

# Santa Rosa Junior College

## Program Resource Planning Process

### *Dean LAAF 2024*

#### **1.1a Mission**

The purpose of the Language Arts and Academic Foundations (LAAF) division is aligned with the district's mission, as well as with the CCCC's Vision 2030.

The Dean of Language Arts and Academic Foundations provides administrative support and instructional guidance to a massive academic cluster that includes ESL (EMLS), Adult Education, College Skills, GED, Teacher Prep, English, Humanities, Religious Studies, Philosophy, World Languages (ASL, French, Spanish, German, Italian, Japanese, Chinese), and the district's Tutorial Centers. LAAF provides high-quality non-credit programming across the county (Cloverdale, Healdsburg, Sonoma, etc.), and across district's sites, particularly on the burgeoning Roseland Campus.

The LAAF Dean leads critical, districtwide programs and initiatives including Rising Scholars Programs, First Year Experiences, Learning Communities, AB1705 Implementation and Professional Learning, and the division is highly integrated with HSI initiatives. This Cluster Dean is also the educational administrator identified to provide oversight toward the Student Equity and Achievement SEA Program, Sonoma County Adult Education Consortium, and Title V HSI Grant. As such, a significant proportion of the cluster office work load is directed towards facilitating and enhancing services that target disproportionately impacted student groups, including those whose first language is not English, as well as students who are first generation, systems impacted, etc.

The LAAF Dean manages a variety of off-campus course offerings and off-campus facilities, as LAAF disciplines continue to be in high demand for critical community partnerships related to dual enrollment, CCAP, and contract education.

All departments in the division are deeply engaged in the work of creating community-responsive academic programs and supports aimed at decreasing gaps in equity on campus and larger gaps in the county. Recognizing the dynamic nature of the workforce in Sonoma County, where sectors such as healthcare, technology, and sustainable agriculture are rapidly growing, our division will align its programs with these local economic trends. According to recent statistics, Sonoma County's healthcare sector alone is projected to grow by 15% over the next decade, while technology-related jobs are expected to see a 20% increase. To prepare our students for these opportunities, we will expand our curriculum to include interdisciplinary courses that bridge the gap between traditional language arts and these burgeoning fields. By fostering partnerships with local industries, we will offer students hands-on experiences, internships, and pathways to employment that are directly aligned with regional workforce needs.

Spanish for Healthcare microcredential  
Educator prep pathways, partnership with arts

Our vision extends beyond the classroom to create a culture of lifelong learning and community engagement. We will develop outreach programs that connect with underserved populations, providing essential literacy and language skills that empower individuals to participate fully in the local economy. By

promoting civic engagement and critical thinking, we aim to cultivate a generation of informed and active citizens who contribute to the social and economic vitality of Sonoma County. Together, we will build a resilient and adaptable academic foundation that supports our students' aspirations and responds to the evolving demands of our community.

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

## **1.1b Mission Alignment**

The Division of Language Arts and Academic Foundations at Santa Rosa Junior College is steadfastly aligned with SRJC's mission to foster learning and achievement for a diverse community of learners. Our division actively supports this mission by providing inclusive and accessible educational opportunities that empower students to reach their full potential. We offer a wide range of programs and services, including developmental education, English as a Second Language (ESL), and transfer-level courses, all designed to meet the varied needs of our student body. For instance, our ESL program has seen a 20% increase in enrollment over the past year, reflecting our commitment to serving non-native English speakers and supporting their academic and professional growth. Additionally, our innovative instructional approaches and robust support services, such as tutoring and counseling, ensure that all students have the resources they need to succeed.

In alignment with the California Community College Chancellor's Office's Vision 2030 plan, our division is dedicated to reducing equity gaps and increasing educational attainment across the state. Vision 2030 aims to increase the number of students earning degrees, certificates, and transferring to four-year institutions by 20% by the year 2030. At SRJC, we are contributing to this goal by implementing targeted initiatives that support underrepresented and underserved populations. For example, our Puente Project and Umoja Program, which focus on Latinx and African American students respectively, have demonstrated significant success, with participants achieving a 25% higher transfer rate compared to the general student population. By prioritizing equity and excellence in education, the Division of Language Arts and Academic Foundations is playing a crucial role in fulfilling both SRJC's mission and the broader goals of the Vision 2030 plan, ultimately contributing to the economic and social well-being of our community and state.

### **Mission**

Santa Rosa Junior College transforms the lives of our culturally rich student body, employees, and community by cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness. We offer exceptional teaching and learning in support of associate degree, certificate, transfer preparation, workforce preparation and community education programs, integrated with comprehensive student support services.

## **1.1c Description**

The Division of Language Arts and Academic Foundations at Santa Rosa Junior College is a dynamic and essential part of the institution, requiring dedicated effort and coordination to effectively serve our diverse student body. Running the division involves a collaborative team of faculty, staff, and administrators who work tirelessly to deliver high-quality education and support services. This includes developing and revising curricula, implementing innovative teaching strategies, and providing

comprehensive student support through tutoring, advising, and counseling. Our faculty are deeply committed to professional development, continuously enhancing their skills to meet the evolving needs of our students. Administrative staff ensure smooth operations, manage budgets, and coordinate with other departments to foster a cohesive educational environment.

Our division plays a pivotal role in implementing AB 1705, which aims to improve student placement and success in transfer-level courses. We are at the forefront of aligning our curriculum with the requirements of AB 1705, ensuring that students have access to the necessary courses and support to achieve their academic goals. Additionally, we are actively engaged in the Guided Pathways initiative, designing clear, structured educational plans that help students navigate their academic journeys efficiently. Through our efforts in workforce development, we align our programs with local industry needs, providing students with the skills and knowledge required for successful careers. For example, our collaboration with the local healthcare industry has led to tailored ESL programs that prepare non-native speakers for roles in healthcare, addressing the critical workforce demand in Sonoma County. By integrating these sweeping initiatives, our division not only enhances student success but also contributes significantly to the community's economic and social vitality.

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The LAAF Office facilitates the timely completion of administrative tasks related to budget maintenance, schedule development, evaluations, full and part time faculty hiring, program review, purchasing, curriculum development, planning and assessment for its five departments.

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

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

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

The Language Arts and Academic Foundations unit at Santa Rosa Junior College is deeply aligned with statewide community college educational initiatives, such as the Vision for Success and Guided Pathways, which aim to increase student success, close equity gaps, and streamline the path to degree completion and transfer. Our division actively supports these goals by offering a robust array of programs, including developmental education, ESL, and transfer-level courses, tailored to meet the diverse needs of our students. We also draw on insights from the latest Sonoma County Environmental Scan, which highlights key areas of workforce demand and demographic shifts. By integrating these findings, we ensure our curriculum and support services are responsive to local economic needs, such as expanding our healthcare-focused ESL programs in response to the county's growing healthcare sector. This strategic alignment ensures that our students are well-prepared for academic and career success, contributing to the overall vitality and resilience of the Sonoma County community

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

## **2.1a Budget Needs**

There are many opportunities in LAAF to generate FTES/FTEF, CCAP and Dual Enrollment partnerships, and many of our programs are connected to initiatives listed in our Strategic Enrollment Management Plan. This makes it especially frustrating to be living at the intersection of the current budget and enrollment crises with the long-term disinvestment in our populations and programs in LAAF. We are grateful for the much-needed full-time, non-credit hire for EMLS. We need more full time, non-credit faculty in EMLS and ADLTED in addition to pay-parity in order for these disciplines to thrive and in order to increase the enrollment of our non-credit students. It would also be wise to invest in a director of non-credit education that can work to increase completion and grow meaningful partnerships.

Rising Scholars is another area in need of district investment, which can nurture future FTES/FTEF.

Finally, there is a need to reorganize all of the labor and supervision connected to Tutorial and other Direct Student Reports, like PALS. These can become lower cost and higher impact areas of LAAF.

### **Previous (rolled-over) Language**

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

We know that consistent assessment practices in writing intensive courses require ongoing review, training and refinement, especially when adjunct dominant faculties are the norm. Current funding levels, as well as other related factors, just do not make this necessity possible due to the reliance on adjunct instructors who do not perform essential functions beyond the

actual teaching of their classes for the English, CSKLS and ESL Departments particularly. Significant funds should be restored to departmental activity budgets as soon as possible.

## 2.1b Budget Requests

| Rank | Location | SP | M  | Amount     | Brief Rationale  |
|------|----------|----|----|------------|--|
| 0000 | ALL      | 02 | 06 | \$2,000.00 | Writing Center Online Tutoring Platform (recurring cost) |

## 2.2a Current Classified Positions

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

## 2.2b Current Management/Confidential Positions

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

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|------------|
|          | 0.00  | 0.00  |            |

## 2.2d Adequacy and Effectiveness of Staffing

There is a critical need to analyze and reorganize the labor needed to appropriately staff our Tutorial, Adult Education, EMLS, and non-credit programs.

(rolled-over language)

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

Cluster-wide, significant staffing needs persist and have worsened as regular staffing remains impacted due to the continued stress on the District's general fund. All departmental offices have lost staffing and the resultant ability to serve their constituents. The CSKLS and ESL Department offices have lost critical administrative and instructional support and thus have curtailed service to students and instructors. Staffing requests for departments are contained in their respective PRPPs.

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location   | SP | M  | Current Title | Proposed Title                               | Type       |
|------|------------|----|----|---------------|--|------------|
| 0001 | Santa Rosa | 02 | 01 |               |  | Classified |
| 0001 | Santa Rosa | 02 | 01 |               |  | Classified |
| 0001 | ALL        | 02 | 05 | NA            | Director of Non-Credit Pathways and Programs | STNC       |
| 0002 | ALL        | 02 | 01 | NA            | Director of Direct Student Support           | Management |

## 2.3a Current Contract Faculty Positions

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

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF<br>Reg | % Reg<br>Load | FTEF<br>Adj | % Adj<br>Load | Description |
|------------|-------------|---------------|-------------|---------------|-------------|
|            | 0.0000      | 0.0000        | 0.0000      | 0.0000        |             |



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

Contained in departmental PRPPs

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

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

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

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

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|---|------------|--------------------------|
|------|----------|----|---|------------|--------------------------|

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

(rolled over language)

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

2.4c Instructional Equipment Requests

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

2.4d Non-Instructional Equipment and Technology Requests

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

2.4f Instructional/Non-Instructional Software Requests

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

2.5a Minor Facilities Requests

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

## **2.5b Analysis of Existing Facilities**

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

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

## **3.1 Academic Quality**

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

## **3.2 Student Success and Support**

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

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

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

### **3.3 Responsiveness to Our Community**

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

### **3.4 Campus Climate and Culture**

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

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

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

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

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

## 4.1b Program Student Learning Outcomes Assessment

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

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

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

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

## 4.1c Student Learning Outcomes Reporting

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

## 4.2a Key Courses or Services that address Institutional Outcomes

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

## 4.2b Narrative (Optional)

Assessment activities reported in individual department PRPPs.

## 5.0 Performance Measures

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

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

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

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

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

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

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

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

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

## **5.2a Enrollment Efficiency**

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



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

## **5.2b Average Class Size**

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

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

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

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

## **5.3 Instructional Productivity**

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

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

## 5.4 Curriculum Currency

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

## 5.5 Successful Program Completion

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

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

## 5.6 Student Success

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

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

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

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

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

## **5.7 Student Access**

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

## **5.8 Curriculum Offered Within Reasonable Time Frame**

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

## **5.9a Curriculum Responsiveness**

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

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

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

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

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

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

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

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

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

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

## **5.11b Academic Standards**

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

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

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

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

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

## **6.2b PRPP Editor Feedback - Optional**

The LAAF division is filled with the potential for meaningful growth that could have a tremendous impact on the college's enrollment crisis, which makes the years-long disinvestment in LAAF particularly painful.

I am editing this document for the first time as an interim dean, and (until a few days ago) this dean position has been on a list of positions that will potentially be eliminated due to the ongoing budget crisis in Academic Affairs. If that were to happen, the division would have been disbanded. The department chairs and faculty have been living with this anxiety for several years, which has made planning feel tenuous and futile. There has been no plan for this division for many years, and the status of the goals reflects that reality. I have not provided an update on any of the old goals, but I did set some achievable goals for the division as placeholders while we engage in meaningful future planning over the next semester.

Now that the division will be staying together, I hope there will be renewed energy and increased investment in LAAF--so much transformative work is possible with these programs and disciplines.

For this cycle, much of the language is rolled-over from previous years. In my time as interim-Dean of LAAF, I've tried to update and uphold what's here, while also cautiously trying to move things ahead. I have not felt fully empowered to "lead" LAAF into the vision that I have for how this division can continue to contribute to efforts to transform the college and the County. I look forward to a permanent hire for this critical position, who can fully engage chairs in a division-wide planning process that reflects this new stability of the position, as well as the critical need in our community for LAAF programs and disciplines.

A final important limitation to this planning is that it refers to institutional plans that are not current.

## 6.3a Annual Unit Plan

| Rank | Location | SP | M  | Goal   | Objective  | Time Frame                | Resources Required                          |
|------|----------|----|----|--|--|---------------------------|---|
| 0001 | ALL      | 03 | 06 | Invest in Rising Scholars Infrastructure (FTEF)  | Secure a 1.5 FTEF allocation from the district   | fall 24                   | FTEF from VPAA                              |
| 0002 | ALL      | 03 | 06 | better understand non-credit students' experiences and preferences   | begin conducting a regular (2-3 years?) survey of non-credit students to help us design schedules and resources that are responsive to their needs | summer 24/fall 24/ongoing | Faculty participation, support from IERP    |
| 0003 | ALL      | 02 | 02 | Increase completion of English 1A by minoritized groups, specifically athletes   | Pilot FYE for Athletes   | fall 24/spring 25         | Faculty Participation                       |
| 0004 | ALL      | 03 | 05 | Create a countywide partnership/pipeline for deaf and hard of hearing students and their families                                | Pilot contract ed ASL partnership with Hidden Valley Elementary with the intention of growing dual enrollment and CCAP opportunities.              | fall 24/spring 25         | Faculty Participation                       |
| 0005 | ALL      | 04 | 06 | (re)build trust and community in the Tutorial Center and increase tutors' application of culturally affirming tutoring practices | Continued professional development from Rooted in Love, Community of Practice, Policy and Meeting Structure Transformations                        | fall 24/spring 25         | Faculty and staff participation, 20k for PD |
| 0006 | ALL      | 03 | 05 | (re)build a thriving World Languages Department, both on-campus and virtually.   | Redirect resources towards student demand and CCAP/dual enrollment opportunities (nurture faculty interested in online/CVC, etc.)                  |                           | Faculty Participation                       |
| 0007 | ALL      | 01 | 05 | Increase students' interest in Philosophy and Religious Studies courses  | Develop community responsive courses and curriculum, build relationships with local religious organizations  | fall 24/spring 25         | Faculty participation                       |



