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 sign below to acknowledge that they were able to provide input.

**NOTE**: This signature is an indication that you had an opportunity to provide input in the process.

SEND AN ELECTRONIC COPY TO: Your area supervisor or dean, Lisa Harvey (Academic Senate President), Deedee Orta (Finance and Budget Committee), Virginia Moran (Institutional Effectiveness Committee), Dave Hollomon (Facilities Committee), Shane Thomas (Technology Committee), Peter Allan (VP Instruction and Student Services), Sherri Pierce (Diversity Committee).

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<th>Name of Faculty or Staff Member</th>
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<td>Laird Eklund</td>
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<td>Maria Ruiz</td>
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<td>Michael Smith</td>
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<td>Jeff Redona</td>
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<td>Carol Golliher</td>
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PROGRAM REVIEW, ALLOCATION AND INSTITUTIONAL STRATEGIES FOR EXCELLENCE (P.R.A.I.S.E.) REPORT

PLANNING YEAR 2011-2012 (Budget Year 2012-2013)

INSTRUCTIONAL AND NON-INSTRUCTIONAL DEPARTMENTS

Student Development Department

Section I--Department Abstract and Goals

A. Abstract

The Student Development Department is comprised of three different programs: English as a Second Language (ESL), Basic Skills and Educational Technology.

ESL offers both credit and non-credit courses designed for students learning English as second language. Courses are offered both on-campus and off-campus. The on-campus courses are offered in the ATC building and employ a number of pedagogical techniques, including lectures, labs and computer assisted instruction. The non-credit courses are located off-campus in a downtown center in Victorville or at Hesperia High School.

The Basic Skills Program offers classes for students learning either math or English. All classes are offered on campus in a format that combines lecture and lab. Students are presented lessons in the lecture and are then given opportunity to practice the new materials in the lab setting.

The Educational Technology Program offers courses for students interested in all levels of education and prepares students to become teachers themselves. The program offers a number of certificates and prepares students to transfer to four-year universities and complete their teaching credential.

B. Goals for Student Development

1. Goals for the ESL Program

   a) Release Time for ESL Faculty to Research a New ESL Assessment Instrument. We would like time to examine "Compass" and, combined with that, develop and in-house assessment for writing that includes a writing sample. Currently, the CELSA is inadequate to meet our needs largely because it has no listening/speaking component. We are seeing a significant number of students who seem to be misplaced, very possibly due to the CELSA's limitations.

   b) Two Dedicated ESL/AENG/ACOM ED Labs with One on Campus and the Other Off Campus. The software and hardware in the labs should be upgraded in the labs. Currently, our two classrooms, 21-126 and 21-132, double as both classrooms and labs. There are several problems, the most pressing being that students using the lab cannot print or do pronunciation or speaking exercises while a class is going on. Also, there is an issue of constant distraction when a teacher is talking. Of course, from the teachers' point of view, there is an issue of people constantly entering and leaving the lab while they are attempting to conduct a class.
c) **Departmental Autonomy.** ESL faculty believe ESL, AENG and ACOM ED would function best independently of other departments and should have its own chair.

2. **Goals for Basic Skills Program**

   a) **Hiring Math Faculty.** The Basic Skills Program currently does not have math faculty as part of its own faculty and has depended upon the Math Department for its faculty. The Basic Skills Program needs to hire its own faculty, including the hiring of a full-time math instructor within the program.

   b) **Full-Time Instructional Assistant.** Hiring a full-time IA is a goal for the Basic Skills Program since we need to achieve greater stability in the program. An IA needs to be present in the lab to support the faculty members and resolve the issues that arise throughout the day. This IA position had been reduced to half-time but should be restored to a full-time position.

   c) **Redesigning Curriculum.** The Basic Skills Program has the goal of redesigning its curriculum to improve completion rates and to establish a better relationship with the courses in the English Department and Math Departments. Our current offerings in English need to be refined in a manner that more clearly leads to English 6. Our currently offerings in math instruction need to be refined to eliminate their complexity and to provide a smoother transition to Math 10.

   d) **Better Integration of Technology.** The Basic Skills Program has the goal of better utilizing technology and software in its instruction so that students have more opportunities to reinforce the lessons in the Basic Skills Lab and at home.

3. **Goals for Education Technology Program**

**Section II--Department Needs and Justification**

A. **Review of Prior Requests.**

   The previous Praise report covered only the Basic Skills Program and did not include the needs of either ESL or Education Technology. This year’s Praise report includes all programs within the Student Development Program.

**Basic Skills Department Needs and Justifications for Prior Requests**

*Basic Skills—Math Instructor.* The Basic Skills Program has an acute need for a Basic Skills—Math Instructor. Last year’s Praise report mentioned the need, and the situation has only more pressing. The Basic Skills Program had Michael Butros as its Basic Skills—Math instructor, but he left for the Physics Department three years ago. The math instruction for the Basic Skills Program has been handled by Jeff Redona since then, but he is from the Math Department and intends to teach only in the Math Department. Furthermore, we are losing Carol Golliher and Julia Wadagnolo to retirement. These instructors were both in English, but provided enormous assistance and guidance in directing the program.

B. **New Requests.**

1. **Basic Skills Needs and Justification**

   *Basic Skills IA.* The Basic Skills Program currently has an IA who works with us part-time. Her assistance to the program has been essential. The funding for her position, however, is from the BSI Grant, which
makes her status tenuous. We need to have the position made a permanent part of the college’s budget so that we can rely on the IA’s continued presence through the coming years.

We should also have the IA position changed to a full-time position rather than having it continue as a part-time position. The Basic Skills Program had a full-time IA for many years. This person was able to deal with the students and assist the instructors in the morning and handle the paperwork with running the lab in the afternoons. Under the current conditions, handing both student issues and paperwork issues has become overwhelming. This is going to become especially problematic with three essential faculty members leaving in the coming semester.

Classroom Accommodations for Basic Skills: The Basic Skills Program currently has adequate space to offer the lab portion of its courses, but has no assigned classrooms for its lectures. This past semester the Basic Skills Program had to wait until the Math Department and the English Department were done assigning all of their sections and offered what was left over. This made scheduling terribly difficult for nearly two dozen sections. The Basic Skills Program needs to be assigned a classroom where it can offer lectures and not be placed in a position where times and locations are uncertain and cannot be adjusted according to the needs of the students.

2. ESL Department Needs and Justification

Facilitator in the ESL Labs. A facilitator for the ESL Labs is needed for approximately 30 hours per week. Duties would include:

- Tutor students in reading, writing, pronunciation, and speaking
- Consult with ESL faculty regarding useful websites and free online resources that can be used in conjunction with classroom textbooks and materials
- Monitor needs of ESL staff and students at the off-campus sites and make site visits
- Consult with IAs and IT staff regarding technological issues with software
- Make recommendations and write rationales for purchases of software and hardware for the ESL labs
- Organize and prepare teaching and tutoring materials
- Serve as a roving substitute (we currently have 11 adjuncts in ESL, AENG, and citizenship classes)
- Develop and distribute bilingual brochures re: the ESL program for the limited- and non-English speaking community, who are often “out of the loop” with respect to normal means of communication; make presentations to community and church groups
- Provide orientation to new ESL / AENG faculty regarding the particular needs of VVC’s ESL population
- Consult with other departments on campus re: on-going needs of limited-English students who take other courses. The facilitator can help identify what particular academic skills need to be focused on in ESL courses that will help students prepare for general-ed. vocational and academic classes to ensure success.
- Consult with employers in the community to identify English-language skills needed, and then make recommendations on curriculum adjustments and needed updating.
- Work with MIS regarding data on student use of the labs outside of the regular class time

Update Software and Renew Site License Agreements: The ESL Program needs to update the software to match the ESL course curriculum. Funding is needed to update our site license agreement with
Teknimedia. This company provides dynamic software that facilitates students’ development of computer and typing skills. The software provides built-in tests and data on student progress.

In addition to Teknimedia, other programs such as the 4-level Focus on Grammar program need to be updated.

*Release Time for ESL Faculty:* The ESL faculty need to evaluate and develop or update assessment instruments and update and develop NON CREDIT ESL classes to include SLOs

*Departmental Autonomy:* ESL faculty believe the program would function best independently of other departments and should have its own chair.

*ESL Lab Coordinator:* The ESL program needs an ESL Lab Coordinator to manage software updates and ensure equipment is functional. The coordinator would also conduct hands-on workshops for ESL adjunct instructors on how to use the lab and its resources. The coordinator would also be able to conduct research on new emerging technologies and act as an evening lab assistant. Currently, software requires a coordinator to check software updates, manage students in the lab, assist instructors with integration of computer mediated instruction; manage and update the ESL website, ESL Lab websites, conduct technology workshops for students for educational purposes.

*Matriculation-Instrument:* The current assessment instrument used by ESL is antiquated. Currently, the ESL curriculum has developed and now offers six levels of language skills: Listen/Speak, Reading/Vocabulary, Writing/Grammar, but the current assessment instrument assesses only grammar and ignores the other.

The in-place assessment, CELSA, is useful for assessing low-intermediate to advanced ESL students in grammar and writing; however, it does not feature a listening/speaking or reading component and lacks validity for students at very low levels of English literacy.

In order to assess and place ESL students accurately, the assessment needs to address three components: listening, reading and writing. We need to change the assessment instrument to include reading, listening and writing components.

*ESL/AENG Department Facilitator:* ESL should have a department facilitator to handle many of the issues that come up with ESL instruction.

Each of the programs within the Student Development Department operates out of a lab setting. These labs all use various office supplies to maintain their operations. The ESL and Basic Skills programs have significant demands placed on their limited supplies and frequently in need of various items.

Both programs need standing budgets to keep their labs functioning for their students.

*Update Class Sets of Books:* The ESL program needs a little over 300 copies of textbooks. The breakdown is as follows:

- At each of the three off-campus sites (7th St. Ed Center, Silverado HS, and Hesperia HS) we need a total of 75 copies. They include two levels of a reading/writing textbook series, two levels of a listening/speaking series, and 15 copies of a picture dictionary. Total copies for all three sites is 225. The estimated cost is $7,000.

- On campus in our labs, we need 25 copies of the Longman ESL dictionaries and 60 copies of the *Focus on Grammar* textbooks. The total cost for on-campus is approximately $2,600.
A Dedicated Lab for ESL Students. Currently, there is no open lab for ESL students working in software which cannot be accessed off campus.

Additional Dedicated Classroom for ESL on VVC Campus: The ESL Department is currently teaching seven levels of ESL courses within two classrooms, 21-126 and 21-132. This makes scheduling the classes in a manner that accommodates students impossible. ESL needs one more room, preferably a room like 21-142, that could function as a dedicated ESL classroom on campus. We currently have 7 levels of ESL, all of which have classes that meet simultaneously. The desired room should have recessable computers. Many of our classes include activities that do not require use of computers and, in fact, require flexible arrangement of furniture and open space. Currently, Room 10-8 is used by ESL classes; however, this room is in desperate need of improved lighting, wall-mounted whiteboards, a retractable screen, and ceiling-mounted data projector.

3. Educational Technology Needs and Justification

Classroom Accommodations for Education Technology: The Education Technology Program has traditionally offered courses in 21-171 which is designated as the Teaching and Learning Center. The classroom was designed by the faculty of the Education Technology program to replicate the teaching environment K-12 teachers would encounter and to allow easy access to computer mediated instruction. The Education Technology program is, however, no longer being allowed access to the classroom for any of its sections. The Education Technology sections are instead being moved to classrooms that are set up for college lectures not teacher education and have limited or no access to computers. The curriculum for the Education Technology courses requires access to and use of computers, but students are not able to use these resources under the current approach to allocating classrooms.

Section III--Student Learning Outcomes (Instructional), Student Area Outcomes (Non-Instructional)

The Student Development Department has undertaken evaluating SLOs in each of its programs. The large number of part-time faculty in the department has made this process a challenge, but faculty have begun making assessments part of their teaching.

In ESL, assessing SLOs has been a particular challenge because of the large number of different courses offered in reading, writing and speaking. The full-time faculty have lead an effort to develop and implement a process of writing and assessing the SLOs for both the credit and non-credit sections. They have been able to assess more than half of the sections from Spring 2012.

The Basic Skills Program has SLOs for each of its courses and has had them as part of the curriculum for a number of years. The lessons and assessments have been redesigned around the SLOs over the past two years. The full-time faculty member worked with the two part-time faculty and the instructional assistant to assess the SLOs for the Spring 2012. They were able to find that the primary issue the program is confronting is with enrollment management. The lessons themselves appear to be working effectively.

Section IV--Additional Information

The situation in the Student Development Department is becoming critical. All three programs within the department have significant issues with classroom space. The Basic Skills Program was not given any classrooms for its lectures, the Educational Technology Department no longer has access to the Teaching and Learning Center and ESL needs significantly more lab space to accommodate its students. Furthermore, ESL and Basic Skills both have labs that are quite active and need standing supply budgets that are readily accessible.

Basic Skills is going to be confronting a serious problem staffing lectures and lab times in Spring 2012 and especially in Fall 2012 as a number of key faculty leave the program or retire. We have also not replaced a Basic Skills—Math faculty position since Michael Butros left the program many years before.