

Comprehensive Program Review Report



Program Review - ESL

Program Summary

2021-2022

Prepared by: Barbara Laird

What are the strengths of your area?: The ESL department at the College of the Sequoias offers a unique mirrored credit/noncredit ESL program that is truly progressive in the state of California. Unlike most ESL programs in California, we teach the same curriculum in our credit and noncredit mirrored classes. This prepares our ESL students for multiple pathways, which is an enormous benefit for our multilingual students and the college.

Our throughput data for both credit and noncredit ESL students during the 2020-2021 academic year demonstrates the strength of our mirrored program and how it benefits our ESL students. For example, during the 2020-21 academic year, ESL students earned 24 AA/AS degrees. It is noteworthy that 14 noncredit ESL students earn 15 of these AA/AS degrees. In addition to degree completion, 36 non-ESL certificates ranging in areas of Business, Child Development, and CNA were completed by our credit and noncredit ESL students (see document ESL Graduates_Degrees and Other CT Certificates 2020_2021).

Although these numbers are impressive, our ESL Certificates of Competency have the largest throughput data. During 2020-21, seventy-eight (78) ESL Certificates of Competency were earned by our noncredit ESL students. It is important to note that more than half of them (46 in total) were beginning level ESL Certificates of Competency earned by noncredit ESL students attending classes in our offsite ESL program. Moreover, the college benefits financially from our unique mirrored ESL program in that our noncredit students earn full apportionment for their coursework.

An additional strength of our program is the ongoing commitment of our ESL faculty to professional development. Both full-time and adjunct ESL faculty have participated at CATESOL, CAP Conferences, Reading Apprenticeship, and On Course workshops. In addition, our faculty have consistently presented at state and national level professional conferences such as CATESOL and TESOL. As a department, we strive to work collaboratively to increase our knowledge of best practices in our field, to stay informed on important policies and legislation impacting our discipline, and to serve on various committees. In addition, we maintain our connections to the field outside of the college by participating in meetings and professional development initiatives with the Sequoia Adult Education Consortium, the National Endowment of the Arts, OC CATESOL, University of California, Irvine, the US Department of State's American English, and JALT.

Our professional development endeavors have allowed our ESL department to stay current in legislation that impacts our curriculum, placement, and assessment. For example, California law (AB 705, Irwin) recognizes that ESL courses are not the same as developmental education; in addition, California law recognizes that students enrolled in English as a Second Language (ESL) coursework are engaged in foreign language acquisition. Section 1(a)(7) states that "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above." As a result of AB 705, the ESL department proposed a new ESL course sequence in 2018 which integrated reading, writing, and grammar skills that lead to transferrable ESL coursework. For example, our ESL 090/490 Advanced Academic ESL course which is CSU/UC transferrable was approved and offered in Fall 2019. Our proposed ESL course sequence shortens the amount of time for credit ESL students to complete their degree-seeking goals or transfer to a four-year institution.

In terms of ESL placement, our ESL department has implemented a "self-placement" model for placing new ESL students into our ESL program. This model provides autonomy allowing students to accelerate in our Credit ESL Pathway and to complete transfer-

level English within a three-year timeframe.

What improvements are needed?: One area of improvement related to AB 705 is revising our credit ESL pathway and the corresponding mirrored noncredit ESL pathway. While our initial proposal in 2018 followed the Chancellor's initial guidance on integrating skills and exploring CSU/UC transferrable ESL courses, few credit ESL courses had been approved at the state-level causing our curriculum committee to have reservations with our vision. Now that the Chancellor's office has approved transfer-level credit ESL courses that are equivalent to English Composition for at least 13 California Community Colleges, our ESL department will revise and submit our revised credit and noncredit ESL pathways for approval. Our ESL sequence is compliant with AB 705 legislation and follows guidance from the Chancellor's Office, our professional CATESOL organization and current literature in the field of language acquisition.

Due to these recent developments at the Chancellor's Office, our department has concerns with the language used in our 2020-2025 Strategic Plan for District Goal #2. The action for district objective 2.3.1 states "Shorten the developmental course sequence in English as a Second Language." Our Strategic Plan provides the following rationale for this district objective (2.3) "In 2018-19 academic year, only 8% of COS students completed transfer level Math and English courses within their first year. District's work on improving how well and how quickly students complete their Quantitative Reasoning and English sequences within their first year helps students achieve their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor's Office Vision for Success." The language used to articulate this action and the rationale provided to justify the district's objective 2.3. seems to overlook some key pieces of information in AB 705 and AB 1805 legislation, guidance from the Chancellor's Office, recommendations from professional organizations in the field of second language acquisition, and our AB 705 ESL pathway throughput data.

Key Information to Consider:

- 1) Instruction in English as a Second Language is distinct from remediation in English.
- 2) Students enrolled in credit ESL coursework are foreign language learners.
- 3) Colleges should be mindful that while some high school senior English language learners (ELLs) may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English but whose language proficiency may still require attention to specific needs that are not met in transfer-level English even with co-requisite or cocurricular support.
- 4) Colleges are advised to integrate credit ESL curricular options to maximize the probability that students will complete transfer-level composition (English or ESL) within three years (or less).
- 5) AB 705 cohort tracking data for the ESL pathway verses the English pathway shows a consistently higher completion rate for the ESL pathway (i.e. fall 2017: 88.2% ESL pathway vs. 76.0% English pathway; fall 2019: 73.7% ESL pathway vs. 71.2% English pathway).

In addition, District Objective 2.3.1 points to a related concern with the District's disproportionate impact data. According to U.S. Census Bureau (2019) data, "the percentage of households that speak Spanish in Tulare County (47%) and Kings County (37%) is greater than the state average (29%)," yet data on the language spoken at home or the linguistic communities of our students is not gathered. These characteristics appear to be missing in our disproportionate impact data. This alarming gap in collecting linguistic community data brings into question how we address equity in our district. Examining the importance of a student's first language is essential to understanding the disproportionate impact among ESL students.

A second area of concern related to AB 705 and AB 1805 is the need to increase our campus and community's awareness of our ESL pathways. Compliance with AB 1805 requires the District to inform the students of their right to access transfer-level coursework and in credit ESL. We need institutionalized mechanisms for helping multilingual students learn about their options in our credit ESL pathway. One of the Chancellor's Office recommendations includes providing a "decision tree" that would give incoming students adequate information upon initial placement to decide on the pathway they wish to take.

Third, ongoing professional development is necessary to navigate this complex COVID-19 pandemic environment that we are still experiencing during a time when several huge external mandates are requiring our compliance (AB 705, AB 1805, and the Chancellor's "Call to Action"). Conferences and professional development workshops afford important avenues for faculty to keep current with these new developments so that we can provide optimal instruction to our students.

A fourth area of concern is compliance with Educational Code 88003. COS has demonstrated that the Offsite ESL Coordinator position is not a temporary position, but one that is important to the District and one which we plan to continue. Moving this position to a part-time permanent classified position will satisfy this external challenge.

Finally, the COVID-19 pandemic environment has highlighted the need for developing digital literacy skills among our ESL students which requires additional equipment and increased staffing.

Describe any external opportunities or challenges.: There are several external challenges this year.

1. Implementation of and compliance with our AB 705 ESL Adoption Plan and AB 1805 for credit ESL
2. Compliance with Education Code 880033 as it is related to our Offsite ESL Coordinator position
3. Chancellor's Office "Call to Action"
4. Impact of COVID-19 on transitioning back to face-to-face and online learning

Overall SLO Achievement: As a whole, the ESL department is pleased with SLO achievement. During the 2020-2021 academic year, we assessed our reading/vocabulary courses at the beginning, intermediate, and advanced levels.

For our intermediate level reading and vocabulary courses, we identified the need to revise our tools for measuring the student's ability to identify the elements of a good summary. At the advanced level, we ask students to write a summary of a reading. The results of our SLOs for summary writing indicated the need to focus more attention on this skill.

Changes Based on SLO Achievement: Due to AB 705 implementation, we plan to revise our ESL courses in credit and noncredit ESL pathways. Therefore, at this point in time, we do not anticipate making any formal changes to the existing SLOs themselves or the manner in which we assess them. However, the one change we could try to improve on is reinforcing more timely reporting of SLO data. This has been more of a challenge during the COVID-19 pandemic.

Overall PLO Achievement: Overall, the ESL program is pleased with the PLO achievement for our 3 certificate programs for students: advanced, intermediate, and beginning certification of completion.

While experiencing a global pandemic during the 2020-2021 academic year, our ESL students earned 78 ESL Certificates of Competency (15 advanced, 17 intermediate, and 46 beginning level).

Changes Based on PLO Achievement: Due to AB 705 implementation and compliance, we have updated the language of our PLOs to reflect California law which states that instruction in English as a Second Language is distinct from remediation in English.

Outcome cycle evaluation: The majority of ESL courses have been assessed properly within the three year cycles we have established. The lower level courses have data missing, which are in the process of being collected and forwarded to upload on TracDat.

Full-time faculty provide robust SLO data, but it may be worthwhile to explore ideas and incentives to have more ESL instructors report data back.

Related Documents:

[2020_21 Graduates Once Enrolled as an ESL Student.png](#)

[ESL Graduates_Degrees_Other CT Certificates_2020_2021.xlsx](#)

[AB 705_ESL Pathway_Success Enrollments.jpg](#)

[AA 19-43 AB 705 Credit ESL Guidance.pdf](#)

[AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf](#)

Action: 2021 - Implementation of AB 705 and AB 1805 for Credit ESL

Implement AB 705 and AB 1805 for Credit ESL

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

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District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator; Jeff Maryanow, ESL/English Faculty; Christopher Stillwell, ESL Faculty

Rationale (With supporting data): AB 705 Related to Credit ESL

Per the California Community College Chancellor's Office (CCCCO) memorandum AA 19-20 released April 2019:

- 1) English as a second language (ESL) is not basic skills or remedial instruction; it is foreign language acquisition.
- 2) Colleges are advised to integrate credit ESL curricular options to maximize the probability that ESL students will be able to complete transfer-level composition within three years (or less).
- 3) AB 705 does not require colleges to:
 - a. place all English Language Learners (ELLs) into transfer-level composition
 - b. eliminate credit ESL offerings
 - c. shift all ESL offerings into noncredit
 - d. eliminate credit ESL courses that are not designed to lead to transfer-level composition
 - e. eliminate elective, support courses focused on specific language skills which are not part of the credit ESL sequence leading to transfer-level composition.

Compliance with AB 1805's Mandate to Inform Students of the Right to Access Transfer-level Coursework and Credit ESL:

Under Education Code section 78221.5(a)(1), "colleges must inform students of their rights to access transfer-level coursework and academic credit English as a Second Language (ESL) coursework..." Likewise, per the California Community College Chancellor's Office (CCCCO) memorandum AA 19-20 released April 18, 2019:

1) "College should establish a clear informative process (decision tree or placement logic) to accurately and appropriately advise English language learners of their options to access transfer-level composition or academic credit ESL coursework."

Also, per memorandum AA 19-43 released September 2019:

- 1) This information may be provided in videos, outreach materials, and promotional information.
- 2) College administration should insure faculty and staff in departments, including but not limited to Counseling, Outreach, Marketing, Assessment, Admissions, and Academics, comply with AB 1805 as it relates to credit ESL.
- 3) Colleges shall include in their AB 705 adoption plans examples of how they are complying with AB 1805. This should include evidence of how students are informed of the option to access credit ESL when being placed in an English course.

The areas that have had the least amount of attention is the implementation of AB 1805 include:

- 1) developing and implementing institutionalized mechanisms (such as a decision tree) that inform students of the option to access credit ESL before being placed in an English course and
- 2) informing students of their rights to access academic ESL coursework or transfer-level composition through videos, outreach materials, and promotional information.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: AB 705 and AB 1805 mandates compliance

Update on Action

Updates

Update Year: 2021-2022

10/11/2021

Status: Continue Action Next Year

Program Review - ESL

Due to COVID-19, AB 705 and AB 1805 implementation was extended.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

Due to COVID-19, the Chancellor's Office has extended the timeline for implementing AB 705 and AB 1805. Therefore, we will continue this action.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: 2021 - Increase Awareness of ESL Program (AB 1805)

Increase awareness of ESL Program by collaborating with our Marketing, Outreach, and Counseling departments.

Leave Blank: New Action

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator/Faculty; Jeff Maryanow, ESL/English Faculty; Christopher Stillwell, ESL Faculty; Sofia Cook, Offsite ELS Coordinator/Faculty

Rationale (With supporting data): Compliance specifically with AB 1805 requires the District to inform the students of their right to access transfer-level coursework or credit ESL. This involves continually improving the visibility of the ESL Program through marketing, outreach, and collaborating with our counseling department, feeder high schools, and the Sequoia Adult Education Consortium.

In addition, continual radio announcement funding is needed to inform our community of our ESL pathways. One 4-week radio

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announcement with La Ley cost \$2000. During this July-August radio campaign 50 new community members reported hearing the radio announcement air on La Ley. A total of 120 people attended our ESL Orientation Workshops during this radio campaign. Therefore, approximately 42% of the people interested in our ESL program learned about us from the radio announcement. The amount of new interest justifies continuing radio announcements at specific times throughout the academic year.

Timeline for three radio announcements:

- 1) Late July to early August (fall)
- 2) Late November to early December (spring)
- 3) Late April to early May (summer and fall)

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: AB705 mandates offering a three year Academic ESL Pathway and the public needs to be informed of their options (1805).

Update on Action

Updates

Update Year: 2021-2022

10/11/2021

Status: Continue Action Next Year

We recruited new ESL students through radio announcement during three time periods:

- 1) Late July to early August (fall)
- 2) Late November to early December (spring)
- 3) Late April to early May (summer and fall)

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

The ESL department worked with the Marketing department and developed a marketing campaign. We created a radio advertisement which aired on a local radio station (Le Ley) promoting our ESL program for fall 2020 registration. The radio advertisement recruited ESL students in our beginning, intermediate, and advanced levels. However, due to COVID-19 the timeline for fully implementing AB1805 has been extended. Therefore, we need to continue our efforts to be compliant with the spirit of the law (AB 705 and AB 1805)

Impact on District Objectives/Unit Outcomes (Not Required): COVID-19 impacted the implementation of our goal to increase the awareness of our ESL pathway. More specifically, the timeline for fully implementing AB 705 and AB 1805 has been extended, so California Community College can continue this important work.

Resources Description

Technology - Increase awareness of our ESL Program by collaborating with our Marketing/Outreach departments. (Active)

Why is this resource required for this action?: Our marketing/outreach collaboration with local radio stations will include the cost of three radio announcements:

1. Late July to early August (four week radio announcement before fall semester)
2. Late November to early December (four week radio announcement before spring semester)
3. Late April to early May (four week radio announcement before summer and fall semester)

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6000

Related Documents:

[AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf](#)

Link Actions to District Objectives

Program Review - ESL

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| District Objectives: 2015-2018 |
| District Objectives - 1.1 - Increase overall enrollment by 1.75% annually |
| District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually. |
| District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually. |
| District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually. |
| District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually. |
| District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan. |
| District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population. |
| District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals. |
| District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission. |
| District Objectives: 2021-2025 |
| District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025. |
| District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025. |
| District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025. |
| District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025. |

Action: 2021 - Strengthen Academic Experiences for ESL Students through Faculty Development

Improve academic experiences for ESL students by supporting the participation of ESL faculty at Professional Development Conferences such as the Annual CATESOL conference, Strengthening Student Success Conference, ACCE conference, Reading Apprentice Workshops, TESOL, Annual CAP Conference, and Career and Noncredit Institute.

Leave Blank: New Action

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their

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transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator/Faculty

Rationale (With supporting data): Nowhere in the United States have educational issues concerned with ESL learners been more prominent than in California. Many ESL learners have unique language-related needs that lead to special challenges when they need to use academic English in college. Therefore, it is a critical need for California colleges to find effective ways of educating the rapidly growing populations of learners who speak a language other than English at home. In order to help ESL learners achieve a wide range of educational, professional, and career goals, our ESL faculty need to participate in a variety of professional development conferences.

Resources to support colleges in the implementation of AB 705 continues to develop; therefore, it's vital to support ongoing professional development for ESL faculty and staff (Documents- Memorandum Sept 26, 2019).

The following conferences are vital to maintaining a quality ESL Program:

- 1) Annual CATESOL Conference
- 2) TESOL
- 3) Strengthening Student Success Conference
- 4) ACCE Annual Conference
- 5) CAP Conference
- 6) Reading Apprenticeship Conference
- 7) Career and Noncredit Institute

The cost to participate in these vital professional development conferences is approximately \$12,000 annually. This budget covers the expenses for one or two faculty members to attend each conference.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: COVID-19 pandemic, Chancellor's "Call to Action," and AB 705 implementation and compliance requires ongoing professional development and training.

Update on Action

Updates

Update Year: 2021-2022

10/11/2021

Status: Continue Action Next Year

Implementation of and compliance with AB 705 and AB 1805 require ESL faculty to participate in relevant professional development endeavors.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

The field of language instruction is constantly evolving, with frequent important advances in the relatively young field of second language research. Conferences and professional meetings afford important avenues for faculty to keep current with these new developments so that we can provide optimal instruction to our students. These sessions influence our instruction and students' experiences in countless ways that are both tangible and difficult to describe. More tangible outcomes are evident when we update our course materials and our teaching techniques in response to what we learn about advances in the field, incorporating new pedagogies and new means of tailoring our instruction to the ever-changing needs of our students. As we experience workshops and other sessions provided by professionals in our field, we also often experience firsthand the ways best practices are best implemented, and we have powerful opportunities to reflect on what it might be like to be in a student's shoes in one of our own classrooms. An added benefit of participation in such conferences is the opportunity to develop professional networks that expand beyond our campus. These networks can help instructors to fight off burnout and renew their enthusiasm to fight the battles our students need us to fight, and they allow us to tap into the experience and expertise of colleagues near and far. In the end, students benefit from having knowledgeable, active, and effective faculty who continue to perform at their best levels and who model the maxim that learning is a lifelong pursuit.

Impact on District Objectives/Unit Outcomes (Not Required):

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Resources Description

Non-instructional equipment - Ongoing professional development for ESL Faculty is necessary to maintain a quality ESL program, to meet the needs of our ESL population, and to increase student success. (Active)

Why is this resource required for this action?: Compliance with AB 705 and the Chancellor's "Call to Action" requires ongoing professional development during this unique COVID-19 pandemic environment.

The field of language instruction is constantly evolving, with frequent important advances in the relatively young field of second language research. Conferences and professional meetings afford important avenues for faculty to keep current with these new developments so that we can provide optimal instruction to our students. These sessions influence our instruction and students' experiences in countless ways that are both tangible and difficult to describe.

As we experience workshops and other sessions provided by professionals in our field, we also often experience firsthand the ways best practices are best implemented, and we have powerful opportunities to reflect on what it might be like to be in a student's shoes in one of our own classrooms. An added benefit of participation in such conferences is the opportunity to develop professional networks that expand beyond our campus. These networks can help instructors to fight off burnout and renew their enthusiasm to fight the battles our students need us to fight, and they allow us to tap into the experience and expertise of colleagues near and far. In the end, students benefit from having knowledgeable, active, and effective faculty who continue to perform at their best levels and who model the maxim that learning is a lifelong pursuit.

Our ESL Program is designed specially to address the unique needs of English language learners. In order to do this well, on a continual basis, the highly specialized ESL faculty currently at COS and the needed FT ESL faculty of the future need the District's financial support to maintain a high standard of instructional faculty with training appropriate for working with linguistically and culturally diverse students.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 12000

Related Documents:

[AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf](#)

[AA 19-43 AB 705 Credit ESL Guidance.docx](#)

Link Actions to District Objectives

District Objectives: 2015-2018

District Objectives - 1.1 - Increase overall enrollment by 1.75% annually

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.

District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.

District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

District Objectives: 2021-2025

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District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2021 - Increase Student Access to ESL

Compliance with Educational code §88003 requires institutional and structural support to make our Offsite ESL Coordinator position a permanent 10 month classified staff position (12 hours/week).

Leave Blank: New Action

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: District Objectives: 2021-2025

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Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Cynthia Johnson, Language and Communication Studies Division Chair; Barbara Laird, Professor of English for Speakers of Other Languages/ESL Program Coordinator

Rationale (With supporting data): Compliance with Educational code §88003 requires COS to move the Offsite ESL Coordinator position to a permanent 121 hour/week part-time classified position by the end of the 2021-2022 academic year.

COS originally hired the Offsite ESL Coordinator as a temporary employee; however, COS has clearly demonstrated this position is not a temporary position, but one that is important to the District and one which we plan on continuing. The Offsite ESL Coordinator has held this position for thirteen years.

The responsibilities of this part-time position will include:

- 1) maintaining our six COS partnerships in the community (CSET (Visalia), Proteus Inc. (Dinuba), Kings Community Action Organization (Hanford), Lindsay Unified School District, Kings Lake Education Center (Corcoran), and Woodlake Community Center),
- 2) overseeing the registration process and certificate completion for the offsite locations,
- 3) collaborating with offsite ESL faculty, full-time ESL Program Coordinator, and student services to build sustainable pathways to the main campus (Visalia),
- 4) visiting offsite locations,
- 5) participating in outreach activities in our community (variety of recruiting events, feeder high school visitations, adult education sites, etc.)
- 6) serving as a liaison with local radio stations (create Spanish scripts for radio campaigns), and
- 7) facilitating implementation/development of OER materials for the Offsite ESL sites

Program Review - ESL

Salary and benefits are contingent on negotiations with CSCA.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Compliance with Educational code §88003 requires COS to move the Offsite ESL Coordinator position to a permanent part-time classified position by the end of the 2021-2022 academic year.

Update on Action

Updates

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

This is a continued action this year. Although it was ranked third in Instructional Council 2019-2020, it was not funded. Due to external mandates (Educational code §88003), this 12 year position is clearly no longer a temporary position and needs to be reclassified as a permanent expert.

We are requesting the reclassification of the position to full-time classified permanent expert at \$82,000/year.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Our Offsite ESL Coordinator has been cultivating our community partnerships for the past 13 years with a steady increase in productivity. Her long-standing professional relationships with Proteus, CSET, community centers, and several K12 districts will strengthen our recent need to implement new AB 705, AB 1805, and AB 540 legislation. Building on these existing partnerships, she will work with our new team of PT staff (Adjunct ESL Counselor and PT ESL Specialist) on outreach, placement, and orientation for our ESL students, feeder high schools, and greater community. In addition, she will continue to serve as a liaison with local radio stations. Equally important is her work in implementing OER materials in the offsite ESL locations. (Active)

Why is this resource required for this action?: COS originally hired the Offsite ESL Coordinator as a temporary employee; however, COS has clearly demonstrated this position is not a temporary position, but one that is important to the District and one which we plan on continuing.

Therefore, compliance with Educational code §88003 requires COS to move the Offsite ESL Coordinator position to a permanent part-time classified position by the end of the 2021-2022 academic year.

We need institutional and structural support for our Offsite ESL Coordinator, who has been in her temporary position for 13 years without pay increases that are afforded to permanent classified staff.

Over the years, the productivity levels at our offsite locations have consistently increased due to the roles and responsibilities of our Offsite ESL Coordinator. For example, our ESL department productivity increased from 14.94 in 2016-2017 to 17.47 in 2018-2019. During the 2020-2021 academic year, 46 of the 78 (nearly 60%) ESL Certificates of Competency were earned by our beginning level ESL students attending classes in our offsite locations.

Notes (optional): Range 71 pay rate is \$48.50/hour. At 12 hours per week for 10 months, the year salary equals \$23,280/year.

Our Offsite ESL Coordinator has been in her current temporary part-time position for 13 years.

Cost of Request (Nothing will be funded over the amount listed.): 23280

Related Documents:

[Productivity Dashboard_ESL 2019.pdf](#)

[Miscellaneous Salary Schedule_2021_2022.pdf](#)

[2020_21 Graduates Once Enrolled as an ESL Student.png](#)

Program Review - ESL

Link Actions to District Objectives

| |
|--|
| District Objectives: 2015-2018 |
| District Objectives - 1.1 - Increase overall enrollment by 1.75% annually |
| District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually. |
| District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually. |
| District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually. |
| District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually. |
| District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan. |
| District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population. |
| District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals. |
| District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission. |
| District Objectives: 2021-2025 |
| District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025. |
| District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025. |
| District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025. |

Action: 2021 - Narrow Digital Divide within ESL Program

Secure funding for hotspots needed at our six offsite ESL locations. Currently, our offsite ESL students have no or limited access to the Internet.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator; Sofia Cook, Offsite ESL Coordinator

Rationale (With supporting data): During 2019-2020, we received the requested 90 laptops for three offsite locations. However, the Internet at these locations is not available or unreliable for our ESL classes. Therefore, we need reliable access to the Internet at our six offsite locations.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: The COVID-19 pandemic and the Chancellor's "Call to Action" are external mandates. Our Career Development and College Preparation (CDCP) ESL Certificates prepare multilingual students for credit ESL coursework and transfer-level courses. Moreover, access to technology is required to complete the coursework for our CDCP ESL certificates of competency during the COVID-19 pandemic.

Program Review - ESL

Update on Action

Updates

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

Although 90 laptops were purchased for three offsite locations, all campus Chromebooks and most laptops were pulled and distributed to students enrolled at the Visalia campus due to the emergency transition to remote learning during COVID-19. Consequently, these 90 laptops need to be recovered for the intended three offsite ESL location, and the three remaining offsite locations that were not funded during 2019-2020 need laptops to provide access to remote learning.

We are requesting 90 additional laptops for the remaining offsite locations that were not funded last year.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - All six offsite locations need hotspots. Therefore, we are requesting 200 hotspot devices with Sprint Internet service. (Active)

Why is this resource required for this action?: Hotspot devices with Internet service is needed for the offsite ESL locations to run a more functional classroom for hybrid-flex classes including Canvas for next year. There is a big need for hotspots at each location due to unreliable access to the internet. Students and instructors don't have access to reliable internet at all times.

The request is for 32 hotspots at each of the six locations plus 8 hotspots for instructors and the coordinator. This makes a total of 200 hotspots.

Notes (optional): The cost of hotspots from Sprint: \$34.99 per line. Total cost \$6996 plus tax.

Cost of Request (Nothing will be funded over the amount listed.): 7700

Related Documents:

[2020_21 Graduates Once Enrolled as an ESL Student.png](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: 2021 - Improve Student Support Services in the Language Center

The Language Center needs technology for instructional purposes.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year

Program Review - ESL

institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Johnny Fang, Lead Instructional Specialists/Language Center Coordinator

Rationale (With supporting data): As students are back to school face-to-face, the Language Center (LC) is planning to upgrade the existing

technologies to provide a decentralized teaching and learning environment. ESL students have been receiving academic support from language labs, workshops, and one-on-one tutoring provided by the LC. While these supports benefit students, the integration of iPad, rich media content, and the existing hardware including TV screens can further enhance students' learning outcomes as well as learning ownership. The use of iPad will allow students to project their language output/production to the TV during pair/group work and enable the instructors to provide rich media content while walking around the class. Language learning will be more interactive and student-centered. To fulfill this idea, we will need an Intel Computer Sticks, iPads, Apple TV players, a Bidirectional HDMI Switcher, just to name a few. Note that the estimate in the document is a comprehensive plan which projects a rather high estimate. However, we are working on simplifying the technology needs and will arrive at a lower estimate. The following figures show the space of the language center and devices to be purchased.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Technology - Technology for Language Center includes: Intel Computer Sticks, iPads, Apple TV players, and Bidirectional HDMI switcher. (Active)

Why is this resource required for this action?: The integration of iPad, rich media content, and the existing hardware including TV screens can further enhance students' learning outcomes as well as learning ownership. The use of iPad will allow students to project their language output/production to the TV during pair/group work and enable the instructors to provide rich media content while walking around the class. Language learning will be more interactive and student-centered. To fulfill this idea, we will need an Intel Computer Sticks, iPads, Apple TV players, a Bidirectional HDMI Switcher, just to name a few.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 37500

Related Documents:

[Technology needs for the language center.pdf](#)

[Language Center Technology Estimate_2021.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their

Program Review - ESL

transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2021 - Implementation of Rosetta Stone

Utilize our Rosetta Stone licenses for ESL, Spanish, and Portuguese students.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator; Sofia Cook, ESL Offsite Coordinator, Delicia Navarette, Senior Instructional Specialist/Lead Coordinator of Language Center

Rationale (With supporting data): We plan to implement the Rosetta Stone product throughout our Language and Communication Studies division (ESL, Spanish, and Portuguese). During the COVID-19 pandemic, this language learning program will provide a helpful online platform for language acquisition.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/11/2021

Status: Continue Action Next Year

Our data indicates that students enrolled in Spanish course utilize Rosetta Stone more frequently than ESL students. Rosetta Stone is more helpful for reaching our SLOs designed for our beginning level ESL courses.

Impact on District Objectives/Unit Outcomes (Not Required):

Action: 2020 - Develop Digital Literacy Scope and Sequence Strand

ESL faculty and Language Center staff will collaboratively develop a sequence of digital literacy support materials for ESL students enrolled in all ESL writing/grammar courses.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Language and Communication Studies Division; Barbara Laird, ESL Program Coordinator; Jeff Maryanow, ESL/English Faculty; Christopher Stillwell, ESL Faculty

Rationale (With supporting data): Due to COVID-19, we have converted our course content to online environments which have identified some gaps in our students digital literacy skills. Since many of our ESL students have limited access to technology or the Internet in their homes, we have found that once they receive the essential devices or services. they lack the skills needed to effectively participate in the online format. An additional external mandate is the Chancellor's "Call to Action" requiring our district to address these kinds of inequities.

Priority: High

Safety Issue: Yes

Program Review - ESL

External Mandate: Yes

Safety/Mandate Explanation: COVID-19 pandemic and the Chancellor's "Call to Action"

Update on Action

Updates

Update Year: 2020 - 2021

10/11/2021

Status: Action Discontinued

Due to COVID-19, the ESL faculty, Language Center, and student services addressed the immediate digital literacy needs for our ESL students.

We will address curricular updates during the implementation of AB 705.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - ESL faculty and Language Center staff will collaboratively develop a sequence of digital literacy skills that will support ESL students enrolled in all ESL writing/grammar courses. (Active)

Why is this resource required for this action?: The ESL faculty and Language Center staff will participate in a series of three workshops:

Workshop 1: Determine computer/digital literacy skills needed to complete writing/grammar assignments in beginning, intermediate, and advanced levels

Workshop 2: Develop up to 16 activities that are approximately 50-60 minutes in length

Workshop 3: Sequence/Implement the activities for 16-week length courses.

Participants (12):

8 ESL Faculty

4 LC staff

Total Hours:

3 workshops at 3 hours each = 9 hours

Hourly rate = \$25

Total Cost for 12 participants at three workshops = \$2,700

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2700

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

