

English as a Second Language (ESL) Program Review

2011-2012

1. Program Description

A. Description

The English as a Second Language (ESL) Program prepares students for transfer-level academic and vocational courses. Language and etiquette necessary for school, work, and social situations are also addressed. The program supports ESL students in their language development and facilitates independent learning.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Communicate effectively by speaking clearly and coherently in formal academic settings.
2. Demonstrate critical thinking and problem solving skills by applying new language skills.
3. Use language learning strategies to build English vocabulary.
4. Collaborate to solve problems, share ideas, and complete language-based activities.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY): **NA**

E. Criteria Used for Admission: **NA**

F. Vision

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

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

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H. 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.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to prepare students for college level work—to be successful in transfer level classes, and to get certificates and/or degrees.

J. Program Strengths, Successes, and Significant Events

- The strength of the English as a Second Language Department lies in its reflection of the goals of Ventura College's Mission and Education Master Plan. The ESL department **provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body.** The ESL department offers **workforce development...** through English language teaching... **in the support of the state and region's economic viability.** We offer...**continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society.**
- ESL has been a part of the college's comprehensive program to meet the needs of the community not only in Ventura for 25 years, but also in serving Santa Paula and Fillmore for 35 years.
- To continue to promote student success, the ESL program has recently gone through curriculum changes to reflect current trends and striving for a higher quality academic program in the field of language acquisition. To gain traction, we have scaled down the number of classes that are offered to increase productivity and create a solid quality program with a potential for growth. The history follows:
 - In 2008 the primary six credit ESL courses, V01-V06, which were formerly integrated skills courses, were redesigned to reflect current standards of the State Community College Department of Education for English as a Second Language coursework.
 - Discrete skills courses were developed for each of the 6 levels

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- Listening and speaking, reading and vocabulary and writing and grammar components for each level.
- Three new courses were designed for the summer session:
 - V17A/B: Communication Skills, V18A/B: Communicative Grammar, and V19A/B: Interactive Pronunciation.
- Pilot credit courses were offered when the Non-Credit ESL courses were cut in spring of 2009 (in the evening at Main Campus and our satellite campus, Fillmore High School).
- As participants in the **Title V grant**, ESL revised two of its courses to accommodate the advanced ESL student and the long-term language learner, i.e., the Generation 1.5 student who is pursuing a higher education, i.e., a degree or certificate.
 - V07A/B: Reading and Writing for Vocational Purposes and V08A/B: Writing and Grammar for Academic Preparation.
 - Due to **Title V**, these two courses have also been themed for child development and the health fields.
- ESL utilized **Supplemental Instructors** to assist student learning.
- Conversation groups were organized by adjunct ESL instructors at the **Tutoring Center and the Reading and Writing Center**.
- In fall of 2010, the department further modified its curriculum. The six levels were condensed to three to allow all skill sets to be offered to all levels at the same time.
 - In **fall 2011**, the department **changed its course numbering sequence** to eliminate the confusion that existed between ESL and English.
 - The **core courses** are now
 - ESL 20, 21, 22: Oral Communication 1-3
 - ESL 30, 31, 32: Reading and Writing 1-3
 - ESL 40, 41, 42: Writing and Grammar 1-3
 - The **college preparation** courses are
 - ESL 50: Vocational Reading and Writing
 - ESL 51: Academic Writing and Grammar
- The department has also begun proceedings to **change its discipline name from English as a Second Language (ESL) to English for Multilingual Students (ENGM)** 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. There is a current trend among California community colleges to make this transition. We will be among the first to do so.
 - Long-term language learners, i.e., Generation 1.5 students have been reclassified from ESL and therefore do not identify themselves as ESL students. For this reason, though they continue to have language issues with reading comprehension and writing, they do not take the ESL classes that might assist them in succeeding in transfer level classes. ENGM is hopefully the answer for these students.
- Technology has also been embraced by the ESL department. We created ESL 10ABCD, computer-based English grammar classes that serve not only traditional ESL students but also long-term language learners, i.e., Generation 1.5 students and native speakers.
 - Additionally, all ESL classes were technologically enhanced through obtaining document presenters and Smart equipment.

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- Research was done by Michael Callahan to show the movement of ESL students through the ESL program into transfer classes. Beginning in 2009, 257 students were tracked. 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%.
- CCCAssess

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Tim Harrison

Department Chair:

Instructors and Staff

Name	Karen Harrison
Classification	Professor
Year Hired	2000
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Co-Chair

Name	Kari Tudman
Classification	Adjunct Faculty
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.S.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Communicate effectively by speaking clearly and coherently in formal academic settings.
2. Demonstrate critical thinking and problem solving skills by applying new language skills.
3. Use language learning strategies to build English vocabulary.
4. Collaborate to solve problems, share ideas, and complete language-based activities.

B. Student Success Outcomes

1. The program will maintain its retention rate which is currently 1% above the average of the program's prior three year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate which is 6 percentage points greater than the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.
4. The program will maintain student success rate which is greater than the average of the **college's** prior three-year student success rate. The student success rate is the percentage of students at census who receive a grade of C or better.
5. ESL will continue to have fewer withdrawals than the college.

C. Program Operating Outcomes

1. The program averages 94% of the 410 goal set by the district. In most cases the ESL program met or exceeded the goal.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map: These courses will be obsolete next year.

Course to Program-Level Student Learning Outcome Mapping (CLSLO)						
<p>I: This program-level student learning outcome is INTRODUCED in this course. P: This program-level student learning outcome is PRACTICED in this course. M: This program-level student learning outcome is MASTERED in this course. Leave blank if program-level student learning outcome is not addressed.</p>						
Courses (i.e. CHEM1A)	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6
ESL V01A	I	I	I	I		
ESL V01B	I	I	I	I		
ESL V01C	I	I	I	I		
ESL V02A	P	P	P	P		
ESL V02B	P	P	P	P		
ESL V02C	P	P	P	P		
ESL V03A	P	P	P	P		
ESL V03B	P	P	P	P		
ESL V03C	P	P	P	P		
ESL V04A	P	P	P	P		
ESL V04B	P	P	P	P		
ESL V04C	P	P	P	P		
ESL V05A	M	P	P	M		
ESL V05B	M	P	P	M		
ESL V05C	M	P	P	M		
ESL V06A	M	P	M	M		
ESL V06B	M	P	M	M		
ESL V06C	M	P	M	M		
ESL V07A	M	M	M	M		
ESL V07B	M	M	M	M		
ESL V08A	M	M	M	M		
ESL V08B	M	M	M	M		
ESL V12	M	M	M	M		
ESL V17A	I	I	I	I		
ESL V17B	I	I	I	I		
ESL V18A	P	P	P	P		
ESL V18B	M	M	M	M		
ESL V19A	I	I	I	I		
ESL V19B	M	M	M	M		
ESL V33	M	M	M	M		
ESL V34A	P	P	P	P		
ESL V34B	M	M	M	M		

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3. Operating Information

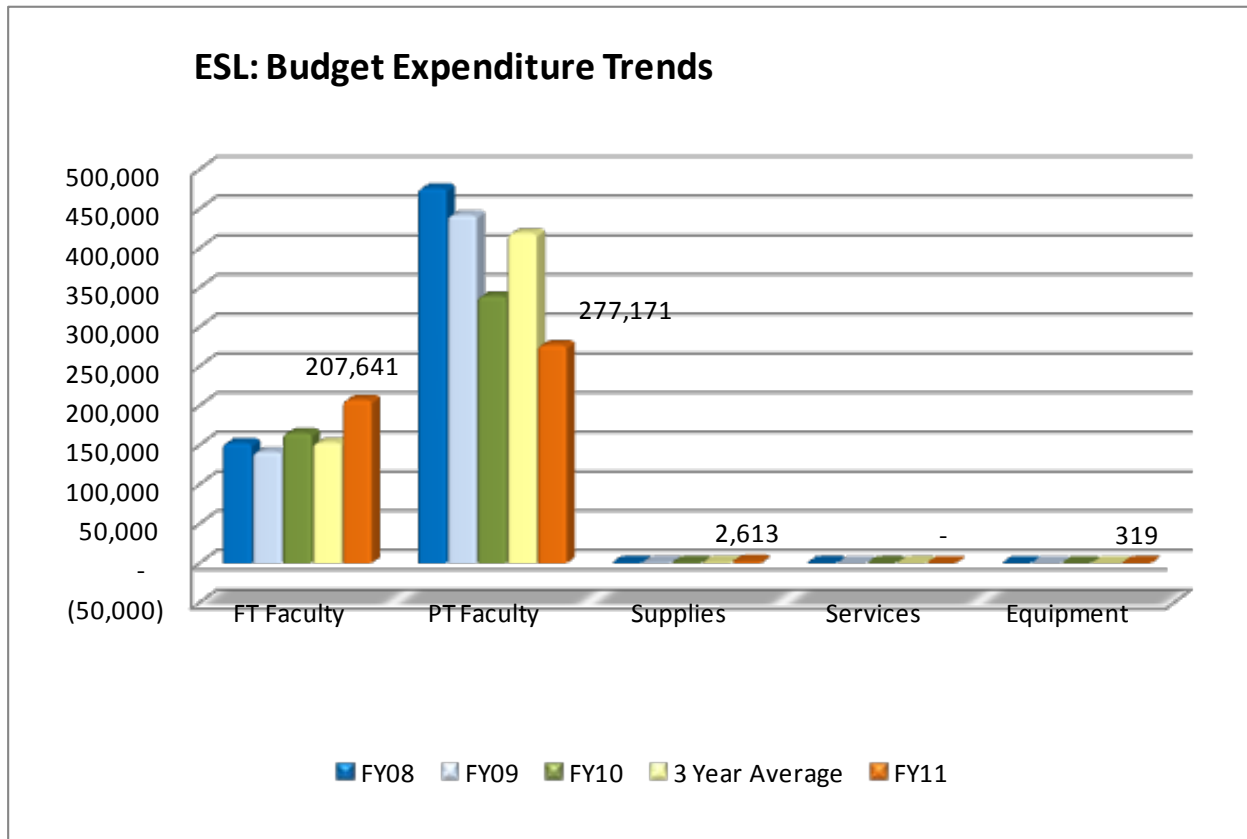
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	152,897	141,624	165,314	153,278	207,641	35%	12%
2	PT Faculty	476,411	442,458	339,262	419,377	277,171	-34%	-10%
7	Supplies	810	864	873	849	2,613	208%	24%
8	Services	300	(137)	100	200	-	-100%	-17%
9	Equipment	-	-	-	-	319	100%	-42%
	Total	630,418	584,809	505,549	573,592	487,744	-15%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

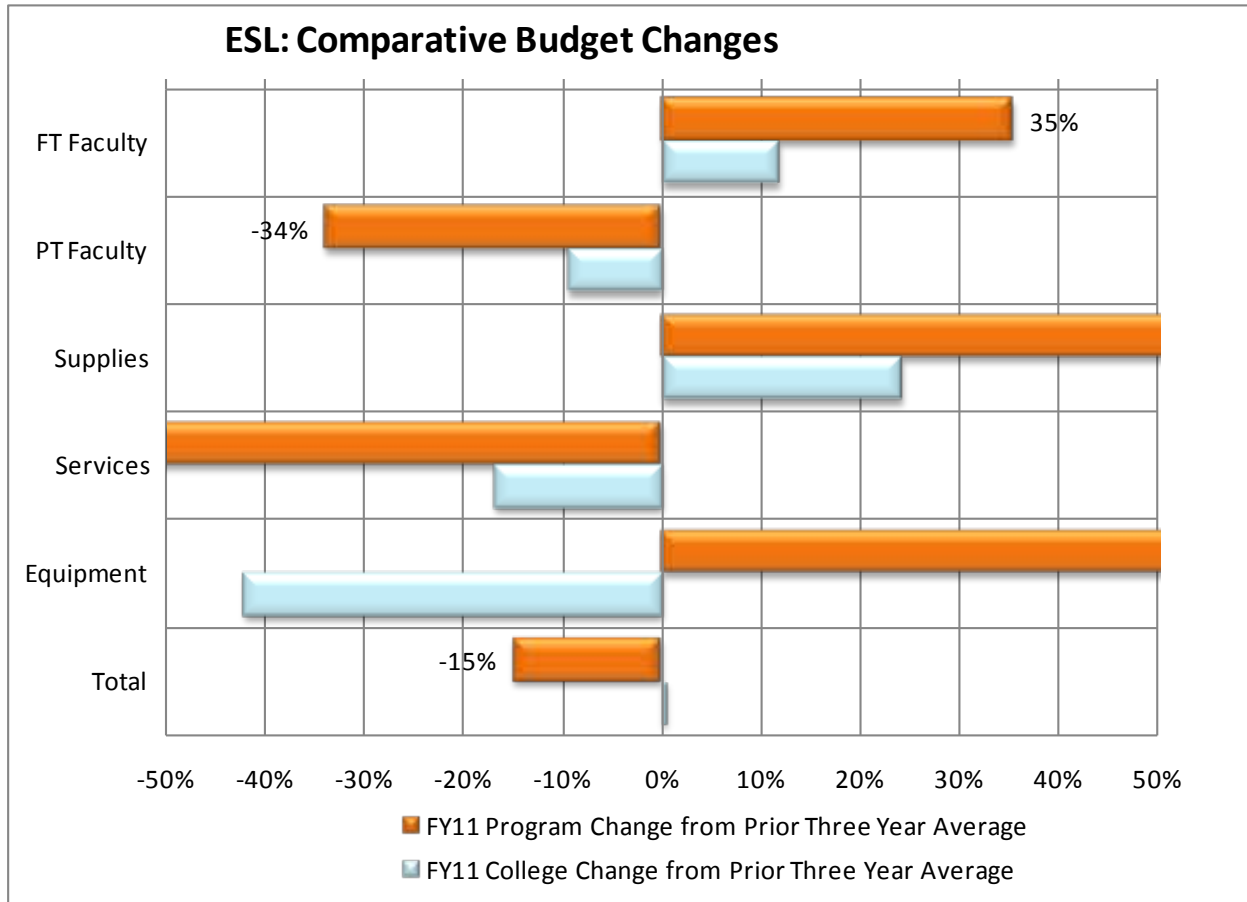


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

We believe that the 34% loss of part-time faculty is due to the cancelation of the Basic English as a Second Language classes (BESL), or non-credit ESL department in 2009-2010 as well as class cuts in the credit program. Also, some of the ESL classes were funded by Title V.

The table also shows that there were little to no services provided for between FY09- FY11. However, a good deal of travel was done, but it was paid for by the Title V Grant.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Dell Optiplex 745 Computer	Dell Computer C	31015	12845	3/27/2007	4	1,474	N00018138	GB8B9C1
Dell Latitude D630 Laptop	Dell Computer C	31015	12845	7/10/2007	4	1,269	N00018304	9KQS2D1
Laminator Ultima 65 GBC171074	Corporate Expre	31015	12845	12/5/2006	5	1,182	N00018115	GBC1710740
Lexmark C710N Color Laser Prin	Sehi Computers	36025	121	3/22/2002	9	1,479	N00003089	
CPX444Ser Hitachi LCD Projecto	Troxell Communi	37310	129	5/24/2007	4	1,216	N00018249	F7C015056
CPX444Ser Hitachi LCD Projecto	Troxell Communi	37310	129	5/24/2007	4	1,216	N00018247	F7C0147
CPX444Ser Hitachi LCD Projecto	Troxell Communi	37310	129	5/24/2007	4	1,216	N00018248	F7C014782
Dell Optiplex GX520 Small Form	Dell Computer C	37310	129	4/17/2007	4	1,342	N00018166	CG33FC1
						10,394		

B2: Interpretation of the Program Inventory Information

The inventory is not correct at this time and will be looked at at a later date. For example, the ESL department does not have a laminator, though we wish we did.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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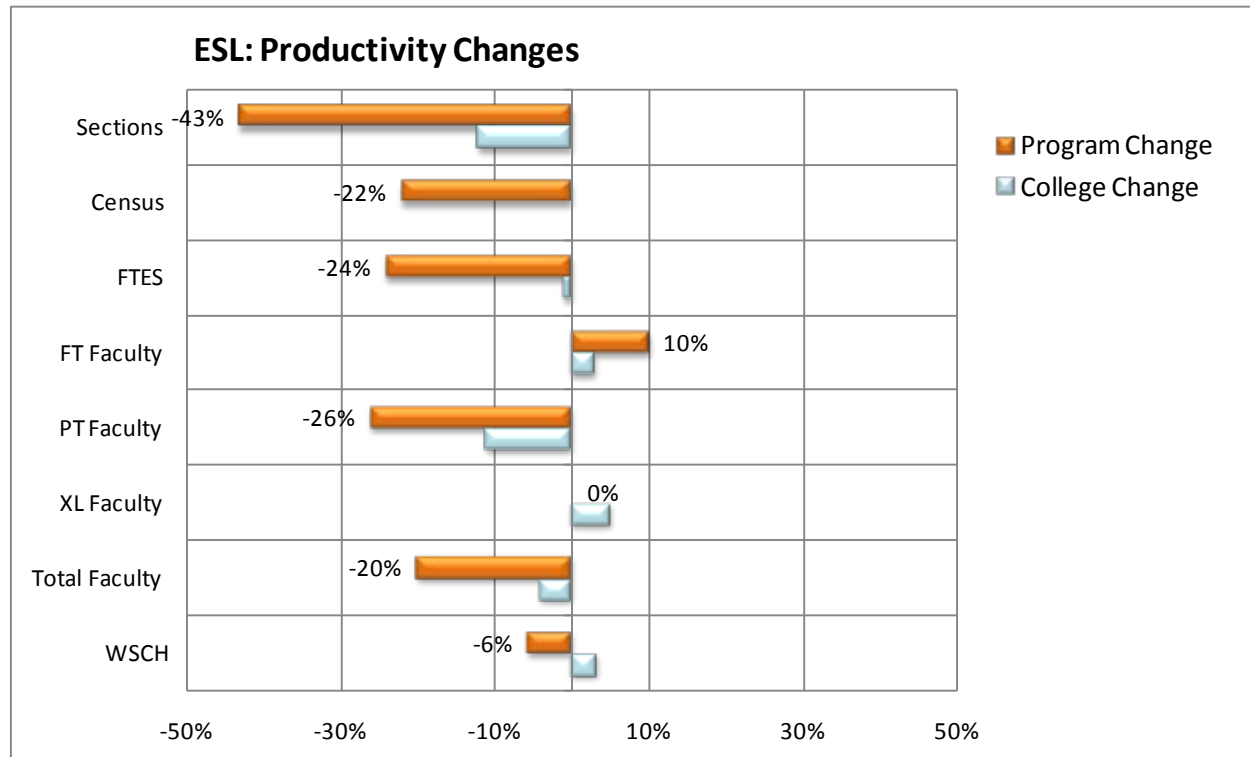
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	74	106	46	75	43	-43%	-12%
Census	868	1,227	893	996	772	-22%	0%
FTES	229	314	228	257	195	-24%	-1%
FT Faculty	1.56	1.87	1.73	1.72	1.90	10%	3%
PT Faculty	7.09	9.40	6.61	7.70	5.68	-26%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	8.65	11.27	8.34	9.42	7.58	-20%	-4%
WSCH	397	418	410	409	386	-6%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

Though the department suffered a 43% decrease in sections due to the cancelation of the BESL/Non-credit program, the number of students only dropped 22% and FTES only went down 24%.

The program needs to improve its full-time to part-time FTEF ratio. The present number of part-time faculty translates to 5.68 full-time and currently there is one. For 25 years, and up until the spring 2011, the ESL department has had 2 full-timers. This position needs to be replaced because a second full-time ESL instructor would allow for continued self-improvement through collaboration as suggested by the accreditation report. An additional full-timer would provide this 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. Additionally, ESL is operated at two sites, so another full-timer would provide students and adjuncts better access to information and assistance.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment. District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ESLV01	Low-Beginning ESL	381	459	-	424	-	-100%	410	0%
ESLV01A	Low-begin ESL: Listen & Speak	-	-	463	463	388	-16%	410	95%
ESLV01B	Low-begin ESL: Reading & Vocab	-	-	400	400	-	-100%	410	0%
ESLV01C	Low-begin ESL: Writing&Gramm	-	-	-	-	431	0%	410	105%
ESLV02	High-Beginning ESL	368	444	-	387	-	-100%	410	0%
ESLV02A	Hi-begin ESL: Listen & Speak	-	-	-	-	384	0%	410	94%
ESLV02B	Hi-begin ESL: Reading & Vocab	-	-	300	300	291	-3%	410	71%
ESLV02C	Hi-begin ESL: Writing &Grammar	-	-	469	469	-	-100%	410	0%
ESLV03	Low-Intermediate ESL	335	455	-	386	-	-100%	410	0%
ESLV03A	Low-interm ESL: Listen & Speak	-	-	481	481	-	-100%	410	0%
ESLV03B	Low-interm ESL:Reading & Vocab	-	-	-	-	394	0%	410	96%
ESLV03C	Low-interm ESL:Writing&Gramm	-	-	400	400	425	6%	410	104%
ESLV04	High-Intermediate ESL	340	440	-	373	-	-100%	410	0%
ESLV04A	Hi-interm ESL: Listen & Speak	-	-	581	581	-	-100%	410	0%
ESLV04B	Hi-interm ESL: Reading & Vocab	-	-	375	375	-	-100%	410	0%
ESLV04C	Hi-interm ESL: Writing&Gramma	-	-	-	-	338	0%	410	82%
ESLV05	Low-Advanced ESL	343	456	-	391	-	-100%	410	0%
ESLV05A	Low-adv ESL: Listen & Speak	-	-	-	-	413	0%	410	101%
ESLV05B	Low-adv ESL: Reading & Vocab	-	-	381	381	525	38%	410	128%
ESLV05C	Low-adv ESL: Writing & Grammar	-	-	375	375	-	-100%	410	0%
ESLV06	High-Advanced ESL	289	346	-	308	-	-100%	410	0%
ESLV06A	Hi-adv ESL: Listen & Speak	-	-	469	469	-	-100%	410	0%
ESLV06B	Hi-adv ESL: Reading & Vocab	-	-	-	-	225	0%	410	55%
ESLV06C	Hi-adv ESL: Writing & Grammar	-	-	413	413	431	5%	410	105%
TOTAL	Annual District WSCH Ratio	397	417	410	409	386	-6%	410	94%

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District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ESLV07A	Vocational Reading & Writing I	-	-	313	313	300	-4%	410	73%
ESLV07B	Vocational Reading & Writing II	-	-	275	275	356	30%	410	87%
ESLV08	Writing Skills LEP	-	451	-	451	-	-100%	410	0%
ESLV08A	ESL Writing and Grammar I	-	-	-	-	272	0%	410	66%
ESLV08B	ESL Writing and Grammar II	-	-	-	-	300	0%	410	73%
ESLV14	Begin ESL Listening & Speaking	1,504	442	-	598	-	-100%	410	0%
ESLV15	Inter ESL Listening & Speaking	381	405	-	400	-	-100%	410	0%
ESLV16	Adv ESL Listening and Speaking	414	362	-	372	-	-100%	410	0%
ESLV17A	Begin Communication Skills I	-	-	357	357	335	-6%	410	82%
ESLV17B	Begin Communication Skills II	-	-	-	-	305	0%	410	74%
ESLV18A	Intermediate Grammar I	-	-	441	441	411	-7%	410	100%
ESLV18B	Intermediate Grammar II	-	-	294	294	441	50%	410	108%
ESLV19A	Intermediate Pronunciation I	-	-	-	-	455	0%	410	111%
ESLV19B	Intermediate Pronunciation II	-	-	483	483	525	9%	410	128%
ESLV33		525	493	439	503	563	12%	410	137%
ESLV34A	Low-Begin Read Comprehension	284	550	521	397	551	39%	410	134%
ESLV34B	High-Begin Read Comprehension	270	583	557	384	540	41%	410	132%
ESLV40	Vocab&Communication: Nonna	469	-	-	469	-	-100%	410	0%
ESLV88D	ESL Writing and Grammar II	-	289	-	289	-	-100%	410	0%
ESLV88E	ESL Communication Skills I	-	-	552	552	-	-100%	410	0%
ESLV88F	ESL Communicative Grammar I	-	-	414	414	-	-100%	410	0%
ESLV88G	Interactive Pronunciation I	-	-	394	394	-	-100%	410	0%
TOTAL	Annual District WSCH Ratio	397	417	410	409	386	-6%	#REF!	#REF!

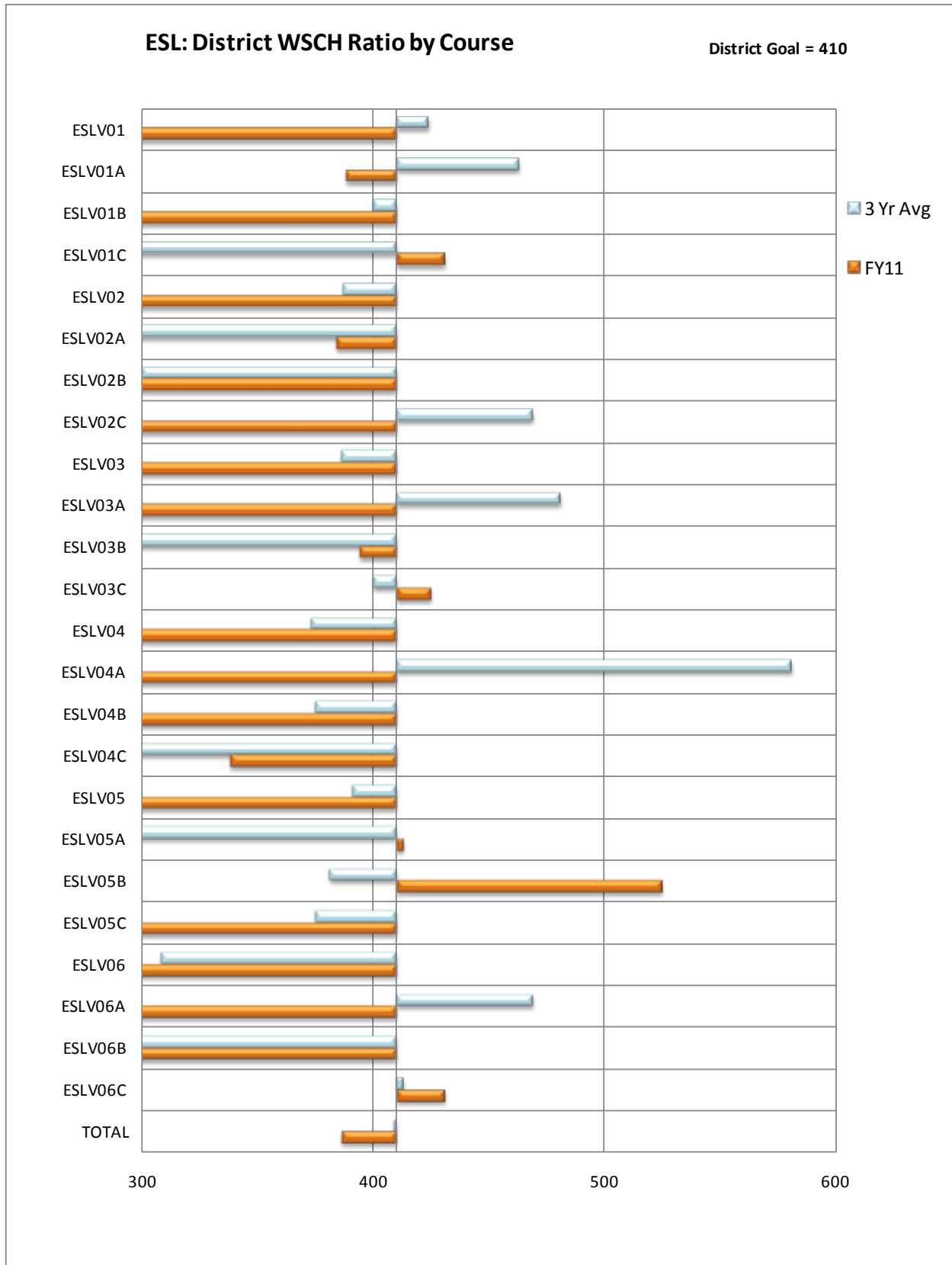
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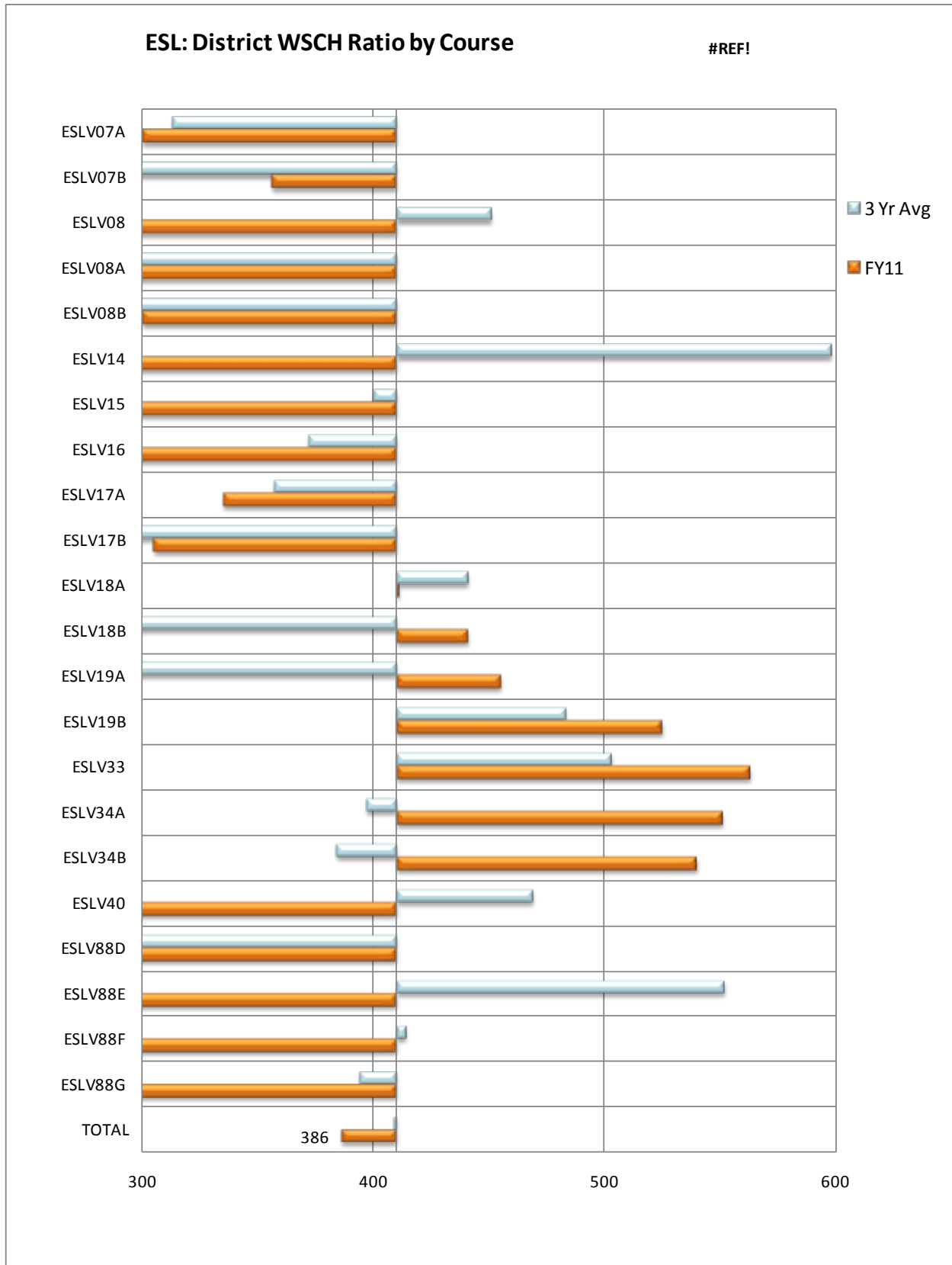
D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ESLV01	Low-Beginning ESL	381	459	-	424	-	-100%	410	0%
ESLV01A	Low-begin ESL: Listen & Speak	-	-	463	463	388	-16%	410	95%
ESLV01B	Low-begin ESL: Reading & Vocab	-	-	400	400	-	-100%	410	0%
ESLV01C	Low-begin ESL: Writing&Gramm	-	-	-	-	431	0%	410	105%
ESLV02	High-Beginning ESL	368	444	-	387	-	-100%	410	0%
ESLV02A	Hi-begin ESL: Listen & Speak	-	-	-	-	384	0%	410	94%
ESLV02B	Hi-begin ESL: Reading & Vocab	-	-	300	300	291	-3%	410	71%
ESLV02C	Hi-begin ESL: Writing & Gramma	-	-	469	469	-	-100%	410	0%
ESLV03	Low-Intermediate ESL	335	455	-	386	-	-100%	410	0%
ESLV03A	Low-interm ESL: Listen & Speak	-	-	481	481	-	-100%	410	0%
ESLV03B	Low-interm ESL:Reading & Voca	-	-	-	-	394	0%	410	96%
ESLV03C	Low-interm ESL:Writing&Gramm	-	-	400	400	425	6%	410	104%
ESLV04	High-Intermediate ESL	340	440	-	373	-	-100%	410	0%
ESLV04A	Hi-interm ESL: Listen & Speak	-	-	581	581	-	-100%	410	0%
ESLV04B	Hi-interm ESL: Reading & Vocab	-	-	375	375	-	-100%	410	0%
ESLV04C	Hi-interm ESL: Writing&Gramm	-	-	-	-	338	0%	410	82%
ESLV05	Low-Advanced ESL	343	456	-	391	-	-100%	410	0%
ESLV05A	Low-adv ESL: Listen & Speak	-	-	-	-	413	0%	410	101%
ESLV05B	Low-adv ESL: Reading & Vocab	-	-	381	381	525	38%	410	128%
ESLV05C	Low-adv ESL: Writing & Gramma	-	-	375	375	-	-100%	410	0%
ESLV06	High-Advanced ESL	289	346	-	308	-	-100%	410	0%
ESLV06A	Hi-adv ESL: Listen & Speak	-	-	469	469	-	-100%	410	0%
ESLV06B	Hi-adv ESL: Reading & Vocab	-	-	-	-	225	0%	410	55%
ESLV06C	Hi-adv ESL: Writing & Grammar	-	-	413	413	431	5%	410	105%
TOTAL	Annual College WSCH Ratio	397	417	410	409	386	-6%	410	94%

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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ESLV07A	Vocational Reading & Writing I	-	-	313	313	300	-4%	410	73%
ESLV07B	Vocational Reading & Writing II	-	-	275	275	356	30%	410	87%
ESLV08	Writing Skills LEP	-	451	-	451	-	-100%	410	0%
ESLV08A	ESL Writing and Grammar I	-	-	-	-	272	0%	410	66%
ESLV08B	ESL Writing and Grammar II	-	-	-	-	300	0%	410	73%
ESLV14	Beg ESL Listening and Speaking	1,504	442	-	598	-	-100%	410	0%
ESLV15	Inter ESL Listening & Speaking	381	405	-	400	-	-100%	410	0%
ESLV16	Adv ESL Listening and Speaking	414	362	-	372	-	-100%	410	0%
ESLV17A	Begin Communication Skills I	-	-	357	357	335	-6%	410	82%
ESLV17B	Begin Communication Skills II	-	-	-	-	305	0%	410	74%
ESLV18A	Intermediate Grammar I	-	-	441	441	411	-7%	410	100%
ESLV18B	Intermediate Grammar II	-	-	294	294	441	50%	410	108%
ESLV19A	Intermediate Pronunciation I	-	-	-	-	455	0%	410	111%
ESLV19B	Intermediate Pronunciation II	-	-	483	483	525	9%	410	128%
ESLV33		525	493	439	503	563	12%	410	137%
ESLV34A	Low-Begin Read Comprehension	284	550	521	397	551	39%	410	134%
ESLV34B	High-Begin Read Comprehension	270	583	557	384	540	41%	410	132%
ESLV40	Vocab&Communication: Nonna	469	-	-	469	-	-100%	410	0%
ESLV88D	ESL Writing and Grammar II	-	289	-	289	-	-100%	410	0%
ESLV88E	ESL Communication Skills I	-	-	552	552	-	-100%	410	0%
ESLV88F	ESL Communicative Grammar I	-	-	414	414	-	-100%	410	0%
ESLV88G	Interactive Pronunciation I	-	-	394	394	-	-100%	410	0%
TOTAL	Annual College WSCH Ratio	397	417	410	409	386	-6%	#REF!	#REF!

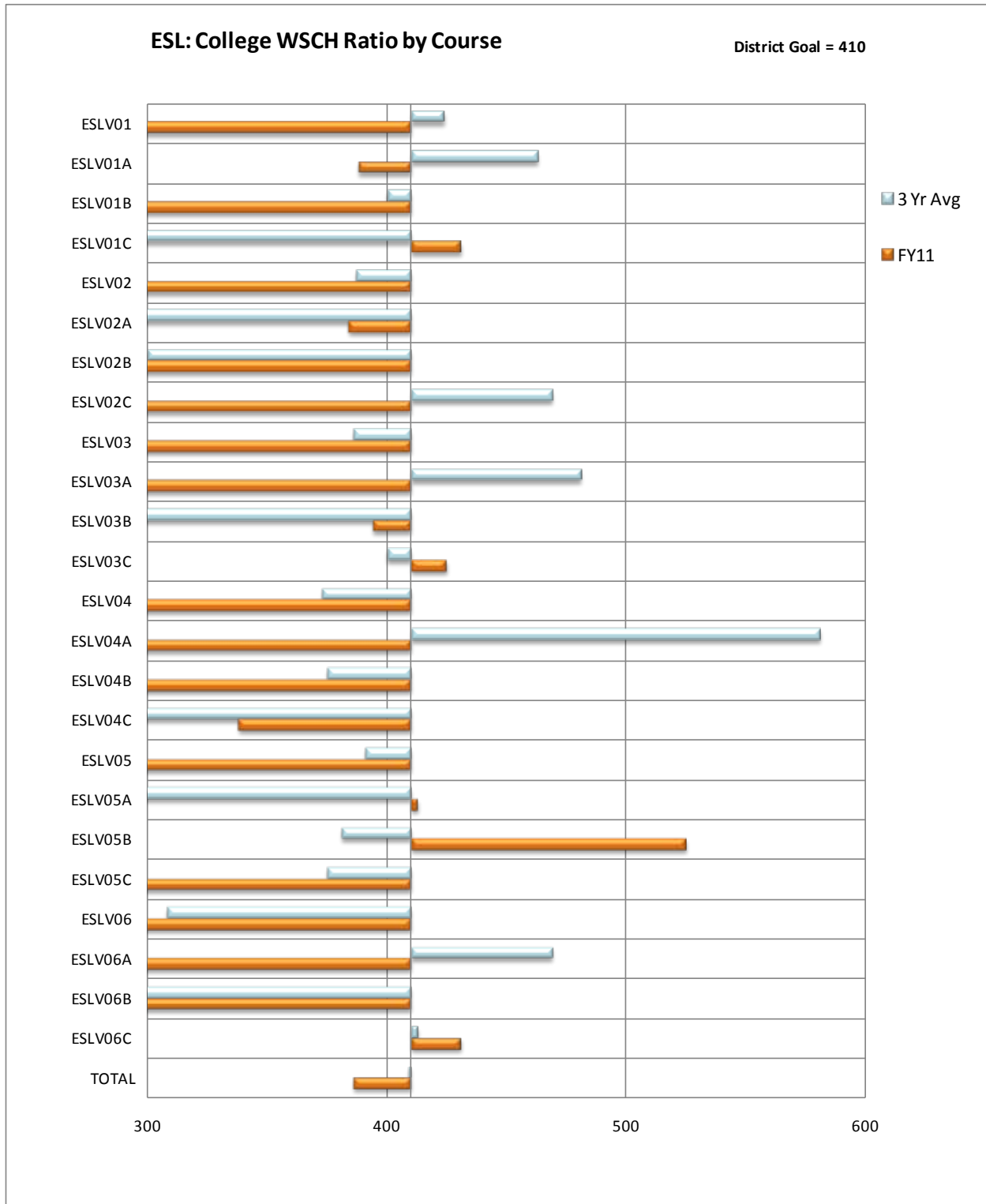
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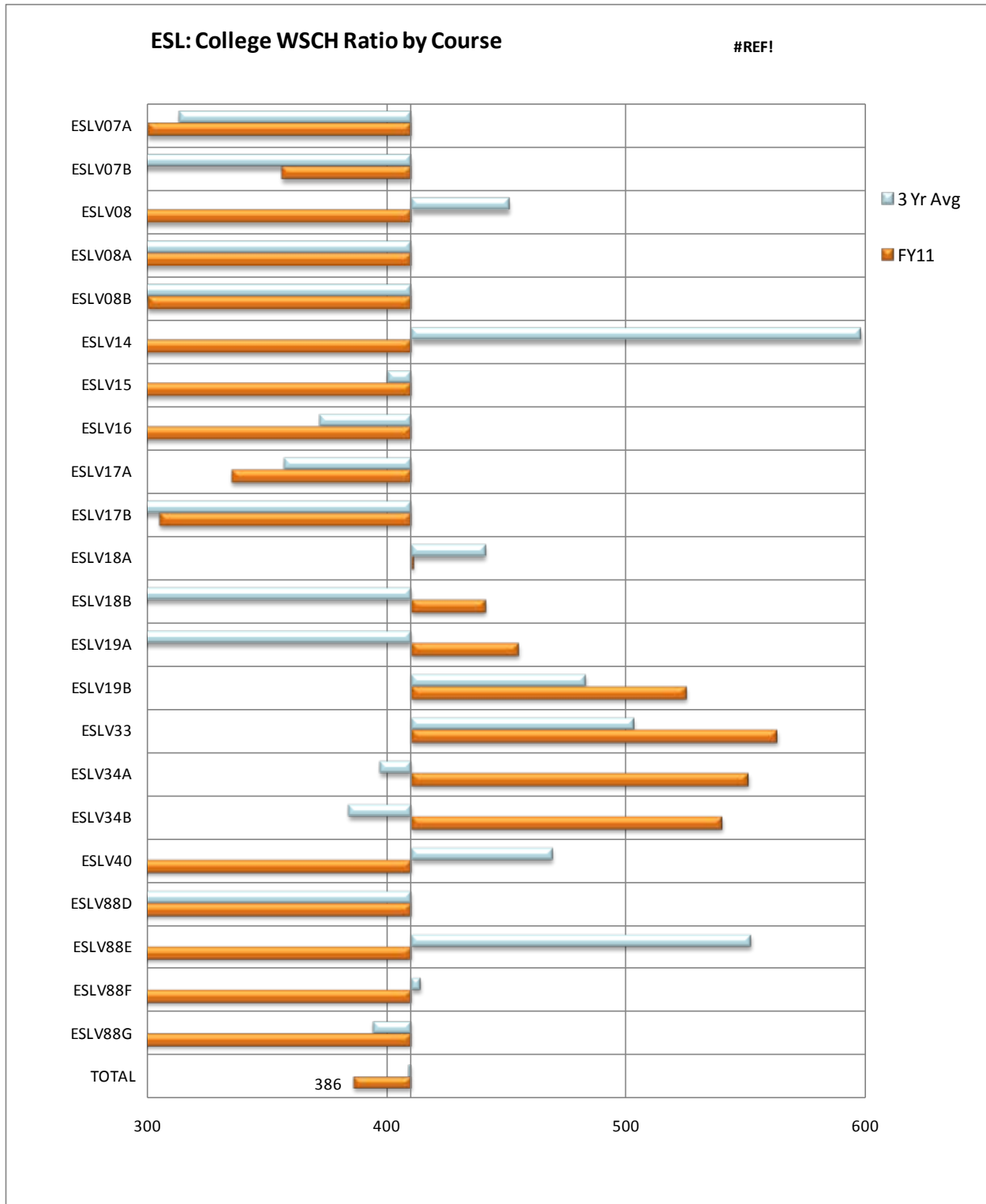
D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

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D6: Interpretation of the Program Course Productivity Information

The District WSCH Ratio Productivity Table states that the district WSCH goal for ESL is 410. In most cases the ESL program met or exceeded the goal. As a whole the department is currently reaching 94% of that goal with fourteen courses having met the Annual District WSCH ratio at 95% or above. The changes that the ESL department has made over the last few years might explain the deficit for those courses that are below 95%.

- ESL 7 and 8 were new pilot classes designed through the Title V grant two years ago, and it takes time to build the enrollment of new classes.
- ESL 17, 18, 19 were put into the curriculum to replace the canceled non-credit ESL program. It was the first time non-credit students were asked to pay tuition, and therefore, enrollment dropped.

Since fall 2010, the ESL curriculum has been under development and the course numbers shown in the charts do not reflect the current ESL program which has changed.

- We have scaled down the number of classes that are offered to increase productivity and create a solid quality program with a potential for growth.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

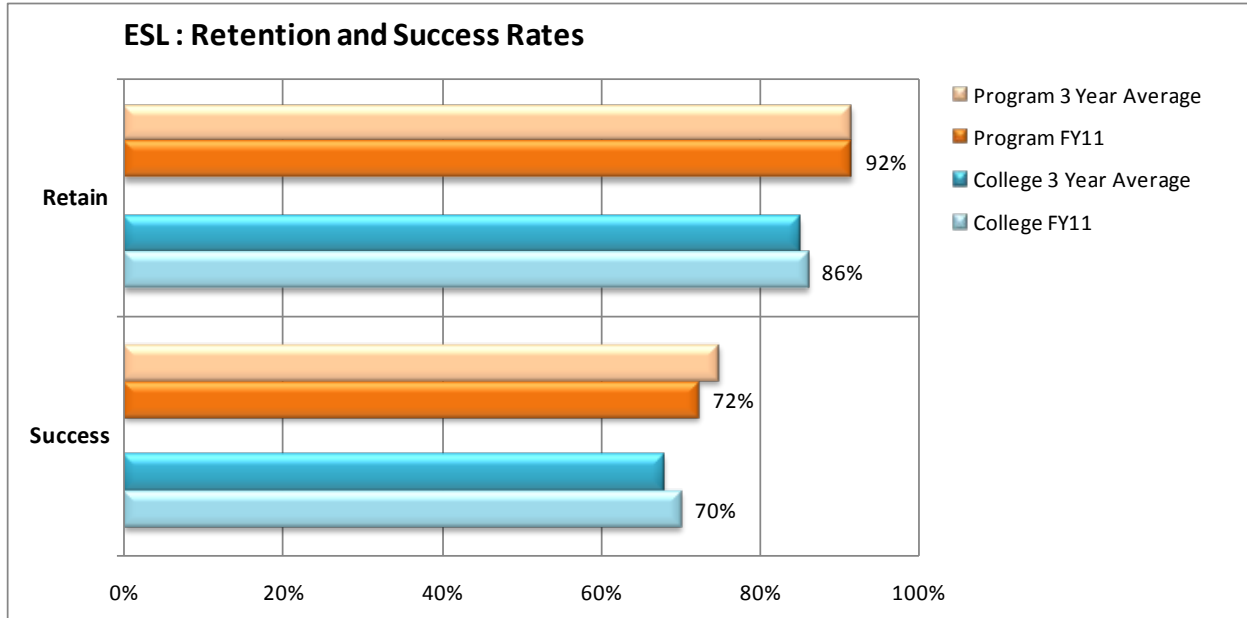
The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ESL	FY08	25	18	8	478	1	1	71	113	715	644	529
ESL	FY09	13	9	4	616	4	1	65	158	870	805	642
ESL	FY10	2	5	2	668	-	1	74	131	883	809	677
ESL	3 Year Avg	13	11	5	587	2	1	70	134	823	753	616
ESL	FY11	13	1	2	537	2	-	65	145	765	700	553
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ESL	FY08	3%	3%	1%	67%	0%	0%	10%	16%		90%	74%
ESL	FY09	1%	1%	0%	71%	0%	0%	7%	18%		93%	74%
ESL	FY10	0%	1%	0%	76%	0%	0%	8%	15%		92%	77%
ESL	3 Year Avg	2%	1%	1%	71%	0%	0%	9%	16%		91%	75%
ESL	FY11	2%	0%	0%	70%	0%	0%	8%	19%		92%	72%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

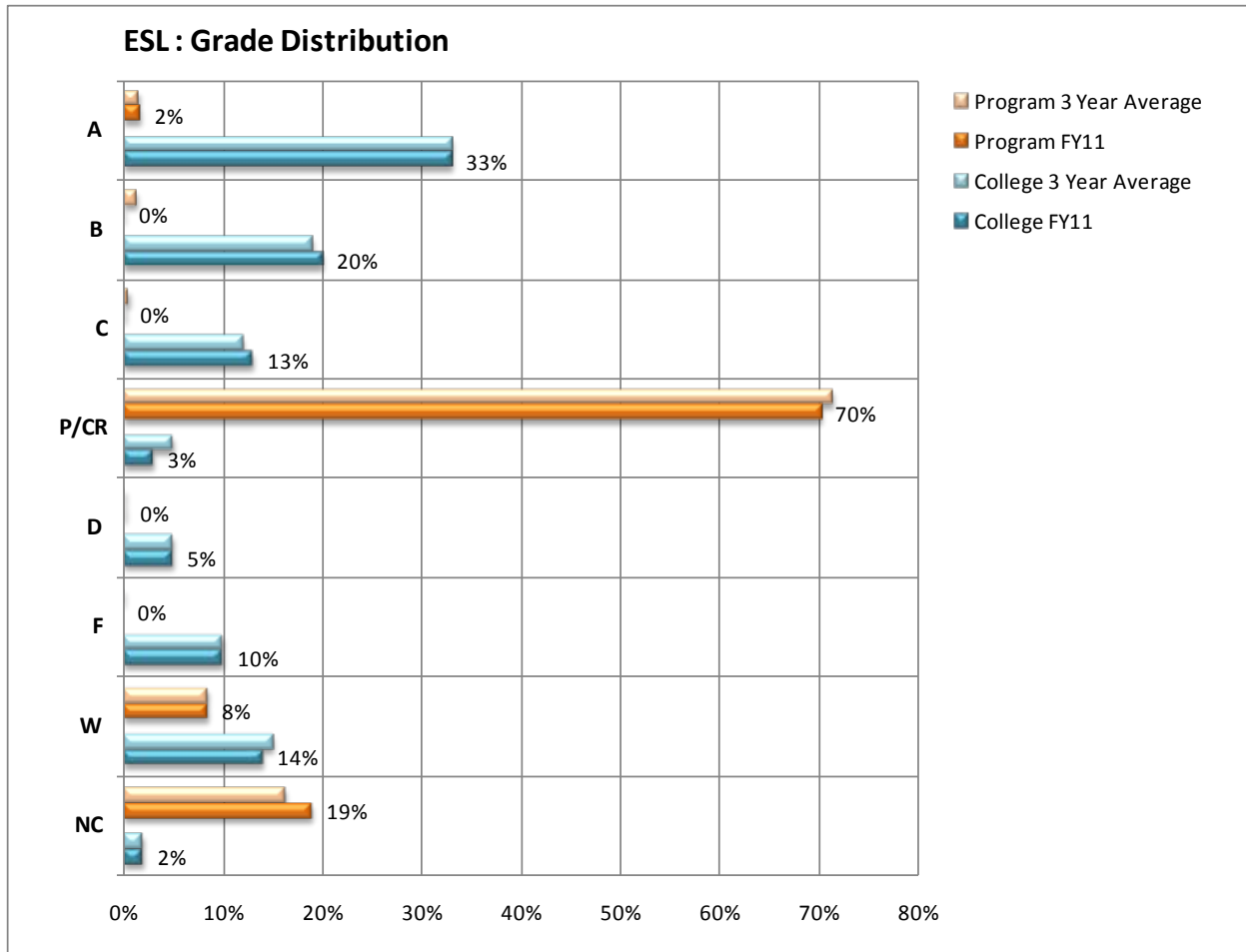
This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

For all years, ESL was significantly ahead of the college in retention and success. Retention is 6 percentage points above the college in both the 3 year average and the FY11. Student success is 7% above the college in the 3 year average and 2% above in FY11. On top of that, 6% fewer ESL students withdrew from classes in both the 3 year average and the FY11.

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F1: Program Completion – Student Awards: **NA**

F2: Interpretation of the Program Completion Information: **NA**

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ESL	FY08	634	10	50	2	-	-	-	19	493	218	4	38
ESL	FY09	720	13	90	-	-	-	-	47	594	271	5	38
ESL	FY10	745	11	81	-	-	-	1	45	619	261	3	39
ESL	3 Year Avg	700	11	74	1	-	-	-	37	569	250	4	38
ESL	FY11	671	18	45	1	-	1	2	27	542	223	-	38
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27

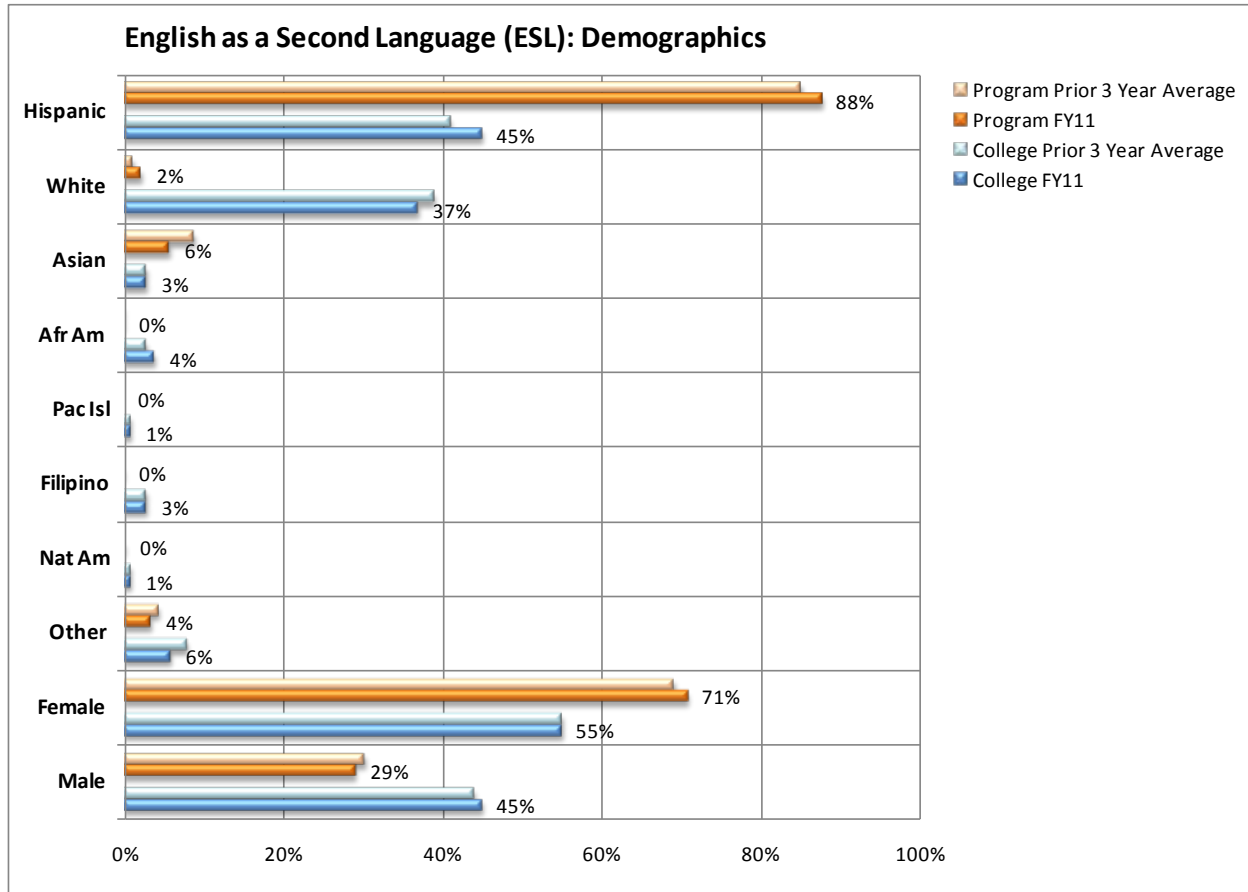
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ESL	FY08	89%	1%	7%	0%	0%	0%	0%	3%	69%	30%	1%	38
ESL	FY09	83%	1%	10%	0%	0%	0%	0%	5%	68%	31%	1%	38
ESL	FY10	84%	1%	9%	0%	0%	0%	0%	5%	70%	30%	0%	39
ESL	3 Year Avg	85%	1%	9%	0%	0%	0%	0%	4%	69%	30%	0%	38
ESL	FY11	88%	2%	6%	0%	0%	0%	0%	4%	71%	29%	0%	38
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

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G4: Interpretation of the Program Demographic Information

The data shows a low enrollment of male Hispanic students. The ESL department has found that these students attend classes at night, but with the economy being what it is, these students are taking on more work. The department would like to recruit more men.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Communicate effectively by speaking clearly and coherently in formal academic settings.	Students will make presentations to the class. 80% of the students enrolled will receive a score of 75% or higher. This will be based on whether their ideas are expressed clearly, their pronunciation is comprehensible, and their non-verbal communication is appropriate.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Analysis and Assessment cannot be done currently because this has not been assessed. Further assessment of the PLSLO will be conducted in the future.	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate critical thinking and problem solving skills by applying new language skills.	Students will find main ideas and supporting details in a reading passage. 80% of the students enrolled will receive a score of 75% or higher.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Analysis and Assessment cannot be done currently because this has not been assessed. Further assessment of the PLSLO will be conducted in the future.	

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Program-Level Student Learning Outcome 3	Performance Indicators / goal
Use language learning strategies to build English vocabulary.	Students will use context clues to a help them learn the meaning of unfamiliar vocabulary. They will make word associations, i.e., synonyms and collocations to help them understand the new vocabulary. 80% of the students enrolled will receive a score of 80% or higher.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Analysis and Assessment cannot be done currently because this has not been assessed. Further assessment of the PLSLO will be conducted in the future.	

Program-Level Student Learning Outcome 4	Performance Indicators
Collaborate to solve problems, share ideas, and complete language-based activities.	Students will participate in small group activities and each student will be given specific tasks to do. Together they will complete an assignment. 90% of the students enrolled will receive a score of 80% or higher.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Analysis and Assessment cannot be done currently because this has not been assessed. Further assessment of the PLSLO will be conducted in the future.	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate which is currently 1% above the average of the program's prior three year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain its 92% retention rate which is 1% above the three year average.
Operating Information	
The program's average three year retention rate was 91%. The retention rate increased by 1% for FY11.	
Analysis – Assessment	
In FY11 ESL student retention rate was 1% greater than the program average for the prior three years and this student success outcome was met. The ESL department is on track with serving the needs of the students and improving student retention.	

Student Success Outcome 2	Performance Indicators
The program will maintain its retention rate which is greater than the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate at a level of 2% or more above the average of the college's retention rate for the prior three years.
Operating Information	
ESL Retention is 6 percentage points above the college in both the 3 year average and the FY11. Also, 6% fewer ESL students withdrew from classes in both the 3 year average and the FY11.	
Analysis – Assessment	
Teachers tend to get to know students and are sensitive to their needs, getting them to go to tutoring or the Reading and Writing Center for conversation. The department does careful assessments to guarantee correct placement which leads to student success and retention. The department will survey students about why the retention and success rate is as high as it is, so it can be maintained.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase the student success rate by 3% to reach the program's previous average student success rate for the prior three years.
Operating Information	
The program's average three year student success rate is 75%. The student success rate decreased by 3% for FY11.	
Analysis – Assessment	
The department will investigate the reasons for the decline.	

Student Success Outcome 4	Performance Indicators
The program will maintain student success rate which is greater than the average of the college's prior three-year student success rate. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase the student success rate which is currently 4% above the average of the college's student success rate for the prior three years.
Operating Information	
The ESL student success rate is 7 percentage points above the college's in the 3 year average and 2 percentage points above the college's for FY11. Also, 6% fewer ESL students withdrew from classes in both the 3 year average and the FY11 compared to the college's 3 year average student withdrawals.	
Analysis – Assessment	
Teachers tend to get to know students and are sensitive to their needs, getting them to go to tutoring or the Reading and Writing Center for conversation. The department does careful assessments to guarantee correct placement which leads to student success and retention. It also uses supplemental instruction which gives struggling students access to additional assistance and success. The department will survey students about why the retention and success rate is as high as it is, so it can be maintained.	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will increase WSCH/FTEF which currently averages 94% of the 410 goal set by the district.	Our goal is to be 2% above the efficiency ratio of 410 set by the district.
Operating Information	
The program averages 94% of the 410 goal set by the district. One class is at 100% and eleven classes are above the goal.	
Analysis – Assessment	
The program has cut down on the number of sections it offers in an attempt to improve efficiency levels. The ESL faculty will discuss strategies for increasing enrollment at a department meeting. We will also collaborate with student services. We are very close to reaching the goal.	

Program Operating Outcome 2	Performance Indicators
The program requires a second full-time faculty member.	There has been a decrease in full-time faculty since one full-time faculty member left in spring of 2011.
Operating Information	
Full-time FTEF/Part-time FTEF ratio is currently 1 to 5.68. For 25 years, and up until the spring 2011, the ESL department has had 2 full-timers. Accreditation requires a collaborative effort between faculty to do program review, SLOs, and developing and revising course outlines.	
Analysis – Assessment	
This position needs to be replaced because 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 this 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. Additionally, ESL is operated at two sites, so another full-timer would provide students and adjuncts better access to information and assistance.	

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Program Operating Outcome 3	Performance Indicators
The DP building requires renovation to better serve the English learning students.	The existing technology needs to be refreshed, and 13 additional computers are needed to accommodate a full class of 30. 3 round tables and 18 chairs for DP 2 to create a resource room for assessment, tutoring, and adjunct instructor office hours. Smart equipment for DP 2 including a document presenter.
Operating Information	
DP 1 will be used as an ESL classroom. DP 2 will be a resource room to house the ESL resources, some of which are currently being stored in a classroom at Fillmore High where we canceled classes and in MAC 205 where we were moved from. It will also be used for assessment and placement, tutoring, and adjunct instructor office hours.	
Analysis – Assessment	
Language learners will benefit from taking language learning classes in one general location. They can attend program information sessions, and easily locate the Chair, whose office is currently in DP 3, and other instructors for assistance. The ESL resources will be centrally located for instructors.	

Program Operating Outcome 4	Performance Indicators
Male Hispanic enrollment is low. Program Recognizes the need to increase attendance of the male Hispanic population.	Survey our ESL population to find out what we could do to bring in more male students.
Operating Information	
Statistically, male enrollment is generally higher at night.	
Analysis – Assessment	
Some ESL classes have very few or no male students. To serve more male students may require a scheduling change; however, we had to cancel evening classes at the main campus, and cut some evening classes at VCSP.	

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5. Findings

Finding 1: ESL has a need for full-time faculty to replace the person who left in spring 11.

- Currently the number of part-time faculty translates to 5.68 full-time; at present there is one.
- 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 making collaboration with part-time faculty difficult.

Finding 2: The DP building needs to be renovated to better serve the ESL students.

Finding 3: The enrollment of Hispanic males is much lower than females.

- The program serves significantly more females than males.

Finding 4: The ESL program would benefit more students with a discipline name change from English as a Second Language (ESL) to English for Multilingual Students (ENGM).

Finding 5: The ESL program has a high retention and success rate.

- The department uses supplemental instruction which gives struggling students access to additional assistance and success.

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6. Initiatives

Initiative: Full-time ESL Instructor

Initiative ID: ESL 01

Links to Finding 1

We request a replacement for the full-time instructor who left in spring 11. Collaboration is required for program review, SLOs, and course outline development and revision; without it, continuous self improvement that is required for accreditation purposes is severely limited.

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.

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

Request for Resources

Personnel: Full-time ESL Instructor

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	65,000. ?
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative: **DP Renovation**

Initiative ID: ESL 02

Links to Finding 2

Smart equipment, including a document presenter needs to be purchased for DP 2. The existing technology in the other 2 rooms needs to be refreshed and an additional 13 computers need to be purchased to accommodate a full class of 30.

3 round tables and 18 chairs are needed for DP 2 to create a resource room for assessment, tutoring, and adjunct instructor office hours.

Benefits:

DP is a point of reference for ESL; it's visible and easily accessible from the street. It is a central location. It is also an ideal location for outreach banners. DP also has the storage to house the ESL resources. Language learners will benefit from taking language learning classes in one general location. They can attend program information sessions, and easily locate the Chair, whose office is currently in DP 3, and other instructors for assistance. It can ease their anxiety.

Request for Resources

\$27,300.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English as a Second Language (ESL) Program Review

2011-2012

Initiative: Increase adult Hispanic male population

Initiative ID: ESL 03

Links to Finding 3

Statistically, the male Hispanic population is under-represented.

Benefits

It would benefit the city, county, and state to increase the enrollment of the male Hispanic population. Concern has been expressed about the low percentages of graduation rate of Hispanic males. It would also create more diversity in the classroom.

Request for Resources

No resources are needed. ESL will work with student services and the community to expand outreach for Hispanic males and analyze whether our day and evening scheduling meets the needs of the population.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English as a Second Language (ESL) Program Review

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Initiative: Discipline name change from English as a Second Language (ESL) to English for Multilingual Students (ENGM)

Initiative ID: ESL 04

Links to Finding 4

Long-term language learners or Generation 1.5 students coming out of high schools do not see themselves as ESL students. Course titles that will attract them and assist them in achieving their ability to succeed in transfer level classes are required.

Benefits

Provides long-term language learners, i.e., Generation 1.5 students coming out of high schools, who do not see themselves as ESL students, course titles that will attract them and assist them in achieving their ability to succeed in transfer level classes.

Request for Resources: None are required. The department will make the necessary changes in the course outlines and go to curriculum to request the changes.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English as a Second Language (ESL) Program Review

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Initiative: Continued use of supplemental instruction

Initiative ID: ESL 05

Links to Finding 5: The ESL program has a high retention and success rate. The department uses supplemental instruction.

Benefits

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

Request for Resources

\$2800 (4 SI light at \$700. each)

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English as a Second Language (ESL) Program Review

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Initiative: 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.

Initiative ID: ESL 06

Links to Finding

Statistically, language learners are coming to college unprepared to do college level work.

Benefits

Give instructors from other disciplines support to help them deal with their students' English language learning issues. Together we can all help students in learning the reading and writing skills necessary to pass transfer level classes.

Request for Resources

No resources are required

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English as a Second Language (ESL) Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

English as a Second Language (ESL) Program Review

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

English as a Second Language (ESL) Program Review

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

English as a Second Language (ESL) Program Review

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

English as a Second Language (ESL) Program Review 2011-2012

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.