

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name:

ENGLISH AS A SECOND LANGUAGE

1. Program Update

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

Below is the updated information that will be submitted for inclusion about the Academic ESL Credit program and the General ESL Non-Credit program. In addition to all of these programmatic, certificate, and curricular changes that will take effect in the 2020-2021 academic year, in Fall 2019, the ESL Department secured approval for 6 new Academic ESL Non-Credit courses and 2 related Certificates of Competency as well as 8 new General ESL Credit courses and 4 related College Skills Certificates. Once we receive state approval for these, the ESL Department will offer mirrored Credit/Non-Credit courses to best meet the needs of our diverse student populations.

The college made a change that affected the ESL programs (Credit and Non-Credit) and its students when it decided to change the 50/50% ESL and Puente Counselor position. It was determined, based on no data that was made available to support the determination, that the Puente learning community program necessitated a 100% Counselor position. The person in the original 50/50% position chose to take that 100% Puente Counselor position. The ESL Department, which consists of two programs – Credit and Non-Credit – fourteen courses, six certificates, has had an average enrollment of 135(not including enrollment for Summer 2019, which is not listed/given in Tableau) multilingual non-native English speaking students who are completely unfamiliar to U.S. higher education and navigation of such, one full-time faculty and a consistent average of 6 adjunct faculty, and an ESL Lab, was told that the “new” ESL Counselor position would only be 60% ESL and 40% General counseling. No data was asked for, collected, or provided to justify this inequitable and unfair decision.

English as a Second Language (ESL) - **Credit**

COLLEGE SKILLS CERTIFICATES

- Intermediate English for College and Career Success
- Advanced English for Academic and Professional Advancement

The Los Medanos College **Academic ESL for Educational and Professional Advancement Program** is a **for-credit** (Credit) program within the LMC ESL Department that serves and supports non-native English speaking students who are ready to make the commitment to working to acquire intermediate and high-advanced academic language proficiencies and competencies.

Our Academic ESL Program supports these students' college and career advancement by intentionally infusing two key components into our second language acquisition-oriented program student learning outcomes (PSLOs): 1) the LMC Institutional/General Education student learning outcomes,

which exist and function to prepare students to succeed in general and career education courses as well as students' chosen major coursework, and 2) the thinking dispositions (i.e., the Habits of Mind) that research has shown most significantly support student success, and which are equivalent to the highly valued "soft skills" that industry and employers have called upon higher education to help students attain to prepare them for the world of work.

Additionally, our instruction takes an appreciative, strengths-based approach to teaching our multilingual immigrant, refugee, and international student populations by valuing the rich diversity they bring to our college classrooms, respecting their language learning goals as additive and commendable, and empowering them toward academic and career engagement and success.

COLLEGE SKILLS CERTIFICATES *ENGLISH AS A SECOND LANGUAGE*

Intermediate English for College and Career Success

REQUIRED COURSES:		UNITS
ESL-085WRV or ESL-043	Intermediate College Writing, Reading, and Dispositional Thinking	5
	Writing and Reading III	4
ESL-085SL or ESL-033	Intermediate Oral Communication for the College Classroom and Beyond	3
	Intermediate Oral Skills	3
ESL-085G or ESL-023	Intermediate Grammar for College and Career Communication	4
	Grammar for Communication III	4

TOTAL UNITS REQUIRED FOR THIS CERTIFICATE: 11-12

Advanced English for Academic and Professional Advancement

REQUIRED COURSES:		UNITS
ESL-095WRV or ESL-044	Advanced Academic Writing, Reading, and Dispositional Thinking	5
	Writing and Reading IV	4
ESL-095SL or ESL-034	Advanced Speech Communication for Academic and Professional Pursuits	3
	Advanced Oral Skills	3
ESL-095G	Advanced Grammar for College and Career Communication	4

or ESL-023	Grammar for Communication IV	4
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TOTAL UNITS REQUIRED FOR THIS CERTIFICATE:

11-12

Program Student Learning Outcomes:

- 1 Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.
- 2 Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.
- 3 Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.
- 4 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.
- 5 Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.
- 6 Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and seeking out and responding with wonderment and awe to support your doing so.

English as a Second Language (ESL) - **Noncredit**

CERTIFICATES OF COMPETENCY

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

The Los Medanos College **General ESL for College and Career Preparation Program** is a *not-for-credit* (Non-Credit) program within the LMC ESL Department that serves and supports non-native English speaking students who want to develop high-beginning through low-intermediate language proficiencies and basic interpersonal communication skills.

We offer an intensified sequence of language learning courses at an entry/bridge stage of instruction in which students learn, practice, and apply general English language skills and communication strategies within the context of everyday life, including their college-going experience.

The General ESL and Academic ESL Programs share the same program student learning outcomes (PSLOs) fully described in the Credit section, which infuse the Habits of Mind – i.e., intelligent behaviors and thinking dispositions that help students succeed – and the LMC Institutional/General Education student learning outcomes into our own second language acquisition-oriented outcomes.

Our General ESL Program is intentionally designed to help students who have had one year of formal English language instruction develop a solid English language learning base upon which to build. Such a base is necessary for those students who want to pursue an academic/career path here at the college. Completion of our General ESL Program provides students the needed language foundation to successfully transition into and through our Academic ESL Program and onto studying and preparing for their future career. Additionally, the General ESL Program will help students to more confidently participate in and take advantage of real-world social, civic, job, and personal interactions and opportunities in their English speaking communities.

CERTIFICATES OF COMPETENCY *ENGLISH AS A SECOND LANGUAGE*

Basic Vocabulary and Reading Development

REQUIRED COURSES:		HOURS
ESLN-065VR	Basic Vocabulary and Reading Development 1	54
ESLN-075VR	Basic Vocabulary and Reading Development 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: 108

Competencies:

- 1 Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.
- 2 Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre college-preparatory and college texts that connect you to

multicultural, social, ethical, and global ideas and issues.

- 3 Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Foundational Grammar for General Communication

REQUIRED COURSES:		HOURS
ESLN-065G	Foundational Grammar for General Communication 1	54
ESLN-075G	Foundational Grammar for General Communication 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: 108

Competencies:

1. Risk responsibly and persist to accurately understand and apply 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, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Essential Pronunciation and Conversation

REQUIRED COURSES:		HOURS
ESLN-065PC	Essential Pronunciation and Conversation 1	54
ESLN-075PC	Essential Pronunciation and Conversation 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: 108

Competencies:

1. Speak and listen with empathy and increasing confidence, fluency, and self-regulation, **curiously** exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.
2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Fundamental Writing Skills

REQUIRED COURSES:		HOURS
ESLN-065W	Fundamental Writing Skills 1	54
ESLN-075W	Fundamental Writing Skills 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: 108

Competencies:

1. Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.

2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

According to the data extracted from Tableau and copied below (and again, not including Summer 2019, for which no data appears in Tableau), since SP19, when the ESL Department began **a)** offering our two-course certificate-packaged General ESL non-credit courses (six in SP19 and eight in FA19; **b)** inactivating all and not offering any of the former level 1 and 2 credit course; **c)** offering our three-course certificate-packaged intermediate and advanced Academic ESL credit courses (5 in SP19 and 5 in FA19 – due to lack of room availability, we have not been able to offer all six of these courses, and we have not been able to offer each level of courses in either day or night, which has adversely affected our students ability to take these packages of courses as they were designed and intended to be taken in order to ensure optimal language acquisition leading to college and career readiness and success in English 100 and beyond); and **d)** working as mindfully and closely as possible with the ESL Counselor (given the mere 60% availability and dedication of this position to ESL) to attempt to equitably and systematically serve and support our foreign-born non-native English speaking students to understand, access, and navigate the college, create educational plans, and be oriented to the institution, its many complex systems, and the available opportunities, the data below show stability in our Census Enrollment and productivity (Ftes/Ftef) and increases in our Census Fill Rate (and here I would like to state that there be a re-evaluation of the “capacity of room(s)” within the College Complex level two rooms – with the types of desks that have been incorporated into the rooms, which are instructionally incredibly beneficial, the number that have been crammed into the small spaces adversely affects an instructor’s attempts at using active and interactive learning and teaching methods and activities).

Level 1	Level 2	NegPos_Num	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ESLN	2019FA	0 Days	192	96.00%	14.2	8	823.1
ESLN	2019SP	0 Days	105	105.00%	13.8	4	902.5
ESLN	2019SU	No Data Given	NDG	NDG	NDG	NDG	NDG
Grand Total	Total	Total	297	99.00%	14.1	12	849.6

Level 1	Level 2	NegPos_Num	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ESL	2017FA	0 Days	194	68.80%	12.3	8	369.2
ESL	2017SU	0 Days	11	36.70%	5.8	1	172
ESL	2018FA	0 Days	203	72.00%	14.2	8	447.5
ESL	2018SP	0 Days	186	58.50%	10.5	9	316.3
ESL	2018SU	0 Days	23	31.90%	5.7	2	170.4
ESL	2019FA	0 Days	118	94.40%	12.9	5	407.9
ESL	2019SU	No Data Given	NDG	NDG	NDG	NDG	NDG
ESL	2019SP	0 Days	124	99.20%	13.2	5	416.4
Grand Total	Total	Total	859	69.60%	12	38	369.6

1.b.2. What does the data suggest in terms of future needs/directions?

The data suggest that we need to increase the percentage of the ESL Counselor position from the existing and non-data-driven 60/40% ESL/General counseling to 100% entirely dedicated to ESL counseling. The amount of service and guidance our ESL students need and require in order to access the college and understand our programs; be oriented, support and retained; progress and succeed; navigate, explore, understand, and take advantage of the myriad of career and major options; and ultimately transition into their chosen areas of study AND succeed is unlike that of any other student group on campus. The needs of our new Non-Credit students is even greater and as we continue to build our noncredit offerings, the need for additional support is only going to increase. The existing ESL faculty – 1 full-time and six adjuncts – have bent over backwards to work beyond their instructional contracts to support these students and the credit students as they attempt to engage in and then exit ESL into general and career education coursework. Since I as department chair have been repeatedly told that our “numbers” do not place ESL in a position where we would be awarded a second full time tenure track faculty member, it is more pressing than ever that the ESL Counseling position be changed and increased to 100% ESL counseling. Additionally, ESL should be given the leeway to create and implement equity-based second language learner specific practices and methods for structuring the ESL Counselors load in terms of counseling, coordination, and teaching.

1c. Provide a brief update of your program’s goals as listed in your (CPR) 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
<p>Goal 1: Implement/teach assess, and update/improve the new Noncredit and Credit ESL courses at both Pittsburg and Brentwood campuses, offering both day and evening night sections</p>	<p>In Progress</p>	<ul style="list-style-type: none"> - Serving more students, including undocumented and low income - Helping students take certificate-based packages of courses instead of single solitary courses which improves their language acquisition and progression through and out of ESL and into general and career education coursework - Plan to offer classes in Brentwood in FA20 - Need additional room availability to offer classes as packages - Need to improve in-take, placement, orientation, navigation, exploration, goal setting, and planning support and service for foreign-born non-native English speaking students - Compliance with AB-705 will be taking priority and will perhaps support this goal. 	<p>On-going Paula Gunder</p>
<p>Goal 2: Improve ESL course completion and success leading to certificate achievement and transitioning into chosen GE and/or CTE coursework</p>	<p>Completed</p>		
<p>Goal 3: Via the work of the AEBG Transition Specialist and the ESL Counselor, increase ESL student access, pathway identification, and equitable success.</p>	<p>Unknown and In-Progress</p>	<ul style="list-style-type: none"> - Data regarding the Transition Specialist work and results is not shared or given to ESL - ESL Counselor supports students at their points of entry, engagement, exiting, and transitioning via appreciative and intentional practices, but she is severely limited in terms of the impact she could have and that we and the students need her to have due to the 60/40% ESL/General split - Support for development of a research agenda by the ESL Counselor and the personnel at the college and district who collaborate with employees on such is needed. 	<p>None s/b Catherine Fonseca</p> <p>On-going Eva Padilla and Paula Gunder w/ help from research office to develop an on-going research agenda</p>

2. Setting Vision for Success Goals for 2021-22

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	<p>Current “Grand Total” Completion and Success Rates for</p> <p>ESL from FA16-FA19: 91.6% and 83.6%</p> <p>ESLN from SP19-FA19: 98.8% and 87.1%</p> <p>The average for the two programs is then</p> <p>ESL/ESLN: 95.2% and 85.35%</p> <p>Our goal for 2021-22 is to remain above a 90% completion rate and within 84-87% success rate.</p>	<p>The overall LMC “Grand Total” Completion and Success Rates for the college during the same period are 86.1% and 73.3%.</p> <p>Additionally, the 2017-18 ESL Comprehensive Program Review shows these rates for ESL to have been at 91.82% and 82.23%.</p> <p>ESL/ESLN’s rates are higher than the averages for the college, and we’ve increased our</p>		Paula Gunder	

		rates since last reporting in 2017-18. Thus, it appears that we should continue doing what we are doing as well as ensure that all measures, activities, efforts with regard to complying with AB-705 for ESL work toward stabilization or improvement of our high completion and success rates.			
Degrees (AA, AS, ADT)	NA				
Certificates of Achievement	NA				
Unit Reduction	Done	We reduced the number of units and/or hours of our ESL programs – now Credit and Non-Credit – from 64 to 48	None	Paula Gunder	
CTE Jobs	NA				

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<p>African American</p>	<p>Grand Total Success Rate of African American students in</p> <p>ESL from FA15-FA19: 91.7% with a total during that time period of 36 students identifying as "African American"</p> <p>ESLN from SP19-FA19: 100% with a total of 5 students during that time period identified as "African American."</p> <p>In that ESL does not serve this population of students as the group is commonly identifies, it is unknown who these students are and why ESL students are identifying themselves</p>	<p>Continue serving and supporting all ESL students equally as well as equitably within our courses.</p>		<p>Paula Gunder</p>	

	<p>as belonging to this group.</p> <p>Our 2021-2022 goal is to remain within the 84-87% Success Rate goal set above for all students or above</p>				
Low Income	<p>The “Grand Total” Success Rate with regard to the feature of “Low Income” is as follows</p> <p>ESL from FA15-FA19: No – 76.6% Yes – 86.6%</p> <p>ESLN from SP19-FA19: No – 88.8% Yes – this is not listed as a category.</p> <p>Our goal for 2021-2022 is to continue to serve and support low income designated students.</p>	<p>We are in the process of being able to offer all ESL courses as mirrored ESLN courses, which will serve to support low income students in that those who choose ESLN (non-credit) will not have to pay tuition.</p> <p>Eva Padilla has worked tirelessly to assist each and every student understand the financial aid process, has helped students fill out the FAFSA, and has partnered with Financial Aid to implement workshops with some first language support available. All of this can only be done, however, within the 60% load she is able to dedicate to ESL.</p> <p>We need to be able to hire, train, supervise, support, and coordinate a group of ESL Peer Advisory Leaders to work with Eva on an ongoing basis in efforts such as this with regard to financial aid. Our students need support in their first language to understand and be able to access college resources like this</p>	<p>The timeline for when the noncredit courses and certificates will be approved by the state is unknown.</p>	<p>Paula Gunder</p> <p>Eva Padilla</p> <p>Management</p>	
Foster Youth	<p>There are 3 foster youth listed within</p>	<p>More information about foster youth who are non-native English speakers is needed. We</p>	<p>FA20 Opening Day ESL</p>	<p>Paula Gunder</p>	

	<p>the ESLN program with 0% Success Rate.</p> <p>From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate.</p> <p>Our goal for 2021-2022 is to work toward equitable success rates within 84-87% or higher for any foster youth who are ESL/ESLN students</p>	<p>will reach out to those supporting this group and invite them to our opening day department meeting to share with us who these students are and how we, as faculty can support them.</p>	<p>Department Meeting</p>		
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3. Assessment Update and Effectiveness

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE ESLN-065PC 8813	Assessed		
COURSE ESLN-075PC 1642	Assessed		
COURSE ESL-085SL 8014	Assessed		
COURSE ESL-034 1637	Assessed		

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Below is the table given to me, Paula Gunder, as ESL Department Chair regarding the updating status of the ESL Course Outlines of Record. I asked this question on the draft of this report given to my dean on the deadline date this section of the PR was to have been submitted, but my question went unanswered. Thus, I will ask again, how is it that a COOR is scheduled to be updated, as shown below, when the course itself was not scheduled and taught and could not have undergone an assessment of its CSLOs until SP19 or SP20? All of the ESL COORs are up-to-date as far as I am aware and based on when we were able to schedule them, teach them, assess the CSLOs, and submit updates. If this is not the case, and I am in error, I am happy to do all of the updating needed to ensure that ESL is in compliance.

	Course	#	Title	Month Approved	Day Approved	Year Approved	Cohort	Outline needs to be updated
303	ESL	100G	English Grammar Support for Advanced Multilingual Students	March	1	2018	3	2020-2021

304	ESL	85G	Intermediate Grammar for College and Career Communication	March	8	2018	3	2020-2021
305	ESL	85SL	Intermediate Oral Communication for the College Classroom and Beyond	March	8	2018	1	2018-2019
306	ESL	85WR V	Intermediate College Writing, Reading, Vocabulary and Dispositional Thinking	March	8	2018	1	2018-2019
307	ESL	95G	Advanced Grammar for College and Career Communication I	March	1	2018	3	2020-2021
308	ESL	95SL	Advanced Speech Communication for Academic and Professional Advancement	March	8	2018	1	2018-2019
309	ESL	95WR V	Advanced Academic Writing, Reading, Vocabulary and Dispositional Thinking	March	8	2018	1	2018-2019
310	ESLN	65G	Foundational Grammar for General Communication I	December	9	2016	3	2020-2021
311	ESLN	65PC	Essential Pronunciation and Conversation Skills I	December	9	2016	1	2018-2019
312	ESLN	65VR	Basic Vocabulary and Reading	December	9	2016	2	2019-2020

			Development 1					
313	ESLN	65W	Fundamental Writing Skills 1	March	12	2019	1	2018-2020
314	ESLN	75G	Foundational Grammar for General Communication 2	December	9	2016	3	2020-2021
315	ESLN	75PC	Essential Pronunciation and Conversation Skills 2	December	9	2016	1	2018-2019
316	ESLN	75VR	Basic Vocabulary and Reading Development 2	December	9	2016	2	2019-2020

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

ESL has never received funds via RAP.

5. Resource Needs

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
#s 1, 2, and 3		#s 1 and 3	
Department/Unit Name		Position Name/Classification	FTE
ESL (or Counseling of behalf of ESL)		ESL Counselor	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="text" value="see below"/>	Approximately \$64,000-85,000.
Justification:			
The ESL Department and the ESL students need a 100% designated ESL Counselor. The recently determined 60/40% ESL/General counseling position should be changed to 100% ESL. All of the foreign-born, multilingual, non-native English speaking students need to be provided equitable service and support as the attempt to understand and access the college and our program, navigate the unfamiliar and complex higher education system and our specific institution, explore, plan for, and take advantage of career and major pathway options and opportunities, and engage in and transition through and out of ESL and into their chosen area/career of study. The now have noncredit students who enter the college with even less familiarity with the U.S. and the college-going experience and lower English language skills and communication strategies, and as we will soon be offering even more noncredit courses, we will see more of these students who desperately need equitable support which can in large part and with a huge impact be addressed via the role of a 100% designated ESL Counselor who can be assigned a load consisting of counseling, coordination (which our ESL urgently needs), and teaching – in similar vein to other learning community and program-specific counselors. The college determined very recently that Puente deserved a 100% counselor, Umoja has a 100% Coordinator and a counselor, and ESL should be viewed not merely equally with these targeted programs that support under-served populations but also equitably. The CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = \$5,457 vs. Credit FTES = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the *general fund* but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support. There is also Equity money that could and should be used for this position.			

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
#s 1, 2, and 3		#s 1 and 3	
Department/Unit Name		Position Name/Classification	FTE
ESL		ESL Peer Advisory Leaders and Tutors	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits

<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="text" value="see below"/>	Student Workers approx. \$25,000.00 yr Classified approx.. \$65,000.00
Justification:			
<p>The ESL Department and the ESL students need student ESL Peer Tutors and ESL Peer Advisory Leaders. Both of these student worker position had been supported via Basic Skills Initiative funding through a semester-by-semester proposal submission, review, and approval mechanism. The justification of the need for these two types of ESL student employment positions remains: ESL students need tutoring support for their classes and support to help them learn about and access campus resources, and one impactful means to offer this is through ESL peer tutors and advisory leaders. These positions also need someone to recruit, hire, train, supervise, coordinate, and manage their compensation. A classified professional assigned to ESL could also support coordination of outreach and inreach, the ESL Lab, and an in-take space that could be housed in the new Student Services Building next along with the learning communities. Additionally, in mapping out initial plans for contextualized best practice methods and means for implementing measures here at LMC to comply with AB-705 regulations for ESL, advanced-ESL student tutors and multilingual advisory leaders play a key role in how we want to increase our in-take and on-boarding of ESL students, orient them to the college and our program, and help retain them throughout their time in ESL and as they transition out of our programs (noncredit and credit ESL). Student Equity monies are said to be earmarked specifically for AB-705 compliance efforts. Additionally, as mentioned above, the CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = \$5,457 vs. Credit FTES = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the *general fund* but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support.</p>			

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
#s 1, 2, and 3	#s 1, 2, and 3
Department/Unit Name	Resource Type
ESL	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Attendance, including registration fees and travel for 3-5 employees to attend the 2020 Basic Skills Leadership Institute at the UCLA Conference Center at Lake Arrowhead in June to support collaborative engagement and work on the ESL AB-705 plan and activities.	BSILI = \$2,000-3,5000
We also need funds to compensate faculty to participate in AB-075 compliance efforts, including a one-day retreat and following meetings and assignment/product completion.	ESL AB-705 efforts = \$5,000.00
Justification:	

In order to be in compliance the AB-075, the ESL department would like to take advantage of the BSILI organizers to: “Join with educators from your campus, district or region who are interested in developing leadership capacity in order to support an initiative related to institutional transformation, such as: Guided Pathways, AB 705 Implementation, Integrated Planning, College Promise/FYE, Integrated Student Support Services, Career Technical Education, Equity, Noncredit, AEBG, Professional Development, Reading Apprenticeship, Learning Assistance/Tutoring/SI, Intersegmental/Disciplinary Cross Collaborations, Embedded Remediation, Habits of Mind/Growth Mindset, or Dual & Concurrent Enrollment.”