1. Assessment Plan - Three Column

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

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
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, 2019-20, 2020-21	**Request - Full Funding Requested -** Full-time ESL Faculty ***Describe Plans & Activities Supported (Justification of Need):** 2019 - 2020 The FT ESL faculty position was both ranked highly and approved in the prioritization requests by both AS and PC. While hiring is currently frozen due to COVID-19, the position is still highly needed to provide faculty leadership and support in the ESL program. It is our hope that this position will resume hiring as soon as possible. 2018 - 2019 Full-time ESL faculty who will participate in advocacy events to represent ESL. 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	**Reporting Year:** 2018-19 **% Completed:** 0 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. 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

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	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 advocacy. ***Lead:** Jody Fernando, Dana Miho **What would success look like and how would you measure it?:** A full-time ESL faculty will be hired once hiring resumes. This hiring will result in an increase of retention rates by 10% among online and face to face classes, two additional IET college and career pathways will be developed, **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Urgent **On-Going Funding Requested (if applicable):** 75000 **Total Funding Requested:** 75000 **Request - Partial Funding Requested -** Collaboration materials & resources to promote career partnerships and opportunities ***Describe Plans & Activities Supported (Justification of Need):** ESL will develop partnerships on and	load and ability to develop IET courses as mandated by 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)

	off campus that will benefit students and increase awareness of our program on campus and career opportunities in the community. We will also partner with the US Census Bureau to create awareness and understanding about the Census.	
	*Lead: Michael Ngo, Vanessa Garcia, Maribel Gonzalez **What would success look like and how would you measure it?:** The ESL Counseling team hosted a virtual ESL Career Conference and Resource Fair in Spring 2020 to highlight resources and programs available on campus that increase student understanding of career and college pathways. Additionally, beginning level ESL students demonstrated a 65% pass rate on the EL Civics projects about the US Census. Mt. SAC ESL also collaborated with the Pomona AJCC to connect 25 students to employment opportunities. In conjunction with the US Census Bureau, we offered 2 workshops giving information about the US Census. **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** High **One-Time Funding Requested (if**	

applicable): 1000
Total Funding Requested: 1000

DATA - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21

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.

ESL has hired an hourly employee to support evening and weekend technology support since 2016 and is requesting to make this position permanent. A permanent employee is needed in order to have facilities keys, drive cart and have IT access when other employees are not available due to shift time.
*Lead: Jody Fernando
What would success look like and how would you measure it?: Receive a district funded computer facilities assistant to support ESL labs, CASAS testing support, and technology.
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

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)

On-Going Funding Requested (if applicable): 30000
Total Funding Requested: 30000
Related Documents:
18-19 Computer Facilities Asst EZ Calculator Projection.xlsx
Request - Full Funding Requested - Updated lobby furniture for registration
*Describe Plans & Activities Supported (Justification of Need): 6 tables and 18 chairs for student use during registration and studying. Writing ledge installed in south hallway of 66 for students to complete registration forms.
*Lead: Jody Fernando, Chong Hee Min
What would success look like and how would you measure it?: 1) Student use of the student-friendly registration area that encourages them to complete necessary registration or other official paperwork on site.
2) Increase student access to ESL program by 5% as a result of helping multiple students at one time rather than one at a time.
3) Increase accuracy of applications by 30% by having bilingual registration staff help groups of students to complete noncredit application form in English.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: Medium

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	One-Time Funding Requested (if applicable): 20000 **Total Funding Requested:** 20000 **Request - Full Funding Requested -** Updated office space ***Describe Plans & Activities Supported (Justification of Need):** Main office and registration area in Building 66 needs updated carpet, paint, and office furniture. ***Lead:** Jody Fernando **What would success look like and how would you measure it?:** Increase student access to ESL program by 5% by providing a safe and welcoming one-stop enrollment and on-boarding space, 2) refresh the dingy paint, stained carpet, and mismatching and dilapidated office furniture. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** Low **One-Time Funding Requested (if applicable):** 50000 **Total Funding Requested:** 50000	
TEACHING AND LEARNING - Expand and support innovation in teaching, learning, academic support, and management within SCE. **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21	**Request - Full Funding Requested -** Two Instructional Support Assistants (for ESL & VESL) ***Describe Plans & Activities Supported (Justification of Need):** 2019-20 Need for an additional Instructional Support Assistant remains the same in order to meet testing requirements for our WIOA federal grant. In recent years, we have	**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)

| | expanded WIOA assessments to summer and winter terms which has increase our need for trained proctors. Having a permanent employee would provide more consistency as we would not need to retrain new staff due to high turnover of a temporary position.

The VESL Program offers six sections of computer courses in the spring/fall and two sections in the winter/summer, and it serves an average of 450 students per academic year. Our students are English learners and many of them require more time and assistance when taking computer courses. In addition, many of them also need assistance to complete projects and homework, which can be done during open lab hours. Noncredit to Credit Guided Pathways for noncredit students requires higher levels of technology literacy in order for ESL and VESL students to transition into credit and noncredit certificate/degree programs; more focus is on use of tech skills for classroom assignments, tests, and project presentations. Students at varying levels need a classroom aide to help them with both language and computer skills. A VESL dedicated instructional aide would support their needs. In order to better support VESL student success, we need a dedicated VESL Instructional Support Specialist to enable us to better serve our students in the | 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 continue moving forward on this goal. EL Civics proctoring and grading requires 2 hours per class.
 (05/30/2019) |

classroom. By succeeding in their computer courses, VESL students have a better opportunity of completing the Program, transitioning into credit courses, or getting a job.

2018-19
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 Support Assistant 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?: 2019-20
ESL ISA
1) CASAS testing and EL Civics assessment would increase by 5% due to increase support from an Instructional Support Assistant.
2) The requested position would be made permanent by July 1, 2020.
3) This position would be paid from

our WIOA grant and is currently filled by an hourly employee who earns approximately $14,700/year. A permanent ISA position would cost $18,150. We would need to use an additional $3450 from our WIOA funds to cover a permanent position.

VESL ISA
1) Increase student retention and successful course completion in VESL class by 10%
2) increase enrollment into credit/noncredit certificate or degree by 10%
3) increase course completion and success in subsequent term after VESL or Level 6 (i.e., credit courses) by 10% in comparison to previous term without this position.
4) The temporary position that currently meets the need for VESL Instructional Support would be made permanent by July 1, 2020.
5) This position would be paid from our WIOA grant and is currently filled by an hourly employee who earns approximately $14,000/year. A permanent ISA position would cost $18,150. We would need to use an additional $4,150 from our WIOA funds to cover a permanent position.

2018-19
Basic Skills Project: PD for Digital Citizenship
⁻100% of faculty will receive resources (PPT) and opportunity to attend training provided about digital safety. (August 2018 – June 2019)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	⁻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. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 8000 **Total Funding Requested:** 8000 **Related Documents:** 18-19 ESL Learning Resource Technician EZ Calculator Projection.xlsx **Request - Full Funding Requested -** Updated computer lab furniture ***Describe Plans & Activities Supported (Justification of Need):** Update computer lab furniture to accommodate more students in labs due to increasing class sizes. ***Lead:** Jody Fernando, Antonio Gallardo **What would success look like and how would you measure it?:** 1) Purchase new lab furniture for 3 labs in Bldg. 66 2) 10% more students than last year (2018-19) will have used the computer lab. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** Low	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Total Funding Requested: 250000	

STUDENT SUPPORT - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21

Request - Full Funding Requested - Additional part-time ESL Counselor for SEAP education plans, orientation, and outreach activities for onsite and off-site classes in high-need and under-served areas of service.
(50 weeks x 19 hours/week)
*Describe Plans & Activities Supported (Justification of Need):
2019-20, 2018-19
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.

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.

AmLa Articulation
Maintain and adjust AMLA Articulation based on changes stemming from AB705.
*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

Reporting Year: 2018-19
% Completed: 0
In order to maintain SSSP requirements, we are in need of an additional part-time counselor in ESL. In 2018-19, we had 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.

Counselor activity for 2018-19 with 5 counselors (4.5 equivalent FT counselors):

EDUCATION PLANS
Here are the % of incoming ESL/VESL students during Summer 2018-Spring 2019 that have received an ed plan...

• 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

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.

Counselors also facilitated internal program events such as the Career Guidance Center Open House (Fall/Spring), the ESL Career Conference, and Classroom Workshops including

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	complete an educational plan. - 80% of Foundations, Pre-1, and 2 will do an educational plan. Outreach Activities ⁻Counselors will participate in 6 outreach/in-reach events annually. ⁻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. AmLa Articulation ⁻VESL Leadership Team will have one AmLa liaison to communicate changes impacting ESL student academic pathways **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Urgent **On-Going Funding Requested (if applicable):** 47500 **Total Funding Requested:** 47500 **Request - Full Funding Requested -** Student Services Program Specialist I for Career Guidance Center (CGC) ***Describe Plans & Activities Supported (Justification of Need):**	Transitions to Credit, Resume Writing, Interview Skills, Goal Setting, and Pathways Presentations STUDENT SURVEYS To gain student feedback regarding our outreach tactics, we conducted focus groups with Arabic and Vietnamese 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. 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. 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. AMLA ARTICULATION 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)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	The CGC needs a part-time staff support position to provide assistance to students using technology and utilizing CGC resources. ***Lead:** Jody Fernando **What would success look like and how would you measure it?:** 1) A part-time student support specialist would be hired by January 2021. 2) 1000 students would have participated in training sessions provided by the part-time staff. 3) Student active participation and utilization of CGC will increase by 30% in comparison to prior year without staff support. 4) increase development of noncredit Student Education Plans by 10% as a result of accessibility of support in CGC. Due to COVID 19, this position would not need to be filled until on campus classes resume. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Low **One-Time Funding Requested (if applicable):** 11800 **Total Funding Requested:** 11800 **Request - Full Funding Requested -** Intervention specialist (19 hours/week for 50 weeks) ***Describe Plans & Activities Supported (Justification of Need):** Increase communication to students who have dropped class from intervention specialist faculty and	

staff via email, phone calls, and apps. The intervention specialist will help these students resolve barriers they face to attend class. Provide equitable opportunities for the high-risk students with limited or no resources to connect with available support services.

*Lead: Katalin Gyurindak, Jessica Inthavong
What would success look like and how would you measure it?: 20% of students who have dropped out and been contacted by the intervention specialist returned to classes. Intervention specialist will continuously decrease dropout rate for high-risk and under-prepared segment of the ESL population.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 57000
Total Funding Requested: 57000
Request - Full Funding Requested - Registration Specialist (47.5%)
*Describe Plans & Activities Supported (Justification of Need): A permanent registration specialist (replacement unfilled due to COVID 19) is needed to support student enrollment needs, input data that meet SSSP, CAEP and WIOA requirements, and track program attendance with accuracy.
*Lead: Jody Fernando

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Chong Hee Min **What would success look like and how would you measure it?:** Student enrollment increased by 3%. SSSP. CAEP and WIOA data was collected from 100% of ESL students **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **On-Going Funding Requested (if applicable):** 30000 **Total Funding Requested:** 30000	
COMMUNICATION - Increase effectiveness and consistency of communication among stakeholders. **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21		