by the Chancellor's Office	2024-2025	Ongoing support from the Assessment Office and Institutional Research
0005	Other	01	02	Investigate the possibility of providing childcare services for students attending SRJC Roseland.	Meet with Community Action Partnership, SRJC Child Development and Comm. ChildCare Council to explore options for providing on-site childcare at SRJC Rosaland	ongoing	1. Funding for childcare or willingness on the part of community partners to provide free, quality childcare for Noncredit ESL students studying at SRJC Roseland 2. Portable or portables to be added at SRJC Roseland for childcare purposes 3. Increase reassigned time for DC or Coordinator to oversee and implement this initiative
0006	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
0007	ALL	02	01	If ESL 20 and ESL 30 are not approved by the UCs, research and submit ESL 10 for IGETC approval for Area 3B (Humanities)	Research and connect with other community colleges who have successfully submitted their tranfer-level composition class for IGETC Area 3B approval. Go through the Curriculu Process to ennsure UC approval	2025-2026	Faculty member participation and curriculum support/approval