Comprehensive Program Review Report

Program Review - ESL

Program Summary

2023-2024

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 2022-23 academic year, ESL students earned 16 AA/AS degrees. In addition to degree completion, 19 non-ESL certificates ranging in areas of Business, Child Development, and RN were completed by our credit and noncredit ESL students (See ESL Awards_ 2022_23).

Although these numbers are impressive, our ESL Certificates of Competency have the largest throughput data. During 2022-23, eighty-three (83) ESL Certificates of Competency were earned by our noncredit ESL students. This is a 43% increase from last year. The college benefits financially from our unique mirrored ESL program in that our noncredit students earn full apportionment for their coursework.

Another area of strength is our ESL supporting staff. Our ESL Enrollment Specialist enrolls new ESL students 12 months per year. Her role is vital to our open/entry and open/exit noncredit ESL program which can enroll new students all semester long. Our ESL enrollment data reported 57 new ESL students who enrolled after classes started in fall 2022 and approximately 55 new ESL students who enrolled after census in spring 2023.

Both credit and noncredit ESL students meet with our ESL Counselor to develop and Student Educational Plan (SEP). Our ESL Counselor provides guidance for our ESL students and contributes to our ESL throughput data (ESL certificates, Non-ESL Certificates, AA/AS degrees, and CSU/UC transfers).

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 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 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, our ESL population has financial challenges with purchasing textbooks. Therefore, our ESL department would like to develop and pilot zero textbook cost materials for our ESL beginning level courses at the offsite locations in the community. The long-term plan is to move these ZTC materials into the Online Educational Resource (OER) platform.

Describe any external opportunities or challenges.: 1. The Guidelines and implementation of AB 705 and AB 1805 for ESL has been significantly delayed.
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. 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%)." This is an area of potential growth for our department which specializes in providing linguistic accessibility to academic and workplace communities.

3. Chancellor's Office "Call to Action"
Overall SLO Achievement: As a whole, the ESL department is pleased with SLO achievement. During the 2022-2023 academic year, we assessed our writing/grammar 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 variety of textbook that focuses on academic genres. We would like to expand or writing assignments to include additional real world genres for our migrant students.
Changes Based on SLO Achievement: Due to AB 705 implementation, we plan to revise our ESL courses in credit and noncredit ESL pathways. This has been more of a challenge now that our department is more vulnerable and less stable with one less full-time ESL faculty members.
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.

During the 2022-2023 academic year, our ESL students earned 83 ESL Certificates of Competency. This is a 43% increase from last year (2021-2022).
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 motivate more adjunct ESL instructors to report data back.

Action: 2023 - Full Time Faculty

Hire a replacement full-time, tenure track English for Speakers of Other Languages Professor in spring 2024 to start in fall 2024.

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
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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:

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 two years now, FT ESL faculty have picked up overload assignments on top of prior overload assignments, and one adjunct was granted permission to take an overload assignment. 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, when part-time instructors give up their class assignments prior to the start of the semester, 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.

During 2022-2023, we reviewed the short list of adjunct ESL applicants twice hoping to hire an adjunct to help use keep up with the increased number of students in our program. Unfortunately, not one applicant met the minimum qualifications for teaching ESL in our program.

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 offered 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

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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:

ESL Data: We continue to have difficulty accessing data for our 400 level classes, so only a small fraction of our ESL program has been visible (300 level courses). During the 2022-23 academic year, ESL students earned the following awards:
1. 16 AA/AS degrees
2. 19 Non-ESL certificates
3. 83 ESL Certificates of Competency (43% from last year).
4. Data still unknown for CSU/UC transfer

Many of our ESL alumni have informed us that they have transferred to CSU/UC institutions. Hence, we requested CSU/UC transfer data for our ESL students this year. Unfortunately, we encountered some difficulties locating noncredit ESL students in the clearinghouse data. At this point, our suspicion is that non-credit students are not reported to clearinghouse or possibly clearinghouse methodology does not capture non-credit enrollment.

External Factors:

Keeping in mind the new AB 705 legislation, we are in the middle of implementing new ESL placement procedures and curriculum that are 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. 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.

Update on Action

Updates

Update Year: 2023 - 2024   09/16/2023
Status: Continue Action Next Year
This action is a continued action next year. Our request to replace a full-time ESL faculty member ranked in the middle of 28 campus requests.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

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

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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.

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 earned 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?

Resource Efficiency:

During the two year period between 2014 and 2016, our Equivalent Weekly Student Contact Hours (E-WSCH) increased by

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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 is 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. 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 90 course is now part of our COS GE pattern (Area C Humanities - see COS GE Pattern 2022-2023) and CSU/UC transferrable. 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.

Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 175000
Related Documents:
ESL Awards_2022_23.pdf

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 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

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.

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

Action: 2023 - Implementation of AB 705 for Credit ESL

Redesign Advanced and Intermediates ESL reading/writing courses into integrated courses

90/490, 350/450 + 351/451, 340/440, 341/441
330/430 +331/431, 320/420 + 321/421

Update advanced and intermediate level ESL certificate of competency.

Update our Guided Self-Placement tools to match our new ESL sequence.

Leave Blank:
Implementation Timeline: 2023 - 2024
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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 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."

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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

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Update on Action

Updates

Update Year: 2023 - 2024   10/05/2022
Status: Continue Action Next Year
Our advanced level ESL sequence needs to be realigned. We currently have a gap between ESL 350 and ESL 090. In addition, after reviewing some of the ESL curriculum that is equivalent to transfer level English and approved by the Chancellor's Office, our ESL 090 course includes student learning outcomes that are more appropriate for an ESL 001 course.

Consequently, we plan to focus on realigning and integrating our advanced level ESL courses. Since our courses are mirrored, this project will require changes to our advanced noncredit courses that are included in our Advanced Level ESL Certificates of Competency. Another vital aspect of our ESL program that will be impacted by this project is our Guided Self-Placement process.

This project involves the following measurable tasks:
1. Review approximately 20-25 approved TLE ESL courses, one level below TLE ESL courses, and two level below ESL courses.
2. Integrate eight advanced level ESL reading and writing courses (ESL 350/450, ESL 351/451, ESL 340/440, ESL 341/441).
3. Revise ESL 090/490.
4. Revise Advanced Level ESL Certificates of Competency Certificate.
5. Revise Guided Self-Placement tools.

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):
Related Documents:
[Local English as a Second Language Placement Assessments_Assessment Advisory Committee Review.pdf](#)

Resources Description

Personnel - Faculty - Curriculum development due to an external mandate- realign advanced level ESL curriculum, revise Advanced ESL Certificates of Competency, and revise Guided Self-Placement tools in compliance with AB 705. (Active)
Why is this resource required for this action?: Funding is needed to research, redesign, realign, and revise our advanced

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level ESL courses, advanced level ESL Certificates of Competency (mirrored courses), and Guided Self-Placement tools.
 Notes (optional):
 Cost of Request (Nothing will be funded over the amount listed.): 7000
 Related Documents:
 [AB 1705 Funds - ESL Proposed Activities Worksheet.pdf](#)
 [AA 19-43 AB 705 Credit ESL Guidance.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 2.3 - 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: 2023 - Promote Equitable Instruction in the ESL Lab

Provide wireless mice as an extension of the laptop along with bigger monitors making lab instruction more accessible.

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
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Identify related course/program outcomes: District Objective 3.2.2: Improve support for the technology needs of specific student groups.

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

District Objective 3.1.1: Implement an equity-based question/prompt in the Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

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 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, and supplemental instruction).
Person(s) Responsible (Name and Position): Barbara Laird, ESL Program Coordinator/Professor, English for Speakers of Other Languages and Johnny Fang, Language Center Coordinator/Adjunct Faculty, ESL
Rationale (With supporting data): 49.2 % of our ESL learners during the 2021-2022 academic year were adult learners born

before 1980 (California Community Colleges, 2021-2022 Student Success Metrics, 2022), and a majority of students indicated that they had difficulty using the laptops (Language Center Exit Survey, 2022). Due to the small screen and touchpad, some students delay in completing their lab work and assignments. Thus, equipping the lab with wireless mice as an extension of the laptop along with bigger monitors can make lab instruction more accessible.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - 1. 4 sets of 22-inch monitors ($100*4 = 400). 2. 35 mice for assisting tutorial services ($20*35 = 700). (Active) **Why is this resource required for this action?:** Provide equitable instruction to our adult learners who face technology barriers by providing wireless mice for lab use and extended monitors. **Notes (optional):** The cost estimate for 4 sets of 22-inch monitors: $400 ($100*4) The cost estimate for 35 wireless mice is: $700 ($20*35) **Cost of Request (Nothing will be funded over the amount listed.):** 1100

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 2.4 - 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: 2023 - Lower Cost to Attend ESL Courses

Develop Zero-Textbook-Cost (ZTC) materials for our beginning level courses.

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Using ZTC materials will improve enrollment and completion of ESL Certificates of Competency.
Person(s) Responsible (Name and Position): Barbara Laird (ESL Program Coordinator) and Sofia Cook (Offsite ESL Program Coordinator)
Rationale (With supporting data): Zero-Textbook-Cost materials will make it possible for more beginning level ESL student to attend our ESL classes, learn English, and complete an ESL Certificate of Competency.

The article, "Improving Student Success Through the Use of OER," reports that the results of a two-year survey at Yavapai College showed how OER and ZTC materials impacted student cost savings, course retention, completion, and persistence rates, next year enrollment, and student and faculty perception.

Program Review - ESL

Some of the unique findings included:
1. When students save money on textbooks, they reinvest that money in the next semester on an extra class. In fact, students in two or more OEE/ZTC courses carried an average of 2.5 more extra credits/hours the next semester than those who did not take and OER.ZTC courses.
2. 87% of students said that not having to spend money on a textbook "made a difference in their life."
3. 85% of students agreed or strongly agreed that the quality of the OER course content was excellent and if given a choice, 73% prefer OER materials.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - Approximately, five off-site instructors will design ZTC materials for the beginning level writing/grammar and reading/vocabulary courses.

Review level appropriate textbooks as models. We will need five copies of each textbook in a series.
The books for the offsite are as follows:

Book: Reach Higher
Levels: A1- A3 & B1 - B3
Cost: $60/ea.
Estimated total: $1800 + tax

5 - Reach Higher 1A (2020)
5 - Reach Higher 1B (2020)
5 - Reach Higher 2A (2020)
5 - Reach Higher 2B (2020)
5 - Reach Higher 3A (2020)
5 - Reach Higher 3B (2020)

Store resources in locked file cabinets offsite which need to be rekeyed at a cost of $1500.

This will include 35 hours for each course (ESL 402, ESL 410, ESL 403, and ESL 411) for a total of 140 hours. (Active)
Why is this resource required for this action?: This will lower the cost of attending ESL courses at our off-site locations.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 10500

Link Actions to District Objectives

District Objectives: 2018-2021

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 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 2.4 - 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: 2023 - Promote the Adoption of Open Educational Resources

Promote the Adoption of Open Educational Resources in the ESL department.

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Barbara Laird, ESL Program Coordinator/Professor, English for Speakers of Other Languages and Johnny Fang, Language Center Coordinator/Adjunct Faculty, ESL
Rationale (With supporting data): The ESL department and the Language Center have been working on the initiative to promote the adoption of open education resources. We recognize the benefits of adopting zero-cost digital materials and digitalizing learning materials, which would reduce textbook costs for students and foster active learning. To help faculty members take on this initiative, providing student engagement tools can help them digitize and customize learning materials needed for their courses.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Technology - Subscription to Student Engagement Tools: Natural Reader (Text-Speech Software), Kahoot (Digital Clicker), and Padlet (Digital Canvas). (Active)
Why is this resource required for this action?: Student engagement tools enable faculty members to digitize and customize learning materials that promote active learning and customized learning experiences. District Objective 3.2.2: Improve support for the technology needs of specific student groups. District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021- 2025. District Objective 3.1.1: Implement an equity-based question/prompt in the Program Review for all reporting units; develop and implement actions to address equity issues, as applicable. District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year 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 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, and supplemental instruction).
Notes (optional): Cost estimate of the annual subscription for student engagement tools: $600 ($199 for Natural Reader, $120 for Kahoot, $180 for Padlet)
Cost of Request (Nothing will be funded over the amount listed.): 600

Program Review - ESL

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 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: 2023 - Radio Announcement Campaign

Increase awareness of ESL Program by collaborating with our marketing department to develop public radio announcements.

Leave Blank: New Action
Implementation Timeline: 2023 - 2024
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 Divsion; 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.

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

Program Review - ESL

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: 2023 - 2024   09/16/2023
Status: Continue Action Next Year
Our radio campaign has been effective in recruiting new ESL students. Therefore, we will continue this action.
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.

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.

Program Review - ESL

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: 2023 - 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: 2023 - 2024
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.
Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Chancellor's "Call to Action," and AB 705 implementation and compliance requires ongoing

Program Review - ESL

professional development and training.

Update on Action

Updates

Update Year: 2023 - 2024   09/16/2023
Status: Continue Action Next Year
ESL is impacted by AB 705, AB 1805, and AB 1705. Therefore, it is vital that ESL faculty have continued funding for professional development.
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 populaiton, 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 develpment 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.): 8000
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: 2023 - 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: 2023 - 2024
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

Program Review - ESL

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: 2023 - 2024   09/16/2023
Status: Continue Action Next Year
Gathering accurate throughput data for our ESL program is an ongoing challenge. For our noncredit ESL students, the throughput data is not automatically tabulated. Therefore, we need to request an inquire for our noncredit students. We discovered this year that our noncredit enrollment does not show up in clearinghouse.
Impact on District Objectives/Unit Outcomes (Not Required):

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 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 addiiton, we do not have a system where students can make appointments through MyGiant. Our students need a user friendly platform such a 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.

Program Review - ESL

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 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: 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.

Leave Blank:
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 2.4 - 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.
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 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."

Program Review - ESL

Update on Action

Updates

Update Year: 2022 - 2023   09/16/2023
Status: Action Completed
Owl cameras are being purchased for the offsite ESL locations, so we can offer Hybrid Flex classes in the community.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

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.

(3) - Meeting OWL 3 Camera $1049+tax (each)
Total: $3147+tax

(3) - OWL Expansion Microphone $249+tax (each)
Total: $747+tax

(3) - Whiteboard OWL $599+tax (each)
Total: $1797+tax

(3) - Meeting OWL Tripod $149 + tax (each)
Total: $447+tax

 (3) - Hard-Sided OWL Carrying Case $199+tax (each)
 Total: $597+tax

 (3) - Meeting OWL 3 Lock Adapter $49+tax (each)
 Total: $147+tax

 (3) - Meeting OWL USB Extension Cable 16 Feet $15+tax (each)
 Total: $45+tax

Grand total: $6,927+tax

All the items are from the OWL website and there is no item number. Here is the website:
https://owllabs.com/
 (Active)

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.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 7600
Related Documents:
OWL camera (1).png
tripod stand (1).png
microphone.png
Whiteboard camera.png

Program Review - ESL

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 2.4 - 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.