College of the Redwoods
Action Plan Submission Form

1. Action Plan Title:

   English for Speakers of Other Languages (ESOL) Program Design

2. Unit Submitting Action Plan:

   Keith Snow-Flamer  476-4196  keith-flamer@redwoods.edu
   Justine Shaw       476-4322  justine-shaw@redwoods.edu
   Tobias Green       962-2682  toby-green@redwoods.edu
   Janne Gibbs        476-4284  janne-gibbs@redwoods.edu

3. Contact Person(s)/Action Plan Leader(s):

   Keith Snow-Flamer  476-4196  keith-flamer@redwoods.edu
   Justine Shaw       476-4322  justine-shaw@redwoods.edu
   Tobias Green       962-2682  toby-green@redwoods.edu
   Janne Gibbs        476-4284  janne-gibbs@redwoods.edu

4. Date of Initial Proposal:

   March 7, 2008

5. Action Plan Description (100 words or fewer):

   This Plan will fund a professional consultant with experience in designing and implementing
   ESOL programs at the community college level to:
   - evaluate the ESOL needs of the entire College of the Redwoods district
   - design an ESOL program (or several alternative programs) to include all campuses, and
     both a credit program to serve CR students and a non-credit program to serve the
     wider community
   - to identify sources of funding both within and outside CR
   - to create a schedule of phased implementation linked to realistic budgeting, reflecting
     both community and institutional needs, based on the recommendations of the
     consultant

6. Action Plan Link to Program Review (discuss how the Action Plan is linked to program
   review goals, objectives and/or Quality Improvement Plans of programs impacted by this
   plan):

   This Action Plan is to perform the preliminary work to create a new program. Once
   implemented, it will affect virtually every program and department of the institution as it
   increases student learning success and improves conditions for a major sector of the
broader community. The courses most related to this Action Plan are ENGL-353 and ENGL-153. The first is a skill development course offered at the Eureka campus only in each fall semester since 2005. The second is a pre-collegiate course offered each spring semester since 2006. Until the program proposal is created, it is impossible to say how these courses will be affected; the consultant will confer with the instructor and the department in the process of program design.

The English Annual Program Review, 2007 says:

"Addressing both ESL and Basic Skills in reading and writing, the Basic Skills Initiative (BSI) commits our college to a district-wide dialogue of assessment of current practices and the development of an action plan for addressing all underprepared students by May 1, 2008. The English program, therefore, anticipates that both the BSI's assessment and plan will draw heavily on English faculty, who, in concert with counseling/advising staff, administration, and colleagues in all disciplines, must develop long-term goals (5 years) for ESL/Basic Skills success. With the state's appropriation of initial funding for this initiative, the governor's recent signing of augmentation of funding, and our own district's signed commitment through acceptance of $100,000 just this year, the English program additionally anticipates that the Spring 2008 semester will require focused, intense English faculty participation in 'program and curriculum planning and development, student assessment, advisement...articulation...[and other activities] related to the enhancement of ESL/Basic Skills instruction and related student services support.'...

In addition to improved Student Services support for transfer students, the English department should be working with Student Services to actively promote the two ESL courses we offer, both through outreach within our growing Latino community and through more directive advising for ESL students, many of whom enroll in ENGL 350 and 150 instead of 353 and 153 where they would receive more specialized instruction to help them succeed. There appears to be a disconnect between the changing demographic of the CR District areas and the very small enrollment in our ESL courses, which at this time are offered only on the Eureka campus."

7. CR Strategic Goal(s) and 2008-09 Objective(s) specific to the Action Plan:

Goal 1.2 – Improve basic skills in Math and English as a foundation for student success

Students whose first language is other than English, and who have not experienced adequate preparation in English, are at a serious disadvantage in the vast majority of classes offered at CR. A fully developed ESOL program will increase the persistence and success of these students, as well as attracting new students from underserved communities who are seeking these services.

Goal 4.3 – Increase community relations with those for whom English is a second language
These communities are underserved throughout CR’s district. A fully developed ESOL program will provide them with vital and badly needed services to help these communities.

Goal 5.1 – Improve curriculum offerings in English as a Second Language (ESL)

CR currently offers only two ESL courses, one each semester taught only on the Eureka campus. Our ultimate goal is to expand the number of courses to serve our students fully, and to develop courses to serve the community beyond our institution. Teaching English to speakers of other languages requires a skill set and a pedagogical approach distinct from remedial English, and expansion of these courses into a complete program requires expert design.

8. Key Performance Indicators specific to the Action Plan:
   Enrollment; Completion rate; Retention; Persistence; Student satisfaction

Many students whose first language is not English face challenges in multiple classes. A solid ESOL program will attract students in need of these services (or, as is the experience in Mendocino, of meeting community skepticism about CR as an appropriate place for these students), help them to succeed in college-level courses, continue their education to completion, and gain skills and self-esteem.

Community satisfaction
The communities in need of ESOL services across the district will perceive CR as an institution which is supportive of their needs.

9. ACCJC/WASC Accreditation Standard(s) specific to the Action Plan

   Standard IB. Improving Institutional Effectiveness

   The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

   Standard IIA. Instructional Programs

   The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student
The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**Standard IIB. Student Support Services**

The institution *recruits and admits diverse students who are able to benefit from its programs*, consistent with its mission. Student support services *address the identified needs of students and enhance a supportive learning environment*. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

10. Data supporting the intent of the Action Plan (include enrollment data, committee minutes, etc):

The Hispanic population is the fastest growing population in Humboldt, Mendocino and Del Norte counties. Recent annual increases in the Hispanic population have been at 13% for Humboldt County alone. The *Student Equity Plan 2005* indicates the need for the relative matching of growth in enrollment for Hispanic students to the relative growth of respective county populations. While Humboldt County projects a 2% increase in the Latino population by 2010, Mendocino County reports an astonishing 22% increase in the Latino population.

### Latino Population of Del Norte County

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del Norte County Total Population</td>
<td>27680</td>
<td>30983</td>
<td>36077</td>
<td>42470</td>
<td>49029</td>
<td>56218</td>
</tr>
<tr>
<td>Del Norte County Latino Population</td>
<td>3847</td>
<td>5099</td>
<td>6862</td>
<td>8809</td>
<td>11075</td>
<td>13594</td>
</tr>
<tr>
<td>Del Norte County % Latino</td>
<td>14%</td>
<td>16%</td>
<td>19%</td>
<td>21%</td>
<td>23%</td>
<td>24%</td>
</tr>
</tbody>
</table>

### Latino Population of Humboldt County

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt County Total Population</td>
<td>127173</td>
<td>133136</td>
<td>139518</td>
<td>142412</td>
<td>141213</td>
<td>139692</td>
</tr>
<tr>
<td>Humboldt County Latino Population</td>
<td>8515</td>
<td>11808</td>
<td>15348</td>
<td>19018</td>
<td>22938</td>
<td>26975</td>
</tr>
<tr>
<td>Humboldt County % Latino</td>
<td>7%</td>
<td>9%</td>
<td>11%</td>
<td>13%</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### Latino Population of Mendocino County

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendocino County Total Population</td>
<td>86852</td>
<td>94300</td>
<td>100664</td>
<td>106092</td>
<td>111407</td>
<td>118621</td>
</tr>
<tr>
<td>Mendocino County Latino Population</td>
<td>14450</td>
<td>20601</td>
<td>27052</td>
<td>34430</td>
<td>42998</td>
<td>52520</td>
</tr>
<tr>
<td>Mendocino County % Latino</td>
<td>16%</td>
<td>22%</td>
<td>27%</td>
<td>32%</td>
<td>39%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Ref: [http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/P1/documents/P-1_Tables.xls](http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/P1/documents/P-1_Tables.xls)

### Latino Enrollment in Fort Bragg Unified School District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollment</td>
<td>1879</td>
<td>1739</td>
<td>1845</td>
<td>1873</td>
</tr>
</tbody>
</table>
Hispanic/Latino enrollment | 592 | 558 | 631 | 657
Percentage Hispanic/Latino Students | 32% | 32% | 34% | 35%
Ref.: Fort Bragg USD Superintendent of Schools

For more complete information, refer to the Multicultural and Diversity Committee (MDC) Report to the Academic Senate submitted in May 2007.

**Number of Hispanic Students in CR on Fall Census Day**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino enrollment</td>
<td>500</td>
<td>434</td>
<td>456</td>
<td>446</td>
<td>430</td>
<td>466</td>
</tr>
</tbody>
</table>
Ref.: CR Institutional Research Department

**Documents**

*Basic Skills as a Foundation for Student Success in California Community Colleges, 2nd edition* (Sacramento: Center for Student Success of the Research & Planning Group of California Community Colleges System Office, July 2007)

*College of the Redwoods Student Equity Plan 2005*


*California Education Code*, Section 300, Sections 400-410

11. Intended Action Plan Outcomes (include baseline data where applicable):

Design of a realistic, phased, district-wide ESOL program, implementation of which will begin as soon as possible.

[The CR leader of the process] will meet with the consultant and develop a scope of work and a list of required deliverables. This will include, but is not limited to, an ESOL program which is comprehensive and system-wide, and includes both a for-credit program for CR students and a non-credit program for the wider community. It will include a list of possible funding sources, and a realistic, phased implementation program (including a pilot program) which is realistic in terms of CR’s financial situation. It may include alternative strategies and implementation schedules. After the work is completed, [the CR leader of the process] will meet with the consultant for a process conversation about developing institutional buy-in and implementing the program.

12. Action Plan Activities and Proposed Timeline:

- Identify and hire an ESOL consultant – Spring 2008
- Consultant to research CR and design program – Spring-Summer 2008
- Introduce Consultant’s design(s) to CR stakeholders, Fall 2008
13. Is the Action Plan an inter-unit project? If yes, describe.

N/A

13.A. Contact information of involved manager(s) (name, title, email, phone)

14. Identify any additional organizational areas that may be affected or involved in this Action Plan:

- Facilities/Maintenance
- ITS/TSS
- Library
- Marketing
- Other: ________________________
- Disabled Students Programs/Services
- Student Services (List Specific Department(s)): ________________________

15. Identify the impact on resources and anticipated costs of the Action Plan.

<table>
<thead>
<tr>
<th>Budget Items</th>
<th>Estimated Dollar Amount</th>
<th>Justification/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies (expendable, consumable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (non-expendable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology (ITS/TSS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources (students, staff, faculty)</td>
<td>$10,000.00</td>
<td>Hiring consultant for ESOL design development</td>
</tr>
<tr>
<td>Facilities/Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expected Cost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Manager Review: ________________________ Date: ____________

(name and title)
### Impacted Area Review (for all units/departments listed in items 12 and 13):

<table>
<thead>
<tr>
<th>Unit/Department Name</th>
<th>Manager (name, title, signature)</th>
<th>Review Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Office Use Only**

- Date submitted to CPC Support Team:
- Action Plan Number Assigned:
- CPC Support Team Action:
- Date submitted to CPC:
- CPC Action:
- Date:

**Revision:** January 31, 2008