Santa Rosa Junior College
Program Resource Planning Process

English as a Second Language 2019

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 has developed ESL 10, an equivalent course to English 1A (freshman composition), 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 (A2) and UCs (1A) fulfilling the 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 and textbook subsidies funded through department grants, serve to eliminate potential barriers to students' continued persistence.

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. We have noncredit ESL expanded to include community based classes in Cloverdale, Sonoma, Healdsburg, Windsor, and Petaluma. 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, La Via Esperanza Community Hub at Cook Middle School, Healdsburg Community Center, and Petaluma Adult 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 Department is working closely with librarian Nancy Persons to develop library curriculum across our pathway.

G. Develop Financial Resources

The department has been participating in the effort to be designated a Hispanic Serving Institution again which, once obtained, will financially help to "support our diverse communities and students."

In addition, noncredit ESL grants will receive over $300,000 in funding for 2019-2020. These funds are generated as a direct result of noncredit ESL students' improved performance on the standardized CASAS test.

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 five-year assessment plan for credit classes.

Year 1 : Assessment of the reading courses: ESL 313R. 315R. 317R, 320R
Year 2: Assessment of the communication courses*:* ESL 371CP, 372CP, 373CP
Year 3 : Assessment of the VESL classes: ESL 322, ESL 332, ESL 334, ESL 335
Year 4 : Assessment of the intermediate/upper level writing/grammar courses: ESL 371, 372, 373, 100
Year 5: Assessment of the three levels of grammar review courses: ESL 371GR, 372GR, 373GR

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

Year 1: Assessment of all integrated courses: ESL 712, 713, 714, 715, 716, 781
Year 2: Assessment of all three communication courses: ESL 713CP, 714CP, 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. BSI has now shifted into SEA. One ESL contract instructor is a member of the SEA 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 2019, 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, Sonoma Academy in SW Santa Rosa and at the Santa Rosa and Petaluma campuses. Additional sites have been added at Windsor, Cook Middle, 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,Via Esperanza at Cook Middle School, El Verano in Sonoma, Healdsburg Community Center, and Petaluma Adult School.

 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. Recently, the department also developed ESL 781, a transition course that helps noncredit students make the jump into credit courses.

The credit program on the Santa Rosa Campus spans intermediate to transfer-level. Credit classes are offered in 4 levels of core grammar/writing/reading classes as well as supplementary courses in oral communication. The pathway now culminates in ESL 10, a transfer-level course. Although there is currently only one credit class in Petaluma (co-listed with a noncredit class), 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, if scheduling constraints permit.

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.

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 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. An administrative assistant staffs the office from 9am to 5pm Monday-Thursday and from 9am-1pm on Fridays.

The Barnett Student Learning Center is open Mondays-Thursdays from 8am-2pm and from 5:30pm-6:30pm.

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.

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.

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, the department has gotten 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. . 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 fall 2018, 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.

2.1a Budget Needs

In 2016-2017, the ESL Department's supplies budget decreased 13.76% at the Santa Rosa Campus, decreased 9.65% at the Petaluma Campus, and decreased 9.91% at all other outlying costs. In 2017-2018, the budget at the Santa Rosa Campus was further cut by 3.19% and 1.4% at outlying sites, and only saw a 1.07% increase at the Petaluma Campus, making the enduring cut at that campus around 8.5%. While the ESL Department strives to cut costs by reducing copying fees when possible, to fully support the unique outreach demands of our non-credit ESL population, we need more funding for promotional materials and outreach efforts. Furthermore, the Barnett Student Learning Center would benefit from a large, mounted computer monitor that could advertise upcoming events, promote our certificate programs, and remind students of important deadlines. Lastly, it is difficult to reduce copy costs because of the current set-up at the Copy Center. While we limit the number of copies individual faculty members can make at the copier within our office, the Copy Center just has a single code for each department. It is impossible to monitor who is making copies from our department and how many they are making because of this arrangement.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	04	02	$2,000.00	Large mounted computer monitor for advertising upcoming events, reminders about certificates, etc. in BSLC
0002	ALL	01	01	$5,000.00	Maintaining program requires additional graphics funds

2.2a Current Classified 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	17.00	10.00	Assists credit instructors in and outside of class, tutors in the Barnett Student Learning Center.
Senior Instructional Assistant	17.00	10.00	Assists credit instructors in and outside of class, tutors in the Barnett Student Learning Center.
Senior Instructional Assistant	10.00	12.00	Categorically funded. Assists non-credit instructors at outlying sites
Senior Instructional Assistant	20.00	12.00	Categorically funded. Assists non-credit instructors at outlying sites (VACANT)
Testing Specialist	40.00	12.00	Categorically funded. Coordinates CASAs testing schedule, proctors test for non-credit ESL program
Administrative Assistant II	30.00	12.00	Categorically funded. Specializes in administrative tasks associated with the WIOA grant and our noncredit program. This position is being transitioned to a 50% IA and 25% AAII position beginning July 1st.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
ESL Department Chair	40.00	12.00	All department chair duties and noncredit coordinating responsibilities

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Bilingual student office assistants-fall/spring	24.00	9.00	Reception at ESL office. Answer phone, schedule appointments, provide basic dept. information in English and Spanish, assist AA with projects.
Student Assistants	170.00	11.00	Categorically funded. Assist non-credit instructors in classroom, provide individual and small group tutoring to students; provide course information to students, as needed .
ESL Outreach Coordinator	2.00	12.00	Categorically funded. Plan, coordinate and implement outreach activities to increase ESL student enrollment
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.
BSLC student assistants	20.00	9.00	Categorically funded. Provide computer and printing assistance in the Barnett Student Learning Center

2.2d Adequacy and Effectiveness of Staffing

ESL Staffing Issues

The core data reveals the following statistics for the 2017-18 year:

In 2017-2018, the ESL Department had five credit contract faculty and one noncredit contract faculty bringing us to total of six full-time faculty members. We also had 66 adjuncts teaching in the department, making our FT to PT ratio around 9%. As the third largest department on campus, we need more full-time faculty to do the work of the college.

FTE-SS was 10.03 - 1.47% of the district total. The support staff ratio has worsened since last year.

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

In Fall 2018, we lost one Instructional Assistant position permanently and are down from three to two permanent senior IAs, who were hired in Spring 2018 at 17/hrs a week each to replace the retiring IA.

FTE-M (Dept. Chair) reassigned time was 74% in 2017-2018.

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. The difficulty with administering the ESL Department increases the department chair's workload exponentially. Most importantly, the non-credit coordinator for the non-credit side of the ESL program retired in May 2016, which created additonal duties and responsibilities to the chair's already demanding workload as non-credit ESL is a large and complex operation. Currently, the department chair receives no reassigned time to coordinate the non-credit ESL program, our full-time non-credit faculty member receives an additional 20%,

and another full-time faculty member receives 20% as well. We are in dire need of a single noncredit coordinator.

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. This is the most egregious inequity when compared to other departments in our cluster who all have at least one full-time AA, some classified as AAIIIs.

The noncredit areas in most need of further staffing are:
> 1. A permanent non-credit coordinator with enough reassigned time to meet the increasing demands of liaisoning with Adult Education.
> 3. The noncredit ESL program has continued to provide essential support services to our students through WIOA grant funding. All classified personnel in the noncredit program are funded through grants. Three positions are classified and the remainder are student assistants. The District needs to pick up some of the costs associated with the running of the non-credit ESL program. Because of the STNC conversions, the WIOA grant, which funds the non-credit ESL program, is used almost entirely to fund these new permanent positions, leaving the program with little money for professional development, textbook subsidies, and curriculum work. Since fall of 2013, Noncredit ESL has added classes at Sonoma Academy, Healdsburg Community Center, Cook Middle School, Comstock Jr. High, Windsor High School, Guerneville Elementary School, Healdsburg High School and El Verano (in a partnership with La Luz.) The ESL program, both credit and noncredit, needs to have adequate staffing to run most aspects of the program, especially if the noncredit ESL program continues to expand.

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	02	retirement replacement	IA for Credit ESL: 11 hrs/week x 36 weeks	Classified

2.3a Current Contract Faculty Positions

Position	Description
Six full-time faculty in 2018-2019	The department currently has six contract faculty members with three of the six under tenure review. Five of the six 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. One full-time faculty member in tenure-review was hired specifically to teach non-credit courses. The department chair received 74% reassigned time in 2017-18. The noncredit coordinator position was split between a full-time credit instructor and the full-time non-credit instructor, each receiving 20% reassigned time. Finally, there are approximately 66 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 2017-18	6.0000	17.7000	27.8300	82.3000	Very poor. The vast majority of our courses are taught by adjunct faculty.

2.3c Faculty Within Retirement Range

One faculty member is within two to three years of retirement.

At its peak, the department had ten full time instructors. The department now has five full-time faculty members with one reassigned as chair.

Because our credit offerings have reduced substantially, we are in dire need of at least one noncredit full-time faculty member. The department is currently unable to keep up with the requirements of running a department due to the large number of adjuncts and small number of contract faculty. The work in our non-credit program has also expanded considerably due to new grant requirements and the need to collaborate closely with Adult Education and the Sonoma County Adult Education Consortium.

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

In 2017-18, 90 candidates applied for a full time position, 13 were selected for interviews, and 11 were interviewed. A new contract credit instructor began her tenure process in August 2018.

Moreover, the department has conducted six adjunct pool hirings with the last one being in Summer 2018. From these hirings, currently only eight adjuncts are active in the pool.

In that same time frame, 2013 to spring of 2019, thirteen adjuncts have retired and several others choose not to work every semester thanks to the creation of established load. Furthermore, due to the shrinking class schedule college-wide, the small number of adjuncts in the probationary pool are increasingly not being load as their are few classes remaining after sign-ups.

A department of this size and breadth does not have adequate contract faculty. Also critical is that contract faculty are not allowed to teach non-credit. That is a local decision, not a state-mandated one. Now that the district is equally compensated by the state for credit and non-credit, and that the ESL department's non-credit program is very large and complex, more contract instructors should be hired to teach in non-credit.

No other department in the district has a more imbalanced ratio. 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 number 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, assessment changes, the HSI Grant, Guided Pathways, and adherence to AB 705.

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 apportionment 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, additional full-time faculty members are 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, 51% of credit students who participated in a spring 2017 ESL survey indicated they 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 non-credit instructor for the Petaluma 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.
0002	Santa Rosa	01	01	1 non-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.

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

The computer desk chairs in the ESL computer lab (Barnett 1261) and in the Barnett Student Learning Center (Barnett 1282) need to be replaced. Because they have been so worn down, students can't even sit upright in some of the chairs as the backs are permanently bent downwards.

district must continue to support the ESL department's running of the Barnett Student Learning Center, room 1282 as the tutoring, counseling, and mentoring students offered to students at this center are crucial for their long-term success at the JC.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07		0	$0.00	$0.00			
0001	Santa Rosa	04	07	Computer desk chairs	30	$100.00	$3,000.00	Jessica Pardoe	Barnett 1261	
0001	Santa Rosa	04	07	Computer desk chairs	15	$100.00	$1,500.00	Jessica Pardoe	Barnett 1282	Jessica Pardoe
0001	Santa Rosa	01	01	Headphones with microphones for learning lab	15	$30.00	$450.00	Jessica Pardoe	Barnett 1282	Jessica Pardoe
0001	Other	01	01	Keyboard covers for typing practice--SWC lab	30	$15.00	$450.00	Jessica Pardoe	SWC Room 102	Jessica Pardoe
0001	Other	04	07	New computers for SWC lab room 102	30	$300.00	$9,000.00	Jessica Pardoe	SWC Room 102	Jessica Pardoe

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	02	Large, mounted computer monitor for BSLC	1	$2,000.00	$2,000.00	Jessica Pardoe	Barnett 1282	Jessica Pardoe
0001	Santa Rosa	04	07	Adjustable teaching station desk for Barnett 1261	1	$500.00	$500.00	Jessica Pardoe	Barnett 1261	

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

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, but it would be in the District's financial best interest to forgo additional investments into the current Barnett buildings and instead expedite the replacement of the Barnett facilities. However, in the meantime, the computer lab and the classrooms could definitely be cleaned more regularly. The roof on the Barnett 1201 (our offices) leaks consistently throughout the rainy season.

At the Southwest Center, the ESL program is in need of additional computer lab space as current labs are stretched to capacity and not all students who need access to computers are being given the opportunity to use them. It is essential to these students' success that computer lab time is incorporated into regular class time so that they are prepared for the technology demands of our credit program when they eventually transfer over.

3.1 Develop Financial Resources

The ESL department has received over $5,000,000 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 over $300,000 in grant funds for the 2018-2019 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

The new credit pathway was implemented in Fall 2016. There are now 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 computerized assessment tool for credit ESL, the CELSA, has been our stopgap assessment since Fall 2016 when the Compass was discontinued. We adopted the CELSA in anticipation of the Chancellor's Office release of the Common Assessment Intitiative. However, since the state pulled the plug on the CAI, we have been awaiting final determination from the Chancellor's Office in light of AB 705 on whether we can continue to offer a placement test or need to switch entirely to guided self-placement like the Math and English Departments.

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: ESL371GR, ESL372GR, ESL373GR

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		
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, the costs involved in attending college, and AB 705.

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. We are actively collaborating with the Petaluma Adult School to encourage PAS students to continue their ESL education at the Petaluma Campus.

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, Sonoma, and Southwest Santa Rosa.

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 a new site, the Healdburg Community Center. 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

ESL enrollment effieciency was at 94.2% in Fall 2018, compared to the District average of 88.6%.

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 is well over 100%.

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 2017-2018, the average class size is reported to be 23.5, 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 2017-2018 was 12.1. 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.

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 last cycle of review for most noncredit core classes was last academic year (2017-2018).

5.5 Successful Program Completion

The ESL credit program has two certificates recognized by the State (intermediate and advanced); we also award certificates of completion annually to students who complete ESL 100 courses.. 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 since we began tracking in 2007.

5.6 Student Success

In credit ESL, the overall retention level was 77.6% in 2017-2018. 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 steadily increasing and is now at 2.9 for 2017-2018, 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 above the average.

Overall statistics for successful course completion was 86.5% in fall 2018, compared with the District average of 75.7%. 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.

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% in the 2017-2018 academic year**. These students are considered at-risk student, but 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.

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, noncredit ESL regularly puts on a transition event in the spring where students learn what options are availale to them after ESL. 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

Credit ESL offers two formal credit certificates. All courses in the courses in the 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.

We also recently developed a noncredit ESL transition course to encourage noncredit students to matriculate into credit courses.

In credit, we redid our entire pathway in accordance with the guidelines in the HSI grant so that students can progress more quickly through the program via more intensive, rigorous courses in academic English.

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
0000	ALL	02	01	Support instructors and IAs as they develop new curriculum in the non-credit ESL program	To develop FIGs (Faculty Inquiry Groups) for each level of the non-credit pathway	2018	A faculty member willing to coordinate the effort. Funding from WIOA and AEBG grants to compensate adjuncts for their participation in the FIGs.
0001	Santa Rosa	01	06	Adjust departmental assessment/placement in response to AB 705	To be in accordance with new legislation based on timeline given by the Chancellor's Office	2018-2020	Ongoing support from the Assessment Office and Institutional Research. The ESL Department is fortunate to have revised its credit pathway via the HSI grant, so we are well-ahead of the state timeline but need to adjust our assessment practices.
0001	ALL	01	07	Keep the non-credit ESL program viable.	Transition non-credit coordinating responsibilities from interim adjunct coordinators and department chair to non-credit ESL full-time faculty member	ongoing	District support for non-credit coordinator reassigned time.
0002	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.
0003	Santa Rosa	01	06	Support instructors and IAs and IFs as they operate in the new ESL pathway.	Continue to conduct Faculty Inquiry Groups (FIGS) at each level of the new pathway. Assign level leaders.	ongoing	Ongoing support from HSI grant and/or other funding sources.
0004	Santa Rosa	01	01	Offer an alternative to English 1A for ESL students (ESL 10)	Offer two sections of ESL 10, an alternative pathway that students can take to satisfy the	Offer in Fall 2019	Campus-wide cooperation and support and an instructor who can take on the project.

					freshmen composition requirement for AA/AS degree and/or CSU transer, in Fall 2019		
0005	ALL	02	04	Host the 2019 Northern California Regional CATESOL Conference	To promote professional development in the TESOL field and showcase the SRJC campus	ongoing	Faculty members willing to volunteer at the event. District support to use campus facilities for conference.
0006	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.
0007	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.	ongoing	Continued communication with La Luz
0008	ALL	01	05	Continue to have the ESL Completion Ceremony	Recognize ESL completioners and scholarship recipients at end-of-the-year ceremony	ongoing	Financial support. This event used to be funded by Associated Students but is no longer due to budget cuts
0009	Santa Rosa	02	06	Collaborate with the English department on developing an ESL corequisite for ENGL 1A (part of AB 705 requirements)	Share sample assignments, norm essays, conduct on-going meetings between representatives from both departments.	ongoing	Faculty member participation from members of both departments.
0010	Santa Rosa	01	01	Continue Common Final Assessment for ESL 100, 373, 372, 371, 781	All sections of the credit ESL pathway as well as our transitional ESL class ESL 781 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	Money to pay adjuncts to participate in this very important collaboration.
0011	Santa Rosa	01	01	Expand open hours and tutoring services in the Barnett Student Learning Center, Barnett 1282.	Continue to support students that use the hugely popular BSLC by offering free printing (up to 30 copies), expanded open hours, more tutoring, and counseling.	ongoing	Financial support to pay for tutors, office supplies, and lab assistants.
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	Adequate Title II grant funding for childcare costs.
0013	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.	ongoing	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. 3. Support from AEBG and WIOA grants

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
0000	ALL	02	01	Support instructors and IAs as they develop new curriculum in the non-credit ESL program	To develop FIGs (Faculty Inquiry Groups) for each level of the non-credit pathway	2018	A faculty member willing to coordinate the effort. Funding from WIOA and AEBG grants to compensate adjuncts for their participation in the FIGs.
0001	Santa Rosa	01	06	Adjust departmental assessment/placement in response to AB 705	To be in accordance with new legislation based on timeline given by the Chancellor's Office	2018-2020	Ongoing support from the Assessment Office and Institutional Research. The ESL Department is fortunate to have revised its credit pathway via the HSI grant, so we are well-ahead of the state timeline but need to adjust our assessment practices.
0001	ALL	01	07	Keep the non-credit ESL program viable.	Transition non-credit coordinating responsibilities from interim adjunct coordinators and department chair to non-credit ESL full-time faculty member	ongoing	District support for non-credit coordinator reassigned time.
0002	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.
0003	Santa Rosa	01	06	Support instructors and IAs and IFs as they operate in the new ESL pathway.	Continue to conduct Faculty Inquiry Groups (FIGS) at each level of the new pathway. Assign level leaders.	ongoing	Ongoing support from HSI grant and/or other funding sources.
0004	Santa Rosa	01	01	Offer an alternative to English 1A for ESL students (ESL 10)	Offer two sections of ESL 10, an alternative pathway that students can take to satisfy the freshmen composition requirement for AA/AS degree and/or CSU transer, in Fall 2019	Offer in Fall 2019	Campus-wide cooperation and support and an instructor who can take on the project.
0005	ALL	02	04	Host the 2019 Northern California Regional CATESOL Conference	To promote professional development in the TESOL field and showcase the SRJC campus	ongoing	Faculty members willing to volunteer at the event. District support to use campus facilities for conference.
0006	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.
0007	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.	ongoing	Continued communication with La Luz
0008	ALL	01	05	Continue to have the ESL Completion Ceremony	Recognize ESL completioners and scholarship recipients at end-of-the-year ceremony	ongoing	Financial support. This event used to be funded by Associated Students but is no longer due to budget cuts

0009	Santa Rosa	02	06	Collaborate with the English department on developing an ESL corequisite for ENGL 1A (part of AB 705 requirements)	Share sample assignments, norm essays, conduct on-going meetings between representatives from both departments.	ongoing	Faculty member participation from members of both departments.
0010	Santa Rosa	01	01	Continue Common Final Assessment for ESL 100, 373, 372, 371, 781	All sections of the credit ESL pathway as well as our transitional ESL class ESL 781 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	Money to pay adjuncts to participate in this very important collaboration.
0011	Santa Rosa	01	01	Expand open hours and tutoring services in the Barnett Student Learning Center, Barnett 1282.	Continue to support students that use the hugely popular BSLC by offering free printing (up to 30 copies), expanded open hours, more tutoring, and counseling.	ongoing	Financial support to pay for tutors, office supplies, and lab assistants.
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	Adequate Title II grant funding for childcare costs.
0013	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.	ongoing	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. 3. Support from AEBG and WIOA grants