

# Santa Rosa Junior College

## Program Resource Planning Process

### English as a Second Language 2014

#### 1.1a Mission

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

#### 1.1b Mission Alignment

##### **College Mission**

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

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

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

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

The department is currently developing an equivalent course to English 1A (freshman composition), titled ESL 10, in order to "expand and sustain access by eliminating barriers" for our students who successfully complete ESL 100, which is one level below 1A. This course will not only satisfy the freshman composition requirement for some certificates and the AA or AS degree, but will also be transferrable to all CSUs. It is also the intent of the department to "increase the number of students who complete their educational plans and goals" by offering ESL 10.

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

enrollment grew by over 22%, and expanded to new sites in Windsor, Southwest Santa Rosa, Guerneville and the Apple Valley area of Santa Rosa.

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

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

The department employs best practices of language teaching through the implementation of sound pedagogical methods such as collaborative learning and communicative class instruction with the instructor acting more as a facilitator and less of a lecturer.

In addition, on-going professional development that focuses on best practices in second language teaching and learning is offered to faculty throughout the academic year.

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

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

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

The department constantly "promote(s) social and economic equity in the communities we serve" through our credit and noncredit programs. In fact, during the 2013-14 academic year, noncredit ESL expanded to include community based classes at Comstock Middle School, in Apple Valley and at Cook Middle School in Roseland, areas of Santa Rosa identified to be most in need of literacy and language instruction. In addition, this year the department has forged new collaborations with key community based organizations and local school districts including Community Action Partnership, Catholic Charities, Sonoma Academy and La Via Esperanza Community Hub at Cook Middle School, all of whom work to promote social and economic equity in the communities we serve.

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

Our faculty have always participated as much as possible in college collaborations and are well-respected by our peers across the disciplines. We have and will always proudly "foster an environment focused on collegiality and mutual respect" in all regards. Currently, for example, the ESL and English departments are working together to create a common assessment tool for the English 100/ ESL 100 level classes.

### **G. Develop Financial Resources**

The department has been participating in the effort to be designated a Hispanic serving institution which, once obtained, will financially help to "support our diverse communities and students." Also, the department has been collaborating with the International Students Program to increase the international student population, which brings in out of state fees, which then allows the district to offer more class sections to local residents.

In addition, noncredit ESL grants will receive over \$310,000 in funding for 2014-15. These funds are generated as a direct result of noncredit ESL students' improved

performance on the standardized CASAS test. For the first time, for the 2014-15 academic year, CASAS testing will expand to lower level credit courses, as well, to both document student progress and infuse needed supplementary funding to the Credit ESL program, as well.

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

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

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

**Year 1 (Spring 2012):** Assessment of the reading courses: ESL 313R, 315R, 317R, 320R

**Year 2 (Spring 2013):** Assessment of the communication courses: ESL 309CP, 311CP, 315CP, 320CP

**Year 3 (Fall 2013-Spring 2014):** Assessment of the VESL classes: ESL 322, ESL 332, ESL 334, ESL 335, and ESL 100.

**Year 4 (Fall 2014-Spring 2015):** Assessment of the upper level writing/grammar courses: ESL 316 & ESL 320W

**Year 5 (Fall 2015-Spring 2016):** Assessment of the beginning to intermediate grammar/writing courses: ESL 308, ESL 310, ESL 312, ESL 314

**Year 6 (Fall 2016-Spring 2017):** Assessment of the three levels of grammar review courses: ESL 311GR, ESL 315GR, ESL 317GR

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

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

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

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

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

In addition, Noncredit ESL has implemented grades to better assess student progress toward mastery of course level SLOs.

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

The ESL department recognizes that it is the primary provider of immigrant education, and thus Goal VI is the most closely tied to the department mission. ESL has been involved in the Basic Skills Initiative since fall of 2007. One ESL contract instructor is a member of the Basic Skills Committee. From 2008 to present, ESL has benefited from BSI funding for tutorial assistance both for credit and noncredit.

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

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

Each semester the department discusses and plans the schedule to effectively meet the needs of the community. Noncredit ESL has worked closely with the Matriculation Office, counselors and faculty to ensure that enrollment history, the levels of students on the "interest list" and student feedback is considered in developing the noncredit schedule. For spring of 2013, overall enrollment efficiency at SWSRC ( based on the number of students per section who attended 70% of all class sessions) was 43.9%. For Managed Enrollment sections, overall enrollment efficiency was 78.1%.

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

### **1.1c Description**

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

In noncredit, students are served mainly at the Southwest Santa Rosa Center, at CBET (Community Based English Tutorial) sites at Elsie Allen and at Sonoma Academy in SW Santa Rosa and at the Santa Rosa and Petaluma campuses. Additional sites have been added in Windsor, Lawrence Cook Middle School, Guerneville, Comstock and Sonoma Academy. The expansion of services in noncredit over the last ten years has been partially funded through grants and partnerships with local school districts. For the 2013-14 academic year, noncredit ESL forged new collaborations with Santa Rosa City Schools, Sonoma Academy, Windsor, Via Esperanza at Cook Middle School, Guerneville, and El Verano in Sonoma.

The lowest English level noncredit ESL classes begin at the literacy level and progress to intermediate (5 levels). In addition, six new elective courses in reading/writing, conversation & pronunciation have been developed. These courses help students fulfill CDCP Certificate requirements. The series of courses offered at the largest sites, including the Southwest Santa Rosa Center and at the SRJC main campus prepare students to matriculate to credit. To facilitate the matriculation of noncredit students into the credit program, noncredit ESL provides an annual Open House that brings noncredit ESL students to the main campus. In addition, noncredit ESL articulates with Credit ESL by implementing an assessment process that focuses on the writing skills students need to matriculate into Credit. Recent data from an internal survey conducted in fall 2012 of 512 credit students indicates that 40% of current Credit ESL students matriculated from noncredit ESL to credit (up from 33% in fall of 2006).

The credit program on the Santa Rosa Campus spans high beginning to one level below freshman composition, with ESL 100 being the highest level. Credit classes are

offered in 7 levels of core grammar/writing and reading classes, the lowest two in intensive format, as well as supplementary courses in oral communication. Although there are currently no credit classes offered in Petaluma, a planned intermediate writing/grammar class and intermediate reading class are scheduled there for the fall 2014 semester. It is the intention of the department, with the aid of the Petaluma administration and student services, to try and grow the credit program in Petaluma again, beginning with these two classes.

There are also several courses that serve Vocational ESL (VESL) needs such as ESL for the Health Sciences, ESL in Culinary Arts, Beginning ESL for computers, and a new 3-unit class linked with Child Development that will be taught for the second time in the fall 2014. semester. Typically, the health science class is offered each fall and the culinary arts class is offered each spring.

Most recently, the department has been working closely with the International Student Program in order to increase international student enrollment as well as develop support services for those students. The department intends to support the ISP in proposed short-study summer programs for international students and offer one-month orientation classes for students coming here to study for a year or more.

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

In addition, the department chair and non-credit coordinator work with assessment in the development of the testing schedules for both the credit and noncredit placement tests. At the Southwest Santa Rosa Center, the ESL Noncredit Coordinator and the Noncredit Matriculation Coordinator work together to plan and implement matriculation services at all noncredit sites. Offering off-site matriculation services has helped facilitate an increase in enrollment of over 22% for the 2013-14 academic year and has contributed to the success of innovative programs such as the Managed Enrollment (short term-intensive classes) program.

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

In Santa Rosa, the ESL Department office is open Monday through Thursday from 8:00 a.m. to 3:00 p.m. The office has bilingual student receptionists during the busiest hours, usually between 9 am and 3 pm. These student workers often serve as a first point of contact for the college. Due to repurposing of one of the department's administrative assistants, only one 50% administrative assistant currently staffs the office from 8:00

a.m. to 1:00 p.m. Unfortunately, this leaves the ESL Department Office staffed by only a student receptionist from 1:00 p.m. to 3:00 p.m.

The ESL Learning Center merged into the Tutorial Center in Doyle Library in the fall of 2011. Instructional assistants and STNCs trained in tutoring ESL students have been working with Tutorial Center staff to serve ESL students ever since.

Noncredit students can obtain information and assistance at the department office but can also leave a message at the faculty office at Southwest Center. Noncredit students receive orientation and matriculation services at the Southwest Santa Rosa Center, and Tutorial services were also offered to noncredit students at that site during the fall 2013 semester. Unfortunately, there is very little support for incoming noncredit ESL students on the main campus, and there is a strong need for more coordination of services such as orientation services on campus. In addition, although noncredit ESL students receive an Orientation at SWSRC, the orientation could be improved with more input from the instructional staff to include critical goal-setting activities that are known to improve student retention and persistence.

Currently, the largest off-site location is the SRJC Southwest Center. At the Southwest Center, the Matriculation Office provides application, assessment, orientation, and registration services to students. Counseling is particularly important now given the development of the new CDCP certificates and the need for students to complete the noncredit pathway and move on into credit.

## 1.2 Program/Unit Context and Environmental Scan

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

An additional challenge for the department is to keep up with student learning outcomes assessment, basic skills projects, evaluations, and other college responsibilities (especially those in the non-credit area) given the lack of full-time faculty in our department. With six retirements/resignations in the past seven years and only two replacements, the department struggles to maintain a high standard of service.

There are state and national trends that potentially will affect ESL instruction as well. The new accountability demands of the Student Success Scorecard results put increased pressure on the department to assess the effectiveness of our practices and to revise the curriculum accordingly. There has also been an increase in the number of colleges offering an ESL course in freshman composition. The hope is that such a course will work well to improve the percentage of ESL students enrolling in and completing a freshman composition course. To that end, the department is currently working on getting a proposed English 1A alternative, called ESL 10, approved, which will take about two years if the process goes smoothly. Additionally, changes in federal immigration policy and the California Dream Act could bring more students needing ESL

instruction. And, a concerted effort by the International Students Program to increase international student enrollment will also have an impact on the program as the department will need to develop a method to monitor student progress and deal with this unique population. Finally, the ongoing need to collaborate with the English Department to define standards and improve articulation will require a commitment from the ESL and English faculty. The bottom line is that more full-time faculty, support staff and funding are needed in order to accomplish these crucial upgrades and changes.

Noncredit ESL has also responded to the new accountability demands of the Student Success Task Force by implementing systematic and programmatic changes in the Noncredit ESL Program. First, noncredit ESL students now 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, as of Spring 2013, noncredit students may petition for 3 new CDCP Certificates; Basic Communication Skills Certificate, Basic Communication Skills Certificate and the Academic Foundations and Career Preparedness Certificate. Each of these certificates provides potential employers with clear linguistic outcomes that transfer to the workplace environment. It is also important to note that Noncredit student obtainment of these certificates is now reported in the District ARC Report, and that students' coursework, grades and progress toward certificate completion is now recorded in the District's student information system.

Another programmatic change in noncredit is the implementation of a Managed Enrollment (Intensive instruction) program. Data analysis of the first year of the Managed Enrollment Pilot indicates retention rates as high as 100% and an increase of over 15% in achievement benchmarks earned by students attending managed enrollment sections.

All the changes indicated above provide a vehicle to track and assess noncredit students, and we hope to obtain more data regarding the movement of noncredit students to the credit program. As of October, 2012, an internal survey of 512 credit students indicated that 44% of credit ESL students began in the noncredit program. Moreover, this same survey indicated that as many as 33% of credit ESL 320 students began their academic career in noncredit ESL. These results point to the effectiveness of the noncredit pathway and the importance of articulation between noncredit and credit.

A major challenge will be to offer sufficient numbers of classes to adequately serve student and community needs. In fact, for the spring 2013 academic semester, noncredit enrollment was up by over 22%, and, given the closure of adult schools in Sonoma County coupled with pending legislation requiring English language proficiency as a key component of the Dream Act, demand for English classes will only continue to increase. Given current plans to expand noncredit ESL offerings to Sonoma, it is more important than ever that noncredit ESL be provided funding to hire regular classified assistants to help facilitate program development which includes interfacing with the community, CASAS testing, enrollment and registration assistance and outreach.

## 2.1a Budget Needs

### Impact of budget reductions:

Cost Savings Measures: ESL has tried to conserve funds and has been successful in several categories. To reduce copying costs, instructors are encouraged to compile readers sold at the bookstore and use enhanced technology as much as possible to avoid duplicating costs. The bi-weekly department newsletter as well as all department business are distributed electronically. Instructors have given and attended workshops on the use of File Depot and CATE for classroom instructional materials. Additionally, many instructors use the BCL Maggini Server to make files accessible to students foregoing the need to print out these materials. Noncredit has adopted a book program that underwrites the cost of textbooks thereby reducing duplicating expenses related to copying. In addition, 2 new readers were created for use in the 714RW and 716RW courses. The department continues to manage and conserve resources such as telephone and postage related expenses. We have referred as many noncredit students as possible to the Southwest Center for matriculation purposes, thereby avoiding duplication of services at other sites.

Comparison to District totals: In 2012-2013, ESL had total expenditures of approximately \$2,297,411.94 which is 2.09% of the district total. This is an DECREASE of 6.68% from the previous year.

This includes:

- a faculty payroll of \$1,660,172.87 is 4.41% of the District's total faculty payroll. This is a DECREASE 7.03% from the previous year.
- an annual classified payroll of \$64,731.64 is 0.36% of the District's total classified expenditures. This is an DECREASE of 16.68% from last year.
- a management payroll of \$38,993.10, which represents 0.43% of the District management payroll and is a DECREASE of 24.42% from last year.
- a total salary/benefits costs of \$2,204,018.11 is 2.65% of the District total. This is a DECREASE of 6.37% from last year.
- non-personnel costs of \$93,393.83, which is 0.67% of District non-personnel costs. This is a DECREASE of 13.46% from the previous year.

Need for additional funding: ESL continues to need additional funding in order to train adjunct faculty to assure consistency of standards among our seven levels of credit instruction and the five-level noncredit pathway. Beginning in Fall 2014, with 6 (possibly 7) full-time faculty and 67 adjuncts, it will continue to be extremely difficult to train instructors without funds to pay them to attend meetings and trainings. We also need more funding to send faculty to conferences to stay current in the discipline.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	01	01	\$10,000.00	Every year we go over budget by double the amount allotted to the dept. because of higher graphics costs from schedule additions and larger class sizes. Also, noncredit ESL copying gets mixed in with credit copying.

## 2.2a Current Classified Positions



Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	20.00	12.00	Conducts all office activities (curriculum input, department business, supervises student workers, etc) as in the job description. Since a 20 hour a week administrative assistant was repurposed, our remaining 20 hour a week AA handles all the department business with considerable help from our bilingual student assistants. Her workload is at the maximum. The department would like to increase her hours to 40 per week.
Senior Instructional Assistant	5.50	10.00	IA senior. Assists in classrooms and in the Tutorial Center
Senior Instructional Assistant	34.00	10.00	IA senior. Assists in classrooms and in the Tutorial Center
Senior Instructional assistant	2.00	9.00	Works in the Tutorial Center

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
ESL Department Chair	40.00	12.00	All department chair duties.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Bilingual student office assistants	24.00	12.00	Reception at ESL office. Answer phone, schedule appointments, provide basic dept. information in English and Spanish.
Noncredit ESL Assistant CASAS Coordinator, SWSRC	15.00	11.00	Assists with coordination of all CASAS testing; scans test results and generates reports; orders supplies and materials at SWSRC and maintains the ESL Office at SWSRC
Noncredit Administrative Assistant	10.00	12.00	Completes budget records, PAFS, monitors childcare expenses, orders materials and supplies, works closely with collaborating school districts.
15 Cultural Liaisons	170.00	10.50	Assist with enrollment of continuing students, provide individual and small group tutoring to students; assist with CASAS testing, book bags program and do community outreach and provide course information to students, as needed .
2 Instructional Assistants-CASAS E-Testing	10.00	12.00	Implement CASAS E-Testing at SWSRC, in Petaluma and the SRJC main campus.

## 2.2d Adequacy and Effectiveness of Staffing

### ESL Staffing Issues

The core data reveals serious understaffing in the ESL department in the 2012-2013 year.

FTE-F : FTE-SS was 3.6355 which was 1.0235% of the district total and a DECREASE of 34.31% from last year.

The department lacks sufficient numbers of permanent classified employees and contract faculty necessary to effectively and efficiently run the program.

Additionally, beginning in fall 2013, one of our instructional assistants went from 11 hours to 9 hours a week, and in the upcoming fall 2014, she will be reducing her IA hours again to 3.5 hours a week, so in the course of one year, the department will have lost 7.5 hours a week of valuable classroom and tutoring assistance.

FTE-M (Dept. Chair) reassigned time went down 3.77% in 2012-2013.

The department chair is the only management position. This difficulty with administering the ESL Department increases the department chair's workload exponentially. Chair reassigned time does not adequately factor this imbalance into the reassignment equation.

The noncredit ESL program has continued to provide the services requested of the Basic Skills Committee through ESL grant funds. All classified personnel in the noncredit program are funded through grants. All positions are 100% STNC and have been for seventeen years.

Although the ESL noncredit coordinator has reassigned time to manage the very large and complex noncredit program, much of her reassigned time is provided by grant funding to administer the Title II grants and collaborations with local elementary school districts and community-based organizations. As of fall 2013, Noncredit ESL began a new collaboration with Santa Rosa City Schools Secondary District at Elsie Allen High School, Cook Middle School and Comstock Jr. High. In addition, new classes were also added at Windsor High School and Guerneville Elementary School, and the department is currently in the planning stages of beginning a new noncredit ESL program in Sonoma, in conjunction with La Luz Community Center. Obviously, the ESL program, both credit and noncredit, does not have adequate staffing to run most aspects of the program, especially if the noncredit ESL program continues to expand.

The noncredit areas in most need of further staffing are:

1. A permanent, grant funded 12 hour per week Noncredit ESL Administrative Assistant to provide clerical support for noncredit, monitor/track PAFS and timesheets, assist with grant budget development and accounting issues and order supplies and materials.
2. At least one regular 75% IA position to work in the noncredit program, to work with students as well as to coordinate CASAS activities.
3. Two 25% bilingual instructional assistants to assist with testing, instruction, and outreach in the noncredit program.

The most critical need for ESL office staffing is:

1. Add more hours to the current AAll position, from 20 to 40 hours a week.

The most critical need to improve effectiveness is:

1. An increase in the reassigned support for the department chair to an ongoing minimum of 60%.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	AA II: 20 hours a week x 52 weeks	Administrative Assistant II: 40 hours x 52 weeks	Classified
0002	Santa Rosa	01	01	none	IA for Credit ESL: 20 hrs/week x 36 weeks	Classified
0003	Santa Rosa	01	01	STNC AA2 10 hours X 52 weeks	NC Administrative assistant 12 hours x 52 weeks	Classified
0004	Santa Rosa	01	01	STNC IA	Instructional Assistant/CASAS 30 hours x 40 weeks	Classified
0005	Santa Rosa	01	01	STNC IA	NC Instructional Assistants 25 hours x 40 weeks	Classified
0006	Santa Rosa	01	01	STNC IA	Instructional Assistant 25 hours x 40 weeks	Classified
0007	Santa Rosa	01	01	STNC IA (3 positions)	Regular Instructional Assistant 50% 20hrs x 40wks	Classified

## 2.3a Current Contract Faculty Positions

<b>Position</b>	<b>Description</b>
6 full-time faculty in 2013-2014	All six of the full-time instructors are expected to be able to teach any of our seven levels of credit instruction. Additionally, these full-time instructors are restricted from teaching non-credit classes. Of the six positions, one is the department chair, who receives 48% reassigned time, and the other is the noncredit coordinator, who receives 80% reassigned time. In contrast, there are 67 adjunct faculty in the ESL Department.

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

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ESL 2012-2013	7.0000	24.0000	25.3300	76.0000	<p>For Fall 2013, there were approximately 26.19 FTEF. Of this total, 6 were contract faculty, comprising 18% of the total FTEF and adjunct faculty comprising 82%</p> <p>Due to reassigned time, ESL has effectively only 4.8 contract faculty available for teaching.</p>

## 2.3c Faculty Within Retirement Range

Of the six full time faculty who will be on staff in 2013-2014, four are in their 60s, one 50 year old, and only one under 30. Six full-time faculty have retired or resigned within the last nine years, yet there has been only two replacements. Three additional faculty are considering retirement within one to three years.

Given the increased accountability requirements mandated by the Student Success Act and the District's desire to increase international student enrollment and become a Hispanic Serving Institution, the ESL faculty is in CRISIS mode. Without replacement for some of these retirements/resignations, the department will be unable to continue to offer services at the same level, let alone accommodate the anticipated increase in enrollment and accountability.

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

It is becoming a challenge to recruit ESL instructors, and there has been a noticeable decline of qualified instructors over the last several years, from a high of 175 applicants for a 2004 hiring to 52 applicants who met minimum qualifications for a 2014 position. Moreover, the department did adjunct recruitment and hiring in summer 2013, but only five adjuncts were added to the pool.

A department of this size and breadth does not have adequate contract faculty. The numbers in the data show that no other large department has a more imbalanced ratio: Currently, approximately 20% of classes are taught by full time faculty. The majority of credit courses are taught by adjunct, and 100% of the noncredit courses are taught by part-time instructors. The low number of full-time faculty has had a huge impact on the department's ability to function as expected. The ESL Department is a complex operation. The following are examples of how ESL may be different from other academic departments at the college:

- a seven level credit pathway with grammar/writing and reading prerequisites
- a five level noncredit pathway
- a placement/assessment process in both credit and noncredit
- outreach responsibilities in credit and noncredit
- multiple off-campus sites
- A disproportionate number of support staff to supervise (almost 10 times the District average)
- a student population with unique needs requiring more support mechanisms
- multiple grants to administer

Additionally, the sheer numbers of faculty requiring orientation, training, staff development, evaluation, and department communication has put the department in constant crisis mode. The reduced full-time staff and the already disproportionate full-time to part-time ratio has made it extremely difficult to manage expected department business: keeping up with curriculum revision, learning assessment projects, and faculty evaluations. For instance, even with the Herculean efforts by full time faculty to keep evaluations current, ten instructors will not be evaluated in the spring 2014 semester, which is going to trigger a snowball effect on the next several semesters of upcoming scheduled evaluations. As well, there are other college service projects - key college committees, the Student Success Act, Basic Skills and the increase in international students, which began in Fall 2013 - has become nearly impossible to handle efficiently.

In noncredit, there is a pressing need for regular classified staff to perform the myriad of responsibilities required at all noncredit sites. As noncredit continues to grow and expand to Guerneville, Sonoma, Windsor and other previously unserved communities in Sonoma County, additional "regular" staff is needed to assist with intake of new students, provide supplemental

instruction and implement CASAS testing. Given that noncredit ESL is one of few programs on campus to meet college-wide enrollment goals, additional regular IA positions are needed to help sustain and support this growth.

### 2.3e Faculty Staffing Requests

<b>Rank</b>	<b>Location</b>	<b>SP</b>	<b>M</b>	<b>Discipline</b>	<b>SLO Assessment Rationale</b>
0001	Santa Rosa	01	01	2 ESL credit instructors for the Santa Rosa campus	Without additional faculty members, it will be extremely difficult to meet our course SLOs.

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



## 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	01	01	Durable document cameras at SWSRC	6	\$1,000.00	\$6,000.00	Marti Estrin	off-site locations	Marti Estrin
0002	Santa Rosa	06	07	Adjustable computer work station chairs	5	\$615.11	\$3,075.55	Holly Vettori	1261, 65, 86, 88, 89	Holly Vettori

## 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
0004	Santa Rosa	04	07	Urgent	Barnett	1201, 1206	\$1,000.00	Interior ceiling panel replacement and repairs. Leaks threaten computers, printers and other office equipment.
0005	Santa Rosa	00	00	Urgent	Barnett Hall	1288,1289,1265,1261	\$4,000.00	Window Covering - repair & replace as needed, north main windows and upper south louvered windows to allow room darkening for media projection and retract for ventilation (no air conditioners)
0005	Santa Rosa	00	00	Urgent	Barnett Hall	1265	\$4,000.00	Carpet in the 1265 classroom is ripped, which poses a safety hazard. Additionally, it is ugly and stained and I am positive that our international students report home about its condition.

## 2.5b Analysis of Existing Facilities

At the Santa Rosa campus, ESL is housed in Barnett Hall. Since replacing Barnett Hall has been postponed, there is much deferred maintenance that critically needs to be addressed. The ESL Department office facilities, also housed in Barnett, need ceiling tiles repaired, new carpeting, and other renovations.

Additionally, the presence of lead paint flakes, asbestos materials, and mold is of extreme concern to faculty and staff. Several report ongoing headaches.

In Barnett Hall, the computer lab (1261), the bathrooms, and the classrooms are always less than clean. In the classrooms, dust is everpresent on the windowsills and all other flat surfaces, and the white boards and trays are never adequately or regularly cleaned. The same fact is true about the windows and floors.

The most consistently clean areas in Barnett Hall are actually the outdoor halls because the evening custodian assigned to this building spends an inordinate amount of time sweeping up every individual leaf that makes its way there.

## 3.1 Develop Financial Resources

The ESL department has received over \$3,000,000 in grant funding over the past ten years through the Workforce Investment Act, Title II, which is disseminated through the California Department of Education. This year WIA was reauthorized and the ESL Department reapplied and was granted on-going funding based on Agency adherence to set deliverables and student performance on standardized testing (CASAS).

The ESL Department has also received \$5,000 in funding through First Five in conjunction with its Family Literacy Program. Funds were used to purchase books for "Book Bags" in English and Spanish that students/parents check-out to read to and with children at home.

Finally, the ESL Department has most recently applied for a SRJC Foundation grant, "Women in Philanthropy" to provide on-going workshops and training in interview, job-search and community leadership skills to 15 students who have completed the ESL program, are continuing students, and also work in some capacity for the ESL Department.

## 3.2 Serve our Diverse Communities

By definition, English language learners represent a very diverse portion of our community. The ESL department, in recognition of the diverse student population, tries to honor this multicultural group. In the last two hiring recruitments, ESL requested publicity at the professional websites of organizations that include culturally diverse members. In this most recent recruitment (2014), 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 teaching abroad and involvement in second language learner community activities.

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

### 3.3 Cultivate a Healthy Organization

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

All faculty are encouraged to participate in department activities, but sadly, unless the adjunct faculty are paid to participate, they mostly do not. The same holds true for regular faculty wishing to attend a summit, workshop, or conference. No funds, no participation.

Fortunately, ESL grant funds have provided a strong impetus for non-credit faculty to attend on-going training in noncredit ESL. Paid, monthly meetings and training focuses on best practices in second language teaching and learning including collaborative learning, the "Communicative Approach," "Explicit Instruction," "Writing Process," and ways to integrate technology and language learning.

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

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

### 3.4 Safety and Emergency Preparedness

The ESL department was not made aware that the IIPP had to be reviewed with each employee every year, so we have not do so, but we would like to. We just need to be told how to do so.

The ESL department does not require any special safety trainings as we do not work with hazardous materials or in a hazardous material or otherwise area of campus.

The ESL department does not currently have a building or area safety coordinator. We are aware of area safety coordinators in two nearby programs in the same building as we are. In fall 2014, the department plans to find one to two volunteers for these positions and implement appropriate training.

### 3.5 Establish a Culture of Sustainability

The ESL Department continues to make a concerted effort to reduce the use of paper and paper copying. More faculty have developed readers for their classes. More instructors are using Moodle or other technology to post materials online. With the addition of document cameras and computer/internet in the classrooms instructors have reduced paper needs. In noncredit ESL students have been purchasing textbooks in order to reduce the amount of photocopying. In addition, as of summer 2014, the classrooms at SWSRC will be equipped with document cameras, thereby further reducing the need for copies.

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

Five of the six classrooms regularly used by the department do not have AC; thus, the district saves \$1000s a year by not having to cool the classrooms.

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

#### 4.1a Course Student Learning Outcomes Assessment

On the credit side of the program, most of the grammar/writing sequence of courses will be reassessed by the end of spring semester 2014: ESL 308 (and 308a/b), 310 (and 310a/b), 312, 314, and 316. ESL 100 will be assessed in fall 2014. Additionally, by the end of spring 2014, all VESL classes, except 334 (which is only offered in fall semesters), will have been assessed. In Fall 2011/Spring 2012 all the reading courses were assessed. In spring 2013, all the CP class levels were assessed. Faculty report on the results of their assessments at both fall and spring department meetings to help inform instruction and determine future curriculum changes.

By the end of spring semester 2014, 23 out of 28 credit courses will have been assessed since the six-year cycle was set by the department in 2012. The department is very much ahead of schedule on this endeavor.

On the noncredit side of the program, all noncredit ESL core courses have been assessed over the three years. Results have been used to inform instruction and standardize instruction at each level of noncredit ESL.

The student learning outcomes movement as well as the results of our assessments inspired us to collaboratively revise all of our grammar/writing, reading, and communication courses. By beginning in large groups and then dividing into small groups for individual courses, we were able to greatly improve the sequencing of our outcomes, objectives, and topics and scope.

The new computerized assessment tool for credit ESL, the COMPASS, and reading course prerequisites have been in place since spring of 2011.

Every course in the ESL credit and noncredit program has student learning outcomes. Within the last four years all of the credit grammar/writing, reading, and communication classes have been revised. The entire non-credit track has been revised as well.

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

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

**Year 2:** Assessment of the four communication courses: ESL 309CP, 311CP, 315CP, 320CP

**Year 3:** Assessment of VESL classes: ESL 322, ESL 332, ESL 334, ESL 335, ESL 390.1, ESL 390.4

**Year 4:** Assessment of the beginning and intermediate grammar/writing/reading courses: ESL 308, 310, 312, 314

**Year 5:** Assessment of the upper level writing courses: 316, 320W, 100

**Year 6:** Assessment of the three levels of grammar review courses: ESL 311GR, ESL 315GR, ESL 317GR

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

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

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

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

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

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

In addition, Noncredit ESL now uses performance indicators (grades - P, SP and NP) in all noncredit ESL classes in order to assess student progress toward mastery of course level SLOs.

SLOs have also been approved for all 5 levels of noncredit ESL. Moreover, students' mastery of SLOs is measured by various assessments including CASAS scores in reading and listening, teacher-made tests, CIVICS Additional Assessments and in class projects.

## 4.1b Program Student Learning Outcomes Assessment

Noncredit ESL students who have taken and passed (with a grade of "P") a series of required courses (2 core courses and an elective) may now petition for one of 3 new CDCP Certificates: Foundations of Literacy Certificate; Basic Communications Skills Certificate and an Academic and Career Foundations Certificate. The certificates document student progress and provide a powerful incentive for students to be retained in the program. And, since May 2013, noncredit ESL students who have earned the highest level certificate participate in the the ESL Completion Ceremony.

Student Learning Outcomes for the Noncredit ESL CDCP Certificates will be assessed as follows:

Fall 2014 - Foundations of Literacy Certificate, Basic Communications Skills Certificate and Academic and Career Foundations Certificate.

Fall 2016 - Foundations of Literacy Certificate

Fall 2017 - Basic Interpersonnal Communications Certificate

Fall 2018 - Academic and Career Foundations Certificate



ESL 315CP				X				X	X	X	X	X	X	X	X	X
ESL 315R				X				X	X	X	X	X	X	X	X	X
ESL 316		X		X				X		X	X	X	X	X	X	X
ESL 317R		X		X				X	X	X	X	X	X	X	X	X
ESL 320 CP		X		X				X	X	X	X	X	X	X	X	X
ESL 320R		X	X	X				X	X	X	X	X	X	X	X	X
ESL 320W		X	X	X				X	X	X	X	X	X	X	X	X
ESL 332/732		X											X	X	X	X
ESL 334		X		X		X		X		X	X	X	X	X	X	X
ESL 712			X										X	X	X	
ESL 713			X										X	X	X	
ESL 713CP		X		X				X	X			X	X	X	X	X
ESL 714			X										X	X	X	
ESL 714CP		X		X				X	X			X	X	X	X	X
ESL 715			X										X	X	X	
ESL 716			X										X	X	X	
ESL 722		X		X				X				X	X	X	X	
ESL 724		X											X	X	X	

## 4.2b Narrative (Optional)

## 5.0 Performance Measures

The main trend in credit ESL has been the declining enrollment in the Petaluma program. Time, money, and human resources continue to be scarce to try to rebuild the program. If the ESL program is to be successful in Petaluma, it will require a faculty anchor and an integrated outreach effort involving administration, counseling, matriculation, and instruction. To date, this has not taken place although we all continue to dialogue with Petaluma about this.

As is mentioned in the following sections on student success, 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.

For the 2013-14 academic year, non-credit ESL enrollment was up by 22% with an overall increase in FTEF of 2.5 between fall 2012 and fall 2013. This increase in enrollment includes a significant increase in enrollment in Petaluma, as well. 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). With this in mind, attendance efficiency data for SWSRC indicates an average attendance efficiency of over 78% for Managed Enrollment (Short, intensive classes)

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

1. ESL offers a full credit program for day and evening students in Santa Rosa. Some classes not offered in the evening can be taken in the summer. Classes are scheduled so that students can take core grammar/writing, reading and oral communication classes without schedule

conflicts. Noncredit has developed 3 new reading/writing courses and 3 new conversation/pronunciation courses which will be offered during summer session.

2. Petaluma campus has classes only in the evening and they are all noncredit. Starting in Fall 2010, there was no full-time instructor in Petaluma, which has resulted in no credit classes currently being offered there. In fall 2014, the department plans to offer one grammar/writing class and its companion reading class to see if we can pick up the program again.

3. Noncredit ESL offers integrated courses at all of the five levels plus electives in conversation and pronunciation, reading and writing, computer classes and literacy level classes at the new Southwest Center. In addition, noncredit ESL offers classes on Friday and Saturday evenings to provide greater access to students whose schedule does not allow them to attend class during the week. CP and RW classes are now offered in Petaluma, and ESL 722(ESL computer class) is also offered for students in Guerneville.

To improve student retention and achievement and overall enrollment efficiency, noncredit ESL initiated a Managed Enrollment Pilot in the spring of 2011. All noncredit levels are also offered in the evenings at the Petaluma campus, including a Conversation/Pronunciation class on Friday nights, an ESL computer class on Saturday mornings and electives in reading/writing and listening/speaking. Some upper level noncredit courses are offered at the Santa Rosa campus, with the goal of matriculating many of these students to the credit program. There are, in addition, noncredit courses offered in Windsor, Cloverdale, Healdsburg, Guerneville, Southwest Santa Rosa and Apple Valley.

4. Noncredit ESL is also offering intensive ESL classes that meet 4 days per week (instead of 2) and continue for 8.5 weeks instead of 17.5. These intensive courses are designed to improve student achievement and retention and to overall increase noncredit ESL's efficiency and productivity. It is also important to note that Managed Enrollment is a model that is considered "Best Practices" around the country.

5. The department scheduling committee studies enrollment patterns to plan for future enrollment and strives to anticipate demand for classes. The heaviest demand tends to be in the early and mid-mornings. Hence, all of the core grammar/writing courses as well as the reading and conversation courses are scheduled during these hours. A full credit schedule is also offered in the evening. Noncredit courses are scheduled evenings and weekends at multiple off campus sites. The new noncredit ESL Reading/Writing and Conversation/Pronunciation courses will offer a high degree of flexibility in scheduling, especially during the summer session.

6. All of the core grammar/writing and reading courses are offered frequently enough in Santa Rosa to meet student demand. However, due to splitting intensive courses at night, evening students must attend one additional year.

## 5.2a Enrollment Efficiency

Credit ESL enrollment efficiency on the Santa Rosa Campus averaged over 100% consistently from the spring of 2010 to spring 2012. Then, the department was pressured to increase its enrollment cap for most credit courses, which it did. As a result, enrollment "efficiency" was at an average of 87.66% in the 2012-2013 year. For the six semesters of 2010 to 2012, the average class size was 22.43. For the three semesters of 2012-2013, the average class size was 24.16. Thus, even though our "efficiency" has gone down, our average class size has increased. The department would still have over 100% efficiency if we had not changed our enrollment cap.



For the spring 2014 semester, non-credit ESL enrollment was up by 22% which includes a significant increase in enrollment in Petaluma, as well. 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). With this in mind, attendance efficiency data for SWSRC indicates an average attendance efficiency of over 80% for Managed Enrollment (Short, intensive classes) and as high as 64% for 17 week courses.

Still, it is important to note that noncredit ESL is held to a different standard of efficiency than is true for credit courses. Whereas the efficiency level for credit courses is determined by numbers of students at the first census, efficiency in noncredit is determined by FTES which is based on positive attendance hours at the end of the semester. A more valid measure of noncredit ESL enrollment efficiency would involve looking at course enrollment numbers at First Census and comparing that number relative to a target enrollment of 30 students per section.

## 5.2b Average Class Size

In credit ESL, the average class size has been increasing (as far as we can tell. The system still does not have the ability to separate credit and noncredit statistics.) Given the data provided, for the six semesters of 2010 to 2012, the average class size was 22.43. For the three semesters of 2012-2013, the average class size was 24.16.

In noncredit ESL, class size has been increasing with overall enrollment up by 22%. In fact, many of the new managed enrollment sections begin and end with 30-35 students. This trend is due to many factors including the closure of most adult schools in Sonoma County, recent legislation effecting immigrants, noncredit expansion to under-served communities (Apple Valley, Guerneville, for instance), and new intensive classes that have attracted large numbers of students.

## 5.3 Instructional Productivity

In credit ESL data (not completely accurate due to the inability of the system to separate credit and noncredit on the Santa Rosa Campus), productivity reached a high of 13.78 for a single semester in summer 2013. The average productivity ratio for the Santa Rosa Campus for the summer and fall of 2012 & spring 2013 is 12.85. This average has slightly increased from the 2010-2012 ratio. In a second language acquisition course, it is essential for the classes to remain small so that instructors can provide the necessary attention and allow the extra time that students need in order to acquire a second language.

In noncredit ESL, data indicates that noncredit ESL has been very productive from both a fiscal and academic perspective. Clearly students are spending more "seat hours" in class which generates increased levels of FTES (up by 2.5 FTEF between 2012-13), while at the same time, achieving more in English, as indicated by increased number of benchmarks earned on CASAS. In addition, noncredit ESL is one of the few programs on campus to achieve growth goals for enrollment for the 2013-14 academic year.

## 5.4 Curriculum Currency

In credit ESL in the past six semesters, the department has updated and revised all the credit core grammar/writing, reading, oral communication, and special courses. In addition, several courses not being currently offered have been inactivated.

Course Revisions for all levels of noncredit have been submitted and approved, adding SLOs for reading and speaking/listening to all levels of the curriculum.

## 5.5 Successful Program Completion

The ESL credit program does not have any certificates recognized by the State; however, we award certificates of completion annually to students who complete the 320W and 320R courses (advanced writing and reading, respectively). When the budget will allow, some support courses are offered to help students progress through the program, including supplemental grammar and vocational courses.

Noncredit ESL now has 3 new 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 now 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 now reported to the Chancellors' Office as a means to document noncredit ESL students' achievement in English.

Currently, Noncredit ESL student achievement is measured by 1) the number of students who go up at least one level on CASAS Reading each academic year, and 2) The number of students who earn a "P" in each noncredit ESL course. Noncredit ESL students at SRJC have far surpassed statewide goals in terms of achievement in English reading every year from 2007 through 2014.

## 5.6 Student Success

In credit ESL, the retention level was higher than the District average for 2012-2013 with 84.7% compared to 80.19%. The combination of small class size and the determination and maturity level of the ESL students are all factors in the strong retention rate.

The ESL GPA average for credit students over the past several years has been holding steady. For the 2012-13 school year, students had a 2.56 GPA, which is lower than the district's average (2.84) for the same period. 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. Given these and other factors, such as the largest age group attempting to learn a second language as adults is between 26 and 35, it is natural for the GPA of the ESL student population to be a little lower than district-wide populations.

Looking at the student equity documents for fall 2012 & spring 2013, it is noticeable that the overall retention percentages for all ethnicities, age groups, income levels, disability status, and college status reported in the discipline of ESL were at 85% and 84%, respectively. The department should focus on improving the retention rate of two particular groups: male students and those students in the 21 to 25 age category as the retention rates for those two groups dipped below 80% in spring 2013.

Overall statistics for successful course completion in the ESL department for fall 2012 and spring 2013 was reported at 78% and 77%, with GPAs coming in at 2.668 and 2.734. The District's overall report of successful course completion posted a 73% average for both fall 2012 and spring 2013, and the GPA at 2.738 and 2.765.

In Noncredit ESL, student success is measured by students' pre and post test performance on a standardized CASAS test that is administered twice each semester. Growth between pre and post testing is reported as "benchmarks" which then transfers to payment points that ultimately determine the next year's funding levels. For 2012-13, noncredit ESL students earned 8% more benchmarks than were earned in 2010--11, which translates to a slight increase in anticipated funding from \$308,000 to as much as \$315,000 for 2013-14. This increase in payment points demonstrates student achievement since funding levels were maintained despite a drop by almost 30% in noncredit ESL course offerings during the same period.

Another measure of student success in noncredit ESL is the percentage of students who received the performance indicator "P" (pass) at the end of the course. Based on data ascertained from the fall 2012 through fall 2013, approximately 48% of all noncredit ESL students taking classes at SWSRC earned a "P" in their courses in contrast to 14.7% who did not and 39.6% who received an "SP" (Sufficient Progress). Since the grade "SP" is considered close to passing, it can be deduced that nearly 87% of those students who attended more than 8 hours of classes either passed or are close to passing their courses.

In noncredit ESL, one measure of student retention can be measured by the number of students who take a CASAS pre-test in the beginning of the semester and are retained long enough towards the end of the semester to take a post CASAS test. At SRJC, the percentage of noncredit ESL students with paired scores exceeds all state levels at 85.6% for 2012-13.

## 5.7 Student Access

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

The department serves, by far, the highest number of Hispanic students in any discipline at this institution - 75% in the 2012-2013 academic year. Many of these students are considered at-risk students; however, the department continually lacks the support services it needs to best serve this growing population in our district. This on-going issue, in turn, ultimately restricts access to other programs of study for these students.

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

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

for short, intensive classes, they would not be able to study English and ultimately earn a CDCP noncredit Certificate.

As mentioned, noncredit ESL has also grown during the 2013-14 academic year to provide improved access to English instruction for students living in Guerneville, Windsor, Apple Valley and Southwest Santa Rosa.

## 5.8 Curriculum Offered Within Reasonable Time Frame

Although credit ESL offers no formal credit certificates or majors, all courses in the seven level prerequisite pathway are offered so that students can progress through the program in a timely fashion. The full range of noncredit courses is offered at the Southwest Center and all of the core courses and electives are tied to the three new CDCP Noncredit ESL Certificates.

## 5.9a Curriculum Responsiveness

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

On the noncredit side, noncredit ESL has begun to offer short, intensive courses, which have increased efficiency and student achievement.

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

Not applicable.

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

Not applicable.

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

Not applicable.

## 5.11b Academic Standards

Three years ago, the entire credit grammar/writing, reading, and oral communication curricula have been revised. This revision was done collaboratively in small and large groups, in which we discussed outcomes, assessment, textbooks, and teaching techniques. Also, there are always on-going discussions of standards in department meetings as well as learning assessment reports on both the credit and noncredit levels.

In fall 2014, a pilot will be conducted in the most advanced ESL course (ESL 100) in order to create a common final assessment. Common assessments have proven to be a best practice when it comes to maintaining excellent academic standards. The pilot will include collaboration with the English department and their equivalent course, English 100. It is then the intention of

the ESL department to develop common assessments for all of its reading and writing/grammar classes.

Noncredit ESL has revised all course offerings and has added student learning outcomes in all skill areas. Every semester, teachers meet to discuss learning assessment results to assure articulation between and among levels as well as to inform instruction. CASAS pre-test results are used to highlight areas of student need to be emphasized in the semester.

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

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	01	Increase student persistence through the pathway and beyond.	Review current pathway and curriculum.	ongoing	In Spring 2014, the department met with the director of OIR to do some data revisions and corrections as a follow-up to new score-card data. Also in the spring semester, ESL successfully negotiated to take over the running of a nearby computer/student center which is mainly used by ESL students. Discussions and plans to revamp the current pathway and curriculum were put on hold the past year due to staffing and time constraints.
0002	Santa Rosa	02	01	Continue to collaborate with the English department to clarify standards for ESL and ENGL 100. Explore new ways to articulate between the two departments.	Share sample assignments, norm essays, conduct on-going meetings between representative from both departments.	ongoing	Collaboration meeting in the fall 2014 was not that satisfactory, so spring meeting was cancelled. A new, smaller ESL/English 100 workgroup was formed and together a team from each dept. are working in summer 2014 to get a common assessment pilot ready for testing this fall (2014.)
0003	Santa Rosa	01	01	Collaborate, create, and pilot Common Final Assessment for ESL 100.	All sections of ESL 100 will pilot a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for English 1A.	2014-2015	A pilot of a common assessment final will be tested in fall 2014. All sections of ESL 100 will participate. The same number of English 100 sections will also participate.
0004	Santa Rosa	01	01	With appropriate college personnel, develop a pilot program to increase services and language instruction for international students.	Work with Student Services, Admissions and Records, and the International Student Office to implement pilot program and debrief after first semester.	ongoing	In spring 2014, 10% reassigned time was given to one ESL instructor to become a liason between the department and the International Student Program. Results: A tracking system is being developed to help support intl' students in ESL classes. Also, a mid-semester survey report of student progress (or lack thereof) was developed and given to instructors who had intl' students in class. Finally, the instructor helped to create a peer mentor program which will begin in fall 2014. Good job, Jessica!
0005	Santa Rosa	01	01	Standardize use of lab time and increase I.A. involvement.	Develop a pilot program including a bank of activities at a selected level to be used by all instructors teaching at that level.	2014-2015	An adjunct instructor was paid to develop supplemental instructional materials for ESL 100 in spring 2014. In fall 2014 the materials will be tested in at least one section of 100.
0006	Santa Rosa	01	01	Establish new collaboration with Santa Rosa City Schools and Community Action Partnership to offer adult ESL & Family Literacy classes at Elsie Allen High School.	<ol style="list-style-type: none"> <li>1. Work with collaborating partners to fund and develop a quality child care program at Elsie Allen (for children of students who attend NC classes at that site).</li> <li>2. Successfully transition current students at Bellevue Union District to Elsie Allen High School.</li> </ol>	Spring and summer 2013	Childcare provided throughout 2014-15 at Elsie Allen High School and at Sonoma Academy.

							2. All classes at Elsie Allen and Sonoma Academy well-enrolled with both continuing and new students.
0007	Santa Rosa	01	01	Develop new noncredit transition class for highest level noncredit ESL students.	Develop course outline	summer 2013	After much discussion, the decision was made not to further expand the noncredit pathway, but to consider modifying the highest level noncredit courses on campus to include more transitional activities with credit ESL classes and to consider revising 716 to make it more of a transitional course.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	In general, the academic data provided for the PRPP does not accurately reflect either credit or noncredit ESL efficiency, productivity, retention or student success. With the new CDCP Certificates in place in combination with noncredit grades, are more accountable measures of noncredit ESL student success. Since there are completely different criteria in credit and noncredit for how apportionment is earned, how matriculation takes place, and what constitutes student success, there needs to be a more accurate analysis of the two separate sides of the program. For next year's PRPP it would be most useful to have data sets prepared that separate noncredit and credit; otherwise, any analysis or decision making would be based on faulty data.

## 6.2b PRPP Editor Feedback - Optional

1. The PRPP data elements and prompts need to be adjusted to accommodate the distinct structures, Ed. Code regulations and missions of the Credit and Non-credit ESL Programs. The fact that non-credit courses are not "census" courses skews many of the data provided through Convergence. Perhaps most important is the role of non-credit ESL in the District & the impact of its ambiguity on the faculty staffing process. A program as large as NC ESL should have full time teaching faculty, not just a contract coordinator.
2. The decision to create a common assessment for ESL 100 was long in coming but timely. It will allow collaborative and transparent review of the proficiency levels of ESL students as they move on to ENGL 1A. Course enhancements for ESL 100 and the classes leading up to it can now also be collaboratively developed.
3. Though not included in current PRPP data, the newly released CCCCO Student Success Scorecard contained data indicating that the performance and progress of SRJC's ESL students is significantly below the state average. Even though there are numerous methodological and coding questions surrounding those data,, the multi-year success of ESL students must be a major focus for the ESL faculty throughout 2013-2014. Innovative interventions must be devised & piloted.
4. The size, scope and tenor of the ESL program across all levels and District sites is under scrutiny due to new and changing accountability concerns inspired by California's continuing fiscal challenges. IT & OIR resources need to be directed to develop appropriately nuanced performance measures that fit the multiple missions of the ESL department and to provide internal and external data to all constituents that fully capture the longitudinal success and progress of students who pass through SRJC's ESL programs. Local demographics and future community well-being depends upon it.
5. The ESL Department needs new instructors to replace those already retired and to begin their acculturation as several more retire in the next 1-3 years. Innovation and program development for SRJC's ESL program depends upon it.
6. The decision to develop and implement a common final assessment for ESL 714 has come about in response to instructors' feedback that there is inconsistency of course level expectations specifically related to writing as students progress through the noncredit ESL Pathway from the beginning levels into the low and high intermediate levels (ESL 715 and 716) of noncredit. Moreover, data gleaned from the 2013-14 academic year indicates great inconsistencies in the percentage of students who pass similar level courses. This project is designed to facilitate discussion among faculty of course-level expectations and to make noncredit course level expectations more transparent to students.
7. Noncredit ESL continues to expand and provide course offerings to the Apple Valley area, Windsor and Sonoma in order to provide improved access to English as a second language



classes for those populations in greatest need of community-based classes. It should be noted that noncredit growth exceeded 22% during the spring 2014 academic semester.

8. For 2014-15, noncredit ESL intends to offer an alternative to the annual noncredit ESL Open House. Instead of bringing all noncredit students to campus, a noncredit ESL Colloquium will be held at SWSRC, the focus of which will be to facilitate mentoring relationships between credit and noncredit students, to teach students about the noncredit program and to provide an overview of study-skills needed for language learning success. In the spring of 2015, higher level students will visit campus and attend an "introduction to College" panel.

## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	06	Increase student persistence through the pathway and beyond.	Review current pathway and curriculum. Redesign curriculum to shorten pathway and eliminate redundancy.	ongoing	Although there are still serious staffing constraints, the department has made it a priority this coming academic year (2014-15) to design a new pathway, which will be a massive undertaking. Also, the ESL department will attempt to operate an ESL student center of which it recently took stewardship. This center will provide all students, but mostly ESL students, access to computers and printing, tutoring and counseling. Finally, the department will continue to address scorecard results and what they mean. We have already done research of other colleges programs and have designed a student survey to assess students' academic and vocational needs so that the department can adjust its focus and curriculum accordingly.
0002	Santa Rosa	01	01	Pilot, evaluate, and implement Common Final Assessment for ESL 100.	All sections of ESL 100 will pilot a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for English 1A.	2014-2015	More contract faculty are needed in the ESL department to accomplish this goal.
0003	Santa Rosa	01	01	Create and implement ESL 10, an alternative to English 1A.	Create an alternative to English 1A to facilitate non-native speakers of English completing their academic goals for graduation and CSU transfer.	2014-2016	Campus-wide cooperation and support.
0004	Santa Rosa	02	06	Continue to collaborate with the English department to clarify standards for ESL and ENGL 100. Explore new ways to articulate between the two departments.	Share sample assignments, norm essays, conduct on-going meetings between representative from both departments.	ongoing	Time for committee members to meet and problem solve. Money to pay for adjunct participation.
0005	Santa Rosa	01	01	With appropriate college personnel, establish and maintain a program to increase services and language instruction for international students.	Continue to work with Student Services, Admissions and Records, and the International Student Office to implement pilot program and debrief after first semester.	ongoing	Reassigned time or stipend for ESL instructor and time to meet with personnel.
0007	Santa Rosa	01	01	Standardize use of lab time and increase I.A. involvement.	Develop a pilot program including a bank of activities at a selected level to be used by all instructors teaching at that level.	ongoing	Money from BSI funding.
0008	ALL	01	01	Develop a common assessment for ESL 714 to ensure more standardization of course level expectations prior to student promotion to ESL 715.	Develop, pilot and implement a common assessment that includes an in-class writing assessment and grammar final to be scored by ESL 714 instructors.		Funding for instructors to do blind scoring of common assessments and to reflect upon and evaluate results.
0009	Santa Rosa	01	02	Pilot and implement noncredit ESL Colloquium at Southwest Center for lower level noncredit ESL students, and invite	1. Plan and implement workshops that focus on Orientation to noncredit ESL, Study Skills for Language learning success, and facilitate		1. Funding to pay instructors to plan, implement and participate in Saturday Colloquium.

				higher level noncredit students to campus to attend an "Introduction to College" panel discussion.	opportunities for credit ESL or high level noncredit students to mentor lower level noncredit ESL students. 2. Plan and implement an "Introduction to College" for higher level noncredit ESL students.		2. Funding to provide refreshments at the Colloquium. 3. Funding to provide bus transportation to SWSRC and campus for students at outlying sites.
0010	Other	03	06	Expand noncredit ESL offerings by collaborating with La Luz Community Center to provide adult ESL classes at El Verano High School.	1. Identify faculty and staff. 2. Integrate services offered at La Luz and SRJC ESL Department by meeting with La Luz and all program personnel.	Fall and spring 2014-15	1. 10 hours non-instructional pay for instructors to meet with La Luz volunteers on a regular basis.
0011	ALL	01	01	Standardize grading criteria for noncredit ESL courses.	1. Improve grading rubrics for all noncredit ESL courses so criteria for "P," "SP," and "NP" are clear and transparent.		Funding to pay instructors to discuss and develop rubrics for all noncredit ESL courses.
0012	Santa Rosa	05	06	Continue to collaborate with SRCS and CAP to provide quality childcare at Cook Middle School and Elsie Allen High School.	1. Explore funding possibilities through First 5 and Via Esperanza to expand childcare services to Elsie Allen High School and possibly Sonoma Academy.		\$27,000 in Title II grant funding for childcare costs.
0013	Santa Rosa	01	06	Revise ESL 716 to include more transitional skills and activities to better prepare noncredit ESL students transitioning from noncredit to credit ESL.	Revise ESL 716 and pilot transitional activities between noncredit and credit ESL classes.		Funding for credit and noncredit instructors to work together to plan common activities and assignments.
0014	Santa Rosa	01	01	Create an ESL 770 course.	Creating an ESL 770 course will help capture accurate information about ESL students who use the ESL/HEP Student Success Center's services. This would help us provide a more structured approach to supplemental instruction.	2014-15	An instructor's time needed to write a new course.
0015	Santa Rosa	01	01	Create and distribute an online student survey.	The department wants to capture a current and accurate account of who our students are and what their specific goals are. This data will be used to inform instruction and recalibrate course curriculum to align with students' objectives for taking ESL classes.	2014-15	An instructor's time to create the survey with input from all full time instructors. Participation from all credit writing/grammar instructors to give the survey while in a computer lab.