

1. Assessment Plan - Four Column



PIE - Continuing Education: English as a Second Language (ESL) Unit

Narrative Reporting Year

2018-19

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Program Planning Dialog: Designated ESL staff meet weekly for a leadership team to address on-going issues in the department and plan for current and future needs. This meeting includes the program director, instructional manager as well as counselors, coordinators, and specialists in the department. The program director also attends a weekly division meeting and a monthly Instruction Team meeting which serves to keep ESL knowledgeable of division and college level policies and procedures.

Under the leadership of Dana Miho, the full-time professor, ESL adjunct faculty selected peers to represent them in curriculum and policy advisory meetings that meets on a monthly basis and makes recommendations to the program. ESL Faculty Advisory topics included faculty related matters such as Curriculum, SLOs, Grading Guidelines, Faculty Professional Development, ESL Retreat Planning, Academic Senate Issues, Student Issues.

External Conditions, Trends, or Impacts: 1. The Noncredit SSSP program was replaced by SEAP. The impact of the potential redistribution of funding for Basic Skills and Student Equity programming is unknown at this time.

2. Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. The main trend for Mt. SAC's ESL program in recent years has been the declining enrollment of Hispanic populations disproportionate to the communities served by the district, and the need to improve access to those who are socio-economically disadvantaged. In an effort to serve more students from these populations in our district, we have established off-site courses in Pomona, Diamond Bar, and in the local manufacturing industry to make our services more accessible to community members. We also target advertising on social media outlets toward Spanish speakers in the Mt. SAC district. We are pleased to report that our Spanish speaking population has increased 10% since 2015-16 due to Student Equity funds.

3. AB705 Implementation: Implementation of AB705 in credit ESL will impact our students transitioning to AMLA and other credit courses.

4. WIOA IET/IELCE Funding: Increased focus on integrated education and training which promotes accountability and reporting for college and career readiness and pathways to employability and academic degree attainment. We have developed English for Specific Uses (ESU) courses such as Accounting, Healthcare, Welding, Hospitality, and In-Home Support Services (IHSS) which can run independently or concurrently with STV/CTE courses in order to support accelerated education and training for English learners.

5. IMMIGRATION GROWTH TRENDS IN CALIFORNIA: According to a recent PPIC report, the highest groups of recent immigrants in California are Asians with high levels of education who already speak English. Immigration of low-skilled workers from Spanish-speaking countries is declining.

6. POLITICAL CLIMATE SURROUNDING IMMIGRATION: Federal efforts to reduce immigration and harsh treatment of undocumented citizens has created a climate of fear and mistrust in government institutions with undocumented populations, causing many students to stay away from public education options.

7. **STRONG ECONOMIC CONDITIONS:** The low unemployment rate means that many of our students have jobs and are working overtime. As a result, our positive attendance and retention has been impacted negatively because many students report the need to work over attend class.

Internal Conditions, Trends, or Impacts : 1. Maintaining positive attendance in ESL classrooms on campus in order to maximize growth in FTES and efficiency in terms of LHE, as well as increase visibility of Mt. SAC ESL in the community. We are seeing lower levels of student attendance than in past years due to increased overtime and employment opportunities for our students.

2. ESL has updated articulation agreements with AmLa to reflect program changes caused by AB705.

FACILITIES

3. Aging office furniture in ESL administrative office is in need of replacement due poor ergonomic standards and impact on employee overall health.

RESOURCES

4. Need budget to outsource professional translation services for publications (online & paper).

STAFFING

5. Need additional full-time ESL instructors to facilitate curriculum improvement, outcomes reporting, and professional development activities for incredibly large noncredit ESL program (4000 unduplicated, over 60 adjunct and only 1 full-time)

6. Status Quo budget is no longer adequate to staff Instructional Support and Technical Support offices hourly permanent crew due to growth in programs, off-site locations, and increase in salaries and benefits. Additional positions are needed to meet requirements of increased WIOA guidelines.

7. Status Quo budget for LLC faculty and student workers is no longer adequate to provide lab coverage.

Critical Decisions Made by Unit: 1. Due to state and national initiatives that promote college/career pathways for adult immigrant learners, additional emphasis was placed on career exploration. In 2018-19, ESL program offered new contextualized courses including English for Special Uses (ESU) Accounting and Hospitality in order to comply with WIOA IET/IELCE plan that promotes college and career pathways for noncredit adult learners in the program.

2. The ESL Counseling Team continues to utilize the Noncredit Student Education Plan (NSEP), which is a component of the overall ESL Counseling Process. Students undergo a process beginning with a counselor-presented orientation, and progresses through the NSEP, counseling appointments, the annual career conference, class presentations on transitioning to credit (coordinated with Short-Term Vocational and Adult Basic Education counselors), and culminating in Career and Life Planning courses embedded in the VESL Program. This year, the counselors hosted an Open House in the Career Guidance Center to increase visibility and grow student awareness of counseling support services.

3. Worked with IT migrate ESL database to Banner in order to secure data and integrate with college software systems. Counselors also transitioned to SARS to track SSSP data and individual appointments.

4. We continue to grow our off-site courses. This year, we partnered with in partnership with City of Pomona to offer classes at Renacimiento Community Center and Washington Elementary School. We also offer a class at the Diamond Bar Center and opened an ESU course at the Williams Sonoma distribution and manufacturing plant which has been quite popular and successful.

5. Dana Miho and Jody Fernando met with faculty monthly to facilitate discussions surrounding making our curriculum more equitable and accessible for students. These meetings resulted in selecting a new textbook series with a more communicative focus that will help our students integrate better into life and workforce settings. Levels 3-6 will pilot a new textbook series in Fall 2019 and Foundations - Level 2 will pilot a new series in Spring 2020.

6. The administrative assistant team was restructured to streamline and better support program needs. An evening admin 1 position was moved to afternoon hours. As a result, administrative needs of the ESL program are currently supported by 1 full-time Admin 3 and 2 part-time Admin 1s.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Secure Resources: Five adjunct ESL faculty members participated in action research through the department's annual Student-Teacher Action Research (STAR) project. Research topics included utilizing VoiceThread to improve students' speaking skills and digital citizenship.

2. Awards & Nominations: Admissions and Registration Clerk Yuan Fu Deng and VESL Coordinator Heidi Alcala were nominated for Classy Awards.

3. The Basic Skills funded Give Me 20 Reading and Tutoring Program showed marked course success rates for students who enrolled and completed reading and reporting on three books with a 26% higher pass rate (84%) than peers who did not participate in the program (58%) (Fall 2018). Additionally, we continued to offer the program in three locations due to its popularity.

4. During Fall 2018, 72 students (mentees) received academic support by participating in the Basic Skills funded Peer Mentoring program. The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Pre-Level 1 (100% vs. 92%), Level 1 (98% vs. 96%), Level 2 (100% vs. 91%), Level 3 (100% vs. 93%), and Level 4 (100% vs. 84%).

5. The Vocational ESL (VESL) Career Paths Program will provide its students with tutoring in writing, speaking and career planning to promote persistence and program completion. A total of 47% of VESL students used tutoring services, compared to 53% who opted out. Most of the students who opted out were evening students due to tutoring hours which are only available before class, from 5:30 to 6:30 pm, and many students cannot make it at the time. However, our data shows that 79% of those students who used tutoring services moved on to other programs or continued into the second semester of VESL.

6. Mentees from ESL classes received academic support by participating in the Basic Skills Funded LLC-ESL Tutoring program. The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Level 1 (100% mentees vs. 39% non-mentees), Level 2 (100% vs. 68%), Level 3 (100% vs. 63%), Level 4 (83% vs. 58%), Level 5 (100% vs. 70%), and Level 6 (0% vs. 49%). The overall average course success rates (88% vs. 59%) demonstrated marked improvement in ESL course work when using the LLC-ESL Tutoring far above the expected 10% rate.

7. In 2018-19, 5 ESL faculty presented at local, consortium, regional, statewide, and international TESOL conferences on a variety of topics including digital storytelling, higher order thinking skills for 21st Century Adult Students, tech-based scavenger hunts, and. On campus, two adjunct faculty also presented on brain-based strategies to enhance student engagement at Flex Day. ESL full-time faculty also presented at the Academic and Student Services Critical Information Summit on Noncredit Support for Multiple Measures and Guided Pathways.

8. ESL awarded 277* Beginning ESL, 326* Intermediate ESL, 198* Advanced ESL, 38* VESL Career Paths Certificates (a new certificate issued in 2017-18). All 100% of the certificates have outcomes, summary of data, and use of results compiled with reflective practice. (*indicates preliminary numbers prior to posting)

9. 100% of certificates offered in ESL have outcomes, summary of data, and use of results compiled. 100% of the ESL courses have two or more SLOs and are assessed on a rotating four-year schedule. During the 17-18 academic year, 96% of Level 3, 100% of Speaking Pre-1, 100% of Writing Pre-1, 71% of TOEFL, and 96% of LLC passed the Fall 2017 SLO assessments. 78% passed the Spring 2018 ILO assessment on communication. FRANCES

10. Faculty, counselors, and instructional support met with counselors, faculty, and student support in the Short-Term Vocational program to create an Integrated Education and Training plan for ESL students transitioning into certificate programs. The plan was part of our annual WIOA grant.

11. ESL Instructional Manager Margaret Teske retired in December 2018. Katalin Gyurindak was hired as the new instructional manager and began her role on May 1, 2019. Most recently, Kata served as the Interim Director of the ESL Program at North Orange Continuing Education.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Over 90 noncredit students attended optional workshops (Fall 2018) offered by LLC faculty to enhance college preparation and academic success. Topics included use of software for accent reduction and conversation skills as well as advanced PowerPoint features. This year, the LLC also hosted a new event, The Talks, to promote speaking fluency. Total attendance for these events in Fall and Spring were 184.

2. ESL offered Afternoon at the Movies in order to promote cultural understanding, language fluency, and persistence. Approximately 53 students during fall and 65 students during spring attended two separate events.

3. The ESL Counseling Team has worked to create strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. Focusing on our equity goals, students from our off-site course in Pomona were invited again to campus. Students visited the Language Learning Center, receive their student ID's and received a Pathways Presentation in Spanish from a counselor. In addition, the ESL Counseling Team has had meetings with counselors, classroom presentations, and information tables/booths at multiple community locations and events.

4. ESL will host CATESOL San Gabriel Valley Chapter workshops on in June 2019 on "Learning with a Purpose" with keynote speakers and breakout sessions.

5. The 19th Annual ESL Career Conference was held on May 15th, 2018. This annual conference informs matriculating ESL students about Mt. SAC programs and services, career options, and securing a fulfilling job. Mt. SAC faculty and staff presents on degree and certificate programs, college services, information about career and job skills, and general college success. This year, in the evening, we had an AmLa professor present on AmLa. In addition, we had a key note speaker, Angela Montoya, talk to our students about the importance of college education and following passions to obtain the one's dreams. ESL students in levels 3 through 6 participated in the morning and evening conference.

6. The ESL Counseling Team reviewed the New Student Orientation Handbook and updated all outdated information. They worked with ESL Registration to modify the Registration Guidelines that are also available in English, Spanish, Chinese and Arabic, as well as to include orientation PowerPoint slides to allow students to review the material at a later point in time.

7. ESL manager Jody Fernando and full-time faculty member Dana Miho co-lead a Curriculum & Assessment Workgroup which resulted in a new textbook series pilot for Fall 2019 which will better support communication and career needs of students.

8. ESL opened the first off-site level course in partnership with Pomona USD at Washington Elementary School. We continue to offer another community based class with PUSD at Renacimiento Community Center.

9. A foundations level course for literacy level students was piloted successfully in Fall 2018. This course maintained a waitlist and high enrollment throughout the spring term.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. ESL faculty utilize our computer labs and library at a 73% fill rate. This has allowed adult immigrant learners to become exposed and more comfortable with use of technology with their daily learning.

2. The ESL Counseling Team continues to modify the Noncredit Student Education Plan (NSEP) and uses pre-populated information from the ESL database to streamline counselor meetings which outlines their academic pathway, based on their placement test results. This is a mandated service for noncredit SSSP.

3. Utilized Google docs survey tool with VESL 1 and VESL 2 students to gather information about students transitioning to credit/noncredit programs and to determine what kind of barriers they might have in transitioning. The survey also asks students to provide feedback for program improvement. The data collected will be used to better serve students and for tracking student progress after they complete the VESL program.

4. Utilized Qualtrics survey tool with advanced ESL students to identify student interest in new English for Specific Uses courses that would support their future goals. The survey results will provide the department with areas of interest to develop new curriculum planning for the fall of 2019 and the spring of 2020. ESU Accounting, ESU for Real Estate and ESU for Child Development were the main areas of interest.

5. ESL fully transitioned to CASAS e-testing in Summer 2018. The transition worked well and assists in making data collection more efficient and complete.

6. ESL was selected for a WIOA Field Program Monitoring visit by CDE Consultant Cory Rayala. The consultant visited April 15-18 and passed the review with commendations for our program structure and no recommendations for improvement.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. AEBG's ESL work group has had monthly meetings hosted in Building 66 by 4 ESL faculty and 1 ESL manager. They created a consortium-wide set of rubrics for evaluating student progress to further refine the progress report with our K-12 partners. Additionally, they created a counseling handbook which outlines best practices and information related to supporting adult learners.

2. Two ESL faculty presented on Tech Skills Employers Want and Students Need at the CAEP Consortium spring conferences.

3. AEBG's Counselor work group met monthly with one of our ESL counselors attending and participating in the AEBG consortium conferences.

4. Our full-time faculty presented at a non-credit advocacy ASCCC conference and the Allied Health Convening Conference. Full time counseling faculty Michael Ngo served on the leadership team for the Mountie Faculty Focus Retreat and presented on Active Learning and Communities of Practice. Three ESL adjunct presented at the CATESOL State Conference on tech skills employers want, and digital storytelling. Two managers presented at the CATESOL State Conference on Higher Order Thinking Skills for the 21st Century Adult Learner.

5. FT ESL Faculty led the Annual ESL Faculty Retreat with adjunct level leads to review SLO Basics and close the loop on curriculum updates.

6. The two ESL adjunct faculty who presented at the CATESOL State Conference on tech skills employers want also did a professional development workshop for Mt. SAC ESL instructors in June 2019 to help students and faculty increase their understanding of digital citizenship and safety. 4

7. The first ESL Open House and Community Resource Fair was held on October 6, 2018. Seven community organizations and 4 Mt. SAC offices participated in the event that was attended by approximately 200 students and their families. Ninety-eight students entered the raffle, and programs were distributed to over 200 participants. SCE Counselors and the DREAM office also hosted tables. This event successfully provided an avenue for ESL to connect with external community organizations who serve immigrants in order to increase our presence in the community. In addition, it gave our current students the opportunity to bring family and friends to better acquaint them with our program. It also allowed us to establish face-to-face connections with representatives from organizations who serve immigrant populations and share information with them about our programs. Our students were also very eager to learn more about these organizations as there was a consistent stream of traffic through each tent throughout the duration of the event. The event was successful both in attendance and community partnerships, and we plan to continue outreach events to support student needs and increase visibility of our program in the community. For next year, we will focus our outreach efforts on partnering with OCCORD to offer a citizenship fair and do outreach to fair participants. We plan to run the Open House biannually, alternating with citizenship fairs.

Contributors to the Report: Jody Fernando

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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>ADVOCACY AND PARTNERSHIPS - Advocate for noncredit students to remain a critical part of the California community college mission through partnerships, as well as community, regional and state involvement. Status: Active Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Full-time ESL Faculty Describe Plans & Activities Supported (Justification of Need): Full-time ESL faculty who will participate in advocacy events to represent ESL.</p> <p>ESL serves a diverse population of English language learners with academic and vocational needs. ESL offers eight levels of core courses, specialized skills courses, and a bridge program (VESL Career Paths). The program meets only 12% of the need in our service area (11,340 out of 95,676 English learners). ESL currently has only 1 full-time faculty (hired in 2014) and approximately 60 adjuncts, although ESL serves over 4,000 students who are identified as disproportionately impacted students by the College’s Student Equity Plan. As a result, the sole full-time faculty member is at full capacity with teaching assignments and additional responsibilities which include curriculum development, departmental leadership, Division-wide involvement, campus-wide involvement, and state-level</p>	<p>Reporting Year: 2018-19 % Completed: 0</p> <p>In order to grow ESL program while maintaining its quality, the College continues to need of additional full-time ESL faculty since we did not receive a priority ranking for faculty this year. ESL courses also provide academic support for non-native English-speaking students to be better prepared for transfer-level courses in response to AB705 and Guided Pathways. Furthermore, ESL adheres to the Workforce Innovation and Opportunity Act, Title II (WIOA) federal mandates which require English language instruction and also collaboration with Title 1 CTE programs. There is a need to increase engagement with the Adult Education Program and regional consortium to prepare for increased assessments among the immigrant students.</p> <p>The lack of a full time faculty member limits the ESL program's ability to provide professional development opportunities for its large adjunct faculty as the available funding is used to support these adjuncts in performing departmental and college obligations. In 2018-19, ESL spent approximately \$21,000 funding adjunct faculty NTFA to fulfill leadership responsibilities that could be covered by an additional full time faculty member. Not filling this position will hinder ESL from effectively serving an often marginalized student population’s pathway to college transition and career advancement. Additionally, because the current full-time faculty must focus her energies on program components such as syllabi review, faculty advisory, and Basic Skills, she is limited in both her teaching load and ability to develop IET courses as mandated by</p>

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advocacy.
Lead: Jody Fernando, Dana Miho
What would success look like and how would you measure it?: At least 3 faculty and staff will participate in college committees and events.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 75000

WIOA.
 While ESL faculty actively participate in the College, Division, and department committees, workgroups, and events (as seen below), we are limited in our ability to offer professional development for our part-time faculty. ESL faculty will be encouraged and continue to serve on the various committees to better connect with the campus community. However, the demands to lead, organize and coordinate the efforts above are not sufficiently covered by one FT faculty position who works alongside approximately 60 adjuncts in the program.

(05/22/2019)

DATA - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19

Request - Full Funding Requested - Full time ESL Faculty to support and develop IET initiatives
Describe Plans & Activities Supported (Justification of Need): Provide college and career pathways for ESL/VESL students through developing and offering IET courses (ESU) in accounting, hospitality, and health.

Develop IET (ESU) courses in accounting, hospitality, and health

One faculty member will focus on developing processes to increase pathways for students

September 2018 – June 2019

Lead: Dana Miho, Jody Fernando
What would success look like and how would you measure it?: Offer ESU courses (Accounting, Hospitality, and Health) to intermediate to advanced level ESL students.

Reporting Year: 2018-19
% Completed: 0
 During the 2018-2019 academic year, ESL offered 6 sections of ESU Accounting (a total of 147 students enrolled), 3 sections of ESU Hospitality (a total of 67 students enrolled), and 6 sections of ESL for Health Professionals (a total of 141 students enrolled). ESL will develop additional ESU courses (Real Estate and Child Development) for next year to respond to students' needs and interests that were resulted from VESL student survey. EL Civics assessment will occur in IET Classes. Proctoring and grading requires 2 hrs per class.

It is challenging to find adjunct faculty to teach these courses as it requires a specified skillset. Additionally, the courses are often offered for fewer hours than our traditional level classes, so many faculty are either not available to teach these courses due to their other teaching obligations or do not have the expertise necessary to teach these courses. An additional full time faculty member would allow the department to focus more fully on IET development, as well as to teach these courses. We had to close several ESU courses due to low enrollment, and a faculty with niche experience may have been able to make this course more successful.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>Request - No Funding Requested - Basic Skills Project: ESL Acceleration and Contextualization Project</p> <p>Describe Plans & Activities Supported (Justification of Need): ESL faculty will form a committee to assess curriculum and program design to more effectively support accelerated and contextualized classes.</p> <p>Lead: Jody Fernando</p> <p>What would success look like and how would you measure it?: Faculty will identify effective program structure for accelerated classes</p> <p>Faculty will review current textbook series to determine effective resources for contextualized classes.</p> <p>Faculty will meet 6 times through the academic year and report progress through meeting minutes.</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p>	<p>The current FT faculty member also works with adjunct faculty to develop curriculum and materials for these courses. Due to her college-wide and programmatic responsibilities, however, she is limited in her time and ability to develop these federally mandated programs. (05/22/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 50</p> <p>The workgroup determined that piloting an accelerated schedule at this time should be postponed until pending college calendar negotiations are settled (e.g. exchanging winter term for two summer terms).</p> <p>Workgroup met 6 times throughout the year to identify a proposed new textbook series that is more contextualized for student communicative and career needs.</p> <p>We will revisit the idea of accelerated courses once the college settles the currently debated calendar proposals.</p> <p>Levels 3-6 will pilot a new series in Fall 2019 to be officially adopted in Spring 2020. Level 3-6 Faculty will work on updating final exams to align with current course outlines in Summer 2019 in order for these assessments to be piloted with the new series in fall 2019. Foundations – Level 2 will work through summer to identify a suitable series for lower levels to pilot Spring 2020. (05/22/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Planning Unit Priority: Medium

Request - Full Funding Requested -
 Additional computer facilities assistant to increase support for technology and data collection/monitoring

Describe Plans & Activities Supported (Justification of Need): In order to collect and monitor data efficiently in order to better understand student needs and streamline reporting processes, we need an additional Computer Facilities Assistant to support program technology needs.

Lead: Jody Fernando, Chong Hee Min, Frances Fendors

What would success look like and how would you measure it?: Receive a district funded computer facilities assistant to support ESL labs and technology.

Streamline data reporting processes by moving data in ESL database to Banner forms. (ACTION PLAN)

Create process to track students completing CDCP ESL Certificates. (ACTION PLAN)

Increase opportunities for ESL student input on programming (ACTION PLAN)

Utilize OnBase to digitize registration and other important departmental documents for accessible searching.

Implement CASAS e-testing for 100%

Reporting Year: 2018-19

% Completed: 25

While we have been working with a consultant to migrate our data reporting processes from our in-house database to Banner, we continue to need additional technical support (an additional CFA) for our technological systems. Because of increased e-testing in our computer labs as well as the increased size of the LLC, an additional CFA would serve to more thoroughly support the 4 ESL computer labs and 3 LLC labs. Additionally, this position would support office staff in achieving our Technology goal of effective instructional support.

(05/22/2019)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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of on campus courses.
Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: Medium
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 30000
Related Documents:
[18-19 Computer Facilities Asst EZ Calculator Projection.xlsx](#)

<p>TEACHING AND LEARNING - Expand and support innovation in teaching, learning, academic support, and management within SCE. Status: Active Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Full time ESL Faculty support to prioritize IET instruction and curriculum development Describe Plans & Activities Supported (Justification of Need): ESL serves a diverse population of English language learners with academic and vocational needs. ESL offers eight levels of core courses, specialized skills courses, and a bridge program (VESL Career Paths). The program meets only 12% of the need in our service area (11,340 out of 95,676 English learners). ESL currently has only 1 full-time faculty (hired in 2014) and approximately 60 adjuncts, although ESL serves over 4,000 students who are identified as disproportionately impacted students by the College's Student Equity Plan. As a result, the sole full-time faculty member is at full capacity with teaching assignments and additional responsibilities which</p>	<p>Reporting Year: 2018-19 % Completed: 0 We did not receive full time faculty for ESL. As a result, we have been limited in our ability to provide professional development opportunities for instructors which has resulted in decreased retention in our courses for 18-19 academic year. Additionally, it is challenging to build cohesive program practices when relying adjunct faculty who have inconsistent availability and limited institutional knowledge to implement effective program improvement. During the 2018-2019 academic year, ESL offered 6 sections of ESU Accounting (a total of 147 students enrolled), 3 sections of ESU Hospitality (a total of 67 students enrolled), and 6 sections of ESL for Health Professionals (a total of 141 students enrolled). ESL will develop additional ESU courses (Real Estate and Child Development) for next year to respond to students' needs and interests that were resulted from VESL student survey. (05/30/2019)</p>
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include curriculum development, departmental leadership, Division-wide involvement, campus-wide involvement, and state-level advocacy.

In order to grow ESL program while maintaining its quality, the College is in need of additional full-time ESL faculty to focus on program curricular needs so that the existing faculty member can devote her time to IET development and growth. ESL courses also provide academic support for non-native English-speaking students to be better prepared for transfer-level courses in response to AB705 and Guided Pathways. Furthermore, ESL adheres to the Workforce Innovation and Opportunity Act, Title II (WIOA) federal mandates which require English language instruction and also collaboration with Title 1 CTE programs. Moreover, there is a need to increase engagement with the Adult Education Program and regional consortium to prepare for increased assessments among the immigrant students. Not filling this position will hinder ESL from effectively serving an often marginalized student population's pathway to college transition and career advancement.

Lead: Jody Fernando
What would success look like and how would you measure it?: We would receive 1 FT ESL Faculty position for 2019-2020.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 77260

Request - Full Funding Requested - Describe Plans & Activities

Supported (Justification of Need):
 With the implementation of increased surveys, follow-up mandates, new EL Civics projects and CASAS e-testing for the AEFLA WIOA Grant, the Instructional Support Office would benefit an additional ESL Instructional Assistance to provide coverage and support for the various required activities to fulfill grant guidelines.

Basic Skills Project: PD for Digital Citizenship
 In order to increase student awareness of their digital footprint and cyber security, ESL faculty will develop contextualized lessons that train faculty to relay this information to their students in class by fall 2019.

Lead: Jody Fernando
 Katalin Gyurindak

What would success look like and how would you measure it?:

Basic Skills Project: PD for Digital Citizenship
 ~100% of faculty will receive resources (PPT) and opportunity to

Reporting Year: 2018-19
% Completed: 75
 We have not received an Instructional Support Assistant.

In May 2019, 100% of faculty had the opportunity to attend a workshop on Digital Safety led by Laura Jacob and Rita Van Dyke-Kao.

- BASIC SKILLS RESULTS:
1. 97% of ESL learners have smartphones (587 survey participants)
 2. 74% of ESL students use the internet for email, 61% to connect with social media, 58% for entertainment, 51% to shop, and 49% to pay bills online.
 3. 69% is the average skill level of ESL instructors covering topics of internet safety, privacy, and security on a 100%
 4. 56% is the average skill level of ESL Instructors covering topics of a digital footprint, and online reputation.

- Use of Results:
1. Incorporate EL Civics Objective #47 Internet Safety to teach strategies and resources to use Internet Safety in 2019-20 program year effectively.
 2. Assessing Internet Safety includes oral and written tasks. Proctoring and grading require 2 hours per class.

For 2019-20, we also plan to incorporate a new EL Civics objective (#47) about teaching internet safety in order to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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	<p>attend training provided about digital safety. (August 2018 – June 2019)</p> <p>~An increase will be noted on the Teacher Skills Assessment Results under “topics of Internet safety, privacy, and security in my instruction” for skill level now from 58 (2016-2017) to at least 65 (2018-2019), which equals a 10% increase.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p> <p>Documentation Attached?: Yes</p> <p>On-Going Funding Requested (if applicable): 25000</p> <p>Related Documents: 18-19 ESL Learning Resource Technician EZ Calculator Projection.xlsx</p> <p>Request - Full Funding Requested - 36 chairs for lab 36-01</p> <p>Describe Plans & Activities Supported (Justification of Need): Replace broken chairs in lab 36-01</p> <p>Lead: Antonio Gallardo</p> <p>What would success look like and how would you measure it?: Receive 36 chairs for lab 36-1</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p>	<p>continue moving forward on this goal. EL Civics proctoring and grading requires 2 hours per class. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 100</p> <p>We received upgraded chairs from the row buildings that were placed in lab 36-1. (06/26/2019)</p>
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<p>STUDENT SUPPORT - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit</p>	<p>Request - Full Funding Requested - Additional part-time ESL Counselor for SEAP education plans and outreach activities</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 0</p> <p>In order to maintain SSSP requirements, we are in need of an additional part-time counselor in ESL. In 2018-19, we had</p>
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<p>population. Status: Active Goal Year(s): 2018-19</p>	<p>(50 weeks x 19 hours/week) Describe Plans & Activities Supported (Justification of Need): SEAP Education Plans In order to support academic and career pathways and facilitate interaction with ESL counselors, ESL will continue to collect education plans for 100% of incoming ESL students at all levels of the program.</p> <p>Outreach Activities Increase outreach and in-reach events in order to increase community awareness of our programs as well help current students build career pathways.</p> <p>AmLa Articulation Maintain and adjust AMLA Articulation based on changes stemming from AB705.</p> <p>Lead: Jody Fernando Michael Ngo Vanessa Garcia What would success look like and how would you measure it?: SEAP Education Plans ~100% of Levels 5, 6, and VESL students will do an educational plans. ~90 % of level 3 and 4 students will complete an educational plan. - 80% of Foundations, Pre-1, and 2 will do an educational plan.</p> <p>Outreach Activities ~Counselors will participate in 6</p>	<p>2 FT Counselors and 3 part-time counselors. For the upcoming academic year, we will only have 3 full time counselors. An additional part-time counselor would enable us to schedule counseling faculty to meet our goals for collecting educational plans, as well as for making student contact. While we met our goals for this academic year, the reduction in counseling coverage will make these goals challenging to meet for 2019-20.</p> <p>Counselor activity for 2018-19 with 5 counselors (4.5 equivalent FT counselors):</p> <p>EDUCATION PLANS Here are the % of incoming ESL/VESL students during Summer 2018-Spring 2019 that have received an ed plan...</p> <ul style="list-style-type: none"> • 96% of incoming L5, L6, VESL students have done an ed plan • 98% of incoming L3 and L4 students have done an ed plan • 94% of incoming Foundations, PL1, L1, L2 students have done an ed plan <p>OUTREACH/INREACH EVENTS Counselors participated in 5 off-campus and 7 on-campus outreach events including the AB540 Conference, Counselor Day 2019, Pomona Reads, The Pomona Christmas Parade, L. A County Employment and Education Resource Development Event, and the CCDA Regional Conference.</p> <p>Counselors also facilitated internal program events such as the Career Guidance Center Open House (Fall/Spring), the ESL Career Conference, and Classroom Workshops including Transitions to Credit, Resume Writing, Interview Skills, Goal Setting, and Pathways Presentations</p> <p>STUDENT SURVEYS To gain student feedback regarding our outreach tactics, we conducted focus groups with Arabic and Vietnamese</p>

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	<p>outreach/in-reach events annually.</p> <ul style="list-style-type: none"> -Counseling team will host Open House for CGC once per semester. -Counselors will offer 5 workshops to faculty which assist students in building academic and career pathways. -Counselors will represent ESL and SCE on campus committees in order to facilitate pathways and partnerships across the college. -VESL Open House will be hosted for students in Levels 4-6 twice annually in order to promote VESL Career Paths as a career and academic pathway for students. <p>AmLa Articulation</p> <ul style="list-style-type: none"> -VESL Leadership Team will have one AmLa liaison to communicate changes impacting ESL student academic pathways <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 47500</p> <p>Request - No Funding Requested - Describe Plans & Activities Supported (Justification of Need): Support basic skills development for students through the following tutoring programs:</p> <ol style="list-style-type: none"> 1. VESL Career Paths Tutoring 2. ESL Peer Mentoring 3. Give Me 20 & Tutoring Program 	<p>speakers. Seven students of each group representing all levels participated in focus groups. Students provided feedback on how to improve the program and how to increase the number of Arabic/Vietnamese speakers enrolling in ESL.</p> <p>We also conducted VESL focus groups. A total of 20 students from VESL 1 and VESL 2 (morning and evening) participated. Students met with the Director and VESL Coordinator to provide feedback about the program.</p> <p>A survey was conducted among advanced level students (~300 participants) to find out what kind of English for Special Courses students would be interested in taking in the future. ESU Accounting continues to be in demand, followed by ESU Real Estate and ESU Child Development as well as computer courses.</p> <p>AMLA ARTICULATION</p> <p>AMLA created mirrored version of AMLA 21S, 70, 80, and 90 courses. AMLA 21S and 90 have been approved by the College; AMLA 70 and 80 will go through the College’s curriculum approval process during the 2019-20 academic year. VESL Leadership Team will set eligibility criteria for VESL students who wish to take the mirrored AMLA courses. The VESL Program Coordinator will communicate the criteria to VESL students in Fall 2019. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 100</p> <p>Due to changes in Student Equity and SSSP funding,, we lost funding to cover an additional part-time counselor.</p> <p>1. VESL Career Paths Tutoring:</p> <p>The Vocational ESL (VESL) Career Paths Program will provide its students with tutoring in writing, speaking and career planning to promote persistence and program completion.</p>

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Lead: Jody Fernando
Katalin Gyurindak
Dana Miho

What would success look like and how would you measure it?: 1. BASIC SKILLS PROJECT: VESL Tutoring The Vocational ESL (VESL) Career Paths Program will provide its students with tutoring in writing, speaking and career planning to promote persistence and program completion. We expect 60% of VESL students who utilize VESL tutoring to achieve a minimum of one benchmarked goals (progress to VESL 2 or earn a VESL certificate). Overall, 20% of students who utilize the VESL Tutoring services will transfer to credit, career and technical education or short-term vocational programs within two terms. The course pass rates of the mentees (struggling students) will match or surpass the course pass rates of students who do not participate in the ESL peer mentoring program.

2. BASIC SKILLS PROJECT: ESL Peer Mentoring
The course pass rates of the mentees (struggling students) will match or surpass the course pass rates of students who do not participate in the ESL peer mentoring program.

3. BASIC SKILLS PROJECT: Give Me 20
Students who participated in the

A total of 47% of VESL students used tutoring services, compared to 53% who opted out. Most of the students who opted out were evening students due to tutoring hours which are only available before class, from 5:30 to 6:30 pm, and many students cannot make it at the time. However, our data shows that 79% of those students who used tutoring services moved on to other programs or continued into the second semester of VESL.

ESL Peer Mentoring:

The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Pre-Level 1 (100% vs. 92%), Level 1 (98% vs. 96%), Level 2 (100% vs. 91%), Level 3 (100% vs. 93%), and Level 4 (100% vs. 84%).

2. Give Me 20 & Tutoring Program:

Students who participated in the program (those who read three books and completed three book reports) had a 26% higher rate of passing their level class than their peers who did not participate in the program.

(05/30/2019)

Reporting Year: 2018-19
% Completed: 100

1. VESL Career Paths Tutoring:
A total of 47% of VESL students used tutoring services, compared to 53% who opted out. Most of the students who opted out were evening students due to tutoring hours which are only available before class, from 5:30 to 6:30 pm, and many students cannot make it at the time. However, our data shows that 79% of those students who used tutoring services moved on to other programs or continued into the second semester of VESL.

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program (those who read three books and completed three book reports) had a 26% higher rate of passing their level class than their peers who did not participate in the program. Course success rates will be measured at the end of each term. Students who participate in the Give Me 20 Reading and Tutoring Program will have 25% higher pass rate compared with their classmates' overall pass rates. Course success rates will be measured at the end of Fall 2018 and end of Spring 2019.

2. ESL Peer Mentoring:
The underperforming students benefit from the program. ESL should continue to offer it during the 2019-20 academic year to provide struggling ESL students with supplemental academic support.
3. Give Me 20 Program:
The results indicate that the program improves the course pass rates of our students. ESL should continue to offer it during the 2019-20 academic year. (05/30/2019)

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium

<p>COMMUNICATION - Increase effectiveness and consistency of communication among stakeholders. Status: Active Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Additional PT ESL Counselor to support off-site courses Describe Plans & Activities Supported (Justification of Need): Build partnerships with external organizations to offer and support community based classes. Lead: Jody Fernando What would success look like and how would you measure it?: ESL will open one new course in an off-site location per semester. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High On-Going Funding Requested (if</p>	<p>Reporting Year: 2018-19 % Completed: 0 Additional adjunct counseling faculty helped support off-campus orientations and community based classes this year. We are requesting to continue additional part-time counseling faculty in order to support orientation and outreach for our community based sites in Diamond Bar, Pomona, and City of Industry. (06/26/2019)</p> <hr/> <p>Reporting Year: 2018-19 % Completed: 100 ESL opened two new off-site courses in the community this year. We began o ESU course in partnership with Williams Sonoma at their manufacturing plant in Fall 2018, and a Level course in partnership with Pomona USD at Washington Elementary School in Spring 2019. We will continue to offer the ESU course at Williams Sonoma and the Level course at Washington Elementary. We will</p>
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Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

applicable): 75000

examine the possibility of offering a second level course at Washington if the demand increases. (05/30/2019)