# Santa Rosa Junior College
## Program Resource Planning Process

## English as a Second Language  2016

### 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 noncredit 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 ESLhas 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 improve services as SRJC is now 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 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 at Windsor, Cook Middle, Guerneville, Comstock, El Molino 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.  Noncredit ESL forged new collaborations with Santa Rosa City Schools, Sonoma Academy, Windsor, Forestville,  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 Child Development. 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 for 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 pathways.

 In addition, the department chair and noncredit 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 SWC Manager 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 spring 2015 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.

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 services at that site and for noncredit ESL students in general is very limited and offered only one day per week at a time when there is very little traffic at SWSRC.

## 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 has now officially become a Hispanic Serving Institution, it must continue its efforts to 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 responsiblities (especially those in the non-credit area) given the lack of full-time faculty in our department. With seven retirements/resignations in the past eight years and only three replacements, the department struggles to stay on top of all the demands made of it.

There are state and national trends that are affecting ESL as well. The ongoing accountability demands of the Student Success Scorecard results, as well as the HSI federal grant requirements, have forced the department to assess the effectiveness of our practices, which has in turn compelled us to completely revise the curriculum and other department components, not only throughout the entire credit program, but for a part of the noncredit program too. Being in year one of the HSI grant has added more work load than we had ever anticipated as the department works to meet the deadlines of the grant and accomplish the tasks mandated by it. A Power Point detailing the work ahead in connection with and in addition to the HSI grant can be viewed here: http://www2.santarosa.edu/f/?nDEzEGCS

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, he department is currently working on getting a proposed English 1A alternative, called ESL 10, approved.
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

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, CATE, and Moodle 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 2014-2015, ESL had total expenditures  of approximately $2,877,740  which is 2.23% of the district total.
This includes:
- a faculty payroll of $2,112,988 - 4.66% of the District's total faculty payroll.
- an annual classified payroll of $84,221 - 0.41% of the District's total classified expenditures.
- a management payroll of $50,689  - .55% of the District management payroll.
- a total salary/benefits costs of $2,783,087  - 2.92% of the District total.
- non-personnel costs of $94,652 - 0.60% of District non-personnel costs.

## 2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|--------|-----------------|
| 0001 | Santa Rosa | 01 | 01 | $10,000.00 | Expanding program requires additional graphics funds |

## 2.2a Current Classifed Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|------------|
| Administrative Assistant II | 20.00 | 12.00 | Conducts all office activities for both credit and noncredit programs, which include but are by no means limited to budget expenditures and transfers, purchases, curriculum input, timesheets,  PAFs, adjunct sign ups for fall/spring/summer, SCFs, supervision of student workers, annual Completion Ceremony, and all other department business as needed. For the size, breadth, and complexity of the department, a 20 hour a week schedule is not nearly enough to cover her duties.  Her workload is at the maximum. The district needs to increase her hours to 40 per week if it wants the ESL department to keep up with the demands put upon it. |
| Senior Instructional Assistant | 5.50 | 10.00 | IA senior.  Assists instructors in and outside of class, tutors in the Tutorial Center and the Barnett Student Learning 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 |
|----------|-------|-------|------------|

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| ESL Department Chair | 40.00 | 12.00 | All department chair duties and then some. In 2014-15, the department chair received 59% reassigned time. |

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Bilingual student office assistants-fall/spring | 32.00 | 9.00 | Reception at ESL office. Answer phone, schedule appointments, provide basic dept. information in English and Spanish, assist AA with projects. |
| Noncredit ESL Assistant CASAS Coordinator | 15.00 | 11.00 | Coordinates, schedules and plans all CASAS testing at 14 locations throughout the county and trains all test-givers. |
| Noncredit Administrative Assistant | 15.00 | 12.00 | Completes budget records, PAFS, monitors childcare expenses, orders materials and supplies, works closely with collaborating school districts. |
| 15 Cutural Liaisons | 170.00 | 11.00 | 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 . |
| Noncredit ESL Administrative Assistant SWSRC | 18.00 | 11.00 | Maintains SWSC instructional office, including ordering supplies, maintaining equipment, assisting students, as needed, supervising cultural liaisons and developing scheules, flyers and calendars for equipment use. Responsible for scanning all CASAS tests and sending reports to instructors. |
| 2 Instructional Assistants-- Southwest Center | 24.00 | 11.00 | Implement CASAS E-Testing at SWSRC and assist in computer lab, as needed. |
| 1 Instructional Assistant -CASAS E-Testing | 3.00 | 10.00 | Implement CASAS E-Testing at12 Noncredit sites |
| Instructional Facilitator | 6.00 | 5.00 | Provide individual and small group tutoring at SWSRC, both inside the classroom and after/before class to assist lowest level learners improve reading/writing in English. |
| ESL Outreach Coordinator | 2.00 | 6.00 | Plan, coordinate and implement outreach activities to increase ESL student enrollment by 10%. |
| Bilingual student office assistants - summer | 20.00 | 3.00 | Reception at ESL office. Answer phone, schedule appointments, provide basic dept. information in English and Spanish, assist AA with projects. |
| Instructional Facilitator | 7.00 | 9.00 | Provide individual and small group tutoring in the Barnett Student Learning Center |
| Instructional Facilitator | 6.00 | 9.00 | Provide individual and small group tutoring in the Barnett Student Learning Center |
| Instructional Facilitator | 8.00 | 9.00 | Provide individual and small group tutoring in the Barnett Student Learning Center |
| Instructional Facilitator | 4.50 | 9.00 | Provide individual and small group tutoring in the Barnett Student Learning Center |
| Lab assistant | 20.00 | 9.00 | Provide computer and printing assistance in the Barnett Student Learning Center |
| Lab assistant | 9.00 | 9.00 | Provide computer and printing assistance in the Barnett Student Learning Center |
| Lab assistant | 7.00 | 9.00 | Provide computer and printing assistance in the Barnett Student Learning Center |
| Instructional Facilitator | 4.00 | 9.00 | Provide individual and small group tutoring in the Tutorial Center in the library. |
| Noncredit Childcare Teacher assistants | 36.00 | 12.00 | Provide childcare at Family Literacy sites |

## 2.2d Adequacy and Effectiveness of Staffing

### ESL Staffing Issues

The core data reveals the following statistics for the 2014-2015 year.

FTE-F : FTE-SS was 10.03 - 1.47% of the district total.

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

Since the fall of 2014, one of the department's instructional assistants has worked only 3.5 hours a week (originally her IA hours were 11 hours a week), so the department has lost 7.5 hours a week of valuable classroom and tutoring assistance.

In May of 2016, our most valuable senior Instructional Assistant will retire and the department will lose 38 hours a week of classroom and tutoring assistance!

FTE-M (Dept. Chair) reassigned time was 59%.

The department chair is the only management position and that person has a heavy workload as the ESL department is the third largest department at the college. The ESL department is involved not only in instruction, but also assessment, testing, placement, extensive outreach and multiple budgets (SSSP, HSI, Basic Skills, and Student Equity.) The difficulty with administering the ESL Department increases the department chair's workload exponentially. Also, when the non-credit coordinator retires in May 2016, additonal duties and responsibilities will be added to the chair's already strenuous workload.

The most critical need for ESL office staffing is:
  1. Add more hours to the current AAII 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 70%.

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. Since fall of 2013, Noncredit ESL has added classes at Elsie Allen High School, Cook Middle Schoo,l Comstock Jr. High, Windsor High School, El Molino High,  Guerneville Elementary School, and in Sonoma, 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, district funded 20  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.  One regular 20% Noncredit ESL IA postion to coordinate, plan, schedule and implement all CASAS testing and train CASAS proctors.

  3.  Two 30% IA positions to provide the following duties at SWSRC:  1) one to one and small group academic assistance in the classroom 2)coordinate and iimplement book sales 3) assist in the computer lab for testing and instructional purposes 4)assist with registration and enrollment 4)oversee instructional operations at SWSRC when the NC Coordinator is not on site.

  4.  Two 30% (12 hours per week) IA positions to 1) augment Matriculation services at outlying sites in order to accommodate increasing levels of noncredit ESL student

enrollment.   2)assist with CASAS testing at all off-site locations 3)  coordinate book sales at off-site locations

Note:  The above duties have been performed by STNC's for over 15 years, and given the increased revenue to be generated as a result of equalized apportionment for noncredit students beginning July, 2015, creating permanent, district funded IA positions for noncredit is consistent with the District's growth goals for ESL, as well as the mission of the College as a Hispanic Serving Insititution.

## 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 hrs/wk x 52 weeks | Classified |
| 0002 | Santa Rosa | 01 | 01 | STNC NC AA2 15  hours X 52 weeks | Administrative Assistant II: 15 hrs/wk X 52 weeks | Classified |
| 0003 | Santa Rosa | 01 | 01 | none | IA for Credit ESL: 19 hrs/week x 36 weeks | Classified |
| 0004 | Santa Rosa | 01 | 02 | none | IA for Credit ESL: 19 hrs/week x 36 weeks | Classified |
| 0005 | Santa Rosa | 01 | 01 | 2 STNC IA II - SWSRC | Regular IA II 50% SWSRC X42wks | Classified |
| 0006 | Santa Rosa | 01 | 01 | STNC Cultural Liaisons (5 positions) | Regular IA for NC 30% | Classified |

## 2.3a Current Contract Faculty Positions

| Position | Description |
|----------|-------------|
| 7 full-time faculty in 2014-2015 | All seven of the full-time instructors are expected to teach any of the levels of credit instruction. Additionally, these full-time instructors are restricted from teaching non-credit classes. Of the seven positions, the department chair received 59% reassigned time in 2014-15 and the noncredit coordinator received 80% reassigned time. Also, in 2015, four instructors received a total of 80% reassigned time to work on the HSI Grant requirements and one instructor received 5% reassigned time to plan a fall 2015 learning community. One faculty member will retire in May 2016. Finally, there are currently 69 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 2014-15 | 4.8400 | 17.0000 | 22.3000 | 83.0000 | Abysmal |

## 2.3c Faculty Within Retirement Range

Of the current seven full time faculty, one will retire in May, and the department will gain,as an instructor, a retreating administrator in fall of 2016, so it's a wash. Three faculty are in their 60s. Two have permanently reduced their teaching load to 60% and are very likely to retire within one year.

At its peak, the department had 10 full time instructors. Within a year, it may only have 5.

Given the increased accountability requirements mandated by the Student Success Act, the District's desire to increase international student enrollment, and the recent monumental tasks assigned to the department to implement the changes required in the Hispanic Serving Institution Grant, the ESL faculty is in CRISIS mode. Without three or four immediate replacements, the department will be unable to continue to offer services at the same level, let alone accomodate the other requirements mandated by the district and the state.

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

It is still a challenge to recruit qualified, capable ESL instructors. In 2014, 52 candidates applied for a full time position and 11 were interviewed. In 2015, because of the move by the district to require all applications be submitted online, the department received a whopping 110 applicants, but several dozens didn't even meet minimum requirements, and in the end, only 9 applicants were interviewed.

Moreover, the department did adjunct recruitment and hiring in summer 2013, but only five adjuncts were added to the pool. In the summer of 2015, 10 adjunct candidates were invited to interview for the pool, but only 4 came. 3 were put in the pool, but only 2 have been able to work for the department.

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. For example, in spring 2015, for every one core class being taught by a full time faculty member, 2.4 core classes are being taught by adjunct instructors. Thus, 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 multi- level credit pathway with reading/grammar/writing prerequisites
  --a six 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 keeps the department in constant crisis mode. The reduced full-time staff (the AA position from 40 hours a week to 20) and the already disproportionate full-time to part-time ratio has made it extremely difficult to manage expected department business:  keeping up with curriculum revision, learning assessment projects, and faculty evaluations - most of which are at various locations around Sonoma County. As well, there are other college service projects the faculty are responsible for, such as

is key college committees, the Student Success Act, Basic Skills, the increase in international students, and of course the addition of the HSI Grant.

In noncredit ESL the need for an additional noncredit ESL faculty is more critical than ever. For the year 2015-16 noncredit ESL student enrollment grew more than any other program on campus. And, as of fall 2016, noncredit apportionament was equalized with credit, thereby generating over $800,000 in increased funding to the District. Requests to add new classes in the community come in on a weekly basis, but to respond to that need, an additional full-time faculty member is needed to assume some of the responsibilities that cannot be performed by adjuncts. In addition, as part of the changes brought about by the new ESL curriculum re-design, noncredit developed a new transitional classes that leads directly into the new credit ESL pathway. Furthermore, as the lower levels of credit are converted to noncredit classes, more credit teachers are expected to begin teaching in the noncredit program.. This means that the ratio of full-time to adjunct instructors in noncredit ESL could be as disproportionate as 45 to 1, despite the fact that noncredit students have the most critical needs as Basic Skills students. Finally, since a recent ESL survey indicated that as many as 38% of all current credit ESL students began their academic career in noncredit, it is clear that the noncredit program provides a key vehicle of increased enrollment for credit. An additional full time faculty member will play a key role in ensuring the continued growth of the noncredit program and work to ensure more seamless articulation between noncredit ESL and the new credit pathway.

## 2.3e Faculty Staffing Requests

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

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

The HSI Grant, Student Equity and the Basic Skills Initiative have all tasked the department with increasing supplemental online educational materials to increase student success. Also, with the plan to increase student access to above materials as well as increase the contact with instructional facilitators (tutors), a new computer lab needs to be established.

## 2.4c Instructional Equipment and Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 01 | 01 | licenses for online educational materials | 1 | $15,100.00 | $15,100.00 | Holly Vettori | NA | Holly Vettori |
| 0002 | ALL | 01 | 01 | computer lab | 1 | $63,000.00 | $63,000.00 | Holly Vettori | NA | 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 |
|------|----------|----|----|------------------|-----|-----------|------------|-----------|------------|---------|

## 2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|----|------------|----------|-------------|-----------|-------------|
| 0003 | Santa Rosa | 04 | 07 | Urgent | Barnett | 1288,89,65,75,79 | $1,000.00 | Some of the metal grids inside the florescent light fixtures that hang above student desks have fallen. They should all either be removed or secured in place. |
| 0004 | Santa Rosa | 04 | 07 | Urgent | Barnett | 1201, 1206 | $1,000.00 | Interior ceiling panel replacement and repairs caused by past leaks and water damage. |
| 0005 | Santa Rosa | 01 | 01 | 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 alllow room darkening for miedia projection and retract for ventilation (no air conditioners) |

## 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.

In Barnett Hall, the computer lab and the classrooms could definitely be cleaned more regularly.

At Soutwest Center,the following improvements need to be made to the current facility to both improve learning and grow enrollment:

1.  Improved bandwith to ensure that internet access is fast, dependable and efficient.
2.  A designated area for students to eat (i.e., break-room, cafeteria)
3.  Outdoor facilities such as benches and tables so students can eat and gather outside.
4.  Additional space for counseling.
5.  An additional computer lab to accommodate CASAS testing without interrupting needed computer access for language learning.
6.  Additional space for matriculations ervices so students can register themselves, online.
7.  Facilities to provide safe and quality childcare for students' children.
8.  At least 1 additional classroom to provide instruction to students.
9.  A new building or module to house the instructional office at SWSRC which is old and dilapidated.

These changes will ensure that SWSRC is equipped to adequately and effectively accomodate a 10% growth in noncredit student enrollment as proposed by the District.

## 3.1 Develop Financial Resources

The ESL department has received over $3,680,000 in grant funding over the past ten years through the Workforce Investment Act, Title II, which is dissiminated through the California Department of Education.

In addition to generating $330,000 in grant funds  for the 2015-16 academic year, Noncredit ESL continues to implement a Managed Enrollment Program that has led to increased levels of apportionment and FTES.

## 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 (2015), 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.

In noncredit, the Department planned and implemented 2 events, "Noncredit ESL is only the Beginning" and "Moving on Up,"  designed to retain and inspire students to complete the Noncredit ESL Pathway, move into credit and then pursue a vocational certificate or GE requirements in order to transfer to a 4-year university.  Both events were highly successful and student feedback indicated that students felt motivated and inspired to pursue their academic and vocational goals at SRJC.

## 3.3 Cultivate a Healthy Organization

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

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

Throughout the 2015-2016 academic year, many credit and Non-credit instructors have participated in Reading Apprenticeship training as well trainng in CANVAS. In April, a workshop on Reading Apprenticeship was given. All workshops were well-attended because we were able to pay adjuncts to attend. The department is looking forward to offering more of these activities again if we get Student Equity funds next year. In addition, training on the new credit and non-credit pathways were held to better inform instructors of impending changes in the curriculum.

Also, with a combination of money from our dean, Dr. Victor Cummings, and non-credit grant funds, 4 of the seven full time instructors were able to attend the annual TESOL conference in April 2016. This proved a very valuable experience as we were updated on many immediate issues involving ESL at the national level and sharing with our state-wide colleagues gave everyone a chance to renew their passion for the profession.

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 strategies for teaching reading, writing and speaking.  In addition, this year all 714 instructors conducted a common writing assessment, the results of which were shared at a Common Assessment Meeting where instructors chose "anchor papers," and discussed results as a way to inform instruction and standardize course-level expectations.

In additon to using Student Equity and grant-related funds for staff development and training, noncredit ESL is also involved with the Sonoma County AB86 Consortium, and, has been able to utilize AB86 funding for 3 instructors and 2 assistants to attend the CASAS Conference in June.  In addition, 5 Non-credit instructors attended  an IBEST training and a WIOA training funded through AB86.

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, nor are we aware of any area safety coordinators in the area. In fall 2015, 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 in 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

Starting in Fall 2016, the new credit pathway will be implemented. There will be 20 active courses, a reduction from 28. A new four-year assessment plan is listed below. It is important to note that in the new integrated reading/writing/grammar classes (371,372, & 373) as well as in the 100 level class, a common assessment will be conducted each semester, which will double as an assessment of SLOs. The department expects this continual assessment to improve the quality and rigor of these crucial courses.

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

On the noncredit side of the program, a new ESL 781 transitional course has been added to the pathway, and this class will articulate directly with ESL 371 in the credit pathway. Students who pass ESL 781 will have the option of moving directly into ESL 781 without having to take the ESL placement test. As is true for credit ESL, a common assessment for 781 will be conducted every semester, which will also serve as a means to assess course level SLO's. Faculty will report the results of their assessments at both fall and spring meetings to inform instruction and determine future curricular changes.

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 four-year assessment plan for credit classes.

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

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

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

**Year 4**: Assessment of the three levels of grammar review courses: ESL311GR, ESL315GR, ESL317GR


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

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

# 4.1b Program Student Learning Outcomes Assessment

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

For 2016-17, the Academic and Career Foundations Certificate will be modified to include ESL 781 which means that students who complete ESL 781 (or 781A and B) in combination with one elective, will be eligible to petition to receive this highest level noncredit ertificate.

During the 2014-15 Academic year, all Student Learning Outcomes for the Noncredit ESL CDCP Certificates were assessed.

# 4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|---|---|---|---|---|
| Course | ESL 100 | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 308 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 308A | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 308B | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 309CP | Spring 2013 | Spring 2013 | N/A |
| Course | ESL 310 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 310A | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 310B | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 311CP | Spring 2013 | Spring 2013 | N/A |
| Course | ESL 312 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 313R | Fall 2011 | Spring 2012 | N/A |
| Course | ESL 314 | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 315CP | Spring 2013 | Spring 2013 | N/A |
| Course | ESL 315R | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 316 | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 317R | Fall 2011 | Spring 2012 | N/A |
| Course | ESL 320CP | Spring 2013 | Spring 2013 | N/A |
| Course | ESL 320R | Fall 2011 | Spring 2012 | N/A |
| Course | ESL 320W | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 332 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 334 | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 335 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 353 | N/A | N/A | N/A |
| Course | ESL 390.1 | N/A | N/A | N/A |
| Course | ESL 390.4 | N/A | N/A | N/A |
| Course | ESL 712 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 713 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 713CP | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 713RW | N/A | N/A | N/A |
| Course | ESL 714 | Spring 2014 | Spring 2014 | Spring 2014 |
| Course | ESL 714CP | Fall 2014 | Fall 2014 | N/A |
| Course | ESL 714RW | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 715 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 716 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 716CP | Spring 2013 | Fall 2013 | N/A |
| Course | ESL 716RW | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 722 | N/A | N/A | N/A |
| Course | ESL 732 | Spring 2014 | Spring 2014 | N/A |
| Course | ESL 735 | Spring 2014 | Spring 2014 | N/A |

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

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 311GR | | | | | | | | X | | X | | | X | X | X | X |
| 315GR | | | | | | | | X | | X | | | X | X | X | X |
| 317GR | | | | | | | | X | | X | | | X | X | X | X |
| 335/735 | X | | | X | | | | X | | X | | | X | X | X | X |
| 714RW | | X | | | | | | X | | | | X | X | X | X | X |
| 716CP | | X | | X | | | | X | X | | | X | X | X | X | X |
| 716RW | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| All ESL | | | | X | | | | X | X | X | X | | X | X | X | X |
| ESL 100 | | X | X | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 308 | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 308A | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 308B | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 309CP | | | | X | | | | X | X | | | | X | X | X | X |
| ESL 310 | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 310A | | X | | X | | | | X | | X | X | | X | X | X | X |
| ESL 310B | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 311CP | | | | X | | | | X | X | | | | X | X | X | |
| ESL 312 | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 313R | | | | X | | | | X | X | X | X | X | X | X | X | X |
| ESL 314 | | X | | X | | | | X | X | X | X | X | X | X | X | X |
| 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 lower levels. We believe this is due to increased job opportunities in the area, immigration factors, and the costs involved in attending college.

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.

Noncredit ESL continues to be one of the few programs on campus that has met District enrollment goals.   In part, this is due to the program's ability to use grant funds to

perform extensive outreach in the community.  In addition, because noncredit provides a vehicle for students to acquire a high-intermediate level of English at virtually no cost, it provides an attractive draw to students unable to afford credit coursework.  In addition, noncredit continues to grow due to the program's ability to eliminate barriers that prevent many under-represented student populations from attending schoo by offering flexible scheduling of classes and free childcare at 5 different locations.

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

1. ESL offers a 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 ESL classes only in the evening. Since Fall 2010, there have been no full-time instructors in Petaluma, but currently, thanks to the increased support and commitment from the Petaluma administration, there are a few credit classes being offered for the first time in several years, and noncredit continues to offer classes as well.

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, Sonoma, Healdsburg, SWSRC and Forestiville and ESL 722(ESL computer class)  is also offered for students in Healdsburg.

 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 progarm. There are, in addition, noncredit courses offered in Windsor, Cloverdale, Healdsburg, Forestville, Sonoma, 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 credit schedule is also offered in the evening. Noncredit courses are scheduled evenings and weekends at multiple off campus sites including at two new sites in Sonoma and at El Molino High School in the West County.  In addition, NC ESL offers electives in Reading/Writing and Conversation/Pronunciation that provide a high degree of flexibility in scheduling, especially during the summer session.

6.  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 84.83% for the three semesters in the 2013-14 year, which is very close to the district target of 85%.

For the spring 2015  semester, non-credit ESL enrollment was up by 62%, due, in part to new sites added at El Molino High School in Forestville and at El Verano Elementary School in Sonoma.   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).  Still, according to Data Mining, noncredit efficiency was up to 100.9% for 2014-15, due most likely, to student enthusiasm for managed enrollment classes.


## 5.2b Average Class Size

In credit ESL, the average class size has been increasing.  PRPP data  still do not have the ability to separate credit and noncredit statistics, a request we have made for several years.

For 2013-14 year, the average class size is reported to be 23.33, which is a rather large number of developmental students to efficiently handle given their varied and complex needs. In an ideal learning environment, an instructor would have time to focus on individual instruction and feedback, but due to the large number of individuals in the average class, this is most often not possible.


In noncredit ESL, class size has been increasing with some managed enrollment sections at SWSRC ending the term with 25+ students.  Indeed, managed enrollment sections at SWSRC tend to fill first with 30+ students (especially for term #1) and end with as high as 80-90% student retention.

## 5.3 Instructional Productivity

In credit ESL data (not completely accurate due to the inability of the system to separate credit and noncredit on the Santa Rosa Campus), the average productivity ratio in 2013-14 was 12.  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 indicate that  FTEF for noncredit ESL has gone down slightly  from 14.22 FTEF for 2011-12 to 13.97 FTEF for 2013-14.

## 5.4 Curriculum Currency

In credit and noncredit ESL the department remains on top of curriculum review and has inactivated those courses that have not been offered in several semesters. Our next cycle of review for most core classes begins in 2015.

## 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 has 3 CDCP Noncredit ESL Certificates, each of which require students to complete at least two core courses and an elective at the beginning, high beginning and intermediate levels. Grades for noncredit ESL students are 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 2015.

## 5.6 Student Success

In credit ESL, the overall retention level increased from an average of 80% in 2012-13 to over 86% in 2013-14. It's readily apparent that ESL instructors are dedicated and work extremely hard to keep students engaged in their learning as well as focused on completing their academic and career goals. Having said that, the department should focus on improving the retention rate of two particular groups: male students and those students in the 19 to 25 age group. The retention rates for those two groups continues to be mostly under 80%.

The ESL GPA average for credit students over the past several years has been holding steady, and in the 2013-14 school year, the average actually went up 2.3% from 2.56% to 2.79%, which is, again, representative of both our teachers' commitment to their students' success, and our students' drive to improve and advance. Keep in mind that the vast majority of students served in the ESL program come from socio-economically disadvantaged backgrounds and most are first-generation college students operating in a language not native to them.
In comparison, the average GPA for the district as a total during this same period was 2.82, so ESL is not that far below the average.

Overall statistics for successful course completion in the ESL department for the 2013-14 year was 83%. The District's overall report of successful course completion was 68%. ESL students are determined and motivated to complete their classes.

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 2013-14, noncredit ESL students earned significantly more benchmarks than were earned in 2012-13, which resulted in increased funding for the 2014-15 academic year from $308,000 to $315,000.  In addition, the high percentage (+85%) of noncredit students with paired CASAS scores (students who took a pre-test at the beginning of the semester and a post-test at the end)is another measure of high levels of noncredit ESL course completion.

Another measure of student success in noncredit ESL is the percentage of students who matriculate from noncredit to credit.  Based on an internal survey of current credit ESL students, approximately 38% report that they began their academic career in noncredit prior to transferring to the credit program.


## 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 - **80.8% in the 2013-14 academic year**. These students are considered at-risk student because they have been placed at a basic skills level; 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 progam 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 signficantly during the 2014-15 academic year both in terms of enrollment and  improved access to English instruction for students living in Guerneville, Windsor, Apple Valley, Southwest Santa Rosa and now Forestiville, in the West County.

Noncredit continues to provide comprehensive outreach to under-represented populations by attending events in the community, conducting interviews on Spanish radio and by

disseminating class information at churches, soccer fields, schools, community organizations and various workplace locations.  In addition, in the fall of 2014, noncredit ESL put on the first ESL student conference wherein students attended sessions that focused on Study Skills, information about the noncredit ESL pathway and opportunities to meet with former ESL students as mentors.  Finally, the conference  provided students with the opportunity to connect with community service providers who provided information on everything from locations for low-cost dental care to the new DMV law.

## 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 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 offers short, intensive courses, which have increased efficiency and student achievement.  Moreover, based on matriculation data obtained through an ESL survey of current credit students, over 38% began their academic career in noncredit ESL prior to transferring to credit.  This clearly indicates that students are acquiring the academic and language skills necessary to matriculate to credit level classes.

## 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

Four years ago, the entire credit grammar/writing, reading, and oral communication curricula were 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 was 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 included 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 regularly assesses students' attainment of student learning outcomes.   Like credit, noncredit ESL has developed a Common Writing Assessment that was administered to all ESL 714 students as a means to standardize instruction and ensure students' readiness for the academic demands of ESL 715 and 716 and beyond.  CASAS pre-test results are also used to highlight areas of student need and to inform instruction.

# 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|---|---|---|---|---|---|---|---|
| 0001 | Santa Rosa | 01 | 06 | Revise current curriculum to increase student persistence through the pathway and beyond. | To submit and obtain approval of new course outline of records. | done | done |
| 0002 | Santa Rosa | 01 | 06 | Prepare instructors and IAs and IFs for the new ESL pathway. | Offer three trainings for fall 2015 & two for spring 2016. | done | done |
| 0003 | Santa Rosa | 01 | 01 | Create an alternative to English 1A for ESL students. | Gain approval of ESL 10 alternative to English 1A. | done | done |
| 0004 | Santa Rosa | 01 | 06 | Extend the classroom electronically by providing extensive CALL resources. | Purchase and pilot ESL instructional software. | ongoing | Student Equity money will pay for purchases. Teachers and IAs and IFs will need to be paid to be trained. |
| 0005 | Santa Rosa | 01 | 06 | Support our increasing international student population. | Continue to work with Student Services, Admissions and Records, and the International Student Office. | ongoing | ESL instructor originally assigned this duty has continued with it. She is paid by International Student Program to be liason. |
| 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 715 to ensure more standardization of course level expectations prior to student promotion to ESL 716. | Develop, pilot and implement a common assessment that includes an in-class writing assessment to be scored by ESL 715 instructors. | 2015-2016 | This project is still in progress since focus has been on refining the common assessment for ESL 714 and on developing ESL 781. |
| 0009 | Santa Rosa | 01 | 02 | Continue to implement noncredit ESL Conference at Southwest Center for lower level noncredit ESL students, and a "Moving on Up" colloquium for high level credit and noncredit students on the SR campus. | 1.Plan and implement workshops that focus on orientation to noncredit ESL, study skills for language learning success, and facilitate opportunities for credit ESL or high level noncredit students to mentor lower level noncredit ESL students. 2. Plan and implement a "Moving on Up" Colloquium" for higher level credit and noncredit ESL students. | Ongoing | Done. |
| 0010 | Other | 01 | 06 | Strenghten collaboration with La Luz Community Center to expand ESL offerings at El Verano Elementary School | Ensure availability of childcare at El Verano Elementary School in conjunction with La Luz. | Fall and spring 2015-16 | Done |
| 0011 | Other | 01 | 02 | Investigate the possibility of providing childcare services for students attending SWSRC in the AM. | Meet with Community Action Partnership, SRJC Child Development and Comm. ChildCare Council to explore options for providing on-site childcare at SWSRC. | 2015-16 | This project has been undertaken by Hector Delgado, Manager of Southwest Center, and because the JC's future at Southwest is "up in the air" at this time, this goal has not been met. |
| 0012 | Santa Rosa | 05 | 02 | 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. | Ongoing | Done |
| 0013 | Santa Rosa | 01 | 01 | Devlop a new transitional noncredit ESL course (or courses) that will serve as a bridge for students intending to move into the credit pathway (as an alternative to testing into the credit pathway). | 1. Determine how this new transitional course fits into the noncredit ESL pathway.and investigate the possibility of also creating a new, more academic ESL 714 class to take the place of ESL 308 and 310. | 2015-16 | Done |

| | | | | 2. Review ESL 308, 310, 312 and 313R curriculum to ensure that key prerequisite credit ESL skills are taught in the new course or courses to be developed.<br>3. Integrate transitional activities into new courses to be developed. | | |
|---|---|---|---|---|---|---|---|
| 0014 | Santa Rosa | 01 | 01 | Continue to operate the Barnett Student Learning Center, Barnett 1282. | Provide computer and printer access and tutoring and counseling services to ESL students. | ongoing | The BSLC has successfully operated under the ESL chair (as director) for 4 semesters now. |
| 0015 | Santa Rosa | 01 | 01 | Continue Common Final Assessment for ESL 100. | All sections of ESL 100 will continue to use a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for English 1A. | ongoing | More contract faculty are needed in the ESL department to accomplish this goal. |
| 0016 | 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 representatives from both departments. | ongoing | Time for committee members to meet and problem solve. Money to pay for adjunct participation. |
| 0017 | ALL | 01 | 01 | Ensure standardization of ESL 716 writing expectations. | Develop an ESL 716 common writing assessment. | 2015-16 academic year. | Funding to pay adjunct faculty for norming. |
| 0018 | Other | 00 | 01 | Expand NC ESL course offerings in West County. | 1. Meet with school and community personnel to investigate providing various level courses at different sites.<br>2. Investigate the possibilty of local school districts providing childcare for West County parents. | fall and spring 2015-16 | Done |

## 6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions |
|---|---|
| ALL | In general, the academic data provided for the PRPP is not disaggregated for credit and noncredit ESL efficiency, productivity, retention or student success.  As a result, the very different methods of measuring efficiency and productivity of the two programs skewes the departmental summary data, making them virtually unusable   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

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# 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|---|---|---|---|---|---|---|---|
| 0001 | Santa Rosa | 01 | 06 | Succesfully implement newly-designed ESL credit pathway | To run a day and evening program with the new pathway and curriculum in place. | ongoing | Ongoing support from the HSI grant. |
| 0002 | Santa Rosa | 01 | 06 | Support instructors and IAs and IFs as they operate in the new ESL pathway. | Conduct Faculty Inquiry Groups (FIGS) at each level of the new pathway. Assign level leaders. | 2016-2017 | Ongoing support from HSI grant and/or other funding sources. |
| 0003 | Santa Rosa | 01 | 01 | Create an alternative to English 1A for ESL students. | Provide an alternative pathway that students can take to satisfy the freshmen composition requirement for AA/AS degree and/or CSU transer. | 2016-2017 | Campus-wide cooperation and support. |
| 0004 | Santa Rosa | 01 | 06 | Extend the classroom electronically by providing extensive CALL resources. | Purchase and pilot ESL instructional software. | ongoing | Student Equity money will pay for purchases. Teachers and IAs and IFs will need to be paid to be trained. |
| 0005 | Santa Rosa | 01 | 06 | Support our increasing international student population. | Continue to work with Student Services, Admissions and Records, and the International Student Office. | ongoing | Paid or reassign time for a regular faculty. |
| 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 715 to ensure more standardization of course level expectations prior to student promotion to ESL 716. | Develop, pilot and implement a common assessment that includes an in-class writing assessment to be scored by ESL 715 instructors. | 2015-2016 | Funding for instructors to do blind scoring of common assessments and to evaluate results and implement process improvements. |
| 0009 | Santa Rosa | 01 | 02 | Continue to implement noncredit ESL Conference at Southwest Center for lower level noncredit ESL students, and a "Moving on Up" colloquium for high level credit and noncredit students on the SR campus. | 1.Plan and implement workshops that focus on orientation to noncredit ESL, study skills for language learning success, and facilitate opportunities for credit ESL or high level noncredit students to mentor lower level noncredit ESL students. 2. Plan and implement a "Moving on Up" Colloquium" for higher level credit and noncredit ESL students. | Ongoing | 1. Funding to pay instructors to plan, implement and participate in ESL Conference and Saturday Colloquium. 2. Funding to provide refreshments at the Conference and Colloquium. 3. Funding to provide bus transportation to SWSRC and campus for students at outlying sites. |
| 0010 | Other | 01 | 06 | Strenghten collaboration with La Luz Community Center to expand ESL offerings at El Verano Elementary School | Ensure availability of childcare at El Verano Elementary School in conjunction with La Luz. | Fall and spring 2015-16 | Funding for Cultural Liaisaon at El Verano. |
| 0011 | Other | 01 | 02 | Investigate the possibility of providing childcare services for students attending SWSRC in the AM. | Meet with Community Action Partnership, SRJC Child Development and Comm. ChildCare Council to explore options for providing on-site childcare at SWSRC. | 2015-16 | 1. Funding for childcare or willingness on the part of community partners to provide free, quality childcare for Noncredit ESL students studying at SWSRC. 2. Portable or portables to be added at SWSRC for childcare purposes. |
| 0012 | Santa Rosa | 05 | 02 | Continue to collaborate with SRCS and CAP to provide quality childcare at Cook MIddle School and Elsie Allen High School. | Explore funding possibilities through First 5 and Via Esperanza to expand childcare services to Elsie Allen High School and possibly Sonoma Academy. | Ongoing | $27,000 in Title II grant funding for childcare costs. |

| 0013 | Santa Rosa | 01 | 01 | Create a common learning assessment for ESL 781 and meet with ESL 781 faculty to develop curricuum, share ideas and materials and standardize course level expectations. | . Develop a Faculty Inquiry Group for ESL 781 instructors to 1) create common learning assessment 2)develop transitional materials 3) share ideas, materials and lesson ideas. | 2015-16 | Funding for curriculum development and planning. |
|------|------------|----|----|----|----|----|----|
| 0014 | Santa Rosa | 01 | 01 | Continue to operate the Barnett Student Learning Center, Barnett 1282. | | ongoing | Financial support to pay for tutors  lab assistants and counselors.. |
| 0015 | Santa Rosa | 01 | 01 | Continue Common Final Assessment for ESL 100. | All sections of ESL 100 will continue to use a common final assessment in order to measure whether SLOs are being successfully attained and to ensure students are prepared for English 1A. | ongoing | More contract faculty are needed in the ESL department to accomplish this goal. |
| 0016 | 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 representatives from both departments. | ongoing | Time for committee members to meet and problem solve.  Money to pay for adjunct participation. |
| 0017 | ALL | 01 | 01 | Ensure standardization of ESL 715 and 716 writing expectations. | Develop an ESL 715 and 716 common writing assessment. | 2015-16 academic year. | Funding to pay adjunct faculty for norming. |
| 0018 | Other | 05 | 01 | | | fall and spring 2015-16 | Funding for childcare & Cultural Liaisons at new West County sites. |
| 0019 | Santa Rosa | 01 | 01 | Create and get approval for a new 3 unit credit ESL course that focuses on American Culture. | To provide both international and resident students with information about American customs and culture. | 2016 | A faculty member to commit the time and energy to writing the COR. |
| 0020 | Santa Rosa | 01 | 01 | Create and get approval for a new 1.5 unit credit ESL course that will support grammar review at the ESL 100 level. The course will be required when a student is enrolled in ESL 100. | To support ESL 100 students who have lingering issues regarding English grammar rules and uses. | 2016-2017 | A faculty member to commit the time and energy to writing the COR. |
| 0021 | ALL | 01 | 07 | Keep the non-credit ESL program viable. | To organize a small team of at least two adjuncts and the dept. chair to maintain the proper functioning of the non-credit ESL program by dividing up the job duties of the non-credit coordinator, who is retiring and not being replaced. | Summer 2016 to ?? | Time and commitment of two adjunct faculty, who will be paid from the current noncredit program grant for non-loaded operational duties, and reassign time (loaded) of 10% for the department chair. |
| 0022 | Santa Rosa | 08 | 02 | To create ESL competencies in order to implement the new, state-wide CAI. | To map competencies for the ESL program (both credit and noncredit) to be used to place students into the appropriate class level | Summer 2016-Fall 2016 | Several ESL instructors time (anticipated to be up to 120 hours!) and commitment. Instructors will be paid with Student Equity money at the non-instructional rate. |