California Community Colleges

AB 705 Implementation Survey

ESL Focus

Summary of results from AB 705 Implementation Survey

MMAP Team

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rpgroup.org

Research conducted by

The RP Group

Introduction

This report provides a summary of the results from the AB 705 Implementation Survey that was sent to all Chief Instructional Officers via their Listserv in late September 2018 and made available until end of October 2018. Out of the 114 colleges in the system, 104 responses were received, for a response rate of 91%. Ten questions were focused on ESL implementation and are included in this summary. The survey was developed in collaboration with the AB 705 Implementation Committee and the Multiple Measures Assessment Project Team (MMAP Team) to help inform planning around how to best support colleges' efforts during the transition period prior to full implementation of the law.

The purpose of the survey is to collect and share what other colleges are doing so we may learn from one another; determine what support colleges need to meet AB 705 requirements; and inform the legislature of colleges' plans and actions so far.

Summary of Responses

Current ESL Landscape and Placement Practices

- The most widely used placement process for ESL students includes the use of an assessment test followed by an essay.
- Seventy-five of the 100 responding campuses indicated that they do not use a listening/speaking assessment to place ESL students, while 25 do use such an assessment.
- Thirteen campuses are currently using guided self-placement to place students into ESL courses, and 44 plan to use guided self-placement to place students into ESL courses in the future.

Plans for Aligning ESL to AB 705 Requirements

- Thirteen campuses are currently piloting curricular changes to credit ESL this academic year (2018-19), while 27 campuses are planning to pilot curricular changes to credit ESL next year (2019-20).
- In regards to current plans to meet AB 705 compliance by 2020 for credit ESL, the themes that emerged from the open-ended responses include, in order of response rate:

  ☑ Curriculum Changes (152 statements):

  - Currently working on revising the ESL program and curriculum (30)
  - Developing a credit pathway from ESL to transfer-level English/ESL (8)
  - ESL program completion in three semesters (8)

  ☑ Placement (41):

  - Searching for an ESL placement assessment method (20)
  - Developing a self-guided placement method (7)
  - Developing an essay placement method (5)

  ☑ Other (73):

  - Currently AB 705 compliant (17)
  - Waiting for additional guidance from the Chancellor's Office (8)
  - Will begin to offer ESL certificates of proficiency (7)

Needs Identified to Support the Field with Aligning ESL to AB 705 Requirements

- In regards to resource needs, the themes that emerged from the open-ended responses included, in order of response rate:

☑ Funding and professional development (127 statements):

- Professional development for faculty on co-requisite course structure and development, acceleration practices, new curriculum development, student success strategies, and ESL placement (49)
- Funding for learning support specialists, writing center staff, supplemental instruction, and additional counseling (34)
- Incentives to encourage faculty collaboration and communication, such as funding for release time/paid office hours (11)

☑ Guidance and clarification (73):

- Guidance and resources to develop an accurate placement or self-placement tool (27)
- Best practices for supplemental support/implementation strategies across the state (7)
- A directory that showcases successful implementation and model lessons from other colleges (7)

☑ Data and technology (26):

- Informed research on ESL learning, accelerating language acquisition, transition into transfer English, and academic fluency (7)
- A multiple measures assessment tool for both reading/writing and listening/speaking (6)
- IT support with development, implementation, and maintenance of AB 705 changes to registration system (5)

☑ Other needed resources (27):

- Expedited approval of new ESL curriculum (5)
- Collaboration between ESL and English faculty (3)

Current ESL Landscape and Placement Practices

1. Which assessment measures has your college used in fall 2018 for credit ESL and for which student groups? (Select all that apply).

	Students with 4 years of U.S. high school transcripts		Returning students without high school transcripts		International students without U.S. transcripts		GED/high school proficiency students		Students with only 1 to 3 (or < 4 years) of high school transcripts	
	#	%	#	%	#	%	#	%	#	%
High school transcripts brought in by the student	37	16%	4	2%	3	2%	9	5%	23	12%
CCCApply self-reported transcript data	19	8%	15	8%	8	5%	13	7%	14	7%
Self-reported data captured somewhere else	20	9%	21	11%	14	8%	18	10%	17	9%
CalPass Plus data	8	4%	5	3%	3	2%	4	2%	6	3%
Guided-Self placement	12	5%	14	8%	11	7%	12	7%	12	6%
International transcripts converted to U.S. GPA scale	0	0%	1	1%	13	8%	1	1%	1	1%
Local agreement with high schools to share data	9	4%	4	2%	0	0%	2	1%	3	2%
Assessment test	78	35%	80	43%	78	47%	79	44%	78	40%
SAT, ACT, EAP	10	4%	8	4%	2	1%	6	3%	7	4%
Essay	28	12%	28	15%	28	17%	27	15%	29	15%
Not sure yet	4	2%	5	3%	5	3%	7	4%	5	3%
Total	**225**	**100%**	**185**	**100%**	**165**	**100%**	**178**	**100%**	**195**	**100%**

- Results from the above survey question indicate that an assessment test is most widely used for the following student groups:
  - Students with four years of U.S. high school (78 campuses)
  - Returning students without transcripts (80)
  - International students without transcripts (78)
  - GED/high school proficiency students (79)
  - Students with only one to three years of high school (78)
- For students with four years of U.S. high school, the assessment measure most used by ESL departments across the state are transcripts in which a student brings into the campus (37), rather than via CCCApply (19) or CalPass (8).
- After an assessment test, an essay was the next most widely used tool for all student groups.
- Nine colleges are converting international transcripts for use in placement for students without U.S. high school transcripts.

2. Does your college use a listening/speaking assessment to place into credit ESL courses?

- Seventy-two percent (75 campuses) do not use a listening/speaking assessment to place ESL students, while 24% (25) do use such an assessment.

3. Are you currently using any form of guided self-placement for ESL? (i.e., student uses course information and self-evaluative measures to decide in what course to enroll).

College Name	ESL Related Comments
Bakersfield College	Only used for special admit students with advanced coursework who do not yet have an 11th grade cumulative GPA but would like to enroll in advanced coursework at the college. Placement guided by counselors.
Barstow Community College	Placement guided by counselors and/or faculty.
Berkeley City College	Multiple measures placement which includes guided self-placement. Students are provided with examples of reading/writing assignments to guide self-placement. Other measures include interview, high school courses, and TOEFL.
Cabrillo College	GSP by students reviewing information about course levels and example work at each level in addition to conversations with advisers and/or counselors.
Cañada College	Multiple measures placement includes guided self-placement, high school GPA, and other measures.
College of San Mateo	Students answer a questionnaire to help them determine whether to go through the placement process for English or ESL.
College of the Redwoods	Placement guided by staff. Students with no high school transcript answer a set of questions that determine whether a support course is recommended.
Compton College	Guided self-placement is used in the event students challenge their original placement via multiple measures. Placement is guided through a conversational interview with faculty and a conversation with the academic dean.
Cuyamaca	Placement is guided by assessment staff using a guided self-placement tool in an interview setting.
Hartnell Community College District	Informal self-placement guided by faculty.
Irvine Valley College	As of mid September 2018, students complete a guided self-placement tool in the orientation portion of matriculation that does not place them lower than transfer level English or Math (with/without co-requisite support).
Monterey Peninsula College	Guided self-placement is only offered at the two lowest ESL levels.
Moorpark College	
Ventura College	Placement is guided by ESL instructors through discussing the results of a short assessment test with the student.

- Thirteen percent (13 campuses) are currently using guided self-placement to place students into ESL courses, while 86% (80) are not currently using such an assessment.

4. Do you plan to use any form of guided self-placement for ESL? (i.e., student receives course information and determines which course to enroll).

- Forty-two percent (44 campuses) plan to use guided self-placement to place students into ESL courses, while 12% (11) are not currently using such an assessment, and 42% (40) are unsure at this point.

Plans for Alignment of ESL to AB 705 Requirements

5. Is your college piloting any changes to curriculum to meet AB 705 requirements this academic year (2018-19) for credit ESL? (Select all that apply).

- Six campuses are currently piloting curricular changes to credit ESL this year, which includes a course plus an optional co-requisite support.
- Three campuses are piloting a noncredit open-entry co-requisite course.
- Two campuses are piloting a combined prerequisite and transfer course in one term.
- Another 16 campuses stated "not applicable" and 23 selected an "other" option, which included a handful of colleges that felt they were already AB 705 compliant in that their sequence can be completed within six terms.

6. Is your college piloting any changes to curriculum to meet AB 705 requirements next academic year (2019-2020) for credit ESL? (Select all that apply).

- Eight campuses are planning to pilot curricular changes to credit ESL next year, which includes a course plus an optional co-requisite support.
- Another six campuses are piloting a course plus a required co-requisite support course that is graded independently.
- Four campuses are piloting a course plus a required co-requisite support that is graded mutually.
- Four campuses are piloting a combined prerequisite and transfer course in one term.
- Four campuses are piloting a noncredit open-entry co-requisite course.
- Nine campuses stated "not applicable," and 28 selected an "other" option.

7. Has your college implemented or do you plan to implement mandatory credit or noncredit co-requisite supports with an assigned unit load?

- 101 total campuses responded to this question:

  ☑ **Seventy-three percent (74 campuses) plan to implement mandatory credit or noncredit co-requisite supports for credit ESL with an assigned unit load.**

  ☑ **Sixteen percent (16) stated they will not have an assigned unit load.**

  ☑ **Eleven percent (11) are not sure yet.**

8. If your campus plans to implement any mandatory credit or noncredit co-requisite supports with a required unit load, what will the unit load be for credit ESL?

- Only 17 campuses responded to this question, with 35% (6 campuses) indicating a planned two-unit load, and another 29% (5) with no unit load, 18% (3) with a one-unit load, 12% (2) with a three-unit load, and 6% (1) with four or more units.

9. Please briefly describe your college's current plans for credit ESL compliance by fall 2020.

Open-ended responses were categorized into three themes: Curriculum Changes, Placement, and Other. The responses within the themes were synthesized and the count of colleges who responded with a similar response are tabulated. The results are listed below.

Themes	Responses
Curriculum Changes	152
Currently working on revising the ESL program and curriculum	30
Develop a credit pathway that is direct from ESL to transfer-level English/ESL	8
ESL program completion in three semesters	8
ESL program offers accelerated track to completion	7
Will begin to offer transfer-level English courses with co-requisite support	7
ESL program completion in five semesters	6
ESL program completion in six semesters	6
Offer mirrored ESL course(s) - (enrollment is open to credit and non-credit students)	6
Planning to eliminate one or more level of ESL below transfer-level English	6
The top level(s) of the ESL sequence will be UC and CSU transferable	6
Integration of reading and writing courses, especially for one level below transfer	5
Moving towards offering non-credit ESL /only offer non-credit	5
Design a transfer college-level English class for ESL learners	4
Developing clear pathways through non-credit ESL that will lead to educational goal attainment and credit course completion	4
Collapsed two ESL courses in the sequence to one course, thereby shortening the pathway to transfer-level by one semester	3
Developed clear pathways through non-credit ESL that will lead to educational goal attainment and credit course completion	3
Discussion on creating co-requisite support courses for credit ESL courses	3
Optional support courses in speaking, listening, and grammar	3
Working on shortening the ESL sequence by changing lower-level ESL courses from credit to non-credit	3
Continue to offer noncredit for beginning level language instruction	2
Cross listing ESL courses through collaboration with other departments	2
Developing an ESL credit course to provide transition to the college/transfer level English courses	2
Developing horizontal acceleration, so that students take fewer units to get through the upper levels	2
ESL program completion in four semesters	2
Intent to revise core ESL courses to lead directly to transfer-level English	2
Shortened the ESL sequence by changing lower-level ESL courses from credit to non-credit	2
Will begin piloting a transfer-level ESL course	2
Aligned the program's student learning outcomes with the institutional student learning outcomes as well as the thinking dispositions (or Habits of Mind)	1
Align ESL curriculum with local high school so that students can automatically begin college ESL sequence after high school ESL	1
Changing the learning outcomes for intermediate and higher level course to be more advanced in each level	1
Considering to offer credit ESL writing courses for students who intend to transfer/get a degree	1
Continue to offer both credit and noncredit Pronunciation and Listening/Speaking electives	1
Currently piloting integration of skills with an emphasis on the essential reading and writing skills	1
Develop and begin to offer basic-skills and transfer-level Spanish classes	1
Discussion on whether multiple parallel courses may be required at each ESL level	1
Eliminating lower credit ESL levels	1

Themes	Responses
Curriculum Changes	152
ESL Credit Program has been redesigned to focus specifically on developing academic and career oriented English language	1
Exploring integrating some skill areas together to accelerate curriculum	1
Have a goal to develop an accelerated ESL path within the meta-majors based on student enrollment	1
Offering more compact non-credit ESL courses to help students move to credit more quickly	1
Placement	**41**
Searching for a multiple measures ESL placement assessment method	20
Developing a self-guided placement method	7
Developing an essay placement method	5
Developing a self-guided placement method which includes all ESL levels up to transfer-level English	3
Plan to place students who are exiting the highest level of ESL into one-level below transfer English	2
Challenge tests at all of the four lowest levels to allow for students to skip the next subsequent course in the sequence	1
Common assessment with the English department to identify student readiness for transfer-level English	1
Currently using US high school transcripts for placement	1
ESL Faculty member would also like to continue to use Accuplacer until the new curriculum is developed	1
Other	**73**
Currently compliant with AB 705	17
Waiting for additional guidance from the Chancellor's Office	8
Will begin to offer ESL faculty and adult education faculty	5
Collaboration between ESL faculty and adult education faculty	5
Did not begin ESL compliance process. Currently focusing efforts on math and English compliance	5
Provided professional development to ESL, English, and part-time faculty	5
Developing a support system for ESL students through collaboration between ESL, English, and support center faculty	4
Trying to establish better connection and communication with adult education centers and K-12 partners	4
Conducted research regarding skills integration for English as a second language learners, guided self-placement, and other relevant topics	3
Utilizing embedded tutors to support students	3
Added questions to their application that targets potential ESL students	2
Do no offer ESL courses	2
Formed an AB 705 ESL team that meets regularly	2
Attendance in the ESL program will be two days a week, allowing students to use the other three days a week to mainstream into their career path or work	1
Conducted a mapping of all of the ESL student support services and their relation to general campus support services and made recommendations for changes	1
Integration of English Success Center curriculum into ESL coursework and multiple support services such as Tutoring	1
Lower ESL levels and upper transferable levels will be separated and offered at different colleges from the same district	1
Offer late-start ESL sections	1
Plan to matriculate students who have completed advanced ESL courses	1
Proposed course-scheduling changes will allow students to achieve one or more certificates each semester	1
Workshops are being held to share outcomes of the pilot and to prepare instructors for the expansion of the pilot	1

Needs Identified to Support the Field with Alignment of ESL to AB 705 Requirements

Open-ended responses were categorized into four themes: Funding and Professional Development, Guidance and Clarification, Data and Technology, Other Needed Resources. The responses within the themes were synthesized and the count of colleges who responded with a similar response are tabulated on the next page.

10. In order to assure the majority of transfer-directed students complete transfer-level credit ESL within six primary semesters (nine quarters), what resources are most needed from the CCCO to help colleges with full implementation by fall 2020?

Themes	Responses
Funding and Professional Development	**127**
Professional development for faculty on co-requisite course structure and development, acceleration practices, new curriculum development, student success strategies, and ESL placement	49
Funding for learning support specialists, writing center staff, supplemental instruction, and additional counseling	34
Incentives to encourage faculty collaboration and communication, such as funding for release time/paid office hours	11
Funding to upgrade and enhance classroom technology and design such as upgrades to computer labs/writing centers	8
Funding and resources to hire additional full-time faculty (credit and non-credit)	6
Accessible student learning support materials	5
Funding for outreach to advertise and communicate new changes	4
Funding towards faculty time in essay-based ESL placement	2
Continued basic-skills funding	1
Financial aid for students who work and struggle to balance work and school	1
Funding for local research	1
Funding specific to AB 705 planning and implementation	1
Funding that enables Adults Schools to teach more below-college level ESL	1
Funds to establish a First Year Experience course that provides resources in preparation for completing the English/Math and/or ESL sequence	1
Professional development for non-teaching faculty, such as counseling, matriculation, etc.	1
Reimbursement of BSSOT Grant funds spent on AB 705	1
Guidance and Clarification	**73**
Guidance and resources to develop an accurate placement or self-placement tool	27
Best practices for supplemental support/implementation strategies across the state	7
Provide a directory that showcases successful implementation and model lessions from other colleges	6
Guidance on local data collection necessary for continued compliance	5
Continued guidance and communication from the Chancellor's Office	4
Best practices for helping ESL students to navigate college/student resources	3
A method of determining whether to use English or ESL placement rules to replace Accuplacer/how to identify ESL students	3
Access to consultation with experienced faculty coaches in AB 705 implementation for context specific questions from faculty and staff	3
Clarification on the ability to use SEAP funds for embedded classroom tutoring and AB 705 implementation	2
Clarity regarding whether it is permissible to have multiple parallel classes at each level	1

Guidance and Clarification	**73**
Better communication through emails or newsletters/point person or team for timely answers to important questions	1
Clarification an definition of the term “highly unlikely to succeed” and “increasing the likelihood of success”	1
Clarification on accountability metrics for students who choose to register in a lower level course	1
Clarification on what it means to maximize throughput in ESL	1
Clear messaging to college president and chief administrators on AB 705 compliance and deadlines	1
Early guidance on what cognitive test(s) will be allowed for ESL placement	1
Guidance on a clear pathway from ESL to transfer-level English	1
Data and Technology	**26**
Informed research on ESL learning, accelerating language acquisition, transition into transfer English, and academic fluency	7
A multiple measures assessment tool for both reading/writing and listening/speaking	6
IT support with development, implementation, and maintenance of AB 705 changes to registration system	5
The ability to acquire high school transcripts more efficiently and accurately	4
An AB 705 informational website geared towards ESL students in different languages	1
Change attendance accounting method for noncredit distance education which does not work with a unity data system	1
Disaggregated data by goals and background for different ESL learner groups	1
Identify the best media and technology resources available to ESL learning	1
Other Needed Resources	**27**
The college does not offer ESL/credit ESL courses	7
Expedited approval of the new ESL curriculum	5
Collaboration between ESL and English faculty	3
The need to incorporate an essay writing sample into the new ESL placement method	3
Leadership to ensure Advanced ESL courses are UC/CSU transferable	2
Provide support for reduced ESL class sizes	2
Amend the regulations to allow the colleges to collect Tutoring FTES for former ESL students completing coursework in other transfer or CTE areas	1
In-state tuition eligibility for ESL students who didn’t go to three years of high school in California and don’t have a California high school diploma or GED in California	1
More flexibility within the funding formula’s one-year completion metric	1
The advocacy for credit ESL certificates	1
Time extension to develop and implement curriculum changes	1

Participating Colleges

The following colleges participated in the AB 705 implementation survey and provided their contact information for individuals within their ESL departments. If an ESL contact was not provided, the contact information of the individual who completed the survey is provided.

College name	Name; Position	Email
Allan Hancock College	Melinda Nishimori; ESL faculty chair	mnishimore@hancockcollege.edu
American River College	Robert Cusry; VPAA	rcurry@hancockcollege.edu
Antelope Valley College	Lisa Aguilera Lawrenson; Vice President of Instruction	Lawrenl@arc.losrios.edu
Bakersfield College	Kathryn Mitchell; Chair of English Dept.	kmitchell18@avc.edu
Barstow Community College	Craig Hayward; Dean of Institutional Effectiveness	Craig.Hayward@BakersfieldCollege.edu
Berkeley City College	Gabriel Winer; ESOL Dept. Chair	Gwiner@peralta.edu
Cabrillo College	Ann Endris; BSSOT Grant Manager	anendris@cabrillo.edu
Cañada College	Tammy Robinson; Vice President, Instruction	robinsontammy@smccd.edu
Cerritos College	Frank Mixson; Acting Dean of Liberal Arts	fmixson@cerritos.edu
Chabot College	Jamal Cooks; Dean Language Arts & ESL	Unavailable
Chaffey College	Meridith Randall; Associate Superintendent, Instruction and Institutional Effectiveness	Meridith.Randall@Chaffey.edu
Citrus Community College	Dr. Arvid Spor; Vice President, Academic Affairs	aspor@citruscollege.edu
City College of San Francisco	Greg Keech; ESL Departmental Chair	gkeech@ccsf.edu
Coastline College	Dana Emerson; Dean of Instruction	demerson3@coastline.edu
College of Alameda	Sedique Popal; Co-Chair of ESOL Department	dr.popal92@gmail.com
College of Marin	Tonya Hersch; Dean of Educational Success Programs	thersch@marin.edu
College of San Mateo	Emily Kurland; Faculty, ESL Amy Sobel; Faculty, ESL	kurlande@smccd.edu sobel@smccd.edu
College of the Canyons	Preeta Saxena; Senior Research Analysist, Institutional Research, Planning & Institutional Effectiveness	preeta.saxena@canyons.edu
College of the Desert	Jeff Baker; Interim Vice President, Student Learning	jebaker@collegeofthedesert.edu
College of the Redwoods	Angelina Hill; Vice President, Instruction	angelina-hill@redwoods.edu
College of the Sequoias	Barbara Laird; ESL Faculty	barbaral@cos.edu
Columbia College	Michael Igoe; Director, Student Access, Retention & Support	igoem@yosemite.edu
Compton College	Aurora Cortez-Perez; ESL Faculty	acortezperez@elcamino.edu
Contra Costa College	Anoosheh Borhan; ESL Faculty Co-Chair	aborhan@contracosta.edu
Cooper Mountain College	Jane Abell; CSSO	jabell@cmccd.edu
Cosumnes River College	Alexander Casareno; Dean of Guided Pathways	casarea@crc.losrios.edu
Cuesta College	Dr. Deborah Wulff; Vice President Academic Affairs	deborah_wulff@cuesta.edu
Cuyamaca	Guillermo Colls; ESL chair	guillermo.colls@gcccd.edu
Cypress College	Alison Robertson; ESL Faculty	arobertson@cypresscollege.edu
De anza	Patricia Carobus; ESL Instructor Maria Marin; ESL Department Chair Michele Dubarry; ESL Instructor	carobuspatricia@deanza.edu; marinmaria@deanza.edu dubarry michele@deanza.edu
Diablo Valley College	Mary Gutierrez; VPI	mgutierrez@gmail.com
El Camino College	Scott Kushigemachi; Interim Assocate Dean of Humanities	skushigemachi@elcamino.edu
Evergreen Valley College	Mark Gonzales; VP of Academic Affairs	mark.gonzales@evc.edu

College name	Name; Position	Email
Foothill College	Paul Starer; Associate Vice President of Instruction	starerpaul@fhda.edu
Fresno City College	Sally Potter; ESL Professor	sally.potter@fresnocitycollege.edu
Fullerton College	Jose Ramon Nunez; Vice President, Instruction	jnunez@fullcoll.edu
Gavilan College	Nicole Cisneros; ESL Department Chair	ncisneros@gavilan.edu
Glendale Community College	Michael Ritterbrown; Vice President of Instructional Services	michaelr@glendale.edu
Golden West	Teresa Ngyuen; ESL Non-Credit Faculty	Unavailable
Grossmont College	Helen Liesberg; ESL Dept. Chair	helen.liesberg@gcccd.edu
Hartnell Community College District	Carla Johnson; AB 705 Implementation Coordinator	cjohnson@hartnell.edu
Imperial Valley College	Sydney Rice; Chair of ESL	sydney.rice@imperial.edu
Irvine Valley College	Rebecca Beck; ESL Professor Jeff Wilson; ESL Professor	rbeck@ivc.edu jwilson80@ivc.edu
LA Pierce College	Sheri Berger; VP Academic Affairs	bergersl@piercecollege.edu
Laney College	Rudy Besikof; Vice President of Instruction	rbesikof@peralta.edu
Las Positas College	David M. Johnson; Vice President of Academic Affairs, Interim	djohnson@laspositascollege.edu
Long Beach City College	Elijah Sims; Matriculation Coordinator and Counselor	esims@lbcc.edu
Los Angeles City College	Dan Wanner; President, Academic Senate	wannerda@lacitycollege.edu
Los Angeles Harbor College	Dr. Chelvi Subramaniam; Dean of Academic Affairs	subramt@lahc.edu
Los Angeles Trade Tech College	Henan Joof; Dean of Instruction	joofhl@lattc.edu
Los Angeles Valley College	Reginald Hubbard; Department Chair-ESL	hubbarrs@lavc.edu
Los Medanos College	Paula Gunder; ESL Faculty	pgunder@losmedanos.edu
Merritt	Chriss Foster; English Dept. Co-Chair	cfoster@peralta.edu
Mendocino College	Debra Polak; Vice President of Academic Affairs	dpolak@mendocino.edu
Merced College	Taylor Lunkford; English/ESL Faculty	taylor.lunkford@mccd.edu
MiraCosta College	Diane Dieckmeyer; VPI	ddieckmeyer@miracosta.edu
Mission College	Lora Glaser; ESL Dept Chair Kara Chambers; ESL Facult	lora.glaser@wvm.edu kara.chambers@missioncollege.edu
Modesto Junior College	Dr. Jennifer Zellet; Vice President of Instruction	zelletj@mjc.edu
Monterey Peninsula College	Molly May; Instructor, English as a Second Language	mmay@mpc.edu
Moreno Valley College	Carlos Lopez; Vice President Academic Affairs	carlos.lopez@mvc.edu
Napa Valley College	Erik Shearer; Assistant Superintendent/Vice President of Academic Affairs	Erik.Shearer@napavalley.edu
Norco College	Margarita Shirinian; Associate Professor, ESL	Margarita.Shirinian@norcocollege.edu
Ohlone College	Connie Olsen; ESL Faculty	Unavailable
Oxnard College	Mati Sanchez; AB 705 Implementation Facilitator - ESL	MSanchez@vcccd.edu
Palo Verde College	Dr. Scott Bauer; VP - Instruction/Student Services	scott.bauer@paloverde.edu
Palomar College	Tracy Fung; Chair, ESL	tfung@palomar.edu
Pasadena City College	Natalie Russell; Dean of Language & ESL	nrussell@pasadena.edu
Porterville College	Melissa Long; AB 705 Implementation Coordinator	melissa.long@portervillecollege.edu
Reedley College	Darnell Harris; Assessment Coordinator/AB 705 Implementation Lead	darnell.harris@reedleycollege.edu
Rio Honda College	Laura Ramirez; Vice President of Instruction	lramirez@riohonda.edu
Riverside City College	Carla Reible; Associate Professor of English/ESL	Carla.Reible@rcc.edu
Sacramento City College	Ginny McReynolds; Interim Associate Vice President, Instruction	mcreyng@scc.edu

College name	Name; Position	Email
Saddleback College	Julie McGirr/ESL Chair	jmgirr@saddleback.edu
San Bernardino Valley College	Terri Long; Interim Vice President of Instruction	tlong@sbccd.cc.ca.us
San Diego City College	Jennifer Boots; ESL Faculty	jboots@sdccd.edu
San Diego Mesa College	Bridget Herrin; Associate Dean, Research & Planning	bherrin@sdccd.edu
San Joaquin Delta College	Dr. Angela Tos; Dean of Enrollment Services and Student Development	atos@deltacollege.edu
San Jose City College	Takeo Kubo; Financial Aid Director, Administrative Lead, AB 705/Guided Pathways	takeo.kubo@sjcc.edu
Santa Ana College	Dr. Maria Dela Cruz; Interim Dean of Counseling	dela_cruz_maria@sac.edu
Santa Barbara City College	Dolores Howard; ESL assessment lead, faculty	dhoward@pipeline.sbcc.edu
Santa Monica College	Judith Marasco; Chair of ESL	marasco_judith@smc.edu
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