

Los Medanos College

“College ESL Student Success”

- This is a Non-Credit College and Career Development (CDCP) Certificate of Competency in English as a Second Language (ESL) Program Proposal

Item 1. Program Goals and Objectives

The purpose of this new ESL CDCP certificate/program is to serve and support foreign-born nonnative English speaking student populations who are new to and unfamiliar with the North American college institution, its policies and processes, and its resources and services – including 1) those populations within our East Contra Costa service area and beyond (i.e., those finding us on the CVC Exchange and “international” students wishing to study in the U.S on F1 Visas) to whom the college would work to communicate and market this program; 2) those who apply to Los Medanos College (LMC) seeking to advance their English language skills and communication abilities through the college’s English as a Second Language (ESL) program for general and/or academic pursuits; and 3) those who are currently enrolled in ESL/ESLN courses at LMC.

Enrolling in ESL at LMC offers these populations of non-native English-speaking language learners an entry point into the U.S. higher education system and helps open the linguistic, cultural, and socio-cultural doors to pursue and advance along their chosen college and career pathways. Our program and all of its courses have been backward designed using the LMC institutional student learning outcomes (ISLOs), into which the LMC general education and career education are embedded. These are represented in our program student learning outcomes (PSLOs), incorporated into each of our course student learning outcomes (CLSOS) - including those that make up the three courses of which the certificate at hand is comprised – and integrated into each classes’ language learning lessons, activities, assignments, and assessments. Additionally, after much advocacy by the ESL faculty, the LMC ESL learning offerings – our courses and certificates – have been included in the college’s ‘Guided Pathways’ model, solidifying the role ESL instruction plays in a student’s possible educational journey at LMC.

Foreign-born nonnative English-speaking students do not possess the English language proficiency, cultural and social capital, or basic familiarity with the North American college system and its many policies and processes. The proposed certificated program at hand serves to address these barriers by providing equitable means – via second language acquisition (SLA) curricular, instructional, and pedagogical practices – to address and meet the specific linguistic and cultural needs of our non-native English-speaking student populations, so that they too can access, understand, navigate, and engage with and in the academic programs and pathways, student services, and learning support resources available to all LMC students. Without this targeted institutionalized support, these students will continue to have to struggle (and many times fail) to overcome these impediments to understanding the complex system(s), foreign concepts, and unfamiliar processes, all via a second language.

This new program and its related series of three ESL for college success courses are an effort by the LMC ESL department to address these inequities by strategically offering a Non-Credit CDCP certificate and a set of courses that have been developed using a second language acquisition curriculum design method and its practices, known as *Content Based Instruction (CBI)*, to support ESL students’ ability to understand, access, practice, and participate in specific real-world content and events by employing language learning activities and opportunities that meet their specific needs.

Item 2. Catalog Description

English as a Second Language Noncredit (ESLN)

CERTIFICATE OF COMPETENCY

College ESL Student Success

- College ESL Student Orientation
- College ESL Student Navigation
- College ESL Student Engagement

This is a Non-Credit English as a Second Language program aimed at helping non-native English-speaking students acquire the English language skills and abilities needed to support their successfully entering, navigating, and engaging in our North American community college program, courses, and pathways.

College ESL Student Orientation

This is the first in a series of three Non-Credit English for college success courses that support English language learners new to the North American college. The course helps nonnative English-speaking students develop and use the English language skills and abilities needed to understand and actively participate in crucial college ESL program entering components, concepts, and processes. Students learn through second language learning activities and opportunities that enable access to and guided participation in onboarding processes and development of the "college knowledge" involved in successfully taking ESL classes at LMC. Students can and are encouraged to strive to earn the *College ESL Student Success Certificate of Competency*, by taking this course, ESLN-001 (*Orientation*), ESLN-002 (*Navigation*), and ESLN-003 (*Engagement*).

College ESL Student Navigation

This is the second in a series of three Non-Credit English for college success courses that support English language learners new to the North American college institution. The course helps nonnative English-speaking students develop and apply English language communicative competencies necessary to understand and manage key college navigation concepts, departments, and processes. Students learn through second language learning activities that increase access to and guided negotiation of specific student support services. Such activities also include experiential opportunities to build fluency with the "college knowledge" involved in successfully being a student at LMC and moving through it. Students can and are encouraged to strive to earn the *College ESL Student Success Certificate of Competency*, by taking this course, ESLN-002 (*Navigation*), ESLN-001 (*Orientation*), and ESLN-003 (*Engagement*).

College ESL Student Engagement

This is the third in a series of three Non-Credit English for college success courses that support English language learners new to the North American college academic environment. The course helps nonnative English-speaking students develop and employ English language interaction capabilities essential to understanding and connecting with specific college learning support resources and their associated concepts, departments, and processes. Students learn through second language learning activities that improve access to and guided engagement with academic learning support areas and resources on campus. Such activities will also include experiential opportunities to develop proficiency with the "college knowledge" involved in proactively seeking out and getting academic learning support while studying at LMC. Students can and are

encouraged to strive to earn the *College ESL Student Success Certificate of Competency*, by taking this course, ESLN-003 (*Engagement*), ESLN-001 (*Orientation*), and ESLN-002 (*Navigation*).

Student Learning Outcomes

1. Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to achieve solid understanding and intended meaning.
2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, grammar problems, vocabulary concerns, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.
3. Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre texts at the pre-college and college levels that connect you to multicultural, social, ethical, and global ideas and issues.

Item 3. Program Requirements Table

COURSE NAME	COURSE #	HOURS	Sequence
College ESL Student Orientation	ESLN-001	4	Summer, Fall, Spring
College ESL Student Navigation	ESLN-002	8	Summer, Fall, Spring
College ESL Student Engagement	ESLN-003	8	Summer, Fall, Spring
	Total Hours:	20	

Proposed sequencing of this certificate is dependent upon state approval. Here is proposed example that includes projected enrollment based on the past three semesters of LMC ESL enrollment data.

Summer and Fall-Year 1

Course	Time and Location Pittsburg (P) Brentwood (B) Online (O) Day and Evening Offerings	Projected Enrollment
ESLN-001	July – 4 times August 4 times October – 4 times November – 4 times December – 2 times	15-25 students per section
ESLN-002	Three sections meeting 2 hrs in September, 2hrs in October, 2hrs in November, and 2hrs in December	15-25 students per section
ESLN-003	Three sections meeting 2 hrs in September, 2hrs in October, 2hrs in November, and 2hrs in December	15-25 students per section

Spring-Year 1

Course	Time and Location Pittsburg (P) Brentwood (B) Online (O)	Projected Enrollment
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	Day and Evening Offerings	
ESLN-001	January – 2 times March – 4 times April – 4 times May – 2 times	25-35 students per section
ESLN-002	Three sections meeting 2 hrs in February, 2hrs in March, 2hrs in April, and 2hrs in May	25-35 students per section
ESLN-003	Three sections meeting 2 hrs in February, 2hrs in March, 2hrs in April, and 2hrs in May	25-35 students per section

Fall-Year 2

Course	Time and Location	Projected Enrollment
	Pittsburg (P) Brentwood (B) Online (O) Day and Evening Offerings	
ESLN-001	July – 4 times August 4 times October – 4 times November – 4 times December – 2 times	25-35 students per section
ESLN-002	Three sections meeting 2 hrs in September, 2hrs in October, 2hrs in November, and 2hrs in December	25-35 students per section
ESLN-003	Three sections meeting 2 hrs in September, 2hrs in October, 2hrs in November, and 2hrs in December	25-35 students per section

Spring-Year 2

Course	Time and Location	Projected Enrollment
	Pittsburg (P) Brentwood (B) Online (O) Day and Evening Offerings	
ESLN-001	January – 2 times March – 4 times April – 4 times May – 2 times	25-35 students per section
ESLN-002	Three sections meeting 2 hrs in February, 2hrs in March, 2hrs in April, and 2hrs in May	25-35 students per section
ESLN-003	Three sections meeting 2 hrs in February, 2hrs in March, 2hrs in April, and 2hrs in May	25-35 students per section

Item 4. Master Planning

In order to continue our drive to equitably and successfully serve and support the East Contra Costa County population of adult English language learners, international students on F1 Visas recruited by the college, and English language learners who find us on the CVC Exchange, the LMC English as a Second Language (ESL) department has developed three new Career Development and College Preparation (CDCP) Noncredit ESL (or in our case “ESLN”) courses and a related *College ESL Student Success Certificate of Competency*.

These new CDCP Noncredit courses and certificate are additions to the existing fourteen CDCP Noncredit courses and their associated four Certificates of Competency that were developed, approved, and offered since Spring 2019. This new certificate and the courses will add a language-learning-based means for the student populations we serve to develop the communication skills and abilities and the college-knowledge needed to successfully enter our college ESL program and enroll in our classes, navigate the student services available to support them, and engage with and in the learning support resources offered at the college.

This proposed program fulfills the role in the college curriculum of responsibly and intentionally using instructional methods, courses and certificated program design means to recognize and work to support the ‘whole student’ - human beings whose success in traversing a chosen college pathway is not only

dependent upon our teaching and their learning of discipline-specific academic and career content and skills. As curriculum experts working to engage in *high impact practices* and *equity practices*, we must do our part to 'meet students where they are at' at each step and stage along those pathways and to responsibly employ our instructional capabilities to guide, inform, and support them, doing what we can and should (from where we 'are at' within the college's organizational structure) to improve their ability to access, understand, and participate in all aspects of the college-going experience that impact student success at LMC.

Additionally, the ESL faculty have often heard college colleagues (managers and classified professionals) over the years advocate for faculty to embed student services and learning support resources into their curriculum and instruction, stating the existence of research that shows how important these elements are to student success. This proposed ESL for college success program does just that and more as 1) it is intentionally designed to address the specific needs of our ESL student populations within a language learning instructional environment and 2) it is mindfully focused on building college student self-efficacy among our immigrant and refugee LMC ESL student populations who live within our service area, and who deserve not only equal but also equitable opportunities to access education and educational opportunities and to pursue and succeed in their educational goals.

The innovative and empowering curricular and instructional characteristics of this *College ESL Student Success CDCP* certificated program and narrative presented above clearly and intentionally serve to support and work to fulfil both the LMC Mission and Vision, which state,

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

Los Medanos College will be a leader in providing innovative, dynamic, and equitable educational experiences, support services, and career opportunities that empower students and transform our community.

With this proposed program, the LMC ESL faculty continues our drive to create, implement, assess, and improve practices and efforts within the scope of our faculty role and responsibilities to equitably support "low income" students, whom the college has identified as a disproportionately impacted population, as well as immigrant and undocumented students, whom the State Chancellor's Office and our own 4CD Governing Board have embraced and called on us to fully serve and support as shown in the quotes below:

"All students, regardless of their immigration status, are welcome in California's 115 community colleges," (CCC Chancellor, Eloy Ortiz, 8/26/19 Press Release).

"Now, Therefore, Be It Further Resolved, the Contra Costa Community College District Governing Board recognizes its responsibility to advocate for educational opportunities for all students in the community college system, regardless of immigration status, at the federal, state, and local levels and will do so accordingly" (4CD Governing Board Report NO. 51-A).