

Santa Rosa Junior College

Program Resource Planning Process

Dean II LAAF 2014

1.1a Mission

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

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

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

The Dean of Language Arts and Academic Foundations provides administrative support & instructional guidance to the College Skills, English, English as a Second Language, and Modern & Classical Languages Departments. This Cluster Dean is also the educational administrator identified as District Lead for the Basic Skills Initiative, Study Abroad Program and the AB86 Sonoma County Adult Education Consortium initiative. As such, a significant proportion of the cluster office work load is directed towards facilitating and enhancing services that target basic skills students, including those whose first language is not English. The LAAF Dean also manages most off-campus course offerings and off-campus facilities. Insofar as foreign language and ASL instruction is part of the LAAF Cluster, coordination of the District's Study abroad program is also included as SRJC is a member of the Northern California Study Abroad Consortium along with Diablo Valley, Skyline and Sacramento City Colleges. The HSI grant activities related to the Accelerated English (ESL) Pathway goal and regional AB 86 adult education planning are the newest additions to the LAAF Dean's list of responsibilities.

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

1.1b Mission Alignment

The LAAF Cluster of departments is totally aligned with District mission, now more than ever since the revised CCC mission priorities, and in turn SRJC's, explicitly include basic and ESL skill improvement. LAAF is also central to the goals and objectives of the District's Strategic Plan, particularly in terms of supporting student success and fostering learning and academic excellence. This cluster provides the instructional services in the basic skills areas needed for virtually all students to embark on degree, certificate or transfer programs as well as several transfer disciplines within the English and Modern and Classical Language Departments.

The growing demographic of English Language Learners in SRJC's service area underscores the centrality of the three student development departments of LAAF, particularly now that the District is seeking Federal Hispanic Serving Institution status. The future of Sonoma County is linked to the ability

of several LAAF departments to enable students to become economically and socially productive members of our communities.

1.1c Description

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

For Basic Skills, it is necessary to schedule & facilitate meetings, conduct policy and budgetary discussions, execute day to day budget monitoring and mandated state reporting and guide the future of the BSI Initiative at SRJC through these trying times. BSI budgeting is a labor intensive on-going activity. Since funds have been reduced for several years, it is necessary to monitor expenditures and to make ongoing often subjective recommendations regarding future funding for all activities receiving BSI support. Since data related to assessment, tutoring and student progress are incomplete, determining absolute value of funded services remains a challenge all the more critical as a result of additional scrutiny accompanied by Student Success legislation and the resultant Score card and tracking programs developed by the Chancellor's Office.

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

In addition to the Basic Skills and Study Abroad responsibilities, the LAAF Dean is the Academic Affairs' representative to the Board of Trustees of the new Stony Point Charter School created by the Bellevue Unified School District to provide an enriched more intensive secondary school experience for motivated parents and students.

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

Basic Skills instruction is a vital District function:

In Sonoma County, 50% of graduating seniors enter SRJC in the following fall. This was the first year when the more than half chose SRJC. As a result, in 2012-13, students placed into developmental, basic skills and pre-transfer level classes at the following rates:

English - 66%
ESL - 100%

The number and limited success of the students beginning community college with basic skills development needs are challenges facing colleges state and nationwide that have led to the recent CA Student Success legislation. Proactive counseling and supplemental instruction are two effective practices included in the Student Success Task Force Report and the legislation that have been reiterated by the CCCCA Basic Skills Specialist, Barbar Illowsky, at both CCC CIO and SRJC meetings or workshops.

SRJC's registration priority system is also changing so that more new students are able to register for the courses they need to progress especially the Math, English/ESL pathway foundation courses. Affected departments make every effort to offer enough sections of key courses to meet student demand. Discussion of requiring students to enroll in the basic skills courses they need in their first semester may lead to policy changes that will further increase demand for pathway courses.

LAAF also hopes to benefit from enhanced Student Services support on counseling, orientation and academic planning required by Student Success legislation. Student motivation, focus and responsibility can only increase if all basic skills students have a thorough counseling and orientation experience early in their college careers. Particularly welcome are indications that the student success agenda will soon also be applied to non-credit programs. AB 86 adult education regional planning has also begun. Since SRJC's significant CDCP programs are included in both college student success and adult education planning, future state-level policy approaches will be critical determinants of the future of the related LAAF programs.

2.1a Budget Needs

All of SRJC's clusters and departments are accustomed to reduced levels of funding, staffing and service for a number of years, particularly since the recession of 2008. 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. 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 that scarcity of full time instructor and their limited capacity to provide department and college service.

Over the last few years, LAAF has largely shouldered the impact of the \$294,089 in reductions to Basic Skills funding since 2006. District funds have been cut as well in all areas of operation. LAAF's ability to provide tutoring, staff development, and support for curriculum development, SLO assessment, and the mentoring of adjuncts has been greatly reduced.

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 do to the reliance on adjunct instructors who do not perform essential functions beyond the actual teaching of their classes for the English, CSKLS and ESL Departments particularly. Significant funds should be restored to departmental activity budgets as soon as possible.

2.1b Budget Requests

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

2.2a Current Classified Positions

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

2.2b Current Management/Confidential Positions

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

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

LAAF is currently adequately staffed; 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 anticipated reductions to categorical, general fund and grant budgets continue to accumulate. All departmental offices have lost staffing and the resultant ability to serve their constituents. The English, CSKLS and ESL offices have all lost 0.5 FTE of administrative support and thus have curtailed service to students and instructors. Popular and high impact student instructional support services (Tutoring, ESL, English Writing Center, CSKLS Math and Academic Skills Labs) cannot be reduced further without significant negative impacts on student and program success rates.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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2.3a Current Contract Faculty Positions

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

2.3b Full-Time and Part-Time Ratios

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

2.3c Faculty Within Retirement Range

n/a - see 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 deserve higher than average complements of full time instructors so that at-risk students receive high quality, consistent and attentive faculty contact in and out of the classroom. Given the District mandate to provide Basic Skills and ESL/Immigrant Education that leads to student success and completion and the myriad challenges of fielding effective programs, these departments should not have to permanently depend on adjunct instructors to staff the great majority of sections.

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

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. At this time, there are eleven fewer FT instructors in the department than at the peak of 34 plus a growing number nearing retirement who have requested reduced loads from 20%-50%.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

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

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	00	00	PCs & network equipment for computer classroom	31	\$500.00	\$15,500.00	V. Cummings	TBA	V. Cummings
0002	Santa Rosa	00	00	PCs & network equipment for computer classroom	31	\$500.00	\$15,500.00	V. Cummings	TBA	V. Cummings
0003	Santa Rosa	00	00	PCs & network equipment for computer classroom	31	\$500.00	\$15,500.00	V. Cummings	TBA	V. Cummings

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	00	00	Urgent	SWSRC		\$80,000.00	Improved lighting - South Parking lot & path though quad to Heritage Hall

2.5b Analysis of Existing Facilities

Existing facilities are adequate for our needs. Instructional departments made requests in individual PRPPs.

3.1 Develop Financial Resources

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. Additional funding is pending from HSI & Student Equity allocations.

3.2 Serve our Diverse Communities

District guidelines for recruiting employees who are sensitive to persons from diverse backgrounds are consistently followed whenever hiring for the LAAF office or service center is necessary. As appropriate LAAF advocates for advertising through educational organizations that serve diverse professionals.

The LAAF office vigorously and consistently promotes and supports efforts to refine curriculum and pedagogy to better serve SRJC's diverse student body. All LAAF departments are committed to this aspect of the District mission and are also tremendously experienced multi-cultural practitioners.

3.3 Cultivate a Healthy Organization

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

3.4 Safety and Emergency Preparedness

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

3.5 Establish a Culture of Sustainability

LAAF promotes and implements paperless practices whenever possible. All departments 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 65 adjuncts in the fall.

4.1b Program Student Learning Outcomes Assessment

As cluster Dean and member of the Project Learn my primary 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 focus of SLO assessment at SRJC has largely shifted from courses to sections, 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.

Many courses need to be assessed in the year ahead. I hope the concern over cohort progress, next year's accreditation visit and SRJC's showing on the Student Success Scorecard will lead to greater willingness to assess courses, especially the collaborative assessment needed for multi-section courses serving large numbers of students.

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. It appears that students can 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. 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 hybrid courses will help.

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 hopes to write new curriculum before the end of 2014-15.

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

Cluster wide, efficiency for fall & spring 2013-2014 was 88% & 86%, down slightly from 98.07% and 95.74% in fall & spring 2011-2012 respectively for credit courses.

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 in meet unmet demand and increase enrollment by adding to the schedule.

As above, new enrollment strategies that guarentee 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 27.8 in spring 2012, up from 22.6 in spring 2008. Class size for fall and spring 2-13-2014 was 24, so sections at or near the District minimum of 20 will be more closely scruitinized.

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

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

5.3 Instructional Productivity

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

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

5.4 Curriculum Currency

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

5.5 Successful Program Completion

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

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

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. All LAAF Disciplines remained stable from summer 2010 through fall 2013 with the exception of CSKLS, which experienced a slight but noticeable decline. Summer CSKLS success rates have been particularly volatile (78.8%, 27.7%, 49.9%, 53.7) while full semester success percentages seemed to drop from the low 60's to high 50's. Ongoing departmental discussions sparked by state wide emphasis on success and completion have led to numerous instructional changes in many departments, but the impact on data has not yet been pronounced.

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

Though Credit ESL students are not completing English 1A in sizable numbers, NC ESL students are progressing 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, English was 36.8% and ESL 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 an 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.

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 AB86 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	00	00	Assess impact of student assistance services on basic skills students.	Refine approaches to deploying instructional assistants; Pilot new Timekeeper functions coming on line at the start of fall 2013.	2013-2014	Both ESL and CSKLS have informal data regarding impact of structured instructional assistant availability.
0002	ALL	00	00	Increase ESL and English pathway completion through Engl 1A	Identify program enhancements for ESL; Assess new English developmental pathway courses and configuration.	2013-2014	Accelerated English course pilots demonstrate positive impact; additional data needed to offset self-selection and motivation effects. English acceleration efforts are expanding through participation in CA Acceleration Project since SRJC English application was approved in spring 2014. ESL has begun accelerated curriculum planning under auspices of HSI grant.
0004	ALL	00	00	Assure utilization of instructional assistance resources by basic skills students.	Identify and implement departmental approaches to require or refer basic skills students to access tutorial and instructional assistance services in the English and ESL Departments.	2013-2014 & ongoing	CSKLS has implemented scheduled lab time with regularly assigned instructional aides
0005	ALL	00	00	Implement common assessment in core multisection English and ESL pathway courses.	Create tool in fall 2013 for English & ESL 100; create workgroups for ESL 320W and English 302 level courses.	2013-2014 & ongoing	ENGL/ESL common assessment delayed by ESL 10 (IA) curriculum proposal & objections to suggested prompts in 2013-2014. Revised prompts will be administered in Dec. 2014.
0005	ALL	00	00	Enhance recruiting efforts for Study Abroad programs to maximize enrollment.	Communicate student opportunities one year earlier than traditional time frame for NCSAC programs.		Longer lead time for new instructors has allowed more contact with AIFA & SA Committee to stress recruiting; returning scholarship students scheduled more frequently to tabling events.
0007	ALL	00	00	Institute mid-semester evaluation progress confirmation procedures.	Assure timely completion of all required instructor evaluations.		Evaluations are more regularly monitored, but difficulties still remain related to the shortage of instructors able to evaluate adjuncts and the complexities of contractual requirements.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	1. Pathway revision to improve rates of completion has proven to be a slow, long-term process. The English Department is piloting accelerated sections, but the small number of contract instructors and the reduction of support staff since the recession has hindered instructor buy-in, particularly for ESL where far little state activity exists
ALL	2.. Retirements have seriously impacted all of LAAF's departments. Spanish and ESL are nearing critical junctures due to the loss of talent that to some extent is belied by the fact that 7-8 icontract are still on board. Additional instructors are perhaps most needed by ESL and CSKLS departments with a similar number of adjuncts as English but with far fewer FT instructors charged with providing more varied offerings to more at risk students.
ALL	3. The drop in enrollment was evident through this year's PRPP dat for LAAF and for its four departments. The scheule of classes could probably be trimmed in several areas unless every enrollment must be preserved.
ALL	4. The dicfficulty of managing large numbers of adjuncts continues. Staff shortages, lack of financial incentives to participate in departmental activities and staff development and increased emphasis on pay-for-work idesology unfortunatly all maintain adjunct alignment challenges.

6.2b PRPP Editor Feedback - Optional

I agree with the Dean's analysis that increasingly student success is dependent on effective ESL, College Skills, and English Pathways. These areas of supervision impact almost every student at the college. I commend the dean for his work in these areas, and I want to highlight the importance of these initiatives.

In addition, the Dean has participated in a major county-wide effort to coordinate adult education. This coordination effort has long term implications for the county.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	03	01	Expedite ESL program development in accord with HSI grant requirements	CRC approval of new and/or revised ESL curriculum; implement hybrid learning materials; establish supplemental instruction system.	2014-2016	Faculty time and funding for adjunct participation and online materials
0002	ALL	01	01	Increase ESL and English pathway completion through Engl 1A	Identify program enhancements for ESL; Assess new English developmental pathway courses and configuration.	2014-2016	Funding for adjunct participation; contract faculty time
0003	ALL	01	01	Monitor and expedite creation of Sonoma County Adult Education Consortium for implementation of AB86 legislative requirements	Complete, comprehensive regional plan will be submitted by stated dates (Oct., Dec., March, July)	2014-2015	Dean and AA time
0004	ALL	01	01	Promote intrusive delivery if instructional assistance/supplemental instruction for core English and ESL pathway courses	Secure curriculum approval for courses with required instructional assistance	2014-2016	Faculty time and funding for adjunct participation
0005	ALL	00	00	Implement common assessment in core multisection English and ESL pathway courses.	A portion of final exams for two highest English and ESL writing classes will have common essay component	2013-2014 & ongoing	Instructor time; funding for adjunct training; administrative support for assessment administration
0006	ALL	01	01	Facilitate adoption of collaborative SLO assessment strategies for key English and ESL pathway courses	Common SLO assessment strategies for two highest level pathway courses will be instituted	2014-2016	Funding for adjunct participation; contract faculty time
0007	ALL	00	00	Enhance recruiting efforts for Study Abroad programs to maximize enrollment.	Create recruiting manual for SA including in person and online strategies.	2014-2015	Administrative staff time; Study Abroad instructor training