Date: 10/20/16

Primary Contacts: Paula Gunder (faculty); Nancy Ybarra (dean)

Program Name: Noncredit English as a Second Language for General Purposes

Foundational Grammar for General Communication Certificate of Competency
Essential Pronunciation and Conversation Certificate of Competency
Basic Vocabulary and Reading Development Certificate of Competency
Fundamental Writing Skills Certificate of Competency

Mission/Goals
Describe the purpose and goals of the program. Who is it designed to serve?
Will the program offer an Associate Degree? No A *Certificate of Achievement?* No
Rationale
What role would this program fulfill in the college curriculum? Why is it important to offer this program?

In order to more equitably and successfully serve and support the East Contra Costa County population of adult English language learners, the LMC English as a Second Language (ESL) department is developing eight new Noncredit ESL courses and four related certificates of competency – listed above. At the same time, eight existing lower level ESL courses – courses that are three and four levels below transfer – that are currently offered as credit classes will become inactive. The proposed *entering-stage* Noncredit ESL courses are English for general purposes (EGP) courses and will support our foreign-born, adult students' acquisition of beginning to low-intermediate basic interpersonal communication skills (BICS). These skills will enable them to engage in everyday social, personal, and civic transactions and interactions with increasing confidence and competence and will, thus, meet what our data and experience have shown are the most immediate language learning needs and desires of the ESL students who come to Los Medanos College from within our service area.

Additionally, the eight Noncredit ESL courses will serve to establish a 'base of success' for these students who, as their basic language proficiency increases, become interested in and can see themselves taking advantage of the many educational/career opportunities the college has to offer. On a pathway to these opportunities, students who are first provided the means to establish this base and develop the necessary BICS via our Noncredit ESL curriculum will increase their ability to successfully progress on to understanding and building their cognitive academic language proficiency (CALP) – the focus of our subsequent *engage-* and *exit-stages* and our intermediate and advanced Credit ESL courses, which are English for academic purposes (EAP) courses. As our Credit ESL courses integrate disciplinary and career content, skills, and behaviors, multilingual English language learners engaging in and exiting our program will be

prepared to pursue their interests and be prepared to participate and succeed in any of the general and career technical education courses that make up their educational plan.

Our students' ability to achieve such a goal will be significantly increased by our new Noncredit ESL courses – and program and certificates – as they will enable our ESL population of students, comprised of older adults, new immigrants who have had limited exposure to English and are unfamiliar with the U.S. educational system and the college classroom, and students with varying and low first-language literacy rates and educational backgrounds, to benefit from the needed additional time and practice and the more flexible entry and exit system that the Noncredit ESL courses' repeatability and managed enrollment features allow for. Furthermore, the 'no tuition/no fees' feature of the Noncredit ESL courses will help support our low income students' ability to access the LMC ESL program as it helps us improve our capacity to address the economic realities and financial challenges we know that they face.

Finally, the LMC Noncredit ESL program at LMC has established solid and meaningful course student learning outcomes (CSLOs) for each of the eight courses. Additionally, these CSLOs have also been systematically mapped to determine a) the degree to which they support the introduction and practice of the combined noncredit and credit ESL program student learning outcomes (PSLOs), and b) the manner in which they help bridge students into undertaking the reinforcement and mastery of those PSLOs when they transition into the intermediate and advanced courses respectively. The comprehensive LMC English as a Second Language Curriculum Map is included for review.

Overall, the above purpose, goals, rational for and description and explanation of the LMC Noncredit ESL program, the manner in which it has been designed, and how it has been positioned serve to address the opportunity and achievement gaps that the LMC Student Equity Plan data show this population of students face in terms of access and numerous completion categories of success. We are, thus, excited to see it implemented as part of a comprehensively designed and institutionally supported program working to meet the needs and challenges of this unique population of students.

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

Noncredit English as a Second Language for General Purposes Program		
Foundational Grammar for General Communication Certificate of Competency		
Foundational Grammar for General Communication 1 This is the first in the two-course "Entering" stage of the LMC Noncredit ESL grammar for general communication instructional sequence. This foundational English for General Purposes (EGP) grammar course is designed to help beginning to high-beginning English language learners begin to understand and appropriately use a set of essential English language structures. Students learn through thinking, listening, reading, speaking, and writing activities that offer opportunities to learn grammar through social and situational contexts that are relevant to adult students' everyday lives and a variety of interests. Extensive exposure and practice are emphasized. This level	ESLN-065G	0 Units / 54 hours

one entering-stage grammar course is four levels below transfer and supports students progressing to the level two entering-stage grammar course, ESLN-075G.		
Foundational Grammar for General Communication This is the second in the two-course "Entering" stage of the LMC Noncredit ESL grammar for communication instructional sequence. This foundational grammar course is designed to help English language learners progress in their understanding and ability to appropriately use a set of essential high-beginning to low-intermediate English language structures. Students learn through thinking, listening, reading, speaking, and writing activities that offer opportunities to learn grammar through social and situational contexts that are relevant to adult students' everyday lives and a variety of interests. Extensive exposure and practice are emphasized. This level two entering-stage English for General Purposes (EGP) grammar course is three levels below transfer. The completion of it and its level one counterpart ESLN-065G, along with the other Noncredit ESL courses, serve as a bridge into the English for Academic Purposes (EAP) Credit ESL courses.	ESLN-075G	0 Units / 54 hours
	Total Hours	108
Essential Pronunciation and Conversation Certificate of Competency		
Essential Pronunciation and Conversation 1 This is the first in the two-course "Entering" stage of the LMC Noncredit ESL oral communication instructional sequence. This foundational English for General Purposes (EGP) course is designed to help non-native English speaking students develop aural acuity and oral intelligibility and confidence. Students will begin to learn about and practice general conversation skills and North American English pronunciation features such as voicing, aspiration, mouth and tongue position, intonation, stress, emphasis, rhythm, linking, vowels, consonants, syllables, thought groups, phonetics and spelling rules. Instructional emphasis is placed on focused awareness raising and practice of discrete sounds, connected speech patterns, and applied conversational use. This level one entering-stage pronunciation and conversation course is four levels below transfer and supports students progressing to the level two entering-stage pronunciation and conversation course, ESLN-075PC.	ESLN-065PC	0 Units / 54 hours
Essential Pronunciation and Conversation 2 This is the second in the two-course "Entering" stage of the LMC Noncredit ESL oral communication instructional sequence. This foundational English for General Purposes (EGP) course is designed to help non-native English speaking students continue to improve their aural acuity and oral intelligibility and confidence to a high-beginning to low-intermediate level of proficiency. Students will progress in learning about and practicing general conversation skills and North American English pronunciation features such as voicing, aspiration, mouth and tongue position, intonation, stress, emphasis, rhythm, linking, vowels, consonants, syllables, thought groups, and phonetic and spelling rules. Instructional emphasis is placed on focused awareness raising and practice of discrete sounds, connected speech	ESLN-075PC	0 Units / 54 hours

patterns, and applied conversational use. This level two entering-stage pronunciation and conversation course is three levels below transfer. The completion of it and its level one counterpart ESLN-065PC, along with the other Noncredit ESL courses, serve as a bridge into the English for Academic Purposes (EAP) Credit ESL courses.		
	Total Hours	108
Basic Vocabulary and Reading Development Certificate of Competency		
Basic Vocabulary and Reading Development 1 This is the first in the two-course "Entering" stage in the LMC Noncredit ESL vocabulary and reading instructional sequence. This foundational English for General Purposes (EGP) course focuses on helping non-native English speaking language students develop beginning to high-beginning basic and critical reading skills and strategies, as well as a useful and relevant English vocabulary base. Students will work with various authentic and adapted social and multicultural texts that range in length from a) short, multi-sentence paragraphs, to b) single-page pieces, and up to c) one-page, multi-paragraph articles. Students will also engage in *extensive reading* and read level-appropriate English language books and articles. Students will develop a vocabulary base and will learn vocabulary learning strategies, dictionary use, context clues, idioms, and word parts appropriate to developing a beginning to high-beginning level of English language proficiency. This first-level entering-stage vocabulary and reading course is four levels below transfer and supports students progressing to the second-level entering-stage vocabulary and reading course, ESLN-075VR.	ESLN-065VR	0 Units / 54 hours
Basic Vocabulary and Reading Development 2 This is the second in the two-course "Entering" stage in the LMC Noncredit ESL vocabulary and reading instructional sequence. This foundational course focuses on helping non-native English speaking language students develop high-beginning to low-intermediate basic and critical reading skills and strategies, as well as an increased base of useful and relevant English vocabulary. Students work with various authentic and adapted social and multicultural texts that vary in length from two-page articles to one-page, multi-paragraph pieces. Students also engage in *extensive reading*, reading level-appropriate English language texts and books. Students continue to expand their vocabulary base and learn level-appropriate vocabulary learning strategies, dictionary use, context clues, idioms, and word parts. This level two entering-stage English for General Purposes (EGP) vocabulary and reading course is three levels below transfer. The completion of it and its level one counterpart ESLN-065VR, along with the other Noncredit ESL courses, serve as a bridge into the English for Academic Purposes (EAP) Credit ESL courses.	ESLN-065VR	0 Units / 54 hours
	Total Hours	108
Fundamental Writing Skills Certificate of Competency		
Fundamental Writing Skills 1 This is the first in the two-course "Entering" stage in the LMC Noncredit ESL writing instructional sequence. This course focuses on helping non-native English speaking language students develop	ESLN-065W	0 Units / 54 hours

beginning to high-beginning fundamental writing skills and strategies. This level one entering-stage English for General Purposes (EGP) writing course is four levels below transfer. The completion of it supports students progressing to the second-level entering-stage writing course, ESLN-075W.		
Fundamental Writing Skills 2 This is the second in the two-course "Entering" stage in the LMC Noncredit ESL writing instructional sequence. This foundational course focuses on helping non-native English speaking language students progress to developing high-beginning to low-intermediate fundamental writing skills and strategies. This level two entering-stage English for General Purposes (EGP) writing course is three levels below transfer. The completion of it and its level one counterpart ESLN-065W, along with the other Noncredit ESL courses, serve as a bridge into the English for Academic Purposes (EAP) Credit ESL courses.	ESLN-075W	0 Units / 54 hours
	Total Hours	108

List the course requirements for the major. NA

List the proposed sequence of program-specific courses and the projected enrollment:
We propose a Managed Enrollment system be established that takes into account our institutional enrollment pattern and capacity data, ESL faculty consultation, and research and information from long-standing noncredit ESL programs such as that of Mira Costa Community College: http://www.miracosta.edu/instruction/continuingeducation/esl/managedenrollment.html. Working with this last item, the following course scheduling is proposed using the given Year 1 and Year 2 semester break-down. With this proposed schedule of courses, our goal would be to support both day-only students and evening/night-only students attaining all four certificates of competency, finishing the Noncredit ESL for General Purposes program, and being ready to enter the Credit ESL for College and Career Education Program within a single year.

Fall-Year 1

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR		
Evening/Night	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W		

Spring-Year 1

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks

Day	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W		
Evening/Night	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR		

Fall-Year 2

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W
Evening/Night	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR

Spring-Year 2

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR
Evening/Night	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W

Projected number of students in the program*:
 Fall-Year 1 __50-75___; Spring – Year 1 __50-75___
 Fall-Year 2 _75-125___; Spring – Year 2 _75-125___

 * Unduplicated total headcount in program-specific courses.

Enrollment projections are based on: Existing numbers in the lower level credit versions of these proposed courses and new outreach efforts being undertaken by our newly hired Adult Transition Specialist and the implementation of the activities in the Adult Education Block Grant.

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? No
If so, provide the rationale for duplicating it at LMC. NA

For new <u>CTE programs</u>: 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. <u>NA</u>

What other departments at the college could be affected by adding this program?
The addition of this program could open up opportunities to work with CTE programs in which non-native English speaking students need to improve specific communication, thinking, and behavior skills.

Explain and include the results of preliminary discussions with the affected departments.

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

If the above-listed courses are calculated at .25 load each for 3 hours of instructional time, and if only part time faculty were to teach those courses, during the first two semesters – Fall Year 1 and Spring Year 1 for a total of 2.0 load per semester – the program would require three adjunct faculty members each teaching at their maximum load of .67 each semester. We currently have five adjunct ESL professors teaching in our program, half of whom teach in English and/or Spanish as well on a regular basis. If the single full time ESL faculty member were to teach one or more of these noncredit courses, if they carried the .25 load, we would need fewer adjunct faculty member teaching at their maximum load.

We also offer a credit ESL classes that will include 6 courses that will require staffing, and which would rely on our current pool of faculty members. We have drafted two proposed schedules that either offer at least 1 section of each of the 6 courses in this first year as well – at a total load of 2.034 per semester or 4.068 for the year – or 1 section of 4 of the course in Spring and Fall and 1 section of each of the other 2 courses in the summer (1.534 for the four and .50 for the two).

The development, implementation, maintenance, and success of this new Noncredit ESL program, which is being developed as an integrated part of the ESL program as a whole and meant to support students moving from Noncredit ESL classes into Credit ESL classes (there will be only a single set of program student learning outcomes – PSLOs), would benefit from hiring a new full time ESL faculty member to teach in the ESL department and in both the Noncredit and Credit ESL programs   The ESL program/department had two full time faculty members from 2008 until fall 2015 when it became its own department after years of having been included in the structure of the English department. At the time of separation, one of the full time faculty members chose to remain in the English department, to teach English courses only, and be/become a full time English faculty member. This left the newly designated ESL department/program with one full time faculty member. The single full time ESL faculty

member serves as department chair for 10% load and assumes the Basic Skills ESL Lead/Coordinator reassigned time role, which is a position only a full time faculty member can undertake, for 25% load.

We currently have a half-time ESL counseling position funded by Student Equity Plan money. With the addition of the new Noncredit ESL program, our incoming students will most likely increase in their diverse needs, goals, and backgrounds, and they will need to be supported by an experienced, designated counselor who is knowledgeable about and able to support students navigate both noncredit and credit 3SP processes, understand immigration and residency status issues, and access complex financial aid information, for example. We have currently been struggling with the limitations imposed on the part time counseling position, especially when it comes to undertaking outreach counseling efforts to advance the equity goal of helping multilingual English language learning students in our service area access the college and our program. We would benefit from having a full time ESL counseling position that includes ESL program coordination responsibilities.

How will the staffing needs change in years 2-4?
As the program grows, we will want our students to benefit from having additional full time faculty to support them and the continual innovation and enhancement of the program.

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

As of this proposal submission, all budgeted necessities would be assumed within the existing ESL Department budget and ESL Program costs in that the eight new Noncredit ESL courses will be taking the place of eight existing lower-level credit ESL courses that will become inactive.

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

Supplies

Consultants

Travel

Interprogram (Copies, postage, etc.)

Equipment (list all major equipment)

See Instructional Technology Department for recommendations and cost estimates

What additional costs should be anticipated in subsequent years? <u>Unable to determine at present time</u>

Facilities
Describe the facilities needed for the program in the first year (classrooms, labs, offices, other). What additional facilities needs should be anticipated in subsequent years?

In the first year of the program, using the above-proposed schedule, the Noncredit ESL program would require the use of two classrooms for 12 hours of instruction each day and evening/night, for a total of 24 hours of instruction.

We would need the use of a computer lab/classroom. We currently have a lab that we cannot use for class purposes in that it only has 16 computers and is not configured for classroom teaching. We make do with it when we have classes with 16 students or less, but it is not instructionally optimal.

Our adjunct instructors have a communal office that we can continue use. The one full time faculty member has an office. A more suitable printer for the number of faculty who print to it and that includes a copier and scanner has already been requested.

We do not have a staffed ESL Office where nonnative English speaking students who have questions can go to get direct help and be supported bilingually or multilingually. We do not have an ESL Student Success and Support Lab that could be used for both classroom instruction and supplemental instruction and afford us the means to offer individualized instruction, review, feedback, and assessment, which are research-supported best practices. Both of these would be beneficial to advancing a more equitable means of serving this unique population of students.

Reviewed by:

_____ Senior Dean of Instruction

_____ Academic Senate President

_____ President