INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***English as a Second Language***
2. Person(s) completing the questionnaire: ESL Dept. FT Faculty: *Gail Barta, Sylvia Ortega, Suzanne Overstreet, David Ryan, Ann Marie Wasserbauer, Dept.Chair*
3. Date of completion: *November 6, 2007*
4. What are the primary purposes of the program? Check all that apply.

- ☐ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☒ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

WVC Mission Statement:

West Valley College is committed to the broad educational mission of the California Community College system, which is in part, to offer lower division academic instruction and career preparation and to promote lifelong learning, intellectual rigor, aesthetic appreciation, respect for individual and world views, and responsible citizenship both locally and globally. The college is also committed to fulfill its mission to advance California's economic development by creating economic opportunities in the communities it serves.

The ESL department teaches English to students from other countries: new American citizens, immigrant residents, short-term residents and international students. Students learning English participate in the "wide spectrum of educational experiences" that WVC offers such as degrees and certificates, general education and transfer courses, occupational/vocational programs, and life-long learning. The ESL department furthers the College's mission by "providing students with opportunities to expand their human potential, enrich their lives, develop the job skills and other competencies" (especially proficiency in English) that are "necessary to function in contemporary society." Students who learn English are able to participate more fully in the community thus enhancing "the economic development of the communities that West Valley College serves."

6. *In one paragraph, what significant events have affected or impacted the program since the last program review?*

In the last three years, the most significant events that have affected the ESL program are the complete renovation of the Language Lab, changes in the funding of the ESL Skills Lab, a pilot program to offer ESL tutoring, the state-wide Basic Skills Initiative, and the high cost of tuition for non-resident and international students.

One month ago the renovation of the Language Lab was completed and the lab opened its doors to all students who are studying any of 10 languages offered at West Valley College (including ESL - English as a Second Language). From the first days it was open, the Language Lab (renamed the World Languages Center) has been very popular with both students and teachers. For the ESL department, the Lab represents a monumental change. ESL students now have a place to listen to English recordings from all over the world in many formats such as DVDs, CDs, websites, podcasts, and MP3 recordings. In addition they can practice speaking English in the lab in a variety of ways such as live chats or Internet discussions and can record their voices digitally. ESL teachers can use the lab to test students more frequently, design many different types of practice activities, and increase the amount and quality of practice of their students. Most importantly, the newly-renovated lab motivates students to learn. Students' success and satisfaction, and in turn, student retention and enrollment, are increasing.

The state budget crisis several years ago has had residual effects on student enrollment. In an effort to improve our WSCH per FTE ratios each semester, the ESL department has had to cut back sections (6 sections in Fall '07 and 3 in Spring '08). But the WSCH/FTE has risen steadily as a result. Most often the sections that were cut or cancelled due to low enrollment were night sections and upper-level ESL class sections. Unfortunately, students often have to find ESL classes at other area colleges.

During the budget crisis, funding for the ESL Skills Lab Coordinator, lab instructional assistants, and lab instructional materials was drastically cut. Early this semester, funding for the ESL Lab Coordinator was partially restored and this has helped make the coordinator available for 4 more hours per week. (When funding for this lab is cut, the lab schedule is shortened, limiting the hours that students can do their English grammar and writing practice (hours-by-arrangement.))

Another event that has impacted the ESL Skills Lab is the pilot program to offer tutoring to ESL students by experienced ESL professionals. EOP&S recently contracted with the ESL department to offer tutoring for 6 hours per week to EOP&S students in the ESL program. For many years, the ESL department has endeavored to offer tutoring by trained ESL professionals at the lab. It is hoped that the college will fully fund the lab so that the department will be able to offer language tutoring to all ESL students on an ongoing basis.

Several weeks ago the Governor approved funding for the state-wide Basic Skills Initiative. It is yet unknown how this initiative will affect the ESL department. However, it will most likely have an impact on the ESL curriculum which offers 13 courses that are designated as Basic Skills courses. The ESL department is working closely with the other departments on the Basic Skills Advisory Committee to improve the status of Basic Skills at WVC.

The fluctuating tuition over the years (between $13-50 a unit) credit hour may have discouraged some students of limited financial means. However, one trend we have noticed in particular recently is the impact of the high cost of non-resident tuition. An increasing number of new ESL students who are not yet California residents have recently asked the ESL department for permission to audit courses because they couldn't afford to pay several hundred dollars for even one course while they are waiting to attain California residency. (Auditing a course costs $15 per class.) However, since auditing consists mainly of observation not participation, it is not a viable way of learning a second language, the ESL department is faced with a dilemma. Students need to do much more in ESL classes than just observe. Despite students' urgent need to start learning English formally, the department cannot accommodate auditing students and has had to turn away these students. They have been unable to access the community college until they become California residents and can participate fully in classes.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?

What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Table II Student Characteristics

I. Gender Distribution

Sources: *P.A.R.I.S. Student Demographics: Gender, Age, and Units Enrolled, Sp01-F03 and Program Review Data Table II 2006* (represented in %)

	S02	F02	S03	F03	S04	F04	S05	F05	S06
Females	**78.5**	**74.8**	**76.0**	**78.6**	**76.0**	**75.0**	**75.4**	**73.7**	**71.0**
Males	**21.5**	**25.2**	**24.0**	**21.4**	**23.2**	**24.7**	**24.6**	**26.3**	**29.0**

Analysis:

In Spring 2002 and Fall 2003, females represented 79% of the total number of ESL students at WVC, the highest percentage in 4 years. In other years, the average number of males has risen from 21.5% to 29% in Spring 2006. Our current ratio is approximately 70:30 (female to male)while the college average is 60:40. One possible explanation for the difference between the ESL population and that of the college is that our students are older and represent traditional families in which the husbands work during the day and the women, the wives and mothers, attend ESL classes.

II. Age Distribution

Sources: *P.A.R.I.S. Student Demographics: Gender, Age, and Units Enrolled, Sp00-F03 and Program Review Data Table II 2006* (represented in %)

Age Range	F04	S05	F05	S06	+/-
< 21	8.9	9.0	8.6	10.6	**+19%**
21-25	13.4	11.7	15.6	15.6	**+16%**
26-30	14.0	12.3	13.0	11.9	**-15%**
31-40	31.2	31.8	25.1	21.3	**-32%**
41-50	23.1	26.2	26.5	27.5	**+19%**
51-60	6.2	6.5	8.8	10.6	**+71%**
> 60	3.2	2.5	2.4	2.5	**-22%**

Analysis:

In the past two years, there has been a dramatic shift in the ages of ESL students, which have always been significantly different from the general West Valley population. The most significant change is the 32% drop in students in the 31-40 age range. These students are primarily women with young children who often tell us that classes that meet at 7:45-9:00 a.m. or at 2:05-3:30 p.m. conflict with the times in which they need to transport their children to and from school. As a result, early morning and afternoon classes often have low enrollment. In order to accommodate these students, the ESL department must be able to offer a class schedule that meets their availability more adequately. This means offering more classes while their children are in school, not before or after.

Unlike the West Valley general population with young students in the majority, students under 21 represent only 11% of the ESL population, despite a 20% increase over the last two years. In contrast, the 41-50 age range is the largest in the ESL program, representing almost 30% of the students with a 20% increase.

The biggest increase has been in the age range 51-60, which has shot up 70% over the last two years. This group represents 11% of our population, and the data suggests this group will continue growing. Therefore, the ESL department and the college need to provide for the special physical and mental needs of this older student population.

III. Distribution by Ethnicity

Table A Distribution by Ethnicity according to federal categories

Source*: Program Review Data, Table II, 2006*

	Fall 2003	***Spring 2006***	**% change**

African American	*3.3%*	*2.4%*	*-27.0%*
American Indian	*0.0%*	*0.0%*	*0.0%*
Asian/Fil/Pac Isl	*58.2%*	*61.5%*	*+5.5%*
Hispanic	*14.6%*	*11.8%*	*-19.0%*
Other Non-White	*3.0%*	*3.8%*	*+27.0%*
White	*20.9%*	*20.5%*	*-1.9%*

Table B Distribution by ethnicity – all countries represented
Source: *ESL Department Supplemental Student Survey F03 (represented in %)*

	Spring 1999	Fall 2003	% change
Iran	11.0	22.0	+100%
Korea	12.0	13.0	+8%
Vietnam	18.0	9.7	-46%
Japan	12.0	8.0	-30%
Mexico	6.0	7.5	+25%
Russia	4.0	6.7	+68%
Taiwan	8.0	6.0	-25%
China	3.0	6.0	+100%

Other countries include: Bosnia, Brazil, Burma, Cambodia, Colombia, Czech Republic, El Salvador, Ethiopia, France, Honduras, Hungary, Hungary, India, Indonesia, Italy, Israel, Kazakhstan, Libya, Malaysia, Nicaragua, Peru, Philippines, Poland, Somalia, Spain, Thailand, Turkey, Ukraine, and Venezuela.

Analysis:

The definitions of ethnicity presented by the government in the Spring 2006 college reports are not sufficient to analyze the ESL population at WVC. While some of our students have been identified as African-American (2.4%), ESL students are not generally American, though they certainly may be African. We have no American Indians because they already speak English when they come to West Valley. Many of our students do not know how to place themselves into the categories, especially “other non-white” or “white,” so analysis of those categories is not applicable and analysis of department surveys yields more accurate information. Our largest population is Asian, which has remained around 60% for many years. Hispanics constitute 12% of our students, a 19% decline from Fall 2003. Both the Iranian and Chinese populations have doubled in size over the last 2 years, with the Persians representing the largest single group. The Vietnamese population has declined by almost 50%, which students tell us is largely due to the high cost of living in the Saratoga area.

In Fall 2003, our student survey showed that our students come from 37 different countries speak 33 different languages. Our students’ native languages can be divided into ten major language families and include Amharic, Arabic, Armenian, Assyrian, Azerbaijani, Bosnian, Burmese, Cambodian, Cantonese, Czech, French, Hebrew, Hungarian, Indonesian, Italian, Japanese, Korean, Malay, Mandarin, Persian (Farsi), Polish, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Taiwanese, Telugu, Thai, Turkish, and Vietnamese.

3. Using the success data from Table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Analysis of Table III Student Success Rates

	S02	F02	S03	F03	S04	F04	S05	F05	S06
Total ESL	74.1	69.2	70.1	73.0	68.7	72.8	74.2	72.8	69.9
College Avg.	66.2	63.2	65.7	66.0	65.2	66.6	66.9	64.9	64.7

Subject	1st C Enr	1st C FTES
ESL	883	68.309
WVC Avg.	737	74.205

Subject	EOT Enr	EOT FTES	% Enrl Ret.	%FTES Ret.
ESL	817	60.461	-7.5%	-11.5%
WVC Avg.	723	64.387	-1.9%	-13.2%

a) What significant trends are revealed in the data?

Table III shows that the percentage of students in ESL classes who finished the semester with a grade of A, B, C or CR has outpaced the college's overall success rate consistently for the past eight semesters. The success rate of ESL students in ESL classes has been between 68.7% and 74.2%, but even since 1992, it has been several percentage points higher than the college average.

b) What factors might contribute to any significant differences from the College averages?

There are probably several reasons for ESL students' high level of success. The ESL curriculum is divided into five levels and the department has recently written and instituted another level: a pre-beginning course ESL 960. The levels are divided into skill sets: grammar & writing, reading & vocabulary, and listening & speaking. Having classes that focus on individual skills makes it easier to master them. Since 1996, the ESL program has a finely tuned, state approved placement test which has helped place students in the classes that are appropriate for their level of proficiency. Students who follow the recommendations of the test results are much more likely to succeed at that level because they have the necessary skills. ESL teachers are very dedicated and consistently go above and beyond their duties in order to help students succeed.

In addition, to reinforce the skills, there are two labs for this program (the Language Lab for listening and speaking skills and the ESL Skills Lab for grammar and writing skills). Students must complete an additional 27 hours of work for .5 credit hours in these labs for eight of our courses. This extra practice and application of the concepts learned in class ensure the success of many students. ESL teachers also spend several hours in the labs each week as part of their teaching assignment. They are available to help students and this allows for close monitoring of students' progress as well.

Most importantly, the students themselves have an intrinsic motivation to learn English because they need to use it effectively in order to thrive in the United States. Their need to become fluent in English is ever-present and most likely motivates many students through their most difficult studies.

What conclusions do you draw that could lead to actions, objectives, or request for resources.

The ESL program in its present form is doing well in helping students succeed in their classes. The factors that contribute to this should be continued and improved. Steady, on-going support for this program, particularly support of its labs, its faculty, and its students is crucial. Budget cuts have limited the number of hours that the ESL Skills Lab can be open for students. Funding the ESL Skills Lab fully would go a long way toward supporting the students in their learning. Many of these requests were presented in the last three program review reports (APPS) and have only recently begun to be addressed in a limited way.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Our new course, ESL 960, has been offered for the past four semesters. We are still reviewing the impact of this on our program. We continue to discuss ways to improve our curriculum. Moreover, the WVC Curriculum Committee has indicated that all courses at the College need to be reviewed and revised. The ESL department will be involved in this process in the next three years or more.

Through what means does the program ensure that sections are taught consistent with their Title Five course outline?

The program keeps Title V-based course outlines available to all instructors in an easily-accessible location in the LA office building. When courses are assigned each semester, new instructors are directed to Title V course outlines and the need to ensure that their syllabi reflect the course content and expected outcomes as specified. The ESL department maintains an active archive containing Title V outlines, "greensheets," syllabi, and sample exams and activities for each course. Instructors contribute to this archive when they teach a specific course. The department maintains an updated list of recommended, course-specific textbooks which are periodically reviewed. When faculty are evaluated, they are asked to provide the Title V course outline, green sheet/syllabus, a sample exam, and a supplemental exercise activity for the course as well as a typed lesson plan for the day to be observed.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

Click once here and type your response

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

A) What relevant findings have been derived through the SLO assessment process?

The ESL Department began the SLO process in Fall 2005 with the grammar and writing skill strand, beginning from lowest to the highest level. Although SLO work was delayed due to work-to-contract issues, we continued to collect data for future analysis. As a result, we now have SLO data for the past four semesters (analysis shown for first three semesters). For ESL 961 Grammar and Writing, the department crafted the following SLOs:

1) Students completing ESL 961GW will be able to write grammatically accurate, simple sentences.
2) *Students completing ESL 961GW will be able to accurately capitalize and punctuate simple sentences.*

Based on the course content listed in the Title V course outline for ESL 961GW, we developed an SLO assessment test and rubric which all 961GW instructors administered to their students as part of their final exam. The assessment test was designed to elicit grammar, syntax and punctuation. Given our identified SLOs and the fact that students must achieve a score of 70% or higher to pass a class and be considered prepared for the next level, we applied the same standard to the results of our SLO assessment tool. With a score of 70% or higher, a student was considered "ready" for the next level. A student was considered "not ready" for the next level with a score of 69% or lower.

SLO Assessment Tool Results:

TERM	COUNT	READY		NOT READY	
F05	23	18	78%	5	22%
S06	10	9	90%	1	10%
***F06**	24	15	63%	9	38%

**data adjusted to exclude 960-level students*

Data Analysis & Relevant Findings:

The data suggests that students have successfully achieved the course objectives. Our student success rates of 78% in Fall 2005 and 90% in Spring 2006 were higher than both average and total college-wide success rates. The data for Fall 2006 was skewed by five students who enrolled in 961GW despite having been placed at 960. Some of those students self-placed into this higher level despite the recommended placement. Others had failed ESL 960, or passed 960 with low scores, and enrolled in the higher class as well. Adjusting the Fall 2006 success rate to exclude students who should have enrolled at their assigned level (ESL 960), the department data is in line with the previous two semesters, that is to say, at a 79% success rate.

B) What changes have been implemented, or planned, based on the findings?

Assessment Tool:

While implementing the SLO Assessment Tool, we realized the need for some changes. These adjustments include: continuous numbering of test items; separate items for simple present and present continuous verb tenses in order to elicit both; and additional test items to elicit simple present negative, present continuous affirmative, present continuous negative, present continuous interrogative, and simple past negative, all of which currently have only one test item each.

Assessment Rubric:

The SLO assessment rubric was designed to tabulate each student's overall score by combining their grammar, syntax, and punctuation scores. This rubric could also use some refining. To make the scoring process more efficient, the rubric needs to include a list of the items which elicit each of the grammar structures and sentence types identified. Furthermore, we have also concluded that a norming session for evaluators is necessary to ensure consistency (interrater reliability) in the scoring process.

C) What conclusions do you draw from this analysis that could form the basis for an action, objective, or request for resources?

Action Item:

The data suggests the need for the ESL department to continue the SLO process with ESL 960. This course did not exist when we began the SLO process in Fall 2005. Given that 960-level students skewed the data for Fall 2006 961GW SLOs, it seems appropriate to focus on this course as a department. We expect the transition from the 960 to 961 level will then be smoother once the course completes the SLO process.

Another way to ensure that students succeed is to make counselors aware of the likelihood that students will not succeed in classes when the results of the placement test are ignored and students are waived into even just one level higher than the placement level. These SLO assessment tool test results confirm how waivers of placement can ruin students' chances for success.

Therefore, it is necessary to continue to dedicate resources and time to monitoring the SLO process and educating students and counselors to the value of accurate placement. As a future action, we will define and then evaluate the student learning outcomes necessary for ESL 960.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

Accreditation Requirements:

ESL listening and speaking classes with hours-by-arrangement require 27 hours of practice in the Language Lab. In addition, several grammar & writing classes also require 27 hours of practice in the ESL Skills Lab. In order to support this aspect of the curriculum and the Education Code, both labs must be fully functional with enough hours for students to access them throughout the semester. The current Language Lab was allowed to deteriorate for 20 years with no funds allocated for on-going maintenance. Fortunately, the Fall 2006 joint proposal of the ESL and Foreign Language departments for the renovation of the Language Lab was funded with one-time funds. With additional financial support of the Land Corp, the plan to renovate the Language Lab was accomplished and the lab reopened on October 1, 2007. Funding for the ESL Skills Lab, which was once cut drastically in Fall 2002 and Spring 2003, has been partially restored and it is hoped that the reinstatement of funds will continue in the future.

Government Regulations:

Many government regulations and policies impact ESL students' lives. Changes in international student visa requirements or new policies in response to international conflicts and refugee populations can significantly change the enrollment of ESL students. These policies and regulations often affect students' daily lives and as such can also affect the students' ability to study effectively. State government financial support of ESL and Basic Skills can also affect the enrollment of the ESL courses positively.

Advisory Board:

As mentioned in the opening section of this review, the state-wide Basic Skills Initiative will impact the ESL department in the future. The Basic Skills Advisory Committee and members of the ESL department are working closely to improve the status of Basic Skills at WVC by following the guidelines of this initiative.

Labor Market Demand:

When the local economy is booming, ESL students will typically choose to work and not attend school, or attend only part-time or evenings. When the local economy slows, ESL students often come back to school. But it is difficult to make accurate predictions about future enrollment based only on trends in the economy.

Transfer Institution Articulations:

Students who are interested in transferring to four-year institutions often feel the need to "hurry" through their ESL courses because most of the ESL classes are non-degree applicable. When they realize that becoming proficient in English at the college level takes a lot longer than learning English for casual, everyday use, they often get discouraged. They also realize that it will take much longer to achieve their goals of transferring to a four-year university and earning a degree. In some cases, their financial aid may run out before they are finished.

A number of students think they are taking the easy way out by trying to take courses such as English 905 before they are ready. These attitudes are often encouraged by some counselors who issue waivers to students without considering the impact. Time is needed to learn a second language, and therefore, rushing through the program only creates problems for the students when they take other West Valley classes, when they transfer to other institutions, and when they start their careers. In addition, ESL students skipping to English 905 classes, often affect the English 905 classes negatively as the pace of the course and the quality of the instruction suffer. If students are expected to perform at a high level of English proficiency in all skills, then effective support for these students is essential, particularly from counselors who believe they are doing students a favor by waiving them into higher levels than the students can successfully complete.

In addition, students who speak comprehensible, but not completely correct, spoken English often avoid taking ESL

courses and try to take English composition classes directly. They often need the additional help in grammar, writing, vocabulary development, and even more accuracy in spoken English. Their English teachers frequently recognize the ESL problems and refer them to the ESL department, but it often takes another semester for those students to take the appropriate ESL classes (if they take them at all). Some might get so frustrated that they avoid taking English altogether. This slows down their educational progress considerably.

Other External Factors:

The ESL department welcomes international students and growth in enrollment especially when there is corresponding support in funding, staffing, instruction, and student services. Over the past several years, there have been several initiatives from the Board of Trustees, the Chancellor, the presidents of both colleges and others in the District to increase the number of international students at WVC or to establish campus overseas. These initiatives directly impact the ESL program although they have often progressed with no one consulting, informing or communicating with the ESL department. It is expected that these initiatives will continue to be of significant interest, particularly for financial reasons, since out-of-state fees for international students are a potentially large source of funding for the College.

How might these influences form the basis for an action, objective, or request for resources?

Training is needed for counselors, English teachers, and testing staff who come into contact with students who communicate fairly well in spoken English but still use incorrect grammar in speaking and especially writing. These students often need to develop awareness of the correct forms and structured practice in order to learn to correct their errors. They also need a lot of encouragement and support such as expert tutoring. In addition, we need counselors who are trained in ESL-related areas such as immigration and acculturation issues, second language acquisition, language assessment and methodology, as well as the WVC ESL curriculum and community resources. Counselors specifically assigned to ESL students would be of great benefit to our students.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The ESL department has created a new 6-unit course called ESL 960 that is below the first level of our curriculum, ESL 961. This course has been designed to meet the needs of students who test lower than level of ESL 961 for many reasons: limited educational background, lack of previous training in English upon entering the US, etc. These students often need much more time to acquire the language and because the class meets daily (M-Th), the students receive much more practice in English.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

2. Program Strengths:

The strengths of the ESL program are…

- high student success and retention rates
- comprehensive curriculum
- dedicated, talented teachers
- a new language lab
- a intercultural conversation program (International Partners Program)

3. Program Challenges:

The challenges the ESL program faces are…

- limited funding for labs (HBA)
- outdated ESL software
- lack of communication with the ESL department regarding overseas initiatives

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

-
- Upgrade existing and purchase new ESL software
- Purchase computers for ESL Skills Lab
- Increase the ESL Skills Lab hours
- Create and fund a full-time position for the ESL Lab Coordinator
- Increase the number of instructional aides and hours at the ESL Skills Lab
- Provide ESL teachers as tutors in the ESL Skills Lab
- Complete the revalidation of the state-approved ESL Placement Test

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Click once here and type your response

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

- *Upgrade existing and purchase new ESL software*
- *Purchase computers for ESL Skills Lab*
- *Increase the ESL Skills Lab hours*
- *Create and fund a full-time position for the ESL Lab Coordinator*
- *Increase the number of instructional aides and hours at the ESL Skills Lab*
- *Provide ESL teachers as tutors in the ESL Skills Lab*
- *Complete the revalidation of the state-approved ESL Placement Test*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: **Early this semester, funding for the ESL Lab Coordinator was partially restored and this has helped make the coordinator available for 4 more hours per week.**	☐ Yes ☐ No ☒ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): **On October 1, 2007, the renovation of the Language Lab was completed and the lab opened its doors.**	☒ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE
- FT ESL Skills Lab Coordinator (Instructional Lab Faculty)

Associate faculty FTE
- Assigned time (.2) for ESL Skills Lab Faculty Liaison

Classified Staff FTE:

Classified Hourly (in dollars):

- ESL Skills Lab Instructional Aide
- Language Lab Assistant

Facilities (brief narrative description):
- LA Room 34 and 22A need a data projection unit, computer, monitor, Elmo and appropriate computer furniture.
- LA Room 41 has a data projection unit already but needs a computer, monitor, Elmo, appropriate computer furniture.
- The LA Division needs another copy machine with a top-notch, speedy service contract.
- A digital language classroom (one computer, digital student control boxes on each desk, appropriate furniture, security)

Equipment (brief narrative description with estimated total cost):
- The ESL Skills Lab needs computers and ESL software.
- The Language Lab needs webcams, digital video cameras, flashdrives, and MP3 players.

Supplies (brief narrative description with estimated total cost):
- On a yearly basis, the Language Lab needs supplies such as ink cartridges, printer paper, and RW CDs

Staff Development (brief narrative description):
- Frequent, ongoing training for college faculty, staff and counselors (EOP&S, ET, DESP) regarding ESL learners

Other:
- Counselors who are trained in ESL–specific issues and who can help them with the unique challenges they face.
- Permanent funding for the International Partners Program
- A marketing department that can produce promotional DVD, brochures, radio and TV advertising directed at various non-English speaking populations in Santa Clara valley.

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu