

Comprehensive Program Review Report



Program Review - ESL

Program Summary

2022-2023

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 23 AA/AS degrees. In addition to degree completion, 32 non-ESL certificates ranging in areas of Social Work, Child Development, and CNA were completed by our credit and noncredit ESL students (See Data_ESL Graduates_AY 2021_22).

Although these numbers are impressive, our ESL Certificates of Competency have the largest throughput data. During 2021-22, fifty-eight (58) ESL Certificates of Competency were earned by our noncredit ESL students. It is important to note that nearly half of them (28 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.

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. Our newest ESL 090/490 Advanced Academic ESL course is CSU/UC transferrable and satisfies COS GE requirements in Humanities Area C. 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 "guided 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 external legislative mandates (AB 705 and AB 1805) is revising and staffing 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 needs to revise and submit our revised credit and noncredit ESL pathways for approval. Unfortunately, we are short one full-time ESL faculty member making it extremely difficult to staff current ESL courses and future AB 705 compliant ESL courses in our ESL sequence. Consequently, we need to replace a full time ESL faculty member in our department, so we can move forward with these external legislative mandates.

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 several complex external mandates (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 for our students.

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.: External Challenges:

1. AB 705 and AB 1805 for ESL was delayed due to the global pandemic caused by COVID 19.
Some key pieces of information in AB 705 and AB 1805 include:

- A) Instruction in English as a Second Language is distinct from remediation in English.
- B) Students enrolled in credit ESL coursework are foreign language learners.
- C) 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.
- D) 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).
- E) 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).

2. Chancellor's Office "Call to Action"

3. Impact of COVID-19 on transitioning back to face-to-face and online learning

External Opportunities:

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. This is an area of potential growth for our department which specializes in providing linguistic accessibility to academic and workplace communities.

Overall SLO Achievement: As a whole, the ESL department is pleased with SLO achievement. During the 2021-2022 academic year, we assessed our listening/speaking courses at the beginning, intermediate, and advanced levels.

For all three levels, we identified the need to revise our materials and tools for measuring the student's ability to achieve the SLOs. We are currently using a textbook that focuses on pronunciation rather than strategies for improving listening and

speaking skills.

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. In addition, one of our full time ESL faculty members resigned to accept a full time position at another college.

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 2021-2022 academic year, our ESL students earned 82 ESL Certificates of Competency (15 advanced, 13 intermediate, and 54 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:

[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](#)

[Data_ESL Graduates_AY 2021_22.pdf](#)

[DATA_ESL Registration AFTER 1st DAY.pdf](#)

[COS GE 2022-2023.docx](#)

[Faculty Hiring Template - ESL Custom \(9\).pdf](#)

Action: 2022 - Increase Student Access to ESL Courses

Hire a replacement full-time, tenure track English for Speakers of Other Languages Professor in spring 2023 to start in fall 2023.

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Implementation Timeline: 2022 - 2023

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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 2.4 - 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.

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

Rationale (With supporting data): Internal Factors:

Program Review - ESL

1. **Unstaffed Classes:** In May 2022, one of our full-time ESL faculty members resigned to accept a full-time teaching position at another California Community College. Consequently, we do not currently have a sufficient number of FT and PT ESL faculty to staff the sections planned by the district. For fall 2022, FT ESL faculty picked up overload assignments on top of prior overload assignments, and one adjunct was granted permission to take an overload assignment. For spring 2023, two reading and vocabulary classes (four mirrored sections) are unstaffed after FT ESL faculty pick up overload assignments once again. How sustainable is this scenario? If we need to cancel fully enrolled sections of ESL in the spring and in the future, ESL students will not be able to complete intermediate and advanced level certificates at the end of the academic year. Furthermore, every semester, several part-time instructors give up their class assignments prior to the start of the semester and full-time faculty are unable to continually take overload assignments to fill last minute cancellations. We were severely understaffed for several years prior to hiring our third full-time ESL faculty (Christopher Stillwell), and we are once again unable to staff our growing ESL program. While other departments were faced with canceled sections due to low enrollment during COVID, we added three new sections of ESL at our Tulare campus and relocated our entire beginning level ESL sequence in Hanford to our Hanford Center.
2. **Additional Growth:** Since we launched our radio announcement campaign on Spanish radio, our enrollment numbers at the beginning of the semester has improved. This fall 2022, we had several sections of ESL closed and waitlisted. In addition, our open entry/open exit enrollment policy provides access throughout the semester. For example, after the first days of classes began in fall 2021, 65 new students enrolled in our ESL program and in spring 2022, 85 students enrolled after classes started (DATA ESL Registration AFTER 1st Day). We have the potential to capture new enrollment well beyond the census date.
3. **Assessment Responsibilities:** We are offering 94 sections of ESL in spring 2023. Each year, Student Learning Outcomes for twelve or thirteen mirrored courses at the beginning, intermediate, and advanced levels (20 or 22 sections) are scheduled to be implemented, assessed, reported, analyzed, discussed, and then uploaded to TracDAT. With 2 only two full-time ESL faculty, we are falling behind on our course level assessments.
4. **Categorical Funding:** Most of the essential components of our ESL department are funded by various categorical resources making it difficult to maintain a sustainable program. Without the district's financial commitment to replacing a full-time tenure ESL faculty, our ESL department will have difficulty maintaining or improving our overall effectiveness and promote equitable student success.

Student Success:

1. **NEW ESL Data:** In the past, we've had difficulty accessing data for our 400 level classes, so only a small fraction of our ESL program has been visible (300 level courses). In 2017, we began receiving a more accurate data set that included over 58 previously missing 400 level sections. Because we haven't had the data, it has been challenging to justify hiring additional full-time ESL faculty. Our new ESL data in 2017 showed that our students were completing Certificates and earning AA/AS degrees each academic year. In spring 2015, 69 credit/noncredit ESL students completed 60 certificates and earned 18 AA/AS degrees. In spring 2016, 124 credit/noncredit ESL students completed 119 certificates and earned 18 AA/AS degrees. In spring 2017, 123 credit/noncredit ESL students completed 101 certificates and 36 AA/AS degrees. This means that over a three-year period between spring 2015 and spring 2017, 316 credit/noncredit ESL students completed 277 certificates and earned 72 AA/AS degrees (Document – ESL Graduates). This was a huge discovery that hadn't been accounted for previously. When the global pandemic impacted all of us, the data began to reflect our troubling times. Nonetheless, our ESL students demonstrated their resilience by completing certificates in our ESL program and non-ESL programs. Most noteworthy is that many AA/AS degrees were earned by many students who started attending COS in our ESL program. During the 2021/2022 academic year, 90 past or current ESL students earned a total of 113 awards. Our credit ESL students earned 28 awards and 75 noncredit ESL students earned 85 awards. Our research department pointed out that one noncredit ESL student earned both an AS-T Biology degree and an AS-T Math/Science degree! (see Data ESL Graduates AY 2021-22) Why have these achievements been unseen for so many years?

Resource Efficiency:

During the two year period between 2014 and 2016, our Equivalent Weekly Student Contact Hours (E-WSCH) increased by 68%, from 3,276 hours in academic year 2013-2014 to 5,496 hours in academic year 2015-2016. In addition, ESL generated close to 200 FTES in 2016, up from just over 100 FTES two years prior. This represented a 77% growth in FTES over a two-year period of time, and we were granted our request for a new full-time tenure ESL faculty member (see). Since that time, our department has continued to grow. We've added three new sections last year at the Tulare campus. In addition, as a result of AB 705 our ESL

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90 course is now part of our COS GE pattern (Humanities – area C) and CSU/UC transferrable (see COS GE Pattern). Unfortunately, AB 705 work in ESL at the state level has been postponed due to COVID, so we have many demands placed on our department due to these external mandates. To meet our growing demands, a replacement full-time, tenure ESL faculty member is needed to achieve the district's goals in growth and equity across all campuses.

External Factors:

Keeping in mind the new AB 705 legislation, we are in the middle of implementing new ESL placement procedures and curriculum that is compliant with this piece of legislation. In part, AB 705 states that credit ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer level English composition course or an ESL course equivalent to transfer-level English (TLE) composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Many ESL programs in California have approved ESL courses that are equivalent to transfer-level English composition. Our ESL department has received hesitation on the part of administration to move forward with an ESL course equivalent to TLE. We have exercised patience long enough. We are now in a position with approved curriculum at other colleges at the state level. There is much work to be done. Unfortunately, we are minus one FT ESL faculty. It is vital to replace our full-time tenure ESL faculty at this point in time with these extreme external and internal factors threatening the sustainability of our ESL program.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Standards One, Two and Four of the accreditation standards (see Draft 2024 Accreditation Standards) states that we must have equity of resources available to all students.

Standard 1: Institutional Mission and Effectiveness

Standard One outlines the need for colleges to commit "to assuring equitable educational opportunities and outcomes for all students.

Standard Two stipulates that colleges deliver "high-quality academic and learning support programs that are designed to engage and support students through their unique educational journey."

Standard Four states that colleges need to employ qualified faculty "to support and sustain educational services and improve student success.

Failure to hire a replacement full-time ESL professor would prevent us from offering students at our Hanford, Tulare, and Visalia campuses access to full-time professors and their office hours. Furthermore, ESL courses at the intermediate (ESL 320/420, ESL 321/421, ESL 322/422, ESL 330/430, ESL 331/431, ESL 332/432) and advanced (ESL 340/440, ESL 341/441, ESL 342/442, ESL 350/450, ESL 351/451, ESL 352/452, ESL 90/490) levels would not be available on all three campus.

Resources Description

Personnel - Faculty - We propose hiring one replacement full-time, tenure track ESL professor in spring 2023 to start in fall 2023. (Active)

Why is this resource required for this action?: Internal Factors:

1. **Unstaffed Classes:** In May 2022, one of our full-time ESL faculty members resigned to accept a full-time teaching position at another California Community College. Consequently, we do not currently have a sufficient number of FT and PT ESL faculty to staff the sections planned by the district. For fall 2022, FT ESL faculty picked up overload assignments on top of prior overload assignments, and one adjunct was granted permission to take an overload assignment. For spring 2023, two reading and vocabulary classes (four mirrored sections) are unstaffed after FT ESL faculty pick up overload assignments once again. How sustainable is this scenario? If we need to cancel fully enrolled sections of ESL in the spring and in the future, ESL students will not be able to complete intermediate and advanced level certificates at the end of the academic year. Furthermore, every semester, several part-time instructors give up their class assignments prior to the start of the semester and full-time faculty are unable to continually take overload assignments to fill last minute cancellations. We were severely understaffed for several years prior to hiring our third full-time ESL faculty (Christopher Stillwell), and we are once again unable to staff our growing ESL program. While other departments were faced with canceled sections due to low enrollment during COVID, we added three new sections of ESL at our Tulare campus and relocated our entire beginning level ESL sequence in Hanford to our Hanford Center.

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2. Additional Growth: Since we launched our radio announcement campaign on Spanish radio, our enrollment numbers at the beginning of the semester has improved. This fall 2022, we had several sections of ESL closed and waitlisted. In addition, our open entry/open exit enrollment policy provides access throughout the semester. For example, after the first days of classes began in fall 2021, 65 new students enrolled in our ESL program and in spring 2022, 85 students enrolled after classes started (see DATA_ESL Registration AFTER 1st Day). We have the potential to capture new enrollment well beyond the census date.

3. Assessment Responsibilities: We are offering 94 sections of ESL in spring 2023. Each year, Student Learning Outcomes for twelve or thirteen mirrored courses at the beginning, intermediate, and advanced levels (20 or 22 sections) are scheduled to be implemented, assessed, reported, analyzed, discussed, and then uploaded to TracDAT. With only two full-time ESL faculty, we are falling behind on our course level assessments.

4. Categorical Funding: Most of the essential components of our ESL department are funded by various categorical resources making it difficult to maintain a sustainable program. Without the district's financial commitment to replacing a full-time tenure ESL faculty, our ESL department will have difficulty maintaining or improving our overall effectiveness and promote equitable student success.

Student Success:

1. NEW ESL Data: In the past, we've had difficulty accessing data for our 400 level classes, so only a small fraction of our ESL program has been visible (300 level courses). In 2017, we began receiving a more accurate data set that included over 58 previously missing 400 level sections. Because we haven't had the data, it has been challenging to justify hiring additional full-time ESL faculty. Our new ESL data in 2017 showed that our students were completing Certificates and earning AA/AS degrees each academic year. In spring 2015, 69 credit/noncredit ESL students completed 60 certificates and earned 18 AA/AS degrees. In spring 2016, 124 credit/noncredit ESL students completed 119 certificates and earned 18 AA/AS degrees. In spring 2017, 123 credit/noncredit ESL students completed 101 certificates and 36 AA/AS degrees. This means that over a three-year period between spring 2015 and spring 2017, 316 credit/noncredit ESL students completed 277 certificates and earned 72 AA/AS degrees (Document – ESL Graduates). This was a huge discovery that hadn't been accounted for previously. When the global pandemic impacted all of us, the data began to reflect our troubling times. Nonetheless, our ESL students demonstrated their resilience by completing certificates in our ESL program and non-ESL programs. Most noteworthy is that many AA/AS degrees were earned by many students who started attending COS in our ESL program. During the 2021/2022 academic year, 90 past or current ESL students earned a total of 113 awards. Our credit ESL students earned 28 awards and 75 noncredit ESL students earned 85 awards. Our research department pointed out that one noncredit ESL student earned both an AS-T Biology degree and an AS-T Math/Science degree! (see Data_ESL Graduates 2021-2022) Why have these achievements been unseen for so many years?

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To meet our growing demands, a replacement full-time, tenure ESL faculty member is needed to achieve the district's goals in growth and equity across all campuses.

External Factors:

Keeping in mind the new AB 705 legislation, we are in the middle of implementing new ESL placement procedures and curriculum that is compliant with this piece of legislation. In part, AB 705 states that credit ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer level English composition

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course or an ESL course equivalent to transfer-level English (TLE) composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Many ESL programs in California have approved ESL courses that are equivalent to transfer-level English composition. Our ESL department has received hesitation on the part of administration to move forward with an ESL course equivalent to TLE. We have exercised patience long enough. We are now in a position with approved curriculum at other colleges at the state level. There is much work to be done. Unfortunately, we are minus one FT ESL faculty. It is vital to replace our full-time tenure ESL faculty at this point in time with these extreme external and internal factors threatening the sustainability of our ESL program.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 150000

Related Documents:

[Data_ESL Graduates_AY 2021_22.pdf](#)

[DATA_ESL Registration AFTER 1st DAY.pdf](#)

[COS GE 2022-2023.docx](#)

[ESL Graduates \(1\).xlsx](#)

[Faculty Hiring Template - ESL Custom \(9\).pdf](#)

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 2.4 - 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.

Action: 2022 - Continue Narrowing the Digital Divide for ESL Students

Secure funding for Owl cameras at three offsite ESL locations. Currently, our offsite ESL locations have no cameras for offering Hybrid Flex courses which is in demand for our ESL student population.

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Implementation Timeline: 2022 - 2023

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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 Languages and Communication Studies; Cynthia Johnson, Language and Communication Studies Division Chair; Sofia Cook, Offsite ESL Coordinator/Adjunct ESL Instructor

Rationale (With supporting data): We currently offer ESL classes at seven offsite locations in the community. Two locations are the Hanford Campus and Tulare Campus. Corcoran, Dinuba, Woodlake, Lindsay, and Downtown Visalia are the other five

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locations. The offsite enrollment continues to grow; therefore, it presents some challenges that require implementing more technology at five offsite locations. In order to accommodate all students' needs, we require the use of OWL cameras in the classrooms to accommodate some students who really need to be absent for an in-person session as well as implementing Hybrid Flex instruction for those students that require it.

Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Standards One and Two of the accreditation standards (see Draft 2024 Accreditation Standards) states that we must have equity of resources available to all students.
Standard 1: Institutional Mission and Effectiveness
Standard One outlines the need for colleges to commit "to assuring equitable educational opportunities and outcomes for all students.
Standard Two stipulates that colleges deliver "high-quality academic and learning support programs that are designed to engage and support students through their unique educational journey."

Resources Description

<p>Equipment - Instructional - While five of our seven offsite ESL locations need technology/equipment for maintaining and supporting the growth of our program, we are only asking for equipment for three sites. The Hybrid Flex modality is in high demand for our English language learners.</p> <p>(3) - Meeting OWL 3 Camera \$1049+tax (each) Total: \$3147+tax</p> <p>(3) - OWL Expansion Microphone \$249+tax (each) Total: \$747+tax</p> <p>(3) - Whiteboard OWL \$599+tax (each) Total: \$1797+tax</p> <p>(3) - Meeting OWL Tripod \$149 + tax (each) Total: \$447+tax</p> <p>(3) - Hard-Sided OWL Carrying Case \$199+tax (each) Total: \$597+tax</p> <p>(3) - Meeting OWL 3 Lock Adapter \$49+tax (each) Total: \$147+tax</p> <p>(3) - Meeting OWL USB Extension Cable 16 Feet \$15+tax (each) Total: \$45+tax</p> <p>Grand total: \$6,927+tax</p> <p>All the items are from the OWL website and there is no item number. Here is the website: https://owllabs.com/ (Active)</p> <p>Why is this resource required for this action?: We currently offer ESL classes at seven offsite locations in the community. Two locations are the Hanford Campus and Tulare Campus. Corcoran, Dinuba, Woodlake, Lindsay, and Downtown Visalia are the other five locations. The offsite enrollment continues to grow; therefore, it presents some challenges that require implementing more technology at five offsite locations. In order to accommodate all students' needs, we require the use of OWL cameras in the classrooms to accommodate some students who really need to be absent for an in-person session as well as implementing HyFlex instruction for those students that require it.</p> <p>Notes (optional): Cost of Request (Nothing will be funded over the amount listed.): 7600</p>
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Related Documents:

[OWL camera \(1\).png](#)
[tripod stand \(1\).png](#)
[microphone.png](#)
[Whiteboard camera.png](#)

Link Actions to District Objectives

District Objectives: 2021-2025

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Action: 2022 - 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: 2022 - 2023

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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.

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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.

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

Program Review - ESL

- 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

10/05/2022

Status: Continue Action Next Year

Our ESL department has developed a three step guided self placement model.

1. Student provide a writing sample.
2. Students match their writing sample to writing examples in our course sequence.
3. Students determine their current skills (reading, writing, listening, and speaking) from "I can..." statements that are aligned with the exit skills in our ESL sequence.

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

Update Year: 2021-2022

10/11/2021

Status: Continue Action Next Year

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

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.

Program Review - ESL

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: 2022 - 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: 2022 - 2023

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 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 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

Program Review - ESL

Updates

Update Year: 2021-2022

10/05/2022

Status: Continue Action Next Year

Our radio announcements in the community has continued to increase enrollment. We added three new beginning level ESL sections at our Tulare Center in spring 2022. For fall 2022, we had several closed and waitlisted sections at the intermediate level.

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

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):

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

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.

Program Review - ESL

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: 2022 - 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: 2022 - 2023

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 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 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.

Program Review - ESL

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: 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

10/05/2022

Status: Continue Action Next Year

Conferences and professional meetings afford important avenues for faculty to keep current with new developments in the field and provide optimal instruction for 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. 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):

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):

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

Program Review - ESL

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

Action: 2022 - Improve ESL Data Collecting and Reporting

AB 705 implementation involves working with our Institutional Researchers.

We also, need to continue gathering customized data for our credit and noncredit ESL pathways. In particular, throughput data for both pathways is insightful.

Leave Blank: Continued Action

Implementation Timeline: 2022 - 2023

Program Review - ESL

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

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.

Person(s) Responsible (Name and Position): ESL Program Coordinator, Language Center Coordinator, Language and Communication Studies Division Chair, Division Deans, and Institutional Researcher

Rationale (With supporting data): "Using the program review and resource allocation processes, the superintendent/president will ensure that resource allocation decisions about student support services are based on data, and that special attention is given to ensuring that students have equitable access to services at all District locations and means of delivery." This external mandate on the District, and the resulting action plan, results in a mandate on the ESL department to ensure that all ESL data collecting and reporting accurately measures the quality of our ESL program which is uniquely different from basic skills courses.

Data that reflects our throughput for credit and noncredit ESL students needs to be customized since we don't have mechanisms for accurately gathering this data.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Data is required for making decisions regarding resource allocation. In addition AB 705 and AB 1805 mandates "evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years."

Update on Action

Updates

Update Year: 2021-2022

10/14/2022

Status: Continue Action Next Year

Our research department has provided some valuable data for ESL. Our throughput data for our credit and noncredit ESL students is impressive. For example, 23 AA/AS degrees were earned by ESL students during the 2021/22 year.

We have also discovered a discrepancy in our ESL certificate throughput data. While we processed 54 beginning level ESL certificates, only 24 were accounted for in our throughput data this year. We are in the process of inquiring this issue.

Data collection for our department is an ongoing problem since the achievements of our noncredit ESL students is not given the same attention or tabulated as our credit ESL student. It is disheartening because the curriculum for our credit and noncredit ESL programs are exactly the same.

Impact on District Objectives/Unit Outcomes (Not Required): The throughput data for our noncredit ESL students is invisible to the district and the state.

Related Documents:

[ESL Graduates_Degrees_Other CT Certificates_2020_2021.xlsx](#)

[ESL Graduates 9.19.2018.pdf](#)

[ESL Graduates Query2019 \(1\).xls](#)

[ESL Graduates \(1\).xlsx](#)

Resources Description

Technology - Accudemia is a cloud-based academic center management system that offers many benefits including visits tracking, appointment management, intake management, feedback collection, student-faculty interactions, and much more. It will allow us to become more efficient and reduce expenses in the future. (Active)

Why is this resource required for this action?: Currently, ESL students enrolled in ESL writing/grammar courses complete

Program Review - ESL

their lab component of the course in the Language Center. Attendance is taken by using printed rosters which are then sent to the ESL faculty who add up the total number of hours for positive attendance manually. Implementing this system can reduce the chances of making mistakes and streamlining this process.

In addition to the lab component sections for our ESL writing/grammar courses, the Language Center provides ESL workshops and open tutorial services to the campus. Currently, the Language Center has no data in regards to peak times or the number of specific services provided to ESL, foreign language, and ASL students.

Finally, the Language Center cannot track who referred the student to the center. This would be something that is necessary to make sure state funding is allocated properly and our current system does not provide this information. In addition, we do not have a system where students can make appointments through MyGiant. Our students need a user friendly platform such as Accudemia that they can navigate easily.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2563

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

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.

District Objectives: 2013-2015

2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objectives: 2015-2018

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 - 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 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.

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

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.

Program Review - ESL

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; 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

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: 2021-2022

10/05/2022

Status: Action Completed

Our offsite ESL Coordinator position has been institutionalized.

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.

Program Review - ESL

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](#)

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

Program Review - ESL

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.

Update on Action

Updates

Update Year: 2021-2022

10/05/2022

Status: Action Completed

Hotspots were purchased for our offsite locations.

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

Program Review - ESL

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 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 CoordinatorC

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.

Program Review - ESL

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 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):