

## **ESL Replacement Hiring Request Spring 2014**

### **Responses to Questions to be Asked/Answered for Hiring Replacement of One ESL Position to replace Linda Haley and Jacque Phillips.**

#### **1) Does the loss of a faculty member bring that department to having NO full-time faculty?**

*No. There are currently 5 full-time ESL faculty members, three of whom are teaching in other departments in addition to ESL. Professor Aguirre teaches in the Spanish Department, and Professors Rana and Gross teach in the English Department. Furthermore, one ESL faculty member is the Basic Skills Coordinator and CIETL Coordinator in addition to teaching in the English Department; as a result, she teaches only one ESL class. Another ESL faculty member coordinates the ESL Department and teaches only one ESL class. Of the 5 full-time ESL faculty, only one faculty member teaches a full load of ESL classes.*

#### **2) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?**

- AB 1725

*The current ratio of full-time faculty to part-time faculty is 25% to 75%, the inverse of AB1725, which states that full-time to part-time faculty ratios should be 75% to 25%.*

- SB 1440

*In response to the Student Success Initiative (SB 1440), this position would address the need to integrate language support in the Learning Center through the Word Jam and assigned lab hours similar to the Student Success Center at Chaffey College, a statewide model for student success.*

- AB 86

*The ESL Department's connection to the local adult school is one model of creating and maintaining a pathway from adult school to community college and increasing enrollment. Additionally, the ESL Department is actively involved in creating a pathway to CTE programs on campus, which addresses another aspect of AB 86 (Educational Master Plan Objective 2.4).*

#### **3) Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?**

- *ESL Awards and Certificate Pathways*

*ESL course offerings are integral to moving a large portion of our student body and community population to CTE pathways and transfer pathways. The ESL Department created two department awards, English for the Workforce and Academic Command of English, and a college certificate, Preparation for Academic Scholarship and Success, to mark clearly these important CTE and transfer pathways and to highlight important momentum points for our students.*

- *ESL and CBOT Pathway*

*In addition, the ESL Department has close connections with other departments on campus to facilitate students career preparation: ESL and CBOT courses offered at 3 off-campus locations in addition to collaborations on campus.*

- *ESL and Math Pathway*

*ESL and Math Focused Inquiry work and collaborations on scheduling Math presentations, Math Placement testing, and Math classes. We have a soft-linked learning community with ESL 924 and Math 110. We strongly encourage ESL students to take Math Jam.*

- *ESL and ECE Pathway*

*ESL and ECE have learning communities hard linked with four different courses.*

- *ESL and Library Pathway*

*ESL 400 and Library 100 learning communities; are hard linked.*

- *ESL and Human Services*

*ESL and Human Services will have a hard-linked learning community in Fall 2014.*

#### **4) Does the request support the goals of the college strategic plan located in the Educational Master Plan?**

- *Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.*
- *Completion Objective 2.2: Improve connections with potential students by providing increased information about assessment testing.*
- *Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough*

*understanding of college requirements and financial aid.*

- *Completion Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.*
- *Completion Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.*
- *Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document.*
- *Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.*
- *Community Connections Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.*
- *Global and Sustainable Objective 4.1: Create sustainability and social justice interest groups to focus on issues and increase awareness on campus.*
- *Global and Sustainable Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.*

**5) Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?**

- [ALLIES](#)

*In the area of offerings/services in the department, two faculty members in the ESL Department are original members of the [ALLIES](#) Steering Committee and over the past three years have worked closely with community partners in Adult Education and community-based organizations to create pathways for adult English language learners to join a well-educated workforce in San Mateo and Santa Clara counties.*

- *Acceleration*

*In Spring 2010 the ESL Department, based on College data and the best practices in the Basic Skills Initiative, revised all the ESL core curriculum to encourage ESL students to broaden and strengthen their computer and math skills while continuing ESL classes.*

- *Technology Standards*

*Related to technology standards, the ESL Department has been an early adopter of e-portfolios, has used e-portfolios for the past several semester to assess ESL PLOs, and with the help of a small grant, has introduced the creation of e-portfolios in the lowest levels of ESL courses to ensure that ESL students are well-prepared to demonstrate College ILOs with their e-portfolios*

*in the future.*

- Industry Connection

*In terms of connections with local industry needs, the ESL Department has contributed to the work on applications for a numbers of grants, specifically one ESL faculty member has been trained to teach the Roots of Success curriculum which will prepare students for careers in many areas of Environmental Science. Through work with ALLIES and Silicon Valley ALLIES, the ESL Department has connections to Career Ladders, local employers and unions.*

#### **6) Do the data indicate a demonstrated program/service need?**

*There are currently 13 sections of 4 different ESL courses offered at off-site locations from east Redwood City and Menlo Park to Half Moon Bay. At a new East Palo Alto site, we offer an ESL course. To strengthen our off-campus efforts, we need one full-time faculty member.*

*On campus, the Basic Skills Committee, in collaboration with ESL and English Department, has identified the need to support language skills in the Learning Center by strengthening the Word Jam offerings and providing language support in the evenings.*

*The ESL Annual Program Plan data shows that there were 857 unduplicated students enrolled in ESL classes in Spring 2013, and the average enrollment of 31 students per section was 10% above the average College enrollment.*

*The data also shows that success and retention rates improved over the past few years and are within the range of the College rates.*

#### **7) Is this request in your Annual Plan?**

*This request was not in the ESL Department Annual Program Plan because, although Professor Phillips retired in December 2012, Professor Haley only announced her separation in May 2013, two months after our ESL Annual Program Plan for 2012-2013 was completed.*