



English as Second Language (ESL) Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year’s Initiatives

Initiatives created last year that did <u>not</u> require funding		
Initiative ID	Initiative Description	Changes Occurred
ESL1206	Collaborate with English and other disciplines to assist EngM students who are not succeeding in those classes due to English language learning issues	<p>Presented at an English dept. mtg to discuss the equivalency of EngM 51 to Engl V03. EngM 51 will compare essays to Engl V03 in spring 2014 at the portfolio reading.</p> <p>EMT/Paramedics Dept Chair met with the ESL/EngMdept chair and then spoke to ESL/EngM students about his field and contributed texts for students to peruse during their investigation of a career.</p> <p>Perry Martin of Business met with ESL dept chair and then spoke to EngM and ESL students about a career search.</p> <p>Medical Assisting and anthropology provided texts. Counseling offered the ESL dept. presentation time.</p>
ESL1204	Discipline name change from English as a Second Language (ESL) to English for Multilingual Students (ENGM).	Successfully changed ESL 50AB and ESL 51AB to the new discipline name: EngM 50AB and EngM 51AB.
ESL1203	Increase adult Hispanic male population.	The male population at VC main campus has increased at main campus in the last year. We attribute most of this to the collaboration we have had with Ventura Adult and Continuing Education (VACE).



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Initiatives created last year that required funding		
Initiative ID	Initiative Description	Changes Occurred
ESL1201	Full time ESL instructor	Not funded, but for the last two years ESL was a strong contender for a position.
ESL1202	DP Renovation: smart equipment, document presenters, computers, furniture	The dept. was funded for a storage unit and 17 laptops to equal a total of 30. Students are using them to write papers, do research, and prepare for the required courses they need to take to transfer.
ESL1205	Continued use of supplemental instruction	Not funded

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Accomplishments pertaining to Student Success or Operating Goals created last year

- The new discipline that ESL created, English for Multilingual Students (EngM) was very successful in its first year. Courses were introduced in fall 2012. EngM 50A and B were offered at VC main campus and VCSP, in fall and spring respectively, and all were full. The students who were drawn to it were diverse in nature as was expected.
 - At both sites, the past two semesters drew students who were preparing to take the TEAS (Test of Essential Academic Skills), a standardized test to enter the nursing program. Students reported back that they found the course helpful in their preparation for the test. Students are sent to the class by the nursing counselors.
 - Many of the students enrolling in the EngM courses directly out of high school went on to place in English 3 and English 2.
 - Advanced ESL students succeeded in a variety of ways. Students went on to English 3 and 2 as well as other transfer courses. Some students have received job promotions and or met other career goals.
 - The success rate for EngM is at 73%, 2% above the college average, and matches the college's retention rate of 86%.

Section II - Description

A. Description of Program/Department



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The English as a Second Language (ESL) and English for Multilingual Students (EngM) Department prepares students for transfer-level academic and vocational courses. Language and cultural expectations necessary for academic, career, and social situations are also addressed. The program supports ESL and EngM students in their language development and facilitates independent learning.

Degrees/Certificates

The ESL/EngM courses are designed to prepare students for college level work—to be successful in transfer level classes and to get certificates and/or degrees.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

- Anticipating the need, the department created EngM 50A and B. EngM: English for Multilingual students is a new discipline created by the ESL department in fall 2011 in an effort to provide a gateway for **long-term English language learners** getting out of high school without the language skills needed to succeed in transfer level courses.
 - Long-term language learners, i.e., Generation 1.5 students, are those students who began elementary school or middle school as English language learners and were reclassified to fluent English proficient (RFEP: Reclassified Fluent English Proficient).
 - Though they continue to have language issues regarding reading comprehension and writing, they do not take the ESL classes that might assist them in succeeding in transfer level classes because they do not identify with being a language learner. The ENGM discipline is designed to assist these students.
- EngM is a final step in the language acquisition track for ESL students
- It also offers grammar and writing support to students who take transfer courses in other disciplines.
- The courses have proven successful.
 - For the past two semesters students who are preparing to take the TEAS (Test of Essential Academic Skills), a standardized test to enter the nursing program, have enrolled and have found the course helpful in their preparation.
 - Students enrolling in the EngM courses directly out of high school have gone on to place in English 3 and English 2.
 - The courses have helped advanced ESL students succeed in a variety of ways. Students have gone on to English 3 and 2 as well as other transfer courses. They have received job promotions and have met other career goals.
 - The success rate for EngM is at 73%, 2% above the college average, and matches the colleges retention rate of 86%

Course ID	Course Title	Retention	Success
ENGMV50A		82%	65%
ENGMV50B		90%	82%
FY13		86%	73%



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C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

N/A

D. Criteria Used for Admission: None

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Tim Harrison

Department Chair: Karen Harrison

Faculty/Staff: Geri Loe, Kathleen Mills, Sarah Tamiian, Kari Tudman, Nancy Zelman

Name	Karen Harrison
Classification	Professor
Year Hired	2000
Years of Work-Related Experience	19 years
Degrees/Credentials	A.A., B.A., M.A. TESOL (Teaching English to Speakers of Other Languages), Azusa Pacific University



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Section IIIa – Data and Analysis

A. SLO Data

- The ESL department will do summative assessment in early December this semester
- The ESL department has finished mapping its rotational plan and will continue implementing it. Faculty met regularly in fall and spring to collaborate amongst themselves about assessments, rubrics and student learning outcomes.
 - Assessments and discussions identified some areas that needed attention to increase the student success rates.
 - Instructors requested
 - SI tutors.
 - better internet access at VCSP so that students would be able to benefit from computer programs designed to help them with their language acquisition
 - longer hours at the VCSP LRC to provide access for evening students.
- The department was unable to get SI's this semester for several reasons.
- The LRC at VCSP has expanded its hours to accommodate the evening students and many ESL and ENGM students have been taking advantage of this opportunity.
- The department has developed an initiative requesting better internet access at VCSP.

B. Performance Data

ESL/EngM Success and Retention Rates

	Census	Retention	Success
FY 10	893	92%	77%
FY 11	772	92%	72%
FY 12	875	93%	69%
FY 13	441	78%	53%
ESL prior 3 yr average	824	92%	73%
College 3-yr average		86%	70%
College FY13		86%	71%

ESL Success Rates in Off-Campus Classes

Retention			
FY 13	FY12	FY11	FY10
73%	86%	93%	92%
Success			
FY 13	FY12	FY11	FY10
45%	71%	70%	79%



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1. Retention – Program and Course

- Overall the ESL retention rate is 4% higher than the college's rate for the prior 3 year average at 92%. For FY 13 the ESL rate dropped from 93% to 78% while the college rate is at 86%. The reason for the drop can be attributed to the fact that the department was prohibited from offering its foundation courses. Many students ended up enrolling in courses for which they were not prepared and as a result, they dropped.
- The department has noticed a trend in the previous three years. In the Spring of 2009 the non-credit department was discontinued. Students from that program enrolled in the credit program underprepared. Since that time we have seen a slow drop in retention. When the foundation courses were discontinued at VCSP, the drop was significant. VCSP went from 86% to 73%. The drop was not unexpected. Students who are desperate to improve the skills they need to succeed will take whatever courses are available whether they are appropriate or not and will risk failure.
- To restore higher retention rates, the department proposes two initiatives, one to restore the foundation courses and another to restore the non-credit department.

2. Success – Program and Course

- Overall the ESL success rate is 3% higher than that of the college for the prior 3 year average at 73%. For FY 13 the ESL rate dropped to 53% while the college rate is at 71%. As with the retention rate, the reason for the drop can be attributed to the fact that the department was prohibited from offering the foundation courses. Many students ended up enrolling in courses for which they were not prepared and as a result, they were unsuccessful.
- The department has noticed a trend in the previous three years. In Spring of 2009 the non-credit department was discontinued. Students from that program enrolled in the credit program underprepared. Since that time we have seen a slow drop in success rates. When the foundation courses were discontinued, the drop was dramatic. It went from 69% to 53%. The drop was not unexpected. Students who are desperate to improve the skills they need to succeed will take whatever courses are available whether they are appropriate or not and will risk failure.
- In preparation for the discontinuation, the department collaborated with Ventura Adult and Continuing Education (VACE) in Ventura. Beginning level students at both sites were advised to go there for their foundation skills. At the main campus, that worked. In fact, several upper level students from VACE who reached the maximum level offered there came to main campus to obtain their higher level academic language skills. They are preparing to take general education and prerequisite courses for the fields they are interested in.



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- The impact of not offering foundation courses at VCSP was dire. English language learners had no choice but to enroll in intermediate courses. Students in Santa Paula, Fillmore and Piru do not have an adult education facility to get their foundation skills, so many students felt turned away. Students who would not take no for an answer (those who were desperate to further their acquisition of English) enrolled in intermediate courses. Unfortunately, students found the courses more difficult than expected, so they dropped out or failed. It is unrealistic to think that language learners will not take whatever course is available even if the level is inappropriate. The result has a negative impact on the students, the department and the institution. Not only will the lower level or inexperienced student have serious problems trying to keep up, all too often the little confidence they have quickly evaporates in a classroom that is moving too fast, and they will drop out or mentally give-up. Everyone is affected: the student, the community and the college all lose out, and the department appears unsuccessful. Lack of student success reflects poorly on the department in some erroneous ways. First, it looks as if students improperly placed themselves or were improperly placed by the faculty. Also, others may think the faculty is not doing a good job teaching.
- In 2012 the success rate fell dramatically. When we offered foundation courses, success rates were substantially higher. Moreover, more students in the community were better served. Now that the economy is doing better, we plan to offer the courses again in spring 2014. Our goal is to bring a cohort of students up from the foundation level to advanced ESL and on to courses that will help students get better jobs.
- The department has a concern about the success rates being inaccurate. Engl 8AB and Engl 7 are colisted with ESL 54AB and 53. The ESL sections show low success rates, but the number is inaccurate. Many ESL students enroll in these courses, but few enroll in the colisted ESL 53 and 54, they enroll in Engl 8 and 7 because they are eager to move out of ESL—it shows accomplishment/success. To be accurate, the data needs to include all the Engl 8AB and 7 students, not just the two or three that enroll in ESL 53 and 54.
- To restore higher retention rates, the department proposes two initiatives, one to restore the foundation courses and another to restore the non-credit department.

3. Program Completion – for “Programs” with Degrees/Certificates Only

NA

C. Operating Data

- Demographics-Program and Course
 - We have seen a vast increase in the number of nationalities enrolling in our new academic courses. Previously students generally came from Mexico, Vietnam, Korea and India/Sri Lanka. Today they come from Ukraine, Spain, Syria, Iran, Egypt, Ethiopia, China, Philippines, Venezuela, Columbia, Brazil, Peru, Tibet, and others. More often than not, at least 8 countries are represented in one class where there once were generally only 3-4.



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- **Budget**

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

- **Productivity – Program and Course(See the data)**

- For EngM the department is exceeding the productivity goal set by the district.
- ESL is not reaching the productivity goal. Upon analysis, the department feels that the loss of the introductory courses that previously fed into higher level courses has led to lower enrollment. We have written initiatives that request the reinstatement of these and that should lead to a return of higher enrollment.
- Initiative 1404 addresses this issue.

D. **Resources**

1. **Faculty**

The ESL/EngM needs to improve its full-time to part-time FTEF ratio.

According to suggestions by the accreditation report self-improvement through collaboration needs to be a continuing effort. A department with only one full-timer cannot comply with that suggestion. For 25 years, and up until the spring of 2011, the ESL department has had 2 full-timers. In 2011, the newly hired replacement for a full-time retiree was unable to make tenure; she vacated her position and the ESL department needs this position to be restored.

- The loss of the full-timer has left the department chair without a dedicated faculty member to collaborate with, thus making it impossible to comply with the suggestion of the accreditation report. For example, writing program review, working on SLOs, revising and developing course outlines all need to be discussed to be done comprehensively. In addition, when done collaboratively, these departmental responsibilities can be completed in a more timely manner making it more reasonable to meet required deadlines.
- Participating in the shared governance of the college can only be partially accomplished with one dedicated full-time faculty. ESL is generally underrepresented due to the time limitations of one full-time faculty member.
- Additionally, ESL operates at two sites, so another full-timer would provide students and adjuncts better access to information and assistance. As previously mentioned, the department plans to bring back foundation and the non-credit courses at the Santa Paula site. In preparation for this possibility, an additional full-timer would be even more essential as the department expands.

2. **Classified Staff**

NA



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3. Inventory

No requests

4. Facilities or other Resource Requests

There is a need to improve computer technology in the Santa Paula LRC. The internet connectivity is so slow that the computer software programs, English Interactive and Side By Side used by ESL do not run or do not run well. Students are also unable to use the online access component to their classes. Due to slow internet speed, pages do not load making the activities impossible to do and frustrating for the students and faculty. This interferes with the students' language acquisition progress. We would like the thin clients replaced; however, the ESL Department is listing an initiative requesting lap tops for their students at VCSP.

5. Combined Initiatives

NA

E. Other Program/Department Data

- Beginning in 2009, 257 students were tracked to show the movement of students through the ESL program into transfer classes. Of these 257 students 223 transfer classes were taken in a 2 year period (Fall 2009-Summer 2011). The retention rate was 94% and the student success was 80%. The success rate in 2012 was higher still at 88%. We were unable to get the data for this year, but an attachment has been provided.
- The result of this research is encouraging. The data shows that students are taking courses outside the ESL department and succeeding. The department would like to see where these students are today; furthermore, it would like to track the students who began studying at VC using the new academic ESL/EngM curriculum. An initiative has been developed and entered in Section V.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation) See the rubric at the end of this document, p20.

- The ESL department score is 19. The department needs to reinstate its foundation courses in Santa Paula and institute a non-credit department. Enrollment and productivity will improve as a result. Without these courses, students enroll in any course available resulting in higher drops and failure.



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- **Academic Programs**

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate (Is this course completion?)	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

Section V - Initiatives

A. Initiative: Full-time ESL Instructor (Carried over from ESL 2011)

Initiative ID:ESL 1201

The ESL department requests restoration of the full-time instructor who was denied tenure in spring of 2011. According to accreditation, collaboration is required for program review, SLOs, and course outline development and revision; continuous self improvement that is required for accreditation purposes is severely limited without it.

- The ESL Department offers courses at two sites, one on Main Campus and the other in Santa Paula. It is a challenge for the part-time instructors from the Santa Paula site to get the assistance that they need.
- The ESL department is requesting a restoration of the non-credit department that was discontinued in 2009 as well as the foundation courses eliminated in 2012; therefore, it will have further need for the full-timer it lost.

Link to Data: Accreditation requires a collaborative effort between faculty to do program review, SLOs, and developing and revising course outlines.

- The ESL Department operates two sites, the Main Campus and VCSP. Collaboration with part-time faculty is difficult at best.
- Currently the number of part-time faculty translates to approximately 3 full-time; at present there is one.

Expected Benefits: The department will be able to meet accreditation requirements. Students will be better served as will Ventura College overall. A second full-time ESL instructor would allow for continued self-improvement through collaboration as recommended by the accreditation report.

- An additional full-timer would provide the collaboration that is necessary for writing program review, working on SLOs, and revising and developing course outlines, and participating in the shared governance of the college.



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- Additionally, ESL is operated at two sites, so another full-timer would provide students and adjuncts better access to information and assistance.

Goal: To meet the requirements of accreditation. To improve the services to VC students.

Performance Indicator:

Timeline:2014-2015

Funding Resource Category:Staffing Funds

Item Description: Full-time ESL Instructor to support the ESL/ENGM department

Cost: \$80,000

Ranking:H

- B. Initiative:** Collaborate with English regarding multilingual students (Carried over from ESL 2011, 2012)

Initiative ID: ESL 1202

Link to Data: Statistically, long-term language learners are coming to college unprepared to do college level work.

Expected Benefits: Collaboration between instructors from other disciplines will help us all to better support students with English language learning issues.

Goal: The department's goal is to assist students in learning the reading and writing skills necessary to be successful in general education and transfer level classes.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Item Description: Collaborate with English and other disciplines across the curriculum to assist multilingual students who are not succeeding in those classes due to English language learning issues. (Carried over from ESL 2011, 2012)

Cost:

Ranking: H

- C. Initiative:** Improvement to Hispanic male population

Initiative ID: ESL 1401

Link to Data: Statistically, the male Hispanic population is under-represented.

Expected Benefits: The graduation rates of Hispanic males are low.

- It would benefit the city, county, and state to increase the enrollment of the male Hispanic population.
- It would create more diversity in the classroom.



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- A non-credit ESL program would bring more males into our program. When the non-credit courses were offered a much larger number of male students enrolled than female.

Goal: Increase adult Hispanic male population. Restoring the non-credit courses which were previously discontinued and continued collaboration with Ventura Adult and Continuing Education would help significantly.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Item Description: Hispanic male population is underrepresented

Cost: \$500

Ranking: M

D. Initiative: Co-list ESL with English for Multilingual Students (ENGM)

Initiative ID: ESL 1402

Link to Data: High school students/graduates with continuing language acquisition challenges need to be able to identify coursework that will better prepare them for transfer courses. Long-term language learners or Generation 1.5 students coming out of high schools do not see themselves as ESL students, and the ESL/EngM department has found, after offering four sections of EngM 50 that high school students are not all coming to college ready for this high level of work. Course titles that will attract them are required.

Expected Benefits: Course titles that attract long-term language learners (Generation 1.5 students coming out of high schools who do not see themselves as ESL students) will increase their chance to succeed in transfer level classes.

Goal: Increase the success rate of long-term language learners.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Item Description: Co-list English as a Second Language (ESL) with English for Multilingual Students (ENGM)

Cost: \$0.00

Ranking: H

E. Initiative: Use of supplemental instruction

Initiative ID: ESL 1403

Link to Data: The ESL program has a high retention and success rate. The department used supplemental instruction in FY12.

Expected Benefits: Supplemental instruction gives struggling students access to additional assistance and promotes success.



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Goal: Increase the success rate of students

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Item Description:

Cost: \$800.00

Ranking: M

F. Initiative: Foundation ESL courses at VCSP

Initiative ID: ESL 1404

Links to Data: Students who are eager or desperate to learn English will take any course available whether or not they are prepared to pass them. They then drop or fail the course making the ESL Department look unsuccessful.

Expected Benefits: The student success rate would increase. Students who take foundation ESL courses will become prepared for the courses that follow.

Goal: To have foundation courses that feed the ESL/ENGM program.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Item Description: Restore the foundation ESL courses at VCSP.

Cost: \$0.00

Ranking: H

G. Initiative: Non-credit ESL in Santa Paula and Fillmore.

Initiative ID: ESL 1405

Link to Data: Students who are enrolling in credit ESL courses are under prepared to pass them. (See Section 3B 1-2)

Expected Benefits: Students who take non-credit ESL courses will become prepared for the academic work required to pass the credit courses where they will become prepared for transfer and vocational courses. In addition, more men would enroll if the courses were non-credit. Finally, enrollment and success rates will increase.

Goal: To prepare students for academic work in English.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Item Description: Restore the non-credit courses for Santa Paula and Fillmore.

Cost: \$ 9,000.00

Ranking: H



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Section VI – Process Assessment

A. How have the changes in the program review process this year worked for your area?

- The program review process has become more time consuming and challenging than before.
 - i. It was difficult to extract data from the given reports.
 - ii. Doing the research linking SLOs to program review is challenging and time consuming.
 - iii. There is only one full-time person in the ESL/EngM department. That person is also the department chair with no release time making it very difficult to do the required work well and get it done on time.

B. How would you improve the program review process based on this experience?

- Provide departments with one full-time faculty member with a second full-time faculty member to do the work required of the department.
- Provide extra hourly pay to the part-time faculty as an incentive to assist with SLOs and program review.

C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII –Submission Verification

Program/Department: ESL/EngM

Preparer: Karen Harrison

Dates met (include email discussions): September 13, October 4, 9, 11, 13, 14, 15, 18, 25: dept meetings and time writing/researching; Email: Sept. 13, 19, 23, 24, 25, 27, 30. Oct 1: 3, 11, 12, 13, 14, 15, 16, 17, 24, 25.

List of Faculty who participated in the program Review Process:

Kari Tudman, Geri Loe, Sabrina Canola, Kathleen Mills, Nancy Zelman



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X Preparer Verification: I verify that this program document was completed in accordance with the program review process.

X Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	1
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Sufficient capital / human resources to maintain the program, as defined by:		
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	2
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is less than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The ESL department score is 19. The department needs to reinstate its foundation courses in Santa Paula and institute a non-credit department. Enrollment and productivity will improve as a result. Without these courses, students enroll in any course available resulting in higher drops and failure.

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program



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Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.