

Program Viability Committee

Permanent Programs
Garrett Rieck, Program Viability Committee Chair

I. Programs Approved for Permanent Status

1. Year 3 Pilot Status Report: Cooperative Work Experience (CWE) – Nicole Faudree (approved for permanent status at 10/7/21 PV meeting) **(pg. 2-4)**
2. Year 3 Pilot Status Report: Human Resources Academy (Noncredit) – Christina Chung (approved for permanent status at 10/7/21 PV meeting) **(pg. 5-8)**
3. Year 3 Pilot Status Report: Career Skills Program (Noncredit) – Garrett Rieck (approved for permanent status at 10/7/21 PV meeting) **(pg. 9-11)**

II. Programs Approved for Program Modification

1. Program Modification – Noncredit ESL – Heather Maclean (approved for program modification at 10/21/21 PV meeting) **(pg. 12-30)**

Year Three Status Report Template

Name of Pilot Program: Cooperative Work Experience Department

Name of Persons Submitting this Proposal: Nicole Faudree

Date of Proposal Submission: October 18, 2018 original date to PV committee; October 9, 2019

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Department splitting from student services, creating an academic department, but coordinate closely (almost daily) with Student Services Classified staff.

Program Description:

Please provide a short overview of the program, its purpose, and goals:

CWE department offers internships to students in a variety of majors to earn college credit and to apply the knowledge and skills learned in the classroom in a real-world working environment. In the past the Academic and Student Services CWE were merged which created issues for the 10+1 duties for an academic program.

Status Update

1. Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)

The success is not easily identifiable because the department did exist in the past, but was merged with the student services side of CWE. However, program review was completed, a complete update of the curriculum including a renumbering of the CWE to delineate the paid (CWE 188) v. unpaid (CWE 186) versions. Recent growth despite the pandemic is a success. See #3 below.

2. Describe the challenges for the program in its third year.

Challenges this year will be similar to many departments on campus: increasing enrollment.

Last year's challenges still exist and came from technical issues with eLumen necessitating separate courses divided by curricular area. In the past two CWE courses covered ALL internships whether paid or unpaid. eLumen requires each course to have

unique curriculum per section or data cannot be reported for SLOs. In addition, the college split each course into various sections depending upon if 1 unit or 2 and if paid or unpaid. Thus, it is possible to have students in one class spread across multiple sections. This is only an issue in reporting grades and SLO results in eLumen.

3. How has the program grown over the last three years?

Prior to spring 2021, the program was static and a bit sluggish similar to other courses as impacted by the pandemic. However, CWE did see significant improvement in Spring 2021 from Fall 2020 enrollment.

Increase in enrollment from fall 2020 to spring 2021:

- Fall 2020 CWE enrollment: 54 students enrolled (over two sessions)
- Spring 2021 CWE enrollment: 114 students enrolled (over three sessions)

There are two internship programs that started this semester/year:

- Department of Defense CADENCE Grant (California Defense Ecosystems & National Consortia Effort)
 - Status: COC Faculty coach in process of recruiting employer & students and will act as mentor for students
 - There will be three paid internships tentatively slated to start spring 2022
 - Business: Gary Quire
 - Welding: Tim Baber
 - Advanced Manufacturing: Greg Poteat
- Intersect Lab
 - Intersect GMD
 - Began in late spring 2021 and continued into summer and fall 2021
 - GMD Faculty mentor: Vitaliy Gnezdilov
 - Status: currently working on building the company branding materials and website
 - Other Intersect Lab: MEA – has not launched as of session 1 Fall 2021
- PLACE Project Interns – Mellon Grant Project (Partnerships for Listening and Action by Communities and Educators)
 - Working with Patty Robinson and internships for the PLACE Grant for the fall 2021 term
 - MEA focused interns working on PLACE projects: two Animation Video interns, two Podcast Editing interns, one Promotional Video intern
 - One PLACE Advocate Lead Intern
 - PLACE Advocate Interns – number TBD

4. Are any additional resources needed from the college to improve the program?

None because CWE is an existing program. The advisory boards discussing work and opportunities in general, nothing specific to the development or splitting of the CWE department.

5. FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?

CWE appears in a variety of programs with Advisory Boards. This process to split the department has little impact on the individual departments with internships (CWE) courses in their programs. Luckily Advisory Boards for the CE departments are all in support of internships in general and the positive impact internships have for students.

Please attach appendices of supporting data and information here: NA

Year Two Status Report Template

Name of Pilot Program: Human Resources Academy (short-term, noncredit vocational)

Name of Persons Submitting this Proposal: Christina Chung

Date of Proposal Submission: 10/15/18

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

The Human Resources Academy program will be a noncredit program with an initial offering of three noncredit Certificates of Completion in the areas of Human Resources, specifically:

- Gateway Human Resources Assistant certificate;
- Supervisor's Roadmap certificate; and
- Human Resources Professionals certificate.

Program Description:

Please provide a short overview of the program, its purpose, and goals:

The Human Resources Academy program consists of three CDCP certificates of completion and seven courses designed to serve three unique populations of participants:

- **Gateway Human Resources Assistant certificate-** Prepares participants with the knowledge and skills to attain an entry-level position in human resources (NC.BUS 1A - Foundations of Human Resources Management + NC.BUS 1B - Employment Law Fundamentals + NC.BUS 1C - Human Resources Management Support Activities);
- **Supervisor's Roadmap certificate-** Equips participants wanting to step into a supervisor role or current managers desiring to upgrade their knowledge and skills to be more effective and ready for the next level leadership role (NC.BUS 2A - Supervisor's Role in Workplace Compliance + NC.BUS 2B - People Management); and
- **Human Resources Professionals certificate-** Assists current human resources professionals interested in moving into higher-level strategic human resources roles (NC.BUS 3A - Legal Review and Update for Human Resources Management Professionals + NC.BUS 3B - Strategic Human Resources Management).

Employment in the human resources field (and in management) often requires a diverse skill set, encompassing knowledge of relevant employment laws, ability to perform a wide range of human resources activities and functions, and people and talent management. The Human Resources Academy program will enable students to attain essential skills to be more

competitive in the job market. The recognition of a need for a Human Resources Academy program is the result of research of labor market data, along with vital feedback from the Business Advisory committee and local business leaders within the Santa Clarita Valley.

Status Update

6. Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)

The program and courses were approved at the local level and the State level enabling us to offer the courses beginning in late Fall 2019. Here are the list of courses we have offered so far since Fall 2019 and student headcount for each semester:

Fall 2019 (82 students)

- NC.BUS-1A (16 hrs) – 1 section
- NC.BUS-1B (16 hrs) – 1 section
- NC.BUS-1C (16 hrs) – 1 section

Winter 2020 (11 students)

- NC.BUS-2A (16 hrs) – 1 section

Spring 2020 (66 students)

- NC.BUS-2B (24 hrs) – 1 section
- NC.BUS-3A (16 hrs) – 1 section
- NC.BUS-3B (24 hrs) – 1 section

Summer 2020 (159 students)

- NC.BUS-1A (16 hrs) – 2 sections
- NC.BUS-1B (16 hrs) – 2 sections
- NC.BUS-1C (16 hrs) – 1 section

Fall 2020 (226 students)

- NC.BUS-1C (16 hrs) – 1 section
- NC.BUS-2A (16 hrs) – 2 sections
- NC.BUS-2B (24 hrs) – 2 sections
- NC.BUS-3A (16 hrs) – 2 sections
- NC.BUS-3B (24 hrs) – 2 sections

Winter 2021 (77 students)

- NC.BUS-1A (16 hrs) – 2 sections
- NC.BUS-1B (16 hrs) – 1 section

Spring 2021 (197 students)

- NC.BUS-1B (16 hrs) – 1 section
- NC.BUS-1C (16 hrs) – 2 sections
- NC.BUS-2A (16 hrs) – 2 sections
- NC.BUS-2B (24 hrs) – 2 sections
- NC.BUS-3A (16 hrs) – 1 section
- NC.BUS-3B (24 hrs) – 1 section

Summer 2021 (152 students)

- NC.BUS-1A (16 hrs) – 1 section
- NC.BUS-1B (16 hrs) – 1 section
- NC.BUS-1C (16 hrs) – 1 section
- NC.BUS-3A (16 hrs) – 1 section
- NC.BUS-3B (24 hrs) – 1 section

As you can see, the number of sections and headcount have increased since the first semester, even during winter and summer. The HR Academy consistently has waitlists for many of the courses each semester. We have also hired three additional adjuncts to teach courses in this program.

Our three certificate programs appeal to people at different stages in their career. The program has also been met with positive responses from students. Students complete a survey in Canvas once they complete each course. The responses indicate that they learned a lot about human resources and they have a better understanding of employment laws and the functions of HR. Many go on to complete all three certificates.

7. Describe the challenges for the program in its third year.

The challenge this year has been to determine what courses to offer during various points of each semester. We have seven courses and three certificates so there is a sequential order that needs to be considered as many would like to take all courses. Yet, some students pursue one specific certificate and only want to take the corresponding courses needed. Another ongoing challenge is the need to continually do outreach about the program to the local business community. This will ensure that we continue to create a pipeline of potential students for the program. In addition, with the hiring of additional faculty to teach in the program, it is important to stay consistent

with the content for these courses to ensure all students are provided the same learning experience. Lastly, course content needs to be updated continually as employment law changes every year. There have been even more changes during the past year and a half due to the pandemic.

8. How has the program grown over the last three years?

The data regarding number of sections offered each semester and the growth was provided in my response to question number one. The increased demand resulted in the hiring of additional faculty to teach the courses. Also, while I don't have specific numbers, I have seen a number of students in my Noncredit HR courses transition over to the credit side to pursue their Associate's degree in Human Resources as a result of taking the Noncredit courses. I also see many students from my credit courses take the Noncredit HR courses to learn additional skills. It has been mutually beneficial.

9. Are any additional resources needed from the college to improve the program?

It would be great if the college continues to advertise and market the NC HR Academy program to the community to assist in outreach. Also, in order to stay on top of all the employment law changes, instructors need to be able to attend webinars related to human resources. It would be great to have funding to ensure faculty stay on top of these changes to share with students.

10. FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?

We provide an update regarding the NC HR Academy program every semester to our Business Advisory Committee. They have been very supportive and excited for this program as they see the need for it in the business community.

Please attach appendices of supporting data and information here:

Year Three Status Report Template

Name of Pilot Program: Career Skills Program

Name of Persons Submitting this Proposal: Garrett Rieck

Date of Proposal Submission: 9/13/2016

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Noncredit Certificates of Completion

Program Description:

Please provide a short overview of the program, its purpose, and goals:

Attaining and retaining employment often requires a diverse skill set including communication strategies, team work, creative problem solving, and effective leadership. These “soft-skills” fall outside technical proficiency in ones selected discipline, and are often beyond the scope of instruction in credit and AA/AS, AA-T/AS-T programs. The Career Skills Program enables students to cultivate essential soft-skills traditionally overlooked in most credit, transfer degree, and even technical certificate programs.

The COC Career Skills programs is the result of collaboration with the South Central Coast Regional Consortium (SCCRC) and Santa Barbara City College (SBCC). Using SCCRC funding, a skills gap analysis was conducted and discovered that soft skills, including customer service and basic professional development skills, were considered essential by employers. In response, the Career Skills Program was created to deliver short-term courses designed to address the skills gaps in these areas.

The courses offered within the Career Skills Program have allowed students to obtain skill-based micro-credentials and Certificates of Completion which are validated through our own branded digital badging structure. The initial COC Career Skills Program offered eleven short-term workforce preparation noncredit courses and four CDCP certificates of completion. The Career Skills Program now has 21 courses with nine certificates of completion. Please see the included catalog for details.

Status Update

11. Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)

The Career Skills Program has added one new course in the last year and expanded course offerings to several offsite locations. This has led to hiring of several new adjunct faculty to teach the classes. Enrollment numbers were stagnant for the first year and half of the program, but with increased marketing and outreach, new partnerships, and improved scheduling, there has been an increase in enrollment since fall 2020. See below for data:

Term	Sections Offered	Enrollment	Certificates
FA 2018	37	530	87
SP 2019	32	500	122
FA 2019	69	508	79
SP 2020	49	640	39
FA 2020	34	824	39
SP 2021	32	688	123

TERM	SECTIONS	ENROLLMENT	CERTIFICATES
FA 2021	59	991 (IN PROG)	(IN PROG)

Serving individuals with disabilities: There are several organizations in the community whose main goal is to train individuals with disabilities to enter the workforce. Nearly every program teaches some form of soft skills to their participants but would prefer to have this training offered through College of the Canyons as an introduction to the college experience. We began offering Career Skills classes OnlineLive in summer 2021 and marketing them to individuals with disabilities. We also hired a special education counselor to teach the class. Enrollments have been strong with the majority of students having disabilities, but some students without, which has created a very inclusive learning environment.

Offsite Locations

The Career Skills classes continue to be popular in the community. We have offered classes for several organizations and businesses including:

- Cardinal Health
- Chick-fil-A
- LASD (Civilian employees)
- Pitchess Detention Center (PDC)
- Century Regional Detention Facility (CRDF)
- Newhall School District (employees and parents)

Adding Additional Classes

We recently added a new class to the Career Skills Program: NC.CSKL 014: Public Speaking in the Workforce. The class will be offered for the first time in an OnlineLive/Online format in

November 2021. We are also working on additional curriculum that focuses on individual and organizational leadership.

12. Describe the challenges for the program in its third year.

Scheduling: Determining the best way to schedule these short-term classes has always been a challenge. We have determined over the last year and a half that 100% asynchronous may be the best format for these classes. Most on-ground and hybrid sections have suffered low enrollment. In fall 2020 and spring 2021, Career Skills classes were only offered 100% online asynchronously, and as a result, there have been zero cancellations. There have actually been additional sections added due to double digit waitlists. We recently started offering OnlineLive classes for individuals with disabilities and hope to return to campus soon.

13. How has the program grown over the last three years?

The initial COC Career Skills Program offered eleven short-term workforce preparation noncredit courses and four CDCP certificates of completion. The Career Skills Program now has 21 courses with nine certificates of completion. We are also in the process of writing curriculum for two additional leadership courses and continue to offer the classes to several community and business partners.

14. Are any additional resources needed from the college to improve the program?

Not at this time.

15. FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?

N/A

Please attach appendices of supporting data and information here:

Program Initiation/Modification Form

Note: For Career Education Programs, this form is used after completing the Program Justification form and obtaining labor market information (LMI) through the Center of Excellence (COE, www.coecc.net).

Section 1 – Program Information

Name of Persons Submitting this Proposal:

Heather Maclean
Jessica Edmond
Katie Simpson
Garret Rieck

Name of Proposed Program:

Date of Proposal Submission:

Type of Proposal:

	Initiation
x	Substantial Modification

Type of Program:

Type of Program	Brief Rationale (2 – 3 sentences)
AA/AS	
AD-T	
Credit Certificate of Achievement	
Credit Certificate of Specialization	
Noncredit Certificate of Competency (i.e. basic skills and ESL)	
Noncredit Certificate of Completion (i.e. work-force preparation and short-term vocational)	In response to laws such as AB705, a technologically-changing world, and the pandemic, the ESL program seeks to add certificates and courses that prepare ESL students for the highly competitive workforce as Californians return to work.

	<p>These new courses and certificates, ranging from Vocational ESL to American Language and Culture, will provide students with the language skills and cultural competencies needed to increase success in future career and academic endeavors.</p>
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Program Description:

Please provide a short overview of the program(s), its purpose, and goals:

The Present

Currently, we offer NCESL Levels 1-4 and NCESL for College courses each semester, but it needs to be acknowledged that not all students are interested in those courses and many have already completed them. The department has students who want to follow an academic path, a vocational path, a self-advancement path, and a key group of students who don't know what they want. We have been very good at meeting the needs of self-advancing students, and recently the academic students. We have been inadequate at meeting the other groups' needs. Hence, our revitalization plan.

The Program

It is important to establish that the NCESL Department has more than a couple of certificates. The NCESL Department offers a language program that meets the needs of its community of language learners. We are here to be taken seriously in our Programmatic Goals:

1. Provide the linguistic training our community needs to move on to general credit courses, vocationally-driven courses, the workforce, or another area of choice.
2. Develop students' language skills and cultural competencies that will help them make needed connections to promote emotional health and well-being for themselves and their families.
3. Provide ample opportunities for students to become proficient in English.

This requires a lot of hours of instruction and practice and our injection of courses seeks to offer that. Based on our goals, the department seeks to add new certificates and courses to its program.

Certificate in Vocational ESL

The goal of the Vocational ESL is to prepare students for the workforce by

- a. giving them essential cultural and linguistic tools that help them prepare for the workplace, enter the workplace, and then succeed in the workplace;
- b. broadening their understanding of the American workplace;
- c. providing opportunities to practice within and beyond the classroom to promote confidence and competence.

Many of our students have been educated in their own countries and many have not. All need the linguistic competence to move forward with working and succeeding in this country whether it's a first job on the floor at Pharmavite or as a teacher's aide in a local school district.

These VESL courses will provide students with the necessary English language and cultural skills needed to successfully enter the workforce and achieve career success. The courses respond to students' needs to enhance listening, speaking, reading, writing, grammar, vocabulary, conversation, critical thinking, and problem-solving skills in order to prepare for the workforce and obtain and maintain successful employment in the United States.

The other Certificate Programs are designed to support and enhance our existing courses. This is reflected in the content.

Conversation Certificates

While students get opportunities to speak and practice structures in the classroom, they do not get enough focused conversation practice time to learn the language they need to meet their needs. Here's an example that shows the importance of our conversation certificate:

A beginning level student functions in Santa Clarita. She takes her kids to school, she picks them up. She says hello to friendly faces. She probably has a conversation in her first language with another parent. Then she goes home to take care of the family. Maybe she has family at home, so as soon as she enters the house, the English-speaking world is shut out as the door closes. Trips to the store and errands are all completed but with minimal English.

This student is surviving and functioning, but she is missing out on those practical interactions and conversations (however small/short) that will improve her English and her confidence. The ability to suddenly say more than the necessary Good Morning greetings can transform a person's experience living in another culture; it should not be underestimated. In our regular multi-skills 4-level courses, students are studying listening, speaking, reading, and writing and they are given opportunities to practice. However, speaking requires some focus and attention on learning, memorizing, using, and owning structures. The Conversation Certificate is designed to help students do exactly that at both the beginning and the intermediate level.

The Conversation Certificate courses are short and can be offered once a week during the regular semester working in harmony with our existing classes. An example is below:

NCESL 1A	Aug-Oct	MTTh	9:00-12:00
NCESL 1B	Oct-Dec	MTTh	9:00-12:00
Conversation 010		W	9:00-11:00

Courses will also be offered over Winter and Summer. In fact, the goal is to offer only these new Certificate courses over the summer as they are shorter and potentially more attractive to students.

American Language and Culture Certificate

The courses in this certificate are designed to promote sociocultural linguistic knowledge and competence through the study of English through different cultural lenses of interest. This is often overlooked in programs; many have the occasional idioms course or movie elective, but a coherent and focused series of courses is missing. We currently have:

American Language and Culture through Contemporary Life (core course)

Electives

American Language and Culture through Movies and Television

American Language and Culture through Music

American Language and Culture through Current Events

American Language and Culture through Literature

American Language and Culture through Idioms

Again, the goal is to offer these courses primarily over Winter semester and Summer semesters but for access may offer one or two in a regular semester. They are designed to not simply broaden students' cultural knowledge and understanding through the study of the language but their use of this knowledge in their own English language (verbal and non-verbal) choices and use, in their own lives as they build relationships and interact. These courses not only deepen students' understanding of culture, they also expand the students' use of language and with that their worlds.

ESL through Digital Technologies

This certificate was an organic result of our curriculum work. Students' technological needs during the last year and now coupled with their linguistic needs drove these classes forward. These are deliberately short-term courses (10 hours) that truly focus on the language of the technologies. While a student may be able to log into Zoom and change the background, he/she may not be able to articulate that, or know the word "background." Thus the vocabulary, linguistic structures, and digital cultural etiquettes surrounding the technologies form the backbone of all these courses. Of course, this linguistic competence and technological knowledge will benefit students' in their educational, vocational, and personal lives.

Section 2 – Program Need and Justification

16. How is this program discipline/field relevant for transfer and/or CTE preparation?

N/A

17. What data and feedback are there from CTE Advisory Committees in support of this proposal?

N/A

18. Does the Regional Labor Data support this proposal? If so, how? Please attached labor market research report as an appendix.

N/A

19. If transfer a program, are there local universities with this program for students to transfer to? If so, please list these institutions.

<p>Intermediate Conversation Skills for Everyday Needs</p>	<p>NC005. 006, 007 Pronunciation and Conversation (Santa Barbara City College)</p> <p>AESL 545 Intermediate Conversation (Irvine)</p> <p>ESL 725 ESL Conversation Intermediate (Cuesta)</p> <p>ESL 253 ESL Conversation High Intermediate (Cuesta)</p> <p>ESL 81 Intermediate Conversation (Glendale)</p>
<p>Beginning Conversation Skills for Socializing</p> <p>Intermediate Conversation Skills for Socializing</p>	<p>ESL 080 Beginning Conversation (Glendale)</p> <p>NC005. 006, 007 Pronunciation and Conversation (Santa Barbara City College)</p> <p>ESL 253 ESL Conversation High Intermediate (Cuesta)</p> <p>ESL 81 Intermediate Conversation (Glendale)</p> <p>ESL 332 Intermediates Conversation (Saddleback)</p>
<p>American Language and Culture Courses</p> <p>This certificate responds to the needs of ESL students who seek an understanding of American society and culture. It is designed to increase their ability to participate effectively in American society by integrating instruction in culture with the development of listening, speaking, reading, writing, grammar, and vocabulary skills.</p>	
<p>American Language and Culture through Current Events</p>	<p>ESL 122 – News and Current Events for ESL Students (Ohlone College)</p> <p>ESL N 1124 Advanced American Culture: Current Social Issues (Pasadena City College)</p> <p>ESL F Current Events (SFCC)</p>
<p>American Language and Culture through American Life</p>	<p>ESL N 112A and 112B Introduction to American Culture (Pasadena City College)</p> <p>ESL N NC017 American Culture for ESL Students (Santa Barbara City College)</p>
<p>American Language and Culture through Movies and Television</p>	<p>ESL 0822 Intermediate ESL through Film (Sierra)</p> <p>ESL 533 NC Culture Through Film (Gavilan)</p> <p>ESL 359 American Language and Culture through Film (Saddleback)</p> <p>ESL 011 American Culture and Film (Barstow)</p>

<p>American Language and Culture through Music</p>	<p>ESL 012 ESL through Music (Santa Barbara City College)</p> <p>NC 222 Conversation Skills and American Culture through Songs (Southwestern)</p>
<p>American Language and Culture through Literature</p>	<p>ESL 355 Reading for College: American Literature (Saddleback College) ESL through reading Literature (Santa Barbara City College)</p>
<p>American Language and Culture through Idioms</p>	<p>ESL 344 NC Idioms and Expressions in American English (Saddleback College) ESL NC023 ESL Idioms: Intermediate (Santa Barbara City College) AESL Idioms in American English (Irvine Valley) ESL 029F Idiomatic Expression for Non-Native Speakers (Fullerton College) ESL English Idioms and Contemporary Expressions High Intermediate (Coastline)</p>
<p>Digital Technologies The courses listed below cover what we are proposing but we are offering these as short-term courses focused on very specific areas so the language practice is intensified and the skills receive due attention. The collection of these courses earns the student a certificate.</p>	
<p>ESL for Digital Learning (Canvas, Zoom)</p> <p>ESL for Digital Writing (Word, Google docs, blogs)</p> <p>ESL for Digital Presentations (Powerpoint, Slides, Prezi)</p> <p>ESL for Social Digital Communication (Facebook, Instagram, Texting, WhatsApp)</p> <p>ESL for Digital Research (search engines, google scholar, databases)</p>	<p>ESL 0522T Intermediate ESL Through computer Technology (Sierra) ESL 010 Basic College Technology for Language Development (Fullerton) ESL Introduction to Computers (Lake Tahoe) NC Introduction to Computers (Gavilan) ESL and Computer Literacy: Common Computer Applications (Citrus) Computers and Digital Literacy for Intermediate and Advanced Students (Mira Costa) NC Computer and Internet Basics for ESL Students (Gavilan) ESL 722 Introduction to ESL Computer Basics (Santa Rosa College) Introduction to Computer and Internet Language (Foothill) ESL 982 Computer Skills 1 – Foundational Skills (Palomar)</p>

	ESL 984 Computer Skills 3 – The Digital Age (Palomar) ESL 983 Computer Skills 3 – Office Applications (Palomar) ESL F Computer Assisted ESL Intermediate (SFCC) ESL F Computer Assisted ESL Projects (SFCC) ESL 815 Computer Skills for Advanced ESL Students (Fullerton)
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21. What have the enrollment trends been over the past 5 years, and how are they favorable to this proposal?

Enrollment has fluctuated over the years, especially with the recent pandemic. We have core ESL classes but nothing specialized like the new VESL certificate. In the past, our one VESL class had been popular but it offered no certificate or overall direction. This certificate incorporates college resources like the Career Center and Internships to support student needs. The program is wide open for collaborations.

Ultimately, the department seeks to ready these students to enter the workforce at varying levels meeting market demand.

22. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?

The demand for ESL is not going away. As immigrants come to the country encouraged by conditions, family, and economics, the Santa Clarita Valley

The goal of the Vocational ESL is to prepare students for the workforce by

- a. giving them essential cultural and linguistic tools that help them prepare for the workplace, enter the workplace, and then succeed in the workplace;
- b. broadening their understanding of the American workplace;
- c. providing opportunities to practice within and beyond the classroom to promote confidence and competence.

Many of our students have been educated in their own countries and many have not. All need the linguistic competence to move forward with working and succeeding in this country. Thus, the demand for language and cultural training is likely to stay the same or increase. With these changes to our program and curriculum, we are seeking to fill a need within the potential and existing working community.

Another indicator of demand is the current relationship-building efforts. In Spring and Summer of 2021, we offered classes at AMS Fulfillment (re-establishing a previous relationship). Fall 2021 marks our presence back on Newhall School District campuses. Spring 2022 may add

Sulphur Springs District campuses. Canterbury Village is another new partnership that will begin in September 2021.

Building relationships with our community's ESL learners takes time, trust, and consistency, and the NCESL Department has never really had that. It has had flourishes and moments, but it has not been able to adapt well to external forces (loss of childcare in elementary schools had an enormous impact years ago, for example). However, the flexibility the department has shown in adapting to OnlineLive formats suggests that the program is now in a place to be more versatile. With a strong and varied set of courses, the program will have the backbone to meet the trends, demands, and the unexpected.

23. Is there any other relevant data from program review? How does it support this proposal?

Course sections have mixed fill rates. Currently courses are hard to predict with no-one really knowing if students want to come back to in-person or prefer to be online.

Off-site courses at the elementary schools used to fill but then stopped filling (lack of free childcare)

On-campus Valencia courses have traditionally strong fill rates

On-Campus CCC have more variable fill rates

Current OnlineLive courses in the evenings have decent fill rates

Covid pandemic has resulted in many changes in how we offer courses and so fill rates and patterns are somewhat unpredictable. The NC program overall has been working tirelessly to boost enrollment. The printed schedule that goes out to homes each semester has boosted enrollment and will continue to do so as its presence starts to build trust in the community.

However, quite frankly, a lack of full-time dedicated faculty who could design and execute an outreach/marketing plan (with COC experts, and existing credit full-time ESL faculty) hampers enrollment.

Because of funding calculations, the NCESL program cannot offer fully online courses and this is limiting as students have shown interest in this format. However, all courses are being written with DLAs and are ready to be offered in varying formats.

24. (Program Modification Only) What is the productivity in terms of WSCH per FTE ratios, and how does it support this proposal?

The majority of classes are offered in an Onlinelive or in person format.

FTEs generated based on positive attendance which is fairly high in NCESL classes. While the classes may not be filled to the brim, attendance rates are good.

25. (Program Modification Only) What is the frequency of course section offerings? If there has been (or will be) a reduction in course section offerings, what is the rationale for that reduction?

In the existing structure, we offer NCESL Levels 1-4 every semester. These are our core courses. The addition of courses within the new certificates will not significantly reduce the existing course offerings; they are designed to supplement them and add breadth. Please see below for section offerings from Fall 2018 through Fall 2021

Total Sections by Term	
Term	Total # of Sections
2018FA	30
2019WI	0
2019SP	39
2019SU	12
2019FA	45
2020WI	2
2020SP	32
2020SU	5
2020FA	22
2021WI	2
2021SP	28
2021SU	7
2021FA	34

26. (Program Modification Only) What is the term to term persistence of students within the program?

Below are the historical enrollments of students and the structure of our program is really semester to semester so students continue from semester to semester- the enrollment numbers below reflect this and therewith persistence.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
NC.ESL Enrollments	600	368	380	430	412	268	264	259	993	537

27. (Program Modification Only) If applicable, what are the success rates of students passing state and national licensing exams and how do they support this proposal?
N/A

Section 3 – Program and Curriculum Design

Program Requirements:

28. Please provide a brief narrative about the program requirements.

The NCESL program has operated on limited core classes, but students require a broader range of courses that promote practice, language acquisition, sociocultural competence, and workforce readiness. The new courses are designed to provide more breadth to general areas of the program and specialization in terms of Vocational ESL and ESL for Digital Technologies.

29. Using the template below, fill in the table which asks for information regarding courses, unit requirements (hours for noncredit), and sequencing/frequency of course offerings for the program using the template below:

30. Course Identifier	Title	Lecture hours and/or Lab hours	Units (hours for noncredit)	Frequency of offering Year/Semes ter (Y1 /S1)	<i>Existing or new course?</i>
<i>NCESL VESL 1</i>	English for the Workplace I: Preparation Introduces intermediate level non-native English speakers to written and verbal communication skills, as well as vocabulary skills and cultural knowledge, necessary to enter the workforce and secure successful employment in the United States.	<i>Lecture only</i>	50-70	Spring Fall	<i>New</i>
NC.VESLII	English for the Workplace II: Success Introduces advanced level non-native English speakers to written and verbal communication skills, as well as vocabulary skills and cultural knowledge, necessary to enter the workforce, obtain, and maintain successful	<i>Lecture only</i>	50-70	Spring Fall	<i>New</i>

	employment in the United States.				
NC.ESL 10	Beginning Conversation Skills for Everyday Needs Develops beginning level listening, speaking, pronunciation, and vocabulary skills for conversation in social situations and for everyday needs	<i>Lecture only</i>	30-40	Spring Fall Summer	<i>New</i>
NC.ESL 11	Beginning Conversation Skills for Socializing Provides practice conversing in a variety of real-world situations. Focuses on listening, speaking, and interpersonal communication skills related to routine activities.	<i>Lecture only</i>	30-40	Spring Fall Summer	<i>New</i>
NC.ESL 020	Intermediate Conversation Skills for Everyday Needs Develops intermediate level listening, speaking, pronunciation, and vocabulary skills for conversation in social situations and for everyday needs.	<i>Lecture only</i>	30-40	Spring Fall Summer	<i>New</i>
NC.ESL021	Intermediate Conversation Skills for Socializing Provides practice conversing in a variety of real-world situations. Focuses on listening, speaking, and interpersonal communication skills related to routine activities at the intermediate level.	<i>Lecture only</i>	30-40	Spring Fall Summer	<i>New</i>

NC.ESL.030	American Language and Culture Through Contemporary Life Introduces non-native speakers to key aspects of American life and culture through a variety of core topics including holidays and celebrations, social customs, and lifestyle.	<i>Lecture only</i>	30-60	Spring OR Fall Summer	<i>New</i>
NC.ESL30 A.	American Language and Culture Through Idioms Non-native speakers deepen their understanding of American language and culture through the study and use of idiomatic expressions and slang.	<i>Lecture only</i>	30-60	Summer Winter	<i>New</i>
NC.ESL30B	American Language and Culture Through Movies and Television Students develop language skills, cultural knowledge, and intercultural communication through discussion and analysis of American television.	<i>Lecture only</i>	30-60	Summer Winter	<i>New</i>
NC.ESL 30C	American Language and Culture Through Music Intermediate ESL students study language and culture through popular and historical American songs. Students gain insights into American culture, expand vocabulary, and improve communicative language skills.	<i>Lecture only</i>	30-60	Summer Winter	<i>New</i>
NC.ESL 30D	American Language and Culture Through Current Events Intermediate-level ESL students develop	<i>Lecture only</i>	30-60	Summer Winter	<i>New</i>

	language skills, deepen cultural knowledge, and intercultural communication through the analysis of current news, trends, and topics.				
NC.ESL 30E	American Language and Culture Through Literature Intermediate-level ESL students develop language skills, cultural knowledge, and intercultural communication through the discussion and analysis of short literary works.	<i>Lecture only</i>	30-60	Summer Winter	<i>New</i>
NC.ESLXXX	ESL for Digital Learning (Canvas, Zoom..) ESL students develop their grammar, vocabulary, and communication skills while exploring digital tools used for learning.	<i>Lecture only</i>	10	Summer Winter	<i>New</i>
NC.ESLXXX	ESL for Digital Writing ESL students develop their grammar, vocabulary, and communication skills while exploring digital tools for writing.	<i>Lecture only</i>	10	Summer Winter	<i>New</i>
NC.ESLXXX	ESL For Digital Presentations ESL students develop their grammar, vocabulary, and communication skills while exploring digital tools for presentations.	<i>Lecture only</i>	10	Summer Winter	<i>New</i>
NC.ESLXXX	ESL for Social Digital Communication ESL students develop their grammar, vocabulary, and communication skills while exploring digital tools used for	<i>Lecture only</i>	10	Summer Winter	<i>New</i>

	communication (social media, email)				
NC.ESLXXX	ESL for Digital Research ESL students develop their grammar, vocabulary, and communication skills while exploring digital tools used for research.	<i>Lecture only</i>	10	Summer Winter	<i>New</i>
		TOTAL UNITS REQUIRED			

31. For the new courses that need to be created, please provide a short course description and included proposed units (hours for noncredit) in the table above. **(done)**

32. What is the timeline for implementing the new courses required for the program?
[See table below](#)

Spring 2022	SUMMER 2022	FALL 2022	WINTER 2023	Spring 2023	Sumer 2023
VESL Courses	Intermediate Conversation Course American Culture Course (Core)	VESL Courses Beginning Conversation Course Intermediate Conversation Course American Culture Course (Core) ESL for Digital Learning	Intermediate Conversation Course American Culture Course	VESL Courses Beginning Conversation Course Intermediate Conversation Course ESL for Digital Learning	Intermediate Conversation Course American Culture Courses
Notes The goal is for the American Culture courses to be offered mainly over summer and winter. However, to generate population and interest, we will offer one or two in the main semesters.					

ESL for Digital Learning are **very short** courses designed to focus on English skills while talking about and using the different digital tools. We will start by offering them near the beginning of the semester to support their needs.

33. Given the programs course requirements, general education requirements, and frequency of course offerings, are students able to complete the program in a timely manner and under a certain amount of units (as required by AD-T regulations)?

Yes, the students will be able to complete the certificates in a timely manner.

External Factors

34. Please explain how the proposed program design will meet the standards of outside accreditation agencies, if applicable?

N/A

35. If a transfer program, how will the proposed new courses and program articulate with other institutions of higher education?

N/A

36. What is the input about the quality of the program's design from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community?

Our community partners have expressed great satisfaction with our program and faculty from McDonalds to AMS Fulfillment, Newhall School District, Newhall Community Center and set aside classrooms for us.

Section 4 – Implementation Plan and Institutional Support

Academic Organization and Faculty Support:

37. Which school houses or will house this program?

School of Personal and Professional Learning

38. What department houses or will house this program?

NCESL

39. Will AP 4023 (Procedures for Merging/Splitting Departments) be needed?

No

Human Resources

40. Which current faculty will be responsible for this program? If there are no current faculty available to support the program, what is the plan for academic support?

Heather Maclean (ESL Department Chair and NCEESL Department coordinator)

Garrett Rieck (Faculty Director)

However, Heather runs between Credit ESL and non-Credit ESL, Dr. Otoo is retiring in June 2022, and Garrett is already stretched thin with his many duties as Faculty Director. A new full-time NCEESL faculty hire will be requested through Academic Staffing in Spring 2022.

41. Are faculty in the school, department, or proposed program discipline supportive of this program? List faculty:

Garrett Rieck, Dr. Maclean, Dr. Otoo, All adjunct ESL faculty

42. What will be the program impact on instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?

Dianne Avery (Dean of Academic Innovation and Continuing Education)

Garrett Rieck, (Faculty Director of Continuing and Adult Education)

Lisa Pavik (Director of NCEESL Enrollment Services)

Rosario Gonzalez (Program Coordinator School of PPL)

Angel Robinson (Administrative Assistant School of PPL)

43. What additional staffing resources will be needed to support this program? What is the plan for obtaining those resources?

Existing faculty have the qualifications to teach the courses. However, every semester, we scramble to find qualified faculty. Interviews may typically yield 1 new teacher and recently, we have had to overload adjunct faculty.

A new full-time faculty for NCEESL is a necessary component of this modification and future success of the program. The commitment and expertise required to run these courses as well as create high-quality cost-free materials and create and execute a marketing and social outreach plan go far beyond what adjuncts are able to do. The effort and desire to pull the NCEESL Program forward as exhibited through this first step of 5 new Certificates (and their courses) requires full-time faculty expertise as well as NC Programmatic support.

Physical Resources

44. Are there facilities available for this program? If so, identify these facilities. If not, what is the plan for obtaining facilities? If external facilities (i.e. sites off-campus, such as clinical sites) have been identified, then attach letters of support.

Yes, there are facilities available. Classes currently run on the Valencia Campus, Canyon Country and off-site locations including but not limited to Newhall School District Elementary Schools, Community Centers, and businesses.

45. Will additional equipment, supplies, and/or instructional materials need to be obtained? If so, identify what will be needed.

No special equipment is needed to run these classes.

Instructional materials will need to be created/adapted especially as our goal is to be cost free with Open Educational Resources (OER) currently being created for all NCESL courses.

Financial Support:

46. What is the funding source for this program?

California Adult Education Program

47. What is the plan for institutionalization of this program if grant funded?

N/A

Section 5 – Alignment of Program

48. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?

These additions supplement and remedy gaps in our current ESL curriculum. Just as the college's mission is to deliver an accessible and holistic education, so too is it our program's. The NCESL program provides students with core and developing language skills. Through our proposed new courses and certificates students will acquire deeper linguistic and cultural knowledge as well as life and workforce readiness skills all in line with the college's mission. The courses also form a pathway for our ESL students to continue their learning. Students are also taking courses that promote a global mindset in a local supportive environment focused on helping students' achieve their linguistic and academic goals.

49. How does this program align with the mission, values, and goals of College of the Canyons as outlined in the most recent Strategic and Master Plan?

College of the Canyons' recent Strategic and Master Plan highlights providing a positive environment and necessary resources to support student learning and the completion of goals

including attaining degrees and certificates. The NCESL program's population primary goal is the acquisition of English language and culture for their own personal, familial, and professional development/benefit. The new certificates and courses will allow students meet this important strategic goal and the needs of the students. Another component of the college's strategic goals falls under leadership and increasing opportunities with organizations and businesses in the community. The NCESL program does this and these new courses and certificates will allow for the continuation and expansion of this mission. By offering a Vocational ESL Certificate, we are reading students for the workforce, and by offering a broader range of courses in varying formats and lengths, we are adapting the needs of our community partners. One more strategic goal mentioned in the master plan is support to facilitate equitable student success and to maximize opportunity for all students. The new courses and certificates have been designed to meet student need and broaden the students' linguistic and sociolinguistic competence which will in turn help them maximize the opportunities the college (and life) affords them.

50. How does this program align with access and equity goals for students? How will this program have an impact on diversity?

This program aligns perfectly with the goal of increasing access and equity for students. By broadening our program, we are opening our "linguistic and cultural doors" to the community for no cost and expanding our entry point to students. We are increasing access. Until recently, students have traditionally had nowhere to go after reaching Level 4 of our current integrated ESL courses. The addition of our College ESL Certificates has helped a portion of our students, but not all students are ready or able to go over to Credit courses. These new certificates create opportunities to continue their linguistic, cultural and educational development. Furthermore, they are not built to replace but to expand and to give students more opportunities for English learning, practice, and development. Now students can continue their development and our commitment to no-cost materials further increases access. With increased access, more students stay and more students come. By our very makeup, the strength and population of the ESL program is a testament to the college's diversity and the more students we have, the greater the on-campus diversity the college will enjoy.

Please attach appendices of supporting data and information here: