DEPARTMENT FACULTY/STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

**NOTE:** This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
<th>Signature</th>
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<tr>
<td>Laird Eklund</td>
<td></td>
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<tr>
<td>Maria Ruiz</td>
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PART I: ABSTRACT (EXECUTIVE SUMMARY)

Credit ESL at Victor Valley College

The credit ESL program at Victor Valley College is committed to helping limited-English students develop sufficient and appropriate language skills to be successful in accomplishing their vocational, academic, and professional goals.

Credit ESL, consisting of five levels from pre-intermediate to advanced, functions within the larger ESL program, which includes two beginning levels of non-credit classes. Students are encouraged to move from non-credit to credit ESL and then on to other programs at VVC.

The department sees its role as crucial to the overall success of the college as the surrounding community changes dramatically in terms of diversity of ethnic makeup.

The credit ESL program has been able to offer dynamic course content with the availability of the Verizon ESL classroom and, since October, 2006, the new ESL Lab, funded by Title V money. These facilities provide students with access to a wide spectrum of technology-mediated materials.

Findings of the report, data analysis, and future goals

Over the past 5 years, the unduplicated number of students, enrollments, number of sections offered, and FTES have increased significantly. This trend should continue.

Data on retention and success indicate that credit ESL courses are on-target with respect to meeting the needs of limited-English students.

Due to the significant increase in the proportion of limited- and non-English-speaking residents in the community and the anticipated demand for English-language learning, it is imperative that the college take the following steps:

1) Hire a full-time chair for non-credit ESL to develop curriculum that meets A.B. 361 requirements.
2) Provide 6 units of release time for ESL faculty to (a) develop transferable and degree-applicable courses, and (b) work with ESL and Language Lab staff to ensure effective coordination of technology with curriculum and learning outcomes.
3) Upgrade equipment, furniture, and hardware in the established Verizon classroom (currently located in 80-11).
PART II: KEY MEASUREMENTS OF QUALITY (KQMs)

<table>
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<td>1. Enrollment trends 2002-06</td>
<td>FTES</td>
<td>Review of FTES 2002-06</td>
<td>FTES trends indicate program growth or decline</td>
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<td>2. Enrollment projections for the next 3 years</td>
<td>FTES projection using the Master Plan</td>
<td>Develop appropriate goals for the department</td>
<td>Need for investment in the department</td>
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<td>3. Retention rate</td>
<td>Statistics on retention</td>
<td>Show at least 85% retention for each semester</td>
<td>This indicates that students stay in class.</td>
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<td>4. Success rate</td>
<td>Grades</td>
<td>Show that at least 70% of the students received a grade of CR.</td>
<td>This indicates that students are able to complete the course(s).</td>
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<td>5. Availability of resources</td>
<td>Departmental narrative</td>
<td>Measures the adequacy of resources for the dept. to reach its goals</td>
<td>Lack of resources may make some goals unattainable.</td>
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PART III: ANALYSIS OF KEY MEASUREMENTS OF QUALITY (KQMs)

KQM 1 – Enrollment trend for the past 5 years

Enrollments during the past 5 years have increased sharply although there has been a slight decline in the last two years. Data on retention and success indicate that the course content is appropriate; therefore, other factors may account for this dip.

The spike in FTES and enrollments from 2003 to 2004 is largely due to the termination of the cross-listing of credit ESL with non-credit AENG courses. Prior to this spike, credit courses were cross-listed with a non-credit course, for example, ESL 101 and AENG 10.6. Thus a typical class was composed of mostly non-credit students together with a small number of credit students.

It is difficult to determine the reasons for the slight drop in enrollments since 2004. Personal communication with ESL teachers at other colleges and anecdotal reports in professional ESL journals seem to indicate that other colleges have experienced similar decreases in enrollments. ESL staff feel that developing degree-applicable or transferable courses may attract more students.

KQM 2 – Enrollment projections for the next 3 years

It is anticipated that the credit ESL program will continue to grow as retention and success rates grow and as the community’s limited-English population continues to rise. It is also anticipated that the non-credit program will face a rising and more pronounced demand for available courses and resources.

KQM 3 – Retention rate

Over the past 5 years, retention rates have remained fairly steady and noticeably higher than the rates for the institution overall. Retention has averaged around 92-96% and has been about 3-9% higher than the college average. Additionally, retention rates in credit ESL have increased over the past 5 years at a higher rate than that of the college.

KQM 4 – Success rate

Over the past 5 years, success rates have also remained quite stable and significantly higher than those of the institution as a whole. Success rates have been 72-78%, which are about 12-17% higher than the overall rates for the college. Like the retention rates, success rates have risen over the past 5 years at a higher rate than the college’s average.
KQM 5 – Availability of resources

Three areas of availability of resources are addressed below:

First, regarding technological resources and materials, the department is quite well-equipped although some of these resources need to be incorporated more effectively into existing courses. In general, department staff feel that the ESL lab is not being used to its maximum potential. Also, some of the computers and furnishings in the Verizon smart classroom, 80-11, are in need of replacement or upgrading.

Second, regarding human resources, the department’s urgent need is for competent instructors. Currently, the non-credit program is quite limited in terms of the numbers of students that can be served because of a lack of well-qualified teachers. If qualified teachers were found, the college could have a very dynamic non-credit program throughout the High Desert. It would be in the college’s best interests to consider ways of attracting more teachers from “down below” by raising pay for non-credit instruction and by paying reasonable travel stipends to teachers who commute long distances.

Finally, regarding availability of rooms, problems have arisen because rooms for non-credit courses are usually not available on campus, and, at times, rooms for credit courses are only found at the last minute. This has led to a downturn in enrollments as students, many of whom lack mobility to travel to an unanticipated venue for class, simply do not show up. This situation has also led to other adverse consequences. For one thing, the ESL Lab does not get used when students attend classes off-campus. The result: loss of FTES. Also, full-time ESL staff are not able to perform all of their regular duties because they are saddled with finding alternate locations for classes and handling the on-going needs at those facilities.
PART IV: CONCLUSIONS

Based on the data available, the ESL Department draws the following conclusions:

It is strongly recommended that the non-credit program be expanded by, first of all, hiring at least one full-time certificated person.

The department should expand course development to include degree-applicable and transferable courses.

The current Verizon classroom, 80-11, should be upgraded to maximize output of FTES.

PART V: EXPLANATIONS

Any recommendations that involve hiring additional staff, expanding course offerings, or upgrading facilities are based on two general conclusions. One is that the retention and success data indicate that ESL students tend to take their education seriously. Possessed, by and large, of a strong education ethic, the students currently served by the department tend to stay and succeed at a rate noticeably higher than that of other students. Another factor is that, as it grows, the High Desert is, undeniably, changing dramatically in terms of language diversity.

The recommendation to hire a full-time certificated person to run the non-credit ESL program is based on the above-mentioned data as well as on the fact that A.B. 361 provides money for tying non-credit courses with degree programs. The individual hired could work on developing specific courses that link to vocational degrees.

Also, data on success and retention seem to indicate that developing degree-applicable and transfer courses will meet the needs of a sizeable portion of students. Currently, no ESL classes are degree-applicable or transferable.

In addition, some of the computers in the Verizon classroom are currently inoperable, which means that the room is not being used to its full potential. Needed upgrades will help to ultimately increase FTES.
PART VI: GOALS

Priority 1

Hire a full-time certificated department chair for non-credit ESL to do the following:

1) Teach non-credit ESL courses
2) Develop non-credit ESL courses that are linked to vocational certificate programs
   These courses would meet criteria for obtaining S.B. 361 enhanced funding
3) Develop course outlines of record for established non-credit ESL courses
4) Search for and hire competent adjunct non-credit ESL instructors

This priority relates specifically to college-wide strategic goals 2, 3, and 4. We will know if this goal is successful by tracking the number of sections, enrollments, and FTES.

A full-time certificated chair for non-credit ESL will be needed because of the very apparent demand for such classes and because of the opportunities presented by A.B. 361. A job description will be developed, and hiring procedures will be followed. The projected cost is approximately $57,709 (which is $45,085 x 28%) for a full-time certificated person.

Priority 2

Provide full-time ESL faculty with 6 units of release time to do two things: (1) develop degree-applicable and transfer ESL courses, and (2) evaluate existing technology-mediated materials and develop training for adjunct ESL teachers, who will use those resources in the lab and the Verizon classroom.

This priority will involve hiring an adjunct instructor to teach courses otherwise taught by full-time faculty. Estimated cost to the district is $7,600.

Once release time is granted, the faculty member(s) will research and write new course proposals. They will also inventory existing software and online programs to evaluate their current use and determine how they can be used most effectively in established courses.
This priority is related to college-wide strategic goals 2 and 4. Its success will be measured in terms of enrollments, FTES, and success and retention rates.

Success will be determined by tracking enrollments and FTES and measuring retention and success rates of students in established and proposed courses.

**Priority 3**

Upgrade the Verizon ESL classroom (currently 80-11) with replacement equipment and furnishings, including:

- 20 sets of headphones (est. $750)
- new printer cartridges and toner (est. $500)
- stand for data projector (est. $2,000)
- 8 chairs (est. $2,400)

This priority fulfills college-wide strategic goals 2 and 4. It will be measured by enrollment numbers and FTES.

Activities will include an evaluation of the current condition of the hardware, equipment, and furniture in 80-11, most likely with the help of Maintenance and I.T. staff.