

Request for Reassignment Proposal

Instructions: Complete the following form, ask your Dean to review and sign, and then submit it to the Office of Instruction.

1. **Term in which assignment would begin (semester, year):** Fall 2019
2. **Application Date (mm/dd/yyyy):** 10/03/2018
3. **Author(s):** Alicia Aguiire

Overview

4. **Type of Request:**

- New request for reassignment
- Renewal of existing reassignment
- Augmentation to existing reassignment

5. **Position or Project Name:**

Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)
ESL Department Coordination

6. **Amount of Reassignment**

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE.
Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week

Fall (FTE) 0.20 Spring (FTE) 0.20 Total Annual (FTE) 0.20

7. **Duration of Reassignment**

How many semesters of reassigned time are being requested? When is the end date? *(Please note that if the request exceeds two years, a renewal RRP will be required.)*

Two Years

8. **Commitment**

Upon completion of the reassignment term:

- The work is complete and no further investment of reassigned time will be required.
- The work will require an ongoing commitment of reassigned time or other staffing.

Justification

9. **Please list the core responsibilities to be performed and calculate the approximate number of hours per week required to perform each. (1 unit = 2.5 hours per week)**

See Attachment

10. **The following responsibilities are included as part of faculty workload and can be found [here](#). Please explain how the duties for which you are requesting reassigned time are different from those enumerated in Appendix D1.**

See Attachment

Revised 9.15.17 - CK

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11. Identify how the activities align with the college's strategic plans and initiatives. *(Please limit response to 250 words).*

See Attachment

Assessment

12. **Outcomes**

List the outcomes that can be expected upon completion of the term of reassignment. *(Please limit response to 250 words)*

See Attachment

13. **Accountability**

Describe how the activities performed under this assignment will be recorded and reported.

See Attachment

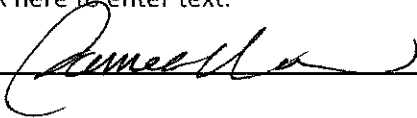
Administrative Use Only

Dean's Review:

- Fully support request
 Support with reservation
 Do not support (explanation required)

Explanation: [Click here to enter text.](#)

Dean Signature: _____



VPI Action:

- | | |
|--|---|
| <input type="checkbox"/> Approve request as submitted | <input type="checkbox"/> Deny request with recommendation to revise |
| <input type="checkbox"/> Approve request but with less time than requested | <input type="checkbox"/> Deny request (explanation required) |

Explanation: [Click here to enter text.](#)

VPI Signature: _____

Recommendation for alternate funding:

- | | |
|--|--|
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> President's Innovation Fund |
| <input type="checkbox"/> Grant/Categorical (specify) | <input type="checkbox"/> Trustees Fund for Program Improvement |
| <input type="checkbox"/> Overload hourly special project | <input type="checkbox"/> Short-term hourly staff |
| <input type="checkbox"/> Stipend | |

Comments: [Click here to enter text.](#)

Approved Duration of Assignment: [Click here to enter text.](#)

Outcomes and reporting requirements: [Click here to enter text.](#)

Request for Reassignment Proposal

ESL Department

10/15/2018

Justification

9. Oversee and coordinate the following:

- 900+ ESL students on campus and at 5+ off-campus sites,
- 6 fulltime faculty, (4 tenure-track committees)
- 15 adjunct ESL faculty,
- 1 retention specialist,
- 5 Slammers, student tutors at off-campus sites,
- MOUs and Facilities Agreements with 5 community partners and the District Office,
- ESL schedule development with 16 different ESL courses for Fall and Spring semesters,
- 18 ESL sections offered on campus per semester and 18 ESL sections offered at 5+ off-campus sites,
- Outreach to DELAC and ELAC groups at community partner sites every semester,
- Application, Financial Aid, and Registration Workshops twice a semester in 9+ evening ESL classes, and 4 day ESL classes at 4 off-campus sites,
- College Information and ID events day and evening for all off-campus ESL students every Fall and Spring semester,
- 14+ classroom visits on campus twice a semester, including In-reach on campus about SEPs, ACE Award, and PASS Certificate and ProActive Registration 10.in collaboration with the BSI/ESL counselor
- ESL textbook orders for Fall, Spring and Summer,
- ESL day and evening classroom visits during the Summer semester
- Word Jam ESL sections in January and August
- Collaboration with CTE faculty and dean every Fall semester for Careers and Majors for ESL Students event,
- ESL Recognition Ceremony every Spring semester
- EOPS/CARE/CalWORKs Advisory Board
- Coordinate representation of ESL in ACES, ACCEL and ALLIES
- Redwood City 2020 Big Lift/Pipeline to Success Workgroup

This is the first semester that I have taken over the ESL Coordination. The number of hours required for the duties above have been between 20-35 hours per week. There are many campus and off-campus meetings and many day and evening classroom visits and orientations required. These vary throughout the semester.

10. The duties performed as a Coordinator are above and beyond the responsibilities that are included as part of the faculty workload and enumerated in Appendix D1. Following are specific examples:

1. Securing agreements and facilities to offer ESL classes in the communities where our students live, currently in North Fair Oaks, East Menlo Park, Pescadero (also East Palo Alto and Half Moon Bay in previous semesters).

Campus and Community Partners: Office of Administrative Services, Redwood City School District, Sequoia Adult School, La Costa Adult School, Puente de la Costa Sur (Nuestra Casa, Los Robles School, Ravenswood School District, Cabrillo School District)

2. Providing workshops to help students complete the college application and Board of Governor's Fee Waiver forms on the first day/evening of every off-campus ESL classes and welcome students.

Campus Partners: Campus Partners: Office of Administrative Services, College Recruiter and Outreach Department, Registrar's Office, Admissions and Records, Financial Aid, Counseling

3. Leading College Information and Proactive Registrations and ID Events for all off-campus ESL classes every semester to bring students with the faculty and ESL SLAMmers to campus so that students can pay their fees, participate in an orientation session with the ESL counselor, take a campus tour, get their student IDs, and if time permits, to visit an ESL class on campus.

Campus Partners: Admissions and Records, Financial Aid, Counseling, College Recruiter and Outreach Department, SparkPoint Center, Library, Office of Student Life

11. The duties listed in # 9 and 10 directly align with and support two of the three Educational Master Plan Goals: Student Completion/Success and Community Connections. The goals set by the ESL Department are aligned with the college's strategic plans and initiatives. Our Program Review is also aligned with the college's goals. We are serving students in community settings off campus and connecting with programs that support them. Students are completing at higher rates.

I have attached a table that shows the number and percentage rates that students transition from our off-campus to our campus programs. The rates are steadily increasing and so is our retention.

Off Campus ESL Students Transition to Campus ESL classes

	Number of students who successfully passed ESL 800, 911, 921 or 830	Number of students who subsequently took an ESL class excluding ESL 800, 911, 921 or 830	Percentage of students who subsequently took an ESL class excluding ESL 800, 911, 921 or 830
2015 Fall	85	72	85%
2016 Fall	89	75	89%
2017 Fall	88	76	94%

Assessment

12. Outcomes

The outcomes are that more students are transitioning to non-ESL classes and completing programs leading to Certificates and Degrees. Over twelve percent of the student population at Cañada are ESL students. This has grown over the past five years. Eighteen to twenty percent of Certificates and Degrees were earned by students who took ESL class and this has increased in the past five years. The Pathway has worked because the College has invested in this.

13. Accountability

The duties and activities performed under this assignment will be reported to the Dean and the Division on an ongoing basis. All activities are recorded in Google Docs and all ESL faculty have access to them. A special effort is made to include and reach out to Adjunct Faculty so that they are part of the decision-making and that their voices are heard. We also work with our sister colleges and share information that is pertinent about our programs, both challenges and successes. We have presented and reported to the Board of Trustees and would be happy to update our college as well.