



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

2011: The Non-credit program was discontinued.
Enrollment went from 827 in 2011 to 548 in 2012.
Students from non-credit classes began enrolling in credit classes, and often found them too rigorous and failed or dropped.
Then credit classes began to be cancelled.
- 2012 enrollment took a dip from 548 to 404 in 2013.
Students who were desperate to learn English took whatever classes were available. Sometimes the class was too difficult, so they dropped or failed.
- 2014 classes were canceled and enrollment dipped to 372 students.
Today there are a mere 117 students.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

The ESL/EngM program serves language learners: recent arrivals, international students, and long term residents. The diversity of cultures and languages has grown vastly in the last few years. I currently have students from Egypt, Iran, Korea, China, Taiwan, Japan, the Philippines, South and Central America, Mexico in a class of 16 students. The diversity is also in age, education and level. There are recent high school graduates from home countries and the U.S., recent arrival professionals trying to transfer skills, and 20-year residents coming to improve language skills to get better jobs

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

We have been trying to rebuild enrollment over the years. Despite efforts of the one lone full time faculty, it does not replace targeted mass marketing outreach.
Need administrative support: ESL/EngM is a special program with special population. It is a matter of equity (holistic and inclusive). A comprehensive support system is needed to increase enrollment.

- Funds are needed
- Targeted marketing
- Create a brochure
- Support Faculty
- Support staff
- Recruitment, orientation and assessment

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
No
2. Was your program's course success rate in 2014 higher than the overall college success rate?
No
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Decreasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

2010: success rate was 72%; classes were cut dramatically in 2011 and success dropped to 68% and even further in 2012 to 57%. They increase again in 2013 to 72% and dropped again to 66% in 2014. We think this wild fluctuation in success rates has to do with the gaps in the sequence of classes that were offered leading students to take classes that were inappropriate for them; they often dropped or failed. Dept went from 28 sections to 8 in 4 yrs, accounting for the little continuity in course offerings.
Gaps between demographic groups are wide and have fluctuated between 2010-2014

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Economic downturn: students began working 2-3 jobs and schedules were inconsistent. Those who came to school often dropped when jobs were found. Some were absent so much they failed. Language learning is most efficient when the ratio of students is between 20-25 to 1. Enrollment is increasing slowly. It would increase more quickly with more outreach and if ESL were colisted with EngM.

See Section A6 and initiatives #1601, 1602, 1606

5. Are you able to increase your productivity and/or course fill rate?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

No

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

NA

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

- Select -



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
- Select -
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
- Select -

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

Some classes were cancelled at the time they were on the rotation. They have been remapped and will be assessed when they are offered. For the courses that have been offered, all have been assessed, but two need to have data entered.

3. What percentage of your program's courses have assessed at least half of their SLO's?

81%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

Some courses received SI assistance to help improve success rates.
Teachers have changed textbooks as well as increasing or decreasing the rigor of the course or tests depending on the level of students who enroll in the course.
For two semesters support from the Welcome Center, Gema, came to give workshops on basic MS Word to our most technologically unequipped students.
Hours at the LRC at VCSP were also increased.
Computers were replaced at VCSP, so students have better support from technology.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

3 Courses

7. How closely have you adhered to your SLO rotational plan?

Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

Yes, classes got cancelled, and when they did, it appeared that the courses weren't assessed when they merely needed to have their rotation adjusted.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

The ESL/EngM courses are all about improving communication skills so that students can meet their educational and personal goals more successfully. The students who take ESL or EngM courses improve their communication skills: Oral, reading and writing, identical to ISLO outcomes.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

5

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
Yes
2. How have these changes impacted student learning? (600 characters max)

We don't actually have access to a budget. However, the ESL department went from having 3 full-time faculty in 2007 to 2 in 2008 to 1 in 2011. Neither position has been replaced.



Section G - Previous Year Initiatives

| Program | Funding Category | Initiative ID | Initiative Title | Initiative Description | Cost | Grants/Categorical | College Funds | Program Priority | Division Priority | Committee Priority | College Priority | Funded | Status | Outcome |
|----------|------------------|---------------|-------------------|---|-------|--------------------|---------------|------------------|-------------------|--------------------|------------------|--------|-----------|--|
| ESL/EngM | Computer | ESL 1502 | Computer/S canner | Equipment needed to support instructors being readily repsonive to students' needs. for student success | 2,000 | | 2,000 | H | H | H | H | Yes | Ongoing | Received the scanner, but not the computer |
| ESL/EngM | Equipment | ESL 1501 | 2 Copiers VCSP | Copiers needed to support instructors who need to supply students with materials for their success. There are existing copiers that always break down. Upgrade scheduled by IT with no additional cost. | - | | - | H | H | H | H | Yes | Completed | VCSP received replacement copiers. |
| ESL/EngM | Equipment | ESL 1503 | Ergonomic | Standing desk | | | | H | H | H | H | No | Pending | Funds need |



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|----------|--------------|----------|---|--|-------|--|-------|---|---|---|---|-----|---------|--|
| | | | Standing Work Station | to keep instructor's back protected | 1,000 | | 1,000 | | | | | | | to be released |
| ESL/EngM | General Fund | ESL 1206 | SI in VC EngM class. | Students in EngM classes are very diverse. They need the extra assistance an SI can provide to be more successful in class. | 700 | | 700 | H | H | H | H | No | Pending | |
| ESL/EngM | General Fund | ESL 1504 | Drop-in tutor at VCSP 6:00-7:00pm twice a week M/T | Students in EngM classes at VCSP have no available tutoring. Student success would improve with extra assistance they need. | 500 | | 500 | H | H | H | H | No | Pending | Tutors are unavailable to go to VCSP. |
| ESL/EngM | None | ESL 1202 | Cross-discipline Collaboration for Struggling Multilingual Students | Collaborate with English and other disciplines across the curriculum to assist multilingual students who are not succeeding, or are struggling | - | | - | H | H | | | Yes | Ongoing | Chair met with instructors from anthropology, criminal justice, English, automotive, economics, political science, |



Section H – 2015-2016 Initiatives

| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|----------|---------------|--------------------------------------|--|---------|----------------|---------------------|--|---|--|---|---|---|
| ESL/EngM | 1601 | Increase enrollment and productivity | Increase enrollment and thereby productivity with outreach and recruitment. Need mass marketing: Work with Richard Torres and counseling: Do outreach at high schools and in the community. Need support staff. Create brochure. Bringing enrollment up will allow for there to be more continuity in course offerings, which will assist in improving productivity. | Unknown | College Funds | Other | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5 | <input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |



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|----------|------|-------------------|--|--------|---------------|-------|--|---|--|---|---|---|
| ESL/EngM | 1602 | Full-time faculty | Hiring a full time faculty will provide support for the ESL/EngM department to meet accreditation requirements of being collaborative. It will also help VC be more holistic and inclusive. The department has been rated high for a growth position for the last 3 years by the division as well as by staffing priorities, but has gone unfunded. One person is not sufficient. VC wants a non-credit ESL program and that will require support from another full-time faculty member. | 65,000 | College Funds | Other | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5 | <input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |
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| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|----------|---------------|------------------|---|-------|----------------|---------------------|--|--|--|---|---|---|
| ESL/EngM | 1603 | ergonomic chair | The instructor is dealing with back pain and she would be more efficient and effective if she were not in pain. | 500. | College Funds | Equipment | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 | <input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |
| ESL/EngM | 1604 | blinds in ELC 3 | Blinds in ELC do not fit the windows properly and light spills onto the whiteboard, the glare making it difficult for students to see what is on the board. Student learning would be improved if students did not have to strain to see the board. | 1,200 | College Funds | Facilities | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 | <input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |



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| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|----------|---------------|------------------------------------|--|---------|----------------|---------------------|--|---|--|---|---|---|
| ESL/EngM | 1605 | Air conditioning needed in the ELC | The air conditioning has stopped working in the ELC building, making it difficult for students and teacher to perform at their optimum level | 0 | None | Other | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 | <input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |
| ESL/EngM | 1606 | Comprehensive Support System | To be holistic, inclusive, and equitable, staff and faculty support are needed to provide the assistance necessary for this specialized population in getting an education. Tutoring is needed at VCSP as is counseling. | Unknown | College Funds | General Fun | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5 | <input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps | <input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low | <input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low |



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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

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

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

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.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

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. You will be notified of your time to present.