# English as a Second Language (ESL) Program Review
## 2012-2013

### 1. Program/Department Description

### 1A.  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.

### 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.

### 1B.  2012-2013 Estimated Costs (Certificate of Achievement ONLY)
*Required for Gainful Employment regulations.*

|  | Cost |  | Cost |  | Cost |  | Cost |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Enrollment Fees |  | Enrollment Fees |  |  |  |  |  |
| Books/ Supplies |  | Books/ Supplies |  |  |  |  |  |
| Total |  | Total |  | Total |  | Total |  |

### 1D.  College Vision
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

### 1E.  College 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

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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.

## 1F. 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.

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

## 1G. Program/Department Significant Events (Strengths and Successes)

➢ 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 in Ventura for 26 years and in Santa Paula for 36 years (And, previously in Fillmore for 35 years).

➢ The ESL department promotes student success. During the last several years, it has gone through a series of curriculum changes in an effort to reflect current trends and strive for a higher quality academic program.  To increase productivity and create a solid quality program with a potential for growth, we have scaled down the number of classes that we offer.  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: Listening and speaking, reading and vocabulary and writing and grammar.

- Three new courses were designed for the summer session.
- 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 from 2007-2012**, ESL revised its two highest level courses to accommodate the advanced ESL students while also serving long-term language learners coming out of high schools (Generation 1.5 students) who are pursuing a higher education, i.e., a degree or certificate.
  - ESL V07A/B: Reading and Writing for Vocational Purposes and V08A/B: Writing and Grammar for Academic Preparation.
  - Due to **Title V**, these two courses were also themed for child development and the health field.
- 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 advanced courses (community college preparation courses) are now
      - ESL 50: Vocational Reading and Writing
      - ESL 51: Academic Writing and Grammar
- Fall 2012: The ESL Department began offering its college preparation courses as EngM 50AB and EngM51.
  - 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. There is a current trend among California community colleges to create a discipline especially for these students to help them make this transition. It is being done due to the enormous numbers of students in this category. We are the first to do so.
    - Long-term language learners, i.e., Generation 1.5 students, are those students who began elementary school or middle school as 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.
- The English Learning Center (ELC) (formerly the DP building) was acquired by the ESL department in spring of 2012. All Main Campus ESL classes are now offered there.

- o It has provided the department with 22 computers and all the rooms were technologically enhanced through the acquisition of document presenters and Smart equipment.
- ➢ Technology has been embraced by the department through its newly developed Computer-based English grammar courses: ESL 10ABCD serving ESL, EngM, and native speakers.

- ➢ Beginning in 2009, 257 students were tracked to show the movement of ESL 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 this current year is higher still at 88%.

K.  Organizational Structure

Executive Vice President: Ramiro Sanchez
Dean: Tim Harrison
Department Chair: Karen Harrison

Instructors and Staff

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

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### 2. Performance Expectations

**2A.   Student Learning Outcomes**

**2A1.  2012-2013 - _Institutional_ Student Learning Outcomes**
1.  Communication - written, oral and visual
2.  Reasoning - scientific and quantitative
3.  Critical thinking and problem solving
4.  Information literacy
5.  Personal/community awareness and academic/career responsibilities

**2A2.  2012-2013 - _Program_ Level Student Learning Outcomes**
**_For programs/departments offering degrees and/or certificates_**

**2A3.  2012-2013 - _Course_ Level Student Learning Outcomes**
_Attached to program review (See appendices)._

**2B.  2012-2013 Student SUCCESS Outcomes**
1.  The department has a student retention rate of 72% for FY11 which is 2% greater than the college's FY11 student retention rate of 70%.
2.  The ESL FY11 student success rate is 88%.  It is 17% above the College's 71% for the same year.

**2C. 2012-2013 Program OPERATING Outcomes**
1.  The ELC (formerly DP) building has been renovated to better serve the English learning students. However, new software was purchased and more reliable computers are needed to run it.  In order to leverage the existing wireless infrastructure, the department purchased laptops with the funding received from the program review in FY11.  We are requesting a storage unit and 17 more laptops to complete a class set.

**2D.  Mapping of Student Learning Outcomes  -  _Refer to TracDat_**

## 3. Operating Information

### 3A.   Productivity Terminology Table

| | |
|---|---|
| **Sections** | A credit or non-credit class.<br>Does not include not-for-credit classes (community education). |
| **Census** | Number of students enrolled at census (typically the 4th week of class for fall and spring). |
| **FTES** | Full Time Equivalent Students<br>A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours.<br>525 student contact hours = 1 FTES.<br>Example:  400 student contact hours = 400/525 = 0.762 FTES.<br>The State apportionment process and District allocation model both use FTES as the primary funding criterion. |
| **FTEF** | Full Time Equivalent Faculty<br>A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE.<br>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.<br>FTEF includes both Full-Time Faculty and Part-Time Faculty.<br>FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty).  This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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.<br>Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers). |
| **WSCH** | Weekly Student Contact Hours<br>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.<br>Example:  20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty.  (20 x 40 x 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).<br>Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15 |
| **District Goal** | Program WSCH ratio goal.  WSCH/FTEF<br>The District goal was set in 2006 to recognize the differences in program productivity. |

## 3B: Student Success Terminology

| | |
|---|---|
| **Census** | Number of students enrolled at Census (typically the 4th 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. |

**Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at**
*http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml*

**In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.**

**3C: 2012 - 2013 Please provide program interpretation for the following:**

## 3C1: Interpretation of the Program Budget Information

> ➢ The information given appears to be incorrect.

| Category | Title | FY09 | FY10 | FY11 | FY12 |
|---|---|---|---|---|---|
| 1 | FT Faculty | 15,989,792 | 16,434,232 | 16,672,454 | 17,717,033 |
| 2 | PT Faculty | 11,384,823 | 10,630,815 | 10,421,492 | 9,955,720 |
| 3 | Classified | 10,825,616 | 10,292,513 | 9,758,174 | 9,581,113 |
| 4 | Student Hourly | 590,132 | 584,487 | 618,238 | 610,986 |
| 5 | Supervisors | 1,011,558 | 978,243 | 1,049,752 | 1,075,453 |
| 6 | Managers | 2,612,587 | 2,280,921 | 2,284,812 | 2,384,032 |
| 7 | Supplies | 893,249 | 804,211 | 863,777 | 861,924 |
| 8 | Services | 1,782,361 | 1,477,536 | 1,576,713 | 1,645,121 |
| 9 | Equipment | 753,807 | 317,601 | 973,879 | 805,062 |
| | **Total** | **45,843,925** | **43,800,559** | **44,219,291** | **44,636,444** |

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| Category | Title | FY09 | FY10 | FY11 | 3 Year Average | FY12 | FY12 Program | FY12 College |
|---|---|---|---|---|---|---|---|---|
| 1 | FT Faculty | 15,989,792 | 16,434,232 | 16,672,454 | 16,365,493 | 17,717,033 | | 8% |
| 2 | PT Faculty | 11,384,823 | 10,630,815 | 10,421,492 | 10,812,377 | 9,955,720 | | -8% |
| 3 | Classified | 10,825,616 | 10,292,513 | 9,758,174 | 10,292,101 | 9,581,113 | | -7% |
| 4 | Students | 590,132 | 584,487 | 618,238 | 597,619 | 610,986 | | 2% |
| 5 | Supervisors | 1,011,558 | 978,243 | 1,049,752 | 1,013,184 | 1,075,453 | | 6% |
| 6 | Managers | 2,612,587 | 2,280,921 | 2,284,812 | 2,392,773 | 2,384,032 | | 0% |
| 7 | Supplies | 893,249 | 804,211 | 863,777 | 853,746 | 861,924 | | 1% |
| 8 | Services | 1,782,361 | 1,477,536 | 1,576,713 | 1,612,203 | 1,645,121 | | 2% |
| 9 | Equipment | 753,807 | 317,601 | 973,879 | 681,762 | 805,062 | | 18% |
| | Total | 45,843,925 | 43,800,559 | 44,219,291 | 44,621,258 | 44,636,444 | | 0% |



ESL: Budget Expenditure Trends
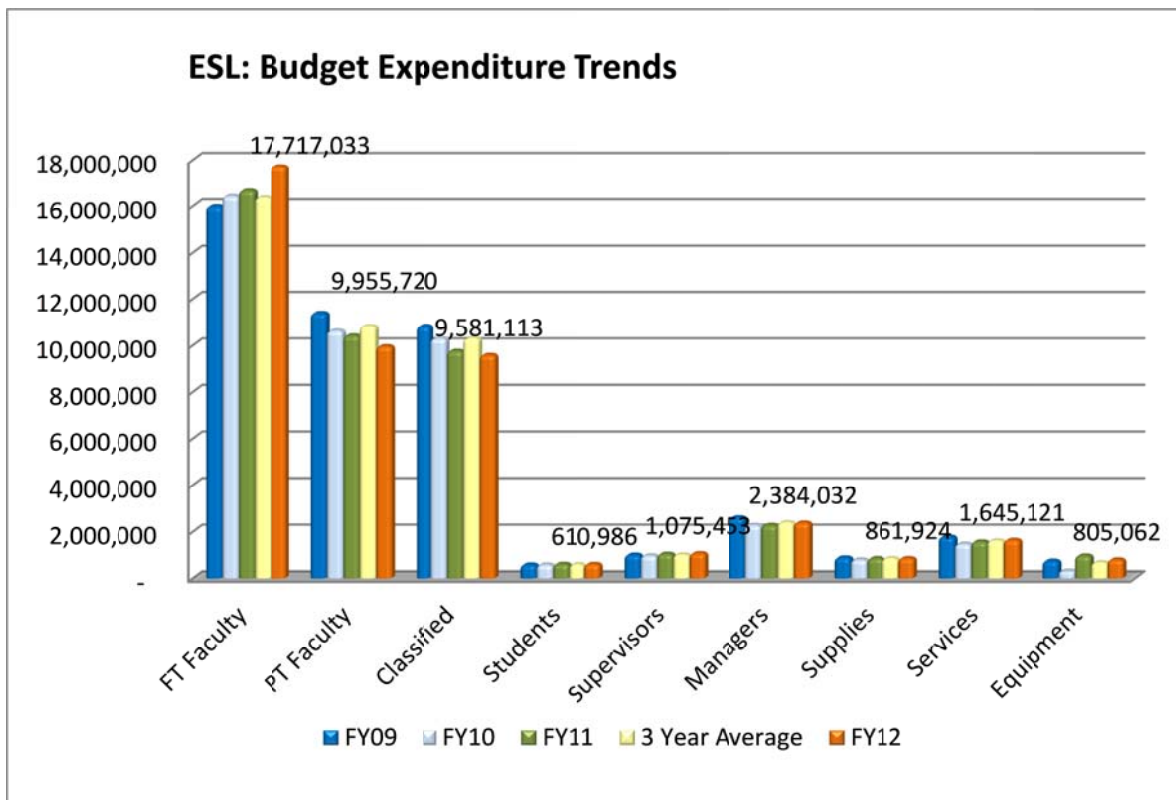
## 3C2:  Interpretation of the Program Inventory Information

➢ The information given appears to be incorrect.

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

**3C3:  Interpretation of the Program Productivity Information**

➢ The information in the charts and graphs below appears to be incorrect because according to these charts the number of sections offered by the ESL department has increased when in fact they have decreased.  And, it also states that there is .77 full-time faculty when there is one.

   o Due to its relevancy, we have also included applicable parts of the interpretation of the information in 2011.

      ▪ **The program 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 2011, the ESL department has had 2 full-timers.  This position needs to be replaced because an additional full-timer would provide the department chair 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.

| ESL: Productivity Changes | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Title** | **FY09** | **FY10** | **FY11** | **3 Year Average** | **FY12** | **Program Change** | **College Change** |
| Sections | 73 | 46 | 43 | 54 | 48 | -11% | -11% |
| Census | 873 | 893 | 772 | 846 | 817 | -3% | -8% |
| FTES | 231 | 228 | 195 | 218 | 101 | -54% | -6% |
| FT Faculty | 1.34 | 1.73 | 1.90 | 2 | 0.77 | -54% | 10% |
| PT Faculty | 6.87 | 6.61 | 5.68 | 6 | 3.73 | -42% | -12% |
| XL Faculty | - | - | - | - | - | 0% | -24% |
| Total Faculty | 8.20 | 8.34 | 7.58 | 8 | 4.50 | -44% | -5% |
| WSCH | 3,465 | 3,420 | 2,925 | 3,270 | 1,515 | -54% | -6% |
| WSCH/Faculty | 423 | 410 | 386 | 407 | 337 | -17% | -2% |

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**ESL: Productivity Changes**

| Category | Program Change | College Change |
|---|---|---|
| Sections | -11% | -11% |
| Census | -3% | -8% |
| FTES | -54% | -6% |
| FT Faculty | -54% | 10% |
| PT Faculty | -42% | -12% |
| XL Faculty | 0% | -24% |
| Total Faculty | -44% | -5% |
| WSCH | -54% | -6% |
| WSCH/Faculty | -17% | -2% |
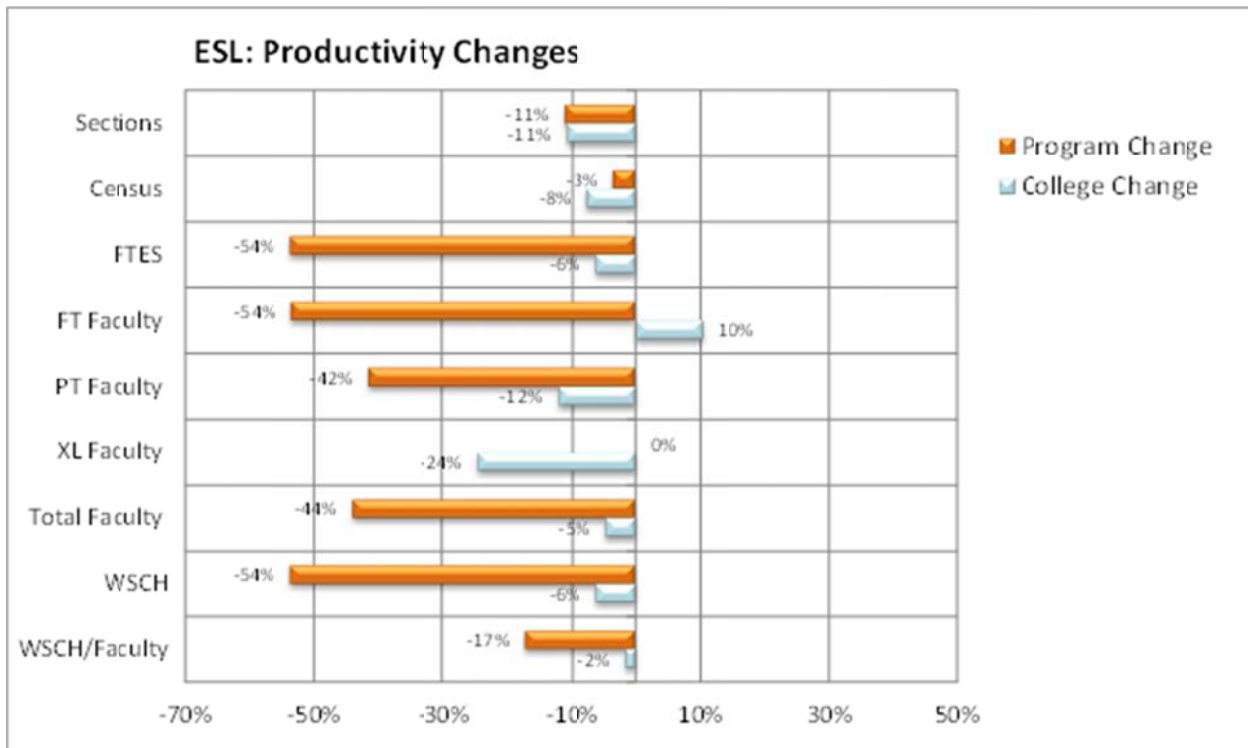
### 3C4:  Interpretation of the Program Course Productivity Information

We are unsure that the information provided is correct due to the information given for the ESL 10ABCD, which we are quite sure is not.  That said, we have made an effort to interpret the other data.

➢ The District WSCH Ratio Productivity Table states that the district WSCH goal for ESL is 410.  The department has suffered massive cuts in the last five years (36 sections vs. fall 11's 23 sections and spring 12's 17, three of which are co-listed and not taught by ESL faculty).  With this in mind, analysis will only be of the 12 courses that continue to be offered.
➢ In some cases the ESL courses met or exceeded the 410 goal, some were higher than the school's 82%, and some were lower.

▪ Explanation: The ESL curriculum was redesigned to meet a more rigorous academic standard and was introduced in 2011.  It attracted a larger variety of students with varying levels of ability.  That, combined with the continuing ESL students, proved challenging for instructors and students alike.  Continuing students have had a difficult time with the increase of rigor.  Instructors have had to meet the new challenges of attending to the extra needs of continuing students while attending to new students and also preparing new course materials. We suspect that it will take a few semesters for everyone to get fully adjusted to the new level of rigor required of the curriculum.
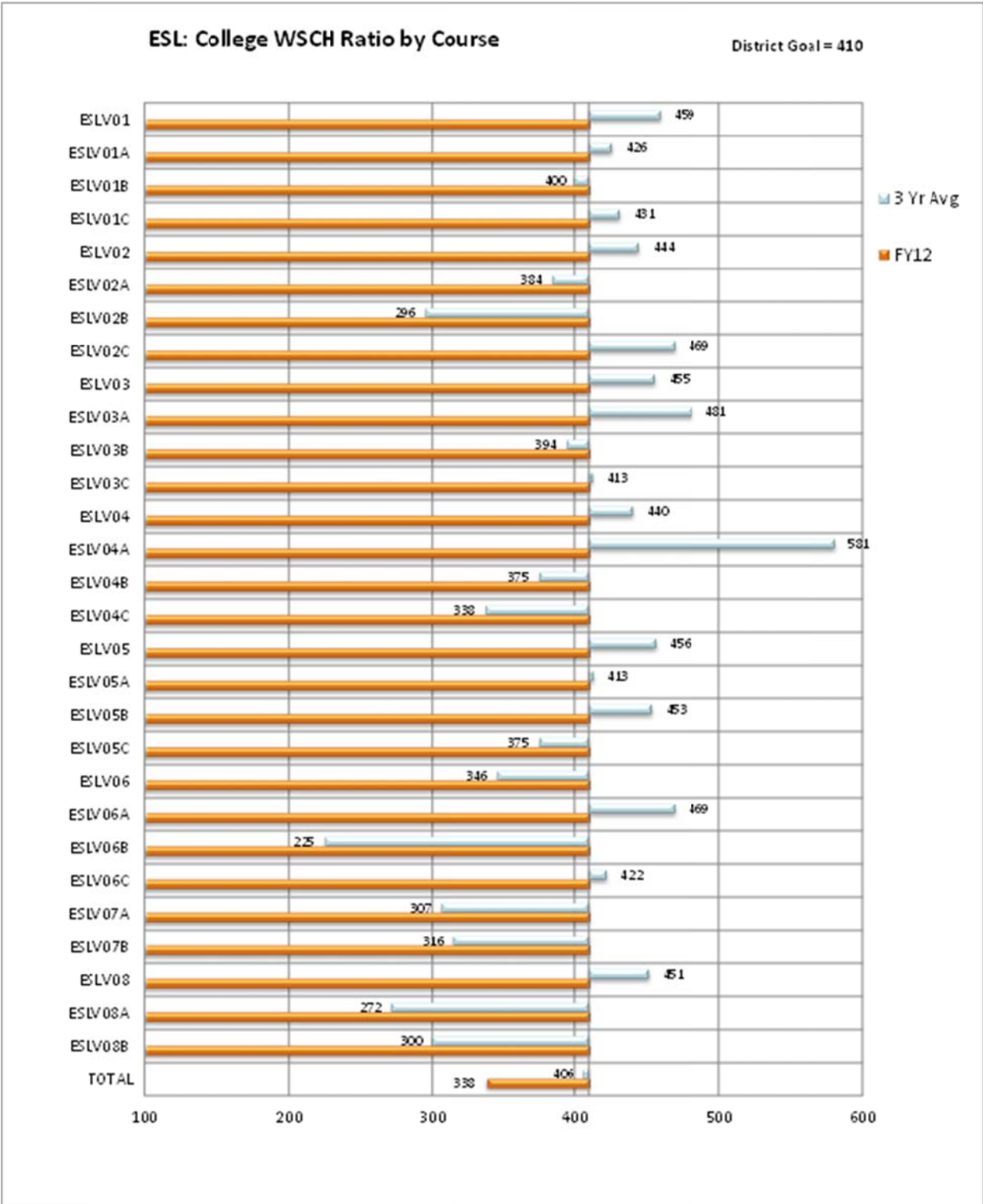
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| College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course | Title | FY09 | FY10 | FY11 | 3 Yr Avg | FY12 | Change | Dist Goal | % Goal |
| ESLV01 | Low-Beginning ESL | 459 | - | - | 459 | - | (459) | 410 | 0% |
| ESLV01A | Low-begin ESL: Listen & Speak | - | 463 | 388 | 426 | - | (426) | 410 | 0% |
| ESLV01B | Low-begin ESL: Reading & Vocab | - | 400 | - | 400 | - | (400) | 410 | 0% |
| ESLV01C | Low-begin ESL: Writing&Gramm | - | - | 431 | 431 | - | (431) | 410 | 0% |
| ESLV02 | High-Beginning ESL | 444 | - | - | 444 | - | (444) | 410 | 0% |
| ESLV02A | Hi-begin ESL: Listen & Speak | - | - | 384 | 384 | - | (384) | 410 | 0% |
| ESLV02B | Hi-begin ESL: Reading & Vocab | - | 300 | 291 | 296 | - | (296) | 410 | 0% |
| ESLV02C | Hi-begin ESL: Writing &Gramma | - | 469 | - | 469 | - | (469) | 410 | 0% |
| ESLV03 | Low-Intermediate ESL | 455 | - | - | 455 | - | (455) | 410 | 0% |
| ESLV03A | Low-interm ESL: Listen & Speak | - | 481 | - | 481 | - | (481) | 410 | 0% |
| ESLV03B | Low-interm ESL:Reading & Voca | - | - | 394 | 394 | - | (394) | 410 | 0% |
| ESLV03C | Low-interm ESL:Writing&Gramn | - | 400 | 425 | 413 | - | (413) | 410 | 0% |
| ESLV04 | High-Intermediate ESL | 440 | - | - | 440 | - | (440) | 410 | 0% |
| ESLV04A | Hi-interm ESL: Listen & Speak | - | 581 | - | 581 | - | (581) | 410 | 0% |
| ESLV04B | Hi-interm ESL: Reading & Vocab | - | 375 | - | 375 | - | (375) | 410 | 0% |
| ESLV04C | Hi-interm ESL: Writing&Gramma | - | - | 338 | 338 | - | (338) | 410 | 0% |
| ESLV05 | Low-Advanced ESL | 456 | - | - | 456 | - | (456) | 410 | 0% |
| ESLV05A | Low-adv ESL: Listen & Speak | - | - | 413 | 413 | - | (413) | 410 | 0% |
| ESLV05B | Low-adv ESL: Reading & Vocab | - | 381 | 525 | 453 | - | (453) | 410 | 0% |
| ESLV05C | Low-adv ESL: Writing & Gramma | - | 375 | - | 375 | - | (375) | 410 | 0% |
| ESLV06 | High-Advanced ESL | 346 | - | - | 346 | - | (346) | 410 | 0% |
| ESLV06A | Hi-adv ESL: Listen & Speak | - | 469 | - | 469 | - | (469) | 410 | 0% |
| ESLV06B | Hi-adv ESL: Reading & Vocab | - | - | 225 | 225 | - | (225) | 410 | 0% |
| ESLV06C | Hi-adv ESL: Writing & Grammar | - | 413 | 431 | 422 | - | (422) | 410 | 0% |
| ESLV07A | Vocational Reading & Writing I | - | 313 | 300 | 307 | - | (307) | 410 | 0% |
| ESLV07B | Vocational Reading &Writing II | - | 275 | 356 | 316 | - | (316) | 410 | 0% |
| ESLV08 | Writing Skills LEP | 451 | - | - | 451 | - | (451) | 410 | 0% |
| ESLV08A | ESL Writing and Grammar I | - | - | 272 | 272 | - | (272) | 410 | 0% |
| ESLV08B | ESL Writing and Grammar II | - | - | 300 | 300 | - | (300) | 410 | 0% |
| TOTAL | Annual College WSCH Ratio | 423 | 410 | 386 | 406 | 338 | (68) | 410 | 82% |

| College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course | Title | FY09 | FY10 | FY11 | 3 Yr Avg | FY12 | Change | Dist Goal | % Goal |
| ESLV10A | Computer Assisted English 1 | - | - | - | - | 158 | 158 | 410 | 39% |
| ESLV10B | Computer Assisted English 2 | - | - | - | - | 886 | 886 | 410 | 216% |
| ESLV10C | Computer Assisted English 3 | - | - | - | - | 1,667 | 1,667 | 410 | 407% |
| ESLV10D | Computer Assisted English 4 | - | - | - | - | 657 | 657 | 410 | 160% |
| ESLV14 | Begin ESL Listening & Speaking | 442 | - | - | 442 | - | (442) | 410 | 0% |
| ESLV15 | Inter ESL Listening & Speaking | 405 | - | - | 405 | - | (405) | 410 | 0% |
| ESLV16 | Adv ESL Listening and Speaking | 362 | - | - | 362 | - | (362) | 410 | 0% |
| ESLV17A | Begin Communication Skills I | - | 357 | 335 | 346 | - | (346) | 410 | 0% |
| ESLV17B | Begin Communication Skills II | - | - | 305 | 305 | - | (305) | 410 | 0% |
| ESLV18A | Intermediate Grammar I | - | 441 | 411 | 426 | - | (426) | 410 | 0% |
| ESLV18B | Intermediate Grammar II | - | 294 | 441 | 368 | 355 | (13) | 410 | 87% |
| ESLV19A | Intermediate Pronunciation I | - | - | 455 | 455 | - | (455) | 410 | 0% |
| ESLV19B | Intermediate Pronunciation II | - | 483 | 525 | 504 | 355 | (149) | 410 | 87% |
| ESLV20A | Begin Oral Communication I | - | - | - | - | 180 | 180 | 410 | 44% |
| ESLV20B | Begin Oral Communication II | - | - | - | - | 398 | 398 | 410 | 97% |
| ESLV21 | Intermed Oral Communication | - | - | - | - | 323 | 323 | 410 | 79% |
| ESLV22 | Advanced Oral Communication | - | - | - | - | 285 | 285 | 410 | 70% |
| ESLV30A | Begin Reading & Vocabulary I | - | - | - | - | 255 | 255 | 410 | 62% |
| ESLV30B | Begin Reading & Vocabulary II | - | - | - | - | 393 | 393 | 410 | 96% |
| ESLV31 | Intermed Reading & Vocabular | - | - | - | - | 324 | 324 | 410 | 79% |
| ESLV32 | Advanced Reading & Vocabular | - | - | - | - | 438 | 438 | 410 | 107% |
| ESLV33 | Intermed Reading Comprehensi | 493 | 439 | 563 | 498 | - | (498) | 410 | 0% |
| ESLV34A | Low-Begin Read Comprehension | 550 | 521 | 551 | 541 | - | (541) | 410 | 0% |
| ESLV34B | High-Begin Read Comprehensio | 583 | 557 | 540 | 560 | - | (560) | 410 | 0% |
| ESLV40 | Vocab&Communication: Nonna | - | - | - | - | - | - | 410 | 0% |
| ESLV40A | Beginning Writing & Grammar | - | - | - | - | 255 | 255 | 410 | 62% |
| ESLV40B | Beginning Writing & Grammar | - | - | - | - | 510 | 510 | 410 | 124% |
| ESLV41 | Intermediate Writing & Gramm | - | - | - | - | 297 | 297 | 410 | 72% |
| ESLV42 | Advanced Writing & Grammar | - | - | - | - | 368 | 368 | 410 | 90% |
| ESLV51A | Academic Writing & Grammar | - | - | - | - | 356 | 356 | 410 | 87% |
| ESLV51B | Academic Writing & Grammar | - | - | - | - | 394 | 394 | 410 | 96% |
| ESLV53A | Low-Begin Read Comprehension | - | - | - | - | 422 | 422 | 410 | 103% |
| ESLV53B | High-Begin Read Comprehensio | - | - | - | - | 422 | 422 | 410 | 103% |
| ESLV54 | Intermed Reading Comprehensi | - | - | - | - | 608 | 608 | 410 | 148% |
| ESLV88D | ESL Writing and Grammar II | 289 | - | - | 289 | - | (289) | 410 | 0% |
| ESLV88E | ESL Communication Skills I | - | 552 | - | 552 | - | (552) | 410 | 0% |
| ESLV88F | ESL Communicative Grammar I | - | 414 | - | 414 | - | (414) | 410 | 0% |
| ESLV88G | Interactive Pronunciation I | - | 394 | - | 394 | - | (394) | 410 | 0% |
| **TOTAL** | **Annual College WSCH Ratio** | 423 | 410 | 386 | 406 | 338 | (68) | 410 | 82% |

# English as a Second Language (ESL) Program Review
## 2012-2013



ESL: College WSCH Ratio by Course — District Goal = 410

| Course | 3 Yr Avg | FY12 |
| --- | --- | --- |
| ESLV01 | 459 | |
| ESLV01A | 426 | |
| ESLV01B | 400 | |
| ESLV01C | 431 | |
| ESLV02 | 444 | |
| ESLV02A | 384 | |
| ESLV02B | 296 | |
| ESLV02C | 469 | |
| ESLV03 | 455 | |
| ESLV03A | 481 | |
| ESLV03B | 394 | |
| ESLV03C | 413 | |
| ESLV04 | 440 | |
| ESLV04A | 581 | |
| ESLV04B | 375 | |
| ESLV04C | 338 | |
| ESLV05 | 456 | |
| ESLV05A | 413 | |
| ESLV05B | 453 | |
| ESLV05C | 375 | |
| ESLV06 | 346 | |
| ESLV06A | 469 | |
| ESLV06B | 225 | |
| ESLV06C | 422 | |
| ESLV07A | 307 | |
| ESLV07B | 316 | |
| ESLV08 | 451 | |
| ESLV08A | 272 | |
| ESLV08B | 300 | |
| TOTAL | 406 | 338 |

### ESL: College WSCH Ratio by Course

District Goal = 410

| Course | 3 Yr Avg | FY12 |
|--------|----------|------|
| ESLV 10A | 158 | |
| ESLV 10B | | |
| ESLV 10C | | |
| ESLV 10D | | |
| ESLV 14 | 442 | |
| ESLV 15 | 405 | |
| ESLV 16 | 362 | |
| ESLV 17A | 346 | |
| ESLV 17B | 305 | |
| ESLV 18A | 426 | |
| ESLV 18B | 355 / 368 | |
| ESLV 19A | 455 | |
| ESLV 19B | 355 / 504 | |
| ESLV 20A | 180 | |
| ESLV 20B | 398 | |
| ESLV 21 | 323 | |
| ESLV 22 | 285 | |
| ESLV 30A | 255 | |
| ESLV 30B | 393 | |
| ESLV 31 | 324 | |
| ESLV 32 | 438 | |
| ESLV 33 | 498 | |
| ESLV 34A | 541 | |
| ESLV 34B | 560 | |
| ESLV 40 | | |
| ESLV 40A | 255 | |
| ESLV 40B | 510 | |
| ESLV 41 | 297 | |
| ESLV 42 | 368 | |
| ESLV 51A | 356 | |
| ESLV 51B | 394 | |
| ESLV 53A | 422 | |
| ESLV 53B | 422 | |
| ESLV 54 | | |
| ESLV 88D | 289 | |
| ESLV 88E | 552 | |
| ESLV 88F | 414 | |
| ESLV 88G | 394 | |
| TOTAL | 406 / 338 | |

# English as a Second Language (ESL) Program Review
## 2012-2013

### 3C5:  Interpretation of Program Retention, Student Success, and Grade Distribution

Because of the inaccuracy of some of the data supplied, we are unsure what is correct and what is not. We therefore analyze the data without a high level of confidence.

➢ 95% of ESL students completed their courses compare to 86% of other college students.
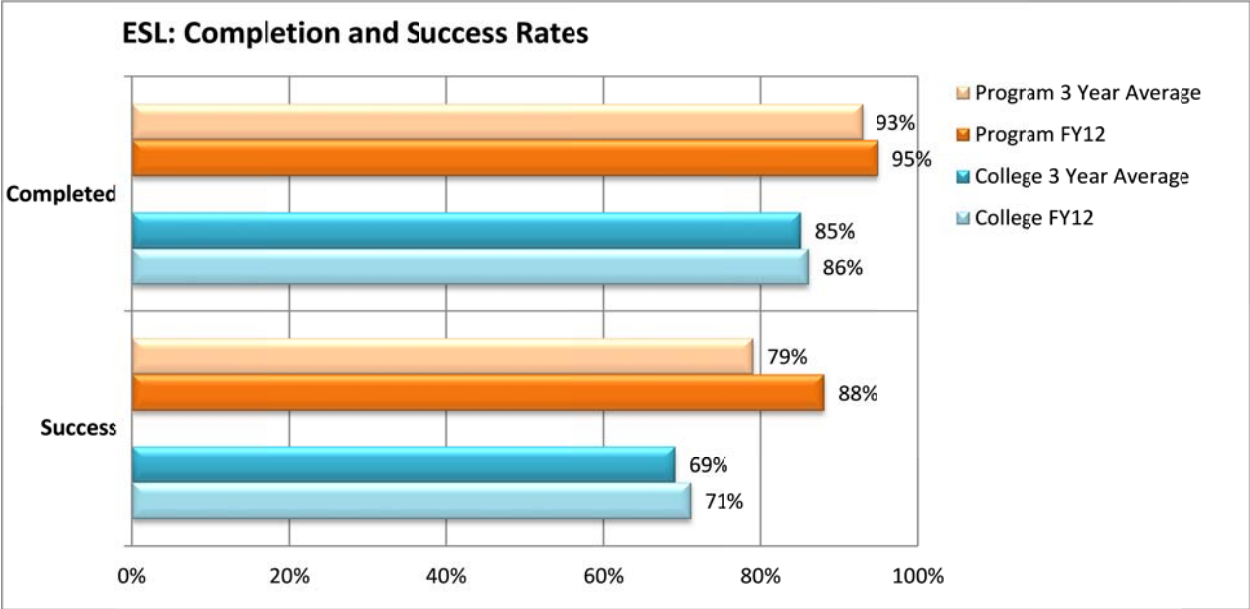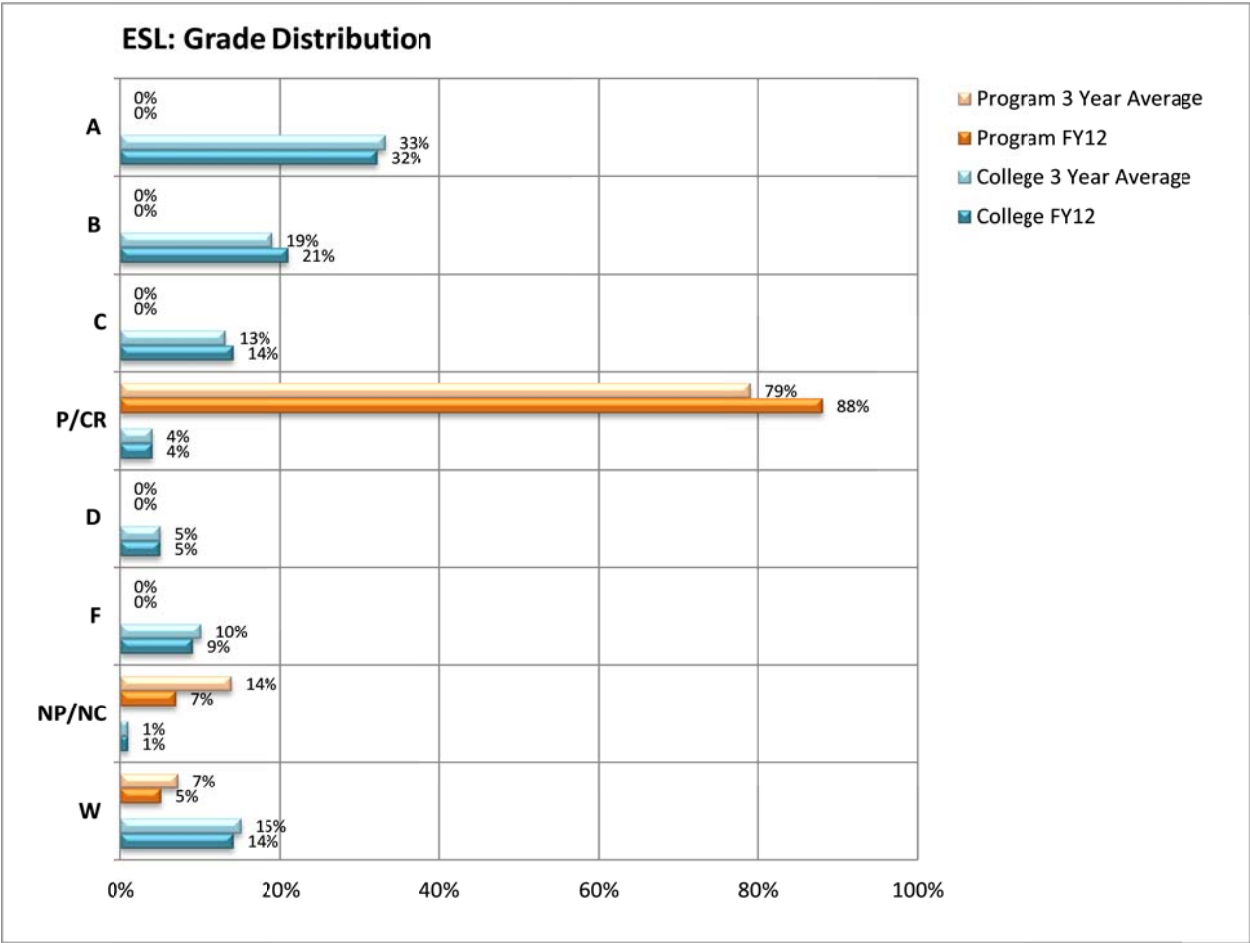➢ 88% of ESL students were successful opposed to 71% of the other college students.

C.  Program Operating Outcomes

1.  The program will maintain and make an effort to increase WSCH/FTEF at the 410 goal set by the district. The District WSCH Ratio Productivity Table states that the district WSCH goal for ESL is 410.  Some courses met or exceeded the goal.  The changes that the ESL department has made over the last few years might explain the deficit for those courses that are below the goal.

| Subject | Fiscal Year | A | B | C | P/CR | D | F | NP/NC | W | Graded | Completed | Success |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESL | FY09 | - | - | - | 220 | - | - | 54 | 28 | 302 | 274 | 220 |
| ESL | FY10 | - | - | - | 244 | - | - | 41 | 24 | 309 | 285 | 244 |
| ESL | FY11 | - | - | - | 207 | - | - | 22 | 9 | 238 | 229 | 207 |
| ESL | 3 Year Avg | - | - | - | 224 | - | - | 39 | 20 | 283 | 263 | 224 |
| ESL | FY12 | - | - | - | 190 | - | - | 15 | 11 | 216 | 205 | 190 |

| Subject | Fiscal Year | A | B | C | P/CR | D | F | NP/NC | W | Graded | Completed | Success |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESL | FY09 | 0% | 0% | 0% | 73% | 0% | 0% | 18% | 9% | 100% | 91% | 73% |
| ESL | FY10 | 0% | 0% | 0% | 79% | 0% | 0% | 13% | 8% | 100% | 92% | 79% |
| ESL | FY11 | 0% | 0% | 0% | 87% | 0% | 0% | 9% | 4% | 100% | 96% | 87% |
| ESL | 3 Year Avg | 0% | 0% | 0% | 79% | 0% | 0% | 14% | 7% | 100% | 93% | 79% |
| ESL | FY12 | 0% | 0% | 0% | 88% | 0% | 0% | 7% | 5% | 100% | 95% | 88% |
| College | 3 Year Avg | 33% | 19% | 13% | 4% | 5% | 10% | 1% | 15% | 100% | 85% | 69% |
| College | FY12 | 32% | 21% | 14% | 4% | 5% | 9% | 1% | 14% | 100% | 86% | 71% |

# English as a Second Language (ESL) Program Review
## 2012-2013



**ESL: Grade Distribution**

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

| Grade | Program 3 Year Average | Program FY12 | College 3 Year Average | College FY12 |
|-------|------------------------|--------------|------------------------|--------------|
| A | 0% | 0% | 33% | 32% |
| B | 0% | 0% | 19% | 21% |
| C | 0% | 0% | 13% | 14% |
| P/CR | 79% | 88% | 4% | 4% |
| D | 0% | 0% | 5% | 5% |
| F | 0% | 0% | 10% | 9% |
| NP/NC | 14% | 7% | 1% | 1% |
| W | 7% | 5% | 15% | 14% |



**ESL: Completion and Success Rates**

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

| | Program 3 Year Average | Program FY12 | College 3 Year Average | College FY12 |
|---|---|---|---|---|
| Completed | 93% | 95% | 85% | 86% |
| Success | 79% | 88% | 69% | 71% |

### 3C6:  Interpretation of the Program Completion Information

| ESL: Student Certificates and Degrees | | | | | |
|---|---|---|---|---|---|
| **Program** | **FY** | **Certificates** | **Degrees** | **Female** | **Male** |
| ESL | FY09 | - | - | - | - |
| ESL | FY10 | - | - | - | - |
| ESL | FY11 | - | - | - | - |
| ESL | FY12 | - | - | - | - |
| **Total Awards in 4 Years** | | - | - | - | - |

### 3C7:  Interpretation of the Program Demographic Information

➢ **Current information is not provided, and the information provided in the first chart is unlikely.**

| Subject | FY | Hispanic | White | Asian | Afr Am | Pac Isl | Filipino | Nat Am | Other | Female | Male | Other | Avg Age |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESL | FY09 | 720 | 13 | 90 | - | - | - | - | 47 | 594 | 271 | 5 | 40 |
| ESL | FY10 | - | - | - | - | - | - | - | - | - | - | - | - |
| ESL | FY11 | - | - | - | - | - | - | - | - | - | - | - | - |
| ESL | 3 Year Avg | 240 | 4 | 30 | - | - | - | - | 16 | 198 | 90 | 2 | 13 |
| ESL | FY12 | - | - | - | - | - | - | - | - | - | - | - | - |
| College | 3 Year Avg | 12,714 | 11,174 | 990 | 1,074 | 223 | 880 | 414 | 2,110 | 16,221 | 13,261 | 97 | 27 |
| College | FY12 | 13,598 | 9,875 | 966 | 1,157 | 183 | 842 | 390 | 1,424 | 15,137 | 13,183 | 115 | 25 |

| Subject | FY | Hispanic | White | Asian | Afr Am | Pac Isl | Filipino | Nat Am | Other | Female | Male | Other | Avg Age |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESL | FY09 | 83% | 1% | 10% | 0% | 0% | 0% | 0% | 5% | 68% | 31% | 1% | 40 |
| ESL | FY10 | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | - |
| ESL | FY11 | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | - |
| ESL | 3 Year Avg | 83% | 1% | 10% | 0% | 0% | 0% | 0% | 5% | 68% | 31% | 1% | - |
| ESL | FY12 | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | - |
| College | 3 Year Avg | 43% | 38% | 3% | 4% | 1% | 3% | 1% | 7% | 55% | 45% | 0% | 27 |
| College | FY12 | 48% | 35% | 3% | 4% | 1% | 3% | 1% | 5% | 53% | 46% | 0% | 24 |

ESL: Demographics
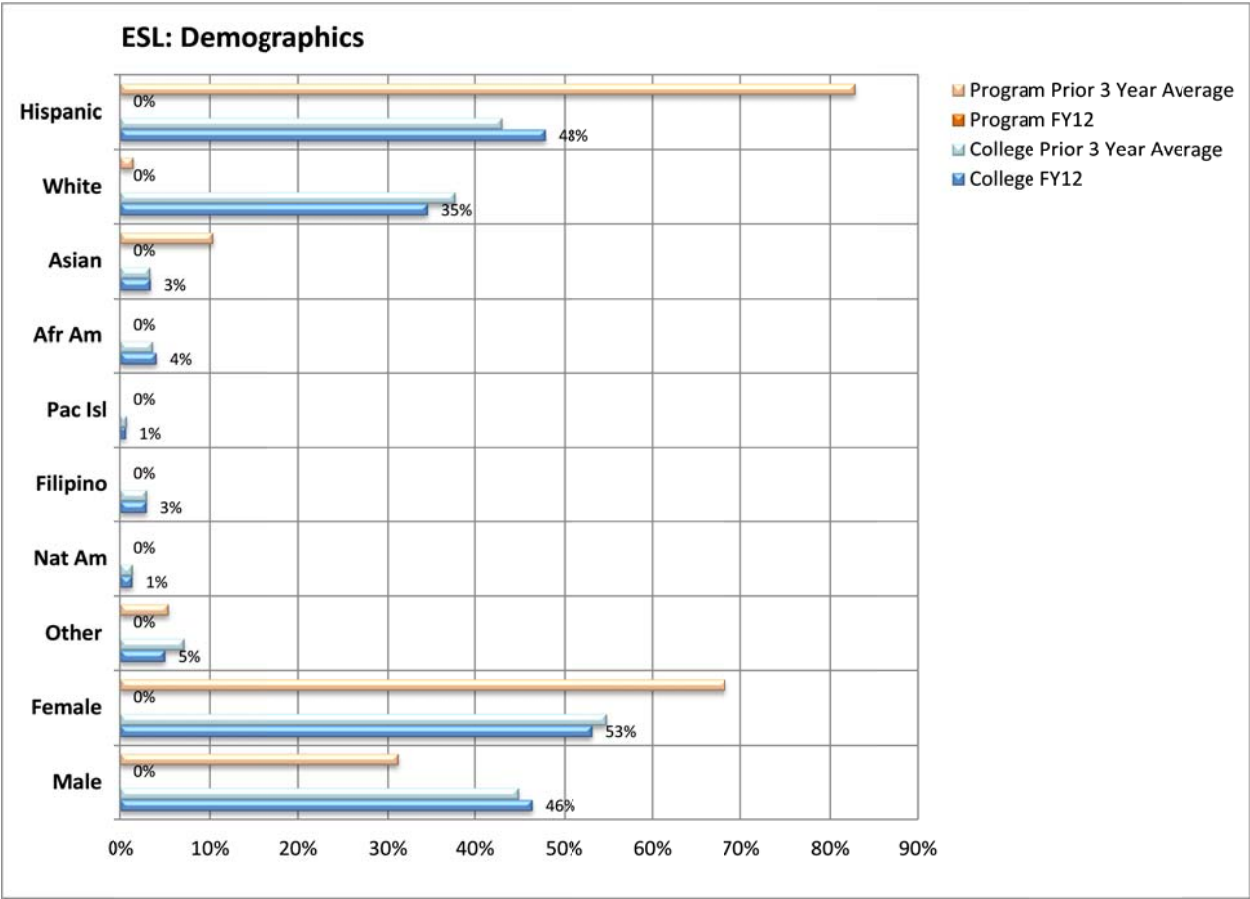
**4. Performance Assessment**

**4A1: 2012-2013 Institutional Level Student Learning Outcomes**

➢ The ESL department will do summative assessment in early December this semester.

| Institutional Level Student Learning Outcome 1 | Performance Indicators |
|---|---|
| Communication | |
| **Operating Information** ||
| ||
| **Analysis – Assessment** ||
| ||

# English as a Second Language (ESL) Program Review
## 2012-2013

**4A2:** 2012-2013 **Program Level Student Learning Outcomes -** *For programs/departments offering degrees and/or certificates*

| Program-Level Student Learning Outcome 1 | Performance Indicators |
|---|---|
|  |  |
| **Operating Information** ||
|  ||
| **Analysis – Assessment** ||
|  ||

**4A3:** 2012-2013 **Course Level Student Learning Outcomes -** *Refer to TracDat*

**4B:** 2012-2013 **Student Success Outcomes**

| Student Success Outcome 1 | Performance Indicators |
|---|---|
| The department has a student retention rate of 72% which is greater than the average of the **college's** FY11 student retention rate of 70%. | The department will increase the student retention rate which is currently 2% above the average of the **college's** student retention rate for FY11. It will maintain the retention rate at a level of 2% or more above the average of the **college's** retention rate. |
| **Operating Information** ||
| ESL FY11 retention rate is 2 percentage points above the College's FY11. ||
| **Analysis – Assessment** ||
| The ESL department suffered a drop in retention this year and will work to increase its retention rate of 72%.  This is the first year that ESL has implemented its new curriculum which is challenging for the continuing student due to its increase in academic rigor; they need time to adjust to the new higher standards. ||

| Student Success Outcome 2 | Performance Indicators |
|---|---|
| The ESL FY11 student success rate is 88%.  It is 17% above the College's for the same year. | The program will work to increase the student success rate by 3%. |

| Operating Information |
|---|
| The ESL FY11 success rate dropped 4% from the previous year's 92%, but is above the College's 71% for FY11. |
| **Analysis – Assessment** |
| The success rate may have dropped due to the increase in rigor of the newly designed academic ESL/EngM courses.  The rate is still high and we think that may be due to teachers getting to know students and therefore being extra sensitive to their needs, getting them to go to tutoring or the Reading and Writing Center.  The department also does careful assessments to guarantee correct placement which could lead to student success and retention. |

**4C. 2012-2013  Program Operating Outcomes**

| Program Operating Outcome 1 | Performance Indicators |
|---|---|
| All ESL classes were relocated and are currently located in the ELC building, formerly DP.  The department inherited 22 computers and due to FY2011-2012 program review, the DP building has been renovated to better serve the English learning students. However, new software was purchased and more reliable computers are needed to run it. | To run new software and leverage the existing wireless infrastructure we would like to replace the existing obsolete computers. |
| **Operating Information** | |
| Funding for the 13 computers requested in the FY11 program review was used to purchase laptops. Now 17 more are needed to create a class set along with a storage unit. | |
| **Analysis – Assessment** | |
|  The existing computers in ELC were not actually built to be wireless and are unable to run the new grammar software obtained by the department to enhance student learning.  It therefore requests funding for a storage unit and 17 laptops to complete a class set | |

| Program Operating Outcome 2 | Performance Indicators |
|---|---|
| | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

## 4D. Program Review Rubrics for Instructional Programs

### 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 | |
| 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 | |

## TOTAL

### CTE 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 6 | Program success (degree / certificate / proficiency award completion over 4 year period) | |
| Up to 4 | Agreed-upon productivity rate | |
| Up to 4 | Retention rate | |
| Up to 4 | Employment outlook for graduates / job market relevance | |
| Up to 3 | Success rate (passing with C or higher) | |
| Up to 3 | Ongoing and active participation in SLO assessment process | |
| **Total Points** | **Interpretation** | |
| 31 - 36 | Program is current and vibrant with no further action recommendation | |
| 25 - 30 | Recommendation to attempt to strengthen the program | |
| Below 25 | Recommendation to consider discontinuation of the program | |

# English as a Second Language (ESL) Program Review
## 2012-2013

### 5. Findings

**2012-2013** - **FINDINGS**

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

**Finding 2: ESL has a need for 17 laptops and a storage unit for its students in the department.**
- Students need to improve their grammar to comprehend their textbooks, write papers and participate in class discussions. Grammar software, Focus on Grammar, was purchased to enhance student learning. The existing computers in ELC are not able to run the software due to their obsolescence and the fact that they were not actually built to be wireless.

**Finding 3: 46% of Ventura College students are are Hispanic. Many of that population are Generation 1.5 and need assistance with grammar, reading comprehension and writing. ESL reclassified its highest level courses, EngM (English for Multilingual Students) to meet their needs.**

- The ESL/EngM Department will collaborate with other disciplines to discuss how to better meet the needs of Generation 1.5 students, otherwise known as long-term language learners.

# English as a Second Language (ESL) Program Review
## 2012-2013

## 6. Initiatives

### 6A: 2011-2012 - Initiatives

**Initiative**: Full-time ESL Instructor  (Carried over to FY12)

**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.) | |

# English as a Second Language (ESL) Program Review
## 2012-2013

Initiative: **DP Renovation (Completed as requested)**


**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 |


**There are more males attending this year than last.**
**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 |

# English as a Second Language (ESL) Program Review
## 2012-2013

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

**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 |

**Initiative: Continued use of supplemental instruction (No longer offered)**

**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 |

# English as a Second Language (ESL) Program Review
## 2012-2013

**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.** (Continuing into FY 2012-2013)

**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.) | |

## 2011 - 2012  FINAL Program Initiative Priority Ratings

There are concerns about the accuracy  of the accumulated costs in the chart below.  Did not get funded for a full-time instructor in 2011. We also did not receive continued use of supplemental instruction.

| Line Number | Program | Category | 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 | Adjusted Cost | Accumulated Costs | Full Time or Part Time |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ESL | None | 1 | | | | ESL1206 | 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. | Contact instructors from all disciplines to offer support to help them deal with their students' English language learning issues. | | | - | |
| 2 | ESL | Faculty | 1 | H | H | | ESL1201 | Full-time ESL Instructor | Replacement for the full-time instructor who left in Spring 11 | 108,000 | 108,000 | 108,000 | FT |
| 3 | ESL | Technology | 2 | M | H | H | ESL1202 | DP Renovation | Smart equipment, document presenter, computers | 15,000 | 8,000 | 116,000 | |
| 4 | ESL | Equipment | 2 | M | H | H | ESL1202 | DP Renovation | Furniture for space | 15,000 | 15,000 | 131,000 | |
| 5 | ESL | Budget | 3 | M | | M | ESL1205 | Continued use of supplemental instruction | Four supplemental instructors (SI lights) | 2,800 | 2,800 | 133,800 | |
| 6 | ESL | Other | 3 | M | | | ESL1205 | Continued use of supplemental instruction | Four supplemental instructors (SI lights) | 2,800 | | 133,800 | |
| 7 | ESL | None | 4 | | | | ESL1204 | Discipline name change from English as a Second Language (ESL) to English for Multilingual Students (ENGM) | Change ESL to ENGM on course outlines and go to curriculum. | | | 133,800 | |
| 8 | ESL | None | 5 | | | | ESL1203 | Increase adult Hispanic male population | Collaborate with student services and the community about how to attract the Hispanic male population. | | | 133,800 | |

# English as a Second Language (ESL) Program Review
## 2012-2013

**6B: 2012-2013 INITIATIVES**

**The ESL department is putting forth one new initiative and carrying over three.**

**Initiative ID should be consistent.  For example:**
**2011-2012 identified initiatives - ART1201, ART1202, etc.**
**2012-2013 identified initiatives - ART1301, ART1302, etc.**

**Initiative 1:** Full-time ESL Instructor (Carried over from ESL 2011)

**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.) | |

**Initiative 2: 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)**

**Initiative ID: ESL 02**

**Links to Finding**
Statistically, long-term language learners are coming to college unprepared to do college level work.

**Benefits**
Collaboration between instructors from other disciplines will help us all to better support students with English language learning issues.  Together we can assist students in learning the reading and writing skills necessary to be successful in general education and 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.) | |

**Initiative 3: 17 laptops and a storage unit for 30. (13 laptops were funded by FY11 Program Review.)**

**Initiative ID: ESL 03**

**Links to Finding**
Statistically, long-term language learners are coming to college unprepared to do college level work.  There has been an increase of these students taking ESL/EngM courses due to the lack of open entry English classes.

**Benefits**
Computers enrich student learning.  Computers that can run the current grammar software, Focus on Grammar—which was recently purchased with Title IV funds, will increase students' abilities to write using correct grammar and increase reading comprehension

**Request for Resources: 17 Laptops, 1 Storage unit to charge 30 laptops**

**Funding Sources**

| | |
|---|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | $13,951.91 |
| Requires college equipment funds (other than computer related) | |

| Requires college facilities funds | |
|---|---|
| Requires other resources (grants, etc.) | |

### 6C: 2012-2013 Program Initiative Priority Ratings

| Program | Finding Number | Category | Program Priority (R, H, M, L) | Division Priority (R,H,M,L) | Committee Priority (R, H, M, L) | College Priority (H, M, L) | Initiative ID | Initiative Title | Resource Description | Estimated Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| ESL | | Faculty | 1 | H | | | ESL 1201 | Full-time ESL/EngM Instructor | Replace the full-time instructor who left in 2011 | $75, 000 |
| ESL | | None | 1 | H | | | ESL 1202 | 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. | Contact instructors from all disciplines to offer support to help them deal with their students' English language learning issues. | $0 |
| ESL | | Technology | 1 | H | | | ESL 1203 | 17 laptops, a storage unit, and 30 headsets with mics | Laptops to complete a class set of 30, a unit to store and charge laptops | |
| | | | | | | | | | | |
| | | | | | | | | | | |

10/21/2012

**6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:**

**Program/Department Level Initiative Prioritization**

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

**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 will then be prioritized using the **RHML** priority levels defined below.

**Committee Level Initiative Prioritization**

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

**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 **RHML** priority levels defined below.

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

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

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

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

### 7.  Process Assessment and Appeal

**7A.  Purpose of Process Assessment**

The purpose of program review assessment is to evaluate the process for continual improvement.  The process is required for accreditation and your input is very important to us as we strive to improve.

**7B.  2012 - 2013 ASSESSMENT QUESTIONS**

**1.**  Did you complete the program review process last year, and if so, did you identify program initiatives?  Yes.  Department initiatives were developed and three were funded.  Two initiatives were unfunded; one has been carried over to the current program review, and the other was discontinued for basic skills which ESL is considered.

**2a.**  Were the identified initiatives implemented?  Yes, three were.  First, a great deal of collaboration now exists between ESL/EngM and other disciplines.  The DP building, now ELC has new furniture in one of its rooms as well as 13 new laptops and a document projector to enhance student learning.

**2b.**  Did the initiatives make a difference? Yes.

**3.**  If you appealed or presented a minority opinion for the program review process last year, what was the result?  NA

**4.**  How have the changes in the program review process worked for your area?  The program review as a process is somewhat clearer now.  Specifically, the meetings have validated the process; however, the amount of time necessary to complete program review has also made it clear that more than one person is required for the job.

**5.**  How would you improve the program review process based on this experience? It would be helpful to have the data accurately presented in the template.  Training sessions on how to analyze data would also be helpful.

### 7C.   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 appropriate form 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.