

# Comprehensive Program Review Report



## Program Review - ESL

### Program Summary

#### 2020-2021

**Prepared by:** Barbara Laird, Jeff Maryanow, and Christopher Stillwell

**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. Our throughput for both the credit and noncredit students over the last three years demonstrates the strength of our unique mirrored program. For example, over the past three years 108 credit/noncredit ESL students earned 73 AA/AS degrees. It's interesting to note that 40 of these 73 AA/AS degrees were earned by ESL students who began in our noncredit ESL program and then moved into credit courses. It is plain to see that these students received the needed English language support "to successfully complete degree and transfer requirements in English" through our mirrored ESL program. 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. In addition to completing AA/AS degrees, our credit/noncredit students have earned 98 certificates in areas including Child Development, Certified Nurse Assistant, Automotive Skills, and Spanish Interpreting over the last three years. Although this number is impressive, our ESL Certificates of Competency have the largest throughput data. During the past three years, more than 200 ESL Certificates of Competency were earned by our noncredit ESL students; more than half of them were beginning level ESL Certificates of Competency earned by ESL students attending classes in our offsite ESL program.

Due to AB 705, we've focused on the recommendations of this legislation and continued developing our new ESL 090/490 mirrored courses which are one level below transfer level English. Moreover, the ESL 090 course is CSU and UC transferable as an elective. The next step is to submit ESL 090 for GE. With further implementation of AB 705 and AB 1805, we anticipate the need to offer additional sections of ESL 090/490 due to outreach efforts. It's also noteworthy that the state of California recognizes the cognitive demand placed on multilingual students to write advanced compositions in a foreign language (English); hence, the Chancellor's Office recommends that California Community Colleges "implement within the credit ESL sequence a core integrated strand which transitions directly to transfer-level composition." In order to accomplish this goal, we need to continue developing curriculum in our academic ESL pathway.

Furthermore, our ESL faculty is committed to ongoing professional development. Both fulltime and adjunct ESL faculty have participated at CATESOL, the CAP Summer Institute, Reading Apprenticeship, the Annual CAP Conference, On Course workshops, and 3CSN 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 such as AB 705, AB 1805 and AB 540, as well as providing technical support to colleagues in our division and serving on curriculum, outcomes and assessments, equity, faculty enrichment, and AB 705 task force committees. In addition, we maintain our connections to the field outside of the college by participating in meetings and professional development initiatives with the Sequoia Adult Education Consortium, the National Endowment of the Arts, OC CATESOL, University of California, Irvine, the US Department of State's American English, and JALT.

Anonymous student responses to an internal survey have been informative as we assess the strengths of our program, as well as areas of opportunity. Of the 79 open-ended responses to "What do you like about ESL classes at College of the Sequoias?/¿Qué es lo que le gusta de las clases en COS?", 31 focused on the value of the content, 24 focused on the high quality of the instructors, and 11 focused on the supportive environment that the ESL department provides. In response to, "What do you like about the Language Center (language lab)?/¿Qué es lo que le gusta del centro de idiomas (laboratorio)?," 26 students referred

to the help it provides, 20 focused on the friendly and kind people there, 21 mentioned the value it provides in homework support, and 5 mentioned technological opportunities such as the availability of computers and Internet.

**What improvements are needed?:** One area of improvement that is needed is fully developing and implementing our Guided Self-Placement procedure that is compliant with AB 705 and AB 1805. Another area of need related to AB 705 centers around the development of integrated curriculum and discussions with our curriculum committee regarding our ESL pathway to transfer-level composition. These changes will also impact our mirrored noncredit ESL courses that lead to Certificates of Competency.

A second area of concern related to the AB 705 is the need to increase the community's awareness of our ESL program. Compliance with AB 1805 requires the District to inform the students of their right to access transfer-level coursework or credit ESL.

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

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

An additional area of need is access to technology in our offsite ESL locations. The 90 laptops that were funded last year for offsite ESL courses were pulled and distributed to students enrolled at the Visalia campus due to the emergency transition to remote learning during COVID-19. In terms of equity, all six offsite ESL locations (nearly half of our ESL population) need laptops to provide access to remote/online learning.

Finally, the COVID-19 pandemic environment has highlighted the need for developing digital literacy skills. Our ESL students have several challenges in this area

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

1. Full implementation and compliance with AB 705 and AB 1805 for credit ESL
2. Compliance with Educational Code §88003 as it's related to our Offsite ESL Coordinator position
3. Chancellor's "Call to Action"
4. Impact of COVID-19 on transitioning to remote/online learning

**Overall SLO Achievement:** As a whole, the ESL Department is pleased with SLO achievement. Our 2019-2020 SLO assessments focused on intermediate level speaking/listening (ESL 332/432), low advanced grammar/writing (ESL 340/440), and high advanced grammar/writing (ESL 350/450). Each of these courses had mirrored credit/non-credit section. In each of these courses, student success rates were at least 70%, if not higher (around the mid 80% range). The only notable exception was perhaps an anomaly in ESL 450 only; typically, students are able to identify and correct editing problems that hinder reader comprehension. However, in the non-credit ESL 450, just under 70% of the students could properly edit their own writing for distracting errors. What is interesting here is that the same group of students could revise their writing rather well (at almost 90%). That is odd because usually the editing skill tends to be easier for students as opposed to adding/deleting/rearranging "bigger" ideas for revision. It is also interesting to note that 80% of the credit section of this course, ESL 350, was able to demonstrate editing skills, so the disparity between credit and non-credit may be a blip to keep our eyes out for.

**Changes Based on SLO Achievement:** At this point in time, we do not anticipate making any formal changes to the SLOs themselves or the manner in which we assess them. However, the one change we could try to improve is reinforce end reporting of SLOs; sometimes data is not reported/uploaded. Generally, full-time faculty provide robust SLO data shortly after a semester ends, but it would be helpful to have greater buy-in from other members of the program.

While we do not anticipate making changes, we do continually discuss how to better tweak the wording of our SLOs during department meetings. Additionally, we continue to attend professional development opportunities, especially CATESOL and TESOL conferences. In this way, we constantly look for effective methods, practices, and materials.

**Overall PLO Achievement:** Overall, the ESL Program is pleased with PLO achievement for our 3 certificate programs for students: advanced, intermediate, and beginning certification of completion. In Spring 2020, available data was pulled from SLOs on TracDat to measure PLO success data at each level: reading strategies, writing, and listening/speaking competency. To obtain PLO writing data for the Advanced Certificate, for example, data was pulled from SLOs in ESL 440 and 450. Likewise, the reading PLO was compiled by using SLO data from ESL 441 and 451. In each skill area, the PLOs were at 70% or higher. Looking to the future, the ESL Program may wish to investigate alternate methods of collecting data, such as an exit survey. It is challenging to

calculate PLO data if SLO data is missing.

**Changes Based on PLO Achievement:** At this point in time, no changes are anticipated.

**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.

## Action: 2020 - Implementation of AB 705 and AB 1805 for Credit ESL

Implement all components of AB 705 and AB 1805 for Credit ESL

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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 Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.

District Objective 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 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

**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):** The ESL department developed a new integrated writing, reading, and grammar course (ESL 090/490 mirrored) that prepares multilingual students for transfer-level composition. The ESL 90 course is CSU and UC transferable as an elective. The next step is to submit ESL 090 for GE. We plan to align the rest of our ESL curriculum sequence in the same way at each level as recommended by AB 705.

Building on our ESL placement work completed in 2019 before COVID-19, we plan to implement our Guided Self Placement model and meet the July 2021 deadline for submitting our implementation plans to the Chancellor's Office. (Attachment – AB 705 and AB 1805)

Perhaps the area that has had the least amount of attention is the implementation of AB 1805. This piece of legislation suggests that ESL departments should:

- 1) inform students of their rights to access academic ESL coursework or transfer-level composition per AB 1805, and
- 2) give incoming students adequate information upon initial placement to decide on the pathway they wish to take.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

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

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

# Program Review - ESL

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

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

## Resources Description

**Adjustment to Base Budget** - Implementation of AB 705 and AB 1805 requires opportunities to explore guided self-placement models, revise curriculum that integrates reading, writing, and grammar, collect and analyze data to determine effectiveness of our ESL sequence, attend critical professional development opportunities, and facilitate local faculty training workshops. (Active)

**Why is this resource required for this action?:** AB 705 and AB 1805 legislation mandates our compliance.

**Notes (optional):** Our AB 705 Task Force has already planned for funding some of the components described in this action plan. However, per the recent memorandum (9/26/19), guidance for Adoption Plans will be forthcoming to prepare for the due date of July 2020. Once this guidance language is issued, we will be able to more clearly identify future needs to implement AB 705 and AB 1805 for credit ESL.

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

**Related Documents:**

[AB 705 Funding Proposal AY 2019-20 \(1\).docx](#)

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

[Fall 2019 Academic ESL Pathway Flowchart\\_Mirrored\\_Final.pdf](#)

[Fall 2019 ESL Certificate Pathway.pdf](#)

[Fall 2020 ESL Certificate Pathway\\_Final.pdf](#)

[Fall 2020 Academic ESL Pathway\\_Mirrored Classes\\_Final.pdf](#)

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

**District Objective 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 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

## Action: 2020 - Increase Awareness of ESL Program (AB 1805)

Increase awareness of ESL Program by collaborating with our Marketing/Outreach departments.

**Leave Blank:** New Action

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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

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

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

# Program Review - ESL

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):** 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 continual update of our COS website to improve the visibility of the ESL Program.

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

### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

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

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

## Resources Description

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

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

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

**Notes (optional):**

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

**Related Documents:**

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

[Academic ESL Pathway Flowchart\\_Mirrored Classes.doc](#)

[ESL Graduates 9.19.2018.pdf](#)

# Program Review - ESL

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 3.2</b> - 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
<b>District Objective 4.3</b> - 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: 2015-2018
<b>District Objectives</b> - 1.1 - Increase overall enrollment by 1.75% annually
<b>District Objectives</b> - 2.1 - Increase the number of students who are transfer-prepared annually.
<b>District Objectives</b> - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
<b>District Objectives</b> - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.
<b>District Objectives</b> - 2.4 - Increase Career Technical Education course success rates and program completion annually.
<b>District Objectives</b> - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
<b>District Objectives</b> - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.
<b>District Objectives</b> - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.
<b>District Objectives</b> - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

## Action: 2020 - 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:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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 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 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):** 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



# Program Review - ESL

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

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

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

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

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

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

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

## 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

# Program Review - ESL

with these new developments so that we can provide optimal instruction to our students. These sessions influence our instruction and students' experiences in countless ways that are both tangible and difficult to describe.

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

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

**Notes (optional):**

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

**Related Documents:**

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

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

[AB 705 Funding Proposal AY 2019-20 \(1\).docx](#)

## 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 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 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: 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.



# Program Review - ESL

## Action: 2020 - 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.

**Leave Blank:** New Action

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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 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

**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 full-time classified position by the end of the 2020-2021 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 twelve years.

The responsibilities of this position have expanded or will expand in the following ways:

- 1) maintain our COS partnerships in the community (CSET, Proteus Inc., Corcoran Family Resource Center, Farmersville Unified School District, Lindsay Unified School District, and Woodlake Unified School District)
- 2) collaborate with our part-time ESL Specialists and ESL Counselor
- 3) participate in outreach activities in our community (variety of recruiting events, feeder high school visitations, adult education sites, etc.)
- 4) serve as a liaison with local radio stations (create Spanish scripts for radio campaigns)
- 5) facilitate implementation/development of OER 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 full-time classified position by the end of the 2020-2021 academic year.

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

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

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

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

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**Personnel - Classified/Confidential** - Our Offsite ESL Coordinator has been cultivating our community partnerships for the past 12 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 at the Hanford and Tulare Centers, 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 in the offsite ESL locations. (Active)

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

Therefore, compliance with Educational code §88003 requires COS to move the Offsite ESL Coordinator position to a permanent full-time classified position by the end of the 2020-2021 academic year.

In addition to this external mandate, recently, we cancelled ESL classes at our Hanford Center due to low enrollment, and have not offered ESL classes at our Tulare Center. Our Offsite ESL Coordinator can strengthen our outreach efforts at these two locations as well as to the feeder high schools in our area. However, we need institutional and structural support for our Offsite ESL Coordinator, who has been in her temporary position for 12 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. Adding our Offsite ESL Coordinator to our team of part-time staff responsible for ESL counseling and enrollment will facilitate growth at our offsite locations including the Hanford Center and Tulare Center as well as our Visalia campus.

**Notes (optional):** Current pay rate is \$42.87/hour (range 66).

Our Offsite ESL Coordinator has been in her current temporary part-time position for 12 years.

**Cost of Request (Nothing will be funded over the amount listed.):** 82000

**Related Documents:**

[Productivity Dashboard \\_ESL 2019.pdf](#)

[Miscellaneous Salary 2019-2020A \(1\).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 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.

# Program Review - ESL

**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.

## Action: 2020 - Narrow Digital Divide within ESL Program

Secure funding for laptops needed in our offsite ESL locations. Currently, our offsite ESL students have no or limited access to technology in the form of laptops or computers.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

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

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

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

We are requesting 30 laptops for three locations that were not funded last year. Each laptop costs approximately \$980. Therefore, the total cost for 90 laptops at \$980 each is \$88,200.

**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:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

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

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

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

# Program Review - ESL

## Resources Description

**Equipment - Instructional** - Three of our six offsite locations still need laptops to participate in our ESL classes during the COVID-19 pandemic. We are requesting 30 laptops for these three offsite locations. (Active)

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

We are requesting 30 laptops for three locations that were not funded last year. Each laptop costs approximately \$980. Therefore, the total cost for 90 laptops at \$980 each is \$88,200.

**Notes (optional):** We are working on grant funding sources to help pay for this cost.

**Cost of Request (Nothing will be funded over the amount listed.):** 88200

**Related Documents:**

[Productivity Dashboard\\_ESL 2019.pdf](#)

[ESL Department Awards\\_ESL Certificates\\_2019.pdf](#)

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

[Fall 2019\\_ESL Certificate Pathway.pdf](#)

[Laptop Dell Quote JPNM412 Feb 2018.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

## Action: 2020 - Develop Digital Literacy Scope and Sequence Strand

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 1.1 - The District will increase FTES by 1.75% over the three years

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

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

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

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

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

**Priority:** High

**Safety Issue:** Yes

# Program Review - ESL

**External Mandate:** Yes

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

## Resources Description

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

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

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

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

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

Participants (12):

8 ESL Faculty

4 LC staff

Total Hours:

3 workshops at 3 hours each = 9 hours

Hourly rate = \$25

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

**Notes (optional):**

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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

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

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

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

## Action: 2020 - Implementation of Rosetta Stone

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**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

# Program Review - ESL

**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:**

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: Integrate Rosetta Stone Catalyst Technology into Language Center

Purchase a site license of Rosetta Stone Catalyst based on our FTES at a price of \$47,998 which will allow us to make use of 10,000 licenses per year for the next three years.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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 Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

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 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.

Assignment

**Person(s) Responsible (Name and Position):** Richard Lubben, Dean of Arts and Letters; Barbara Laird, ESL Faculty; Henry Garcia, Language Center Specialist

**Rationale (With supporting data):** AB 705 recognizes that English as a second language is not basic skills or remedial instruction, just as Spanish for native speakers of English is not remediation. Learning English as a second language is foreign language acquisition. One way to strengthen the educational support services provided in the Language Center is to enhance ESL instruction with technology. Rosetta Stone Catalyst is a program that will assist us with this goal. With a site license, all of our ESL students at each level of our credit and noncredit program will have access. This is especially vital for our offsite ESL students who are studying at an offsite location without a Language Center facility. By subscribing to a site license, other COS students will benefit. Currently, COS students enrolled in our Spanish courses have been using Rosetta Stone Catalyst to enhance their learning experiences. Unfortunately, this current license subscription is expiring next year. With a site license, we can continue to offer a helpful language acquisition tool for Spanish students and expand the accessibility to ESL students as well as students studying Portuguese. Another important factor influencing our request to purchase a site license is the cost effectiveness of purchasing a site license. It's less expensive to purchase a site license for \$47,998 with access to approximately 10,000 licenses over a 3 year period than to purchase 250 licenses for 3 years at a cost of \$59,400. There's a third option (100 licenses for 3 years for \$33,360) which is far too limited to meet our needs in the Language Center, our offsite ESL locations, foreign language learners of Spanish and Portuguese, and our dual-enrolled students at the feeder high schools. With a site license more language learners will be served in our district.



# Program Review - ESL

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705 implementation and equity

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Action Completed

Immediately upon purchase in the Spring semester, the college's English as a Second Language (ESL) students were issued licenses to supplement their class course material. The timing of the purchase coincided with the onset of the COVID-19 pandemic and the abrupt termination of face-to-face instruction on the COS campus for health and safety reasons. While students made the transition to remote learning, they had access to Rosetta Stone, which they could use in their homes on digital devices. Additionally, during the Summer semester, students enrolled in Spanish classes were issued Rosetta Stone Catalyst licenses. Overall, a total of 561 licenses were issued from 3/19/20 - 8/16/20 covering the spring and summer semesters.

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

## Resources Description

**Technology** - A site license of Rosetta Stone Catalyst will allow us to make use of approximately 10,000 licenses per year for the next three years providing increased access to language acquisition technology for ESL, foreign language, and dual-enrolled high school students. (Active)

**Why is this resource required for this action?:** All of our ESL writing/grammar courses have a laboratory component; however, not all of our ESL students have easy access to our Language Center especially our offsite ESL students. With a site license, Rosetta Stone Catalyst can provide needed language acquisition practice in English, Spanish, and Portuguese for students in various locations throughout our district. Another helpful feature is the placement procedure which aligns with the Common European Framework of Reference for Languages (CEFR), an international standard for outlining language ability.

This software also embeds an Advanced Business English portion which will assist our ESL population in making the transition into various career pathways from an early point on as the content can be tailored to learning the vocabulary related to a particular career pathway the student chooses.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 47998

**Related Documents:**

[Rosetta Stone Catalyst.pdf](#)

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

**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 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices

# Program Review - ESL

and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: Improve ESL Data Collecting and Reporting

AB 705 implementation involves working with our Institutional Researchers. Although we don't have complete guidance language on the ESL placement component of implementing AB 705, we can begin piloting models with our students.

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

As a result of working with our Institutional Research office, we discovered a need to improve how we track services in the Language Center. Obtaining Accudemia at \$2,563 per year would allow us to become more efficient and reduce expenses in the future. 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.

**Leave Blank:** Continued Action

**Implementation Timeline:** 2019 - 2020

**Leave Blank:** 06/30/2020

**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:** 2020 - 2021

10/01/2020

**Status:** Action Discontinued

Accudemia, a cloud-based academic center management system was purchased in April 2020 at a cost of \$31,944/year using funds from the ELI budget. Due to COVID-19 delays, the software is due to be installed and operational by November 2020.

Expectations of the software are that it will ease the tracking of student attendance in the Language Center, reduce the amount of time spent teaching students how to log into and use the old system and improve the efficiency and accuracy of data collection in the Language Center.

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

# Program Review - ESL

## 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 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.