Date: **September 23, 2021**

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Program Name: **English as a Second Language (ESL) → *College ESL Student***
                            Success
                            (This is a new program / Non-credit CDCP Certificate of Competency
                            that falls under our *existing* ESL department/program and works to
                            advance our *existing* Program Student Learning Outcomes)

Mission/Goals
Describe the purpose and goals of the program. Who is it designed to serve? Will the
program offer an Associate Degree? A Certificate of Achievement?

> The purpose of this new 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 to whom, with the needed help from Outreach, the college would
> 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.

> The over-arching goal of this proposed program is to provide equitable means –
> via second language acquisition curricular, instructional, and pedagogical
> practices –to address and meet the specific linguistic and cultural needs of these
> 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.

> 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. Without
> targeted institutionalized support, these students, *our* LMC ESL students, face
> barriers entering our college, navigating our college, and engaging with our
> college academic learning resources as they must struggle to understand 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 attempt by the LMC ESL department to address these inequities by strategically offering a Non-Credit CDCP certificate and courses that have been developed using a second language acquisition curriculum design method and its practices known as *Content Based Instruction* (CBI), which 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.

This proposal will not lead to offering an Associate Degree or a Certificate of Achievement as according to LMC managers who have been asked to help in understanding what is put forth about pursuing these in the Program and Curriculum Approval Handbook (PCAH), California community college ESL programs are denied the opportunity to submit application and seek approval for Associate Degrees or Certificate of Achievements.

This program is being designed to offer three courses that constitute another *Non-Credit Career Development and College Preparation Certificate of Competency* for LMC to offer its students. Our proposed certificate has been entitled, **College ESL Student Success Certificate of Competency**, and the three noncredit, tuition-free, low-hour (unit), open-to-undocumented-students, zero-textbook-cost courses are as follows:
- ESLN-001   College ESL Student Orientation
- ESLN-002   College ESL Student Navigation
- ESLN-003   College ESL Student Engagement

Rationale
What role would this program fulfill in the college curriculum? Why is it important to offer this program?

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.

Over my time at LMC, I have often heard colleagues 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.

Curriculum and Needs Assessment/Feasibility
List the proposed new courses for the program, including the title, number of units, and a brief course description.

College ESL Student Success (noncredit)		
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).	ESLN-001	4 hours
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).	ESLN-002	8 hours
College ESL Student Engagement	ESLN-003	8 hours

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).		
	Total hours	20 hours

List the course requirements for the major.

Not applicable (NA)

List the proposed sequence of program-specific courses and the projected enrollment:

Summer and Fall-Year 1 (list the courses to be offered each term and the projected enrollment)

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 Novemember – 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) Day and Evening Offerings	Projected Enrollment
ESLN-001	January – 2 times March – 4 times Aprial – 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	25-35 students per

	March, 2hrs in April, and 2hrs in May	section

Fall-Year 2

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 Novemember – 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 Pittsburg (P) Brentwood (B) Online (O) Day and Evening Offerings	Projected Enrollment
ESLN-001	January – 2 times March – 4 times Aprial – 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

Projected number of students in the program*:
    Fall-Year 1 **150-200**; Spring – Year 1 **150-200**
    Fall-Year 2 **200-250**; Spring – Year 2 **200-250**

    * Unduplicated total headcount in program-specific courses.

Enrollment projections are based on: [enrollments in experimental (900) courses to be included in the program; enrollments in similar programs in the college or nearby colleges; etc.]

Projected Annual FTES (to be completed by the Office of Instruction)

    Year 1 _____
    Year 2 _____

Do other colleges in the district or in neighboring districts offer a similar program? If so, provide the rationale for duplicating it at LMC.

    No other colleges in our district nor in the neighboring districts offer a similar program. The only partially-similar offering is at CCC, which offers an ESL

Student Orientation course but not a program or certificate, and I do not believe they offer it as noncredit.

For new CTE programs: provide labor market information and job market projections that support the establishment of this program. Sources for this information are provided in the Program and Course Approval Handbook (Chancellor's Office). Also include the results of discussions with key local employers/potential advisory committee members.

Not applicable

What other departments at the college could be affected by adding this program? Explain and include the results of preliminary discussions with the affected departments.

I do not see other departments being affected by adding this program as no other instructional or student services department works to address the stated inequities nor to meet the specific linguistic and cultural needs of the targeted ESL student populations. This professional conclusion is based on a review of our course catalogues, schedule offerings, and student service and learning support areas' web-based information. Second language acquisition discipline experts are the professionals among our campus community with the qualifications required to adequately teach this content, as it is needed to be taught, to this target population of historically under-represented, under-served, and under-supported students.

The LMC Counseling department does offer an "Orientation to College" and an "Educational Planning" course. However, that orientation course is not designed to support the orientation of foreign-born nonnative English-speaking students (language learners) to all of the essential onboarding elements an incoming ESL student *must* access, understand, and participate in in order to successfully enroll in ESL, nor does it serve to help this specific group navigate the myriad of student services that can support them outside of the classroom, or those that aid them in engaging with academic learning supports. Additionally, I believe it is warranted to add that we have had reports from ESL students who have attempted to take the Counseling department's orientation course (and other counseling-housed courses) that they have been told by instructors (plural) that their English is not sufficient to understand the content and participate in the class, that they should drop the course, and that they should 'go back to ESL.'

As for the "Educational Planning" course, ESL has attempted to bring to the attention of the college that this course offered by Counseling specifically states in the advisory and course learning outcomes (CSLOs) on the course outline of record (COR) that the course is for students who have already taken the Math and English placements/assessments, and that its aim is to help *those* students understand *those* results and create an educational plan. It does not include or address the needs of ESL students, the ESL self-placement and its results, nor the

need to support ESL students using those results to create an educational plan that would include enrolling in the appropriate ESL/ESLN classes.

The three proposed courses that comprise the *ESL College Student Success* program/certificate will equitably meet the target populations needs with regard to orientation, navigation, and engagement as described in the Mission section above. The next non-credit course we need is for Counseling to offer an educational planning course specifically designed to support ESL students who have gone through the new *ESL Guided and Informed Self-Placement* process, which we strongly hope all counselors will become as familiar with as they are with the Math and English self-placement mechanisms, understand those results in order to create an initial 'short-term' educational plan that first enrolls students in the appropriate ESL/ESNL stage and courses, so that they will have the best chance (and an equitable chance) to continue their education and pursue their academic and career goals. I, as department chair, have begun conversations with the 60% ESL Counselor about the need to create such a COR and the possibility of also developing a 'long-term' ESL-student-specific educational planning COR and designing an associated noncredit CDCP certificate to address this inequity in service and support.

Staffing
Describe the initial staffing needed for the program, including the approximate number of full time and part time faculty and classified staff.

The ESL department would like to one day be able to submit a Box 2A application/request for an additional full time ESL faculty member. To-date, the department chair has been repeatedly discouraged by various managers given oversight of ESL over the years due to our enrollments not justifying such a request when compared to the enrollment (or FTES and/or FTEF) figures of other larger instructional departments at LMC.

There has also been a data collection issue, or the lack thereof, which was noticed and reported this past Fall 2021 Box 2A 'season' that surfaced the fact that the college has not been tracking and reporting of the number of types of certificates that ESL offers. This does not allow me, as department chair, the ability to use such data in support of a new full time faculty request/application. I have made this known to management, and I trust a solution can be found soon.

We currently have one full time faculty member and six adjuncts who have been teaching ESL at LMC for anywhere from between 2 to 20 years. Working within current enrollment management strategies employed by the college, we have been able to staff our classes each semester with this faculty group. The proposed very short-term new ESL for college success courses should be manageable for a year or maybe two by each of us taking on the teaching assignment of two or three sections each semester. This is most probable if the move to increase part time load from 67% to 85% happens.

ESL at LMC does offer 14 different courses at four different stages of language proficiency, for general and academic purposes, and as credit and noncredit. It is a lot for one full time faculty member to manage while additionally working to fulfill contractual obligations regarding service and chair duties as well as working to represent and advocate for ESL and ESL students across the campus and in our various efforts and endeavors to ensure the college is providing equitable service and support to students. While we may not have the needed enrollment numbers to justify a new full time hire according to the practices and processes of our Box 2A system, we are in need of another full-time faculty member, and I would posit that obtaining one would have significant impact on potential and actual growth of our student enrollment.

Will new hires be required in order to offer the program? If so, are the pools of full time and/or part time faculty expected to be sufficient?

Please read the response to the above item.

How will the staffing needs change in years 2-4?

Please read the response to the above item.

Operating Budget
Outline the initial budget required to fund the program. Briefly explain any budget item as needed to make the purpose clear.

Staffing   (Types: hourly classified, reassigned time, stipends, student – do not include faculty or permanent staff)

Using the known approval process timeline for these courses and their certificates, the earliest we might be able to offer the courses would be Summer 2022, but we know it may be later than that. Therefore, it would be beneficial and appreciated if the college could support us running all of the courses, and especially at least the ESLN-001 course, in workshop format and compensate faculty accordingly until the approval from the state is received. I do not know if this is possible, nor by what rate the college would agree to such compensation, so I cannot put forth a budget for this, but I welcome the opportunity to work with my dean to put such together.

Supplies

Consultants

Travel

Interprogram (Copies, postage, etc.)

> As these courses will be zero textbook cost, we will be designing our own materials, which could include a 'reader' of some sort with realia from the various areas and resources on campus and the second language acquisition assignments and activities that go along with those. At this point an actual budget for this is not known.

Equipment (list all major equipment)
See Instructional Technology Department for recommendations and cost estimates

What additional costs should be anticipated in subsequent years?

> Such additional costs are unknown at this time, and nothing out of the ordinary of the support of offering courses at LMC comes to mind.

Facilities
Describe the facilities needed for the program in the first year (classrooms, labs, offices, other).

> Classrooms will be needed. Computer classrooms will be needed. We view the current "Assessment Center" computer room to be an optimal space for ESLN-001.

> It is not believed that these short-term and low-hour courses will have any great adverse impact on classroom use.

What additional facilities needs should be anticipated in subsequent years?

> Such additional facilities are unknown at this time, and nothing out of the ordinary of the support of offering courses at LMC comes to mind.

Reviewed by:

_____ Senior Dean of Instruction

_____ Academic Senate President

_____ President