# Glendale Community College Instructional Program Review

Fall 2008

# **Credit ESL**

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# Signature Page Program Name: Credit ESL

We certify that this program review document represents the plans, goals, and critical analysis of this instructional program.

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| Dean, Instructional Services                  | Date                 |

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#### **Program Overview**

1. Please give a brief overview of your instructional program. Describe the relationship of your program to the mission of the college.

#### **Glendale College Mission Statement:**

Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities in to our community, our state, and our society.

#### STATEMENT OF CORE VALUES

which guide implementation of the Mission Statement

#### Glendale Community College is committed to:

- providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- emphasizing the coherence among disciplines and promotion of openness to the diversity of the human experience;
- helping students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility;
- providing an extensive array of student services and learning tools, including state of the art technology, to assist students in all aspects of their college experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

The Credit ESL Division focuses on three main areas of instruction: grammar and writing, reading and vocabulary, and listening and speaking. By developing these essential skills through dynamic and rigorous instruction, we give non-native English speakers, who are immigrants in this country or who are F-1 Visa students, the opportunity to achieve language skills that will allow them to transfer into vocational and certificate programs, pursue AA/AS degrees, and meet their career and personal goals

The Credit ESL Division serves the mission of the college by helping students to develop written and verbal communication skills. Students learn how to write term papers, take notes, and give speeches. These skills are needed both in the classroom and in the workforce. Students learn about the diversity of American culture and their roles and responsibilities in their local communities.

Expect increased Credit ESL enrollment based on continuing discussions with Non-Credit ESL Division. Non-Credit ESL has seen an increase in enrollment in the last two years. Typically, students move from Non-Credit to Credit ESL. In the current declining economy, classes are full with waiting lists.

# Section 1: Demand, Success, and Retention Demand & Success

Analyze the enrollment and success data provided and answer the following questions.

#### Part 1. Enrollments

Table 1.01A. Enrollments Number of students enrolled at census date (Fall and Spring semesters only)

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 4,472         | 4,188         | 3,809         | 4,490         |
| Evening            | 1,890         | 1,797         | 1,648         | 1,976         |
| Unknown/TBA/Online | 0             | 0             | 0             | 0             |
| Program Total      | 6,362         | 5,985         | 5,457         | 6,466         |

#### **Graph 1.01A. Enrollments**

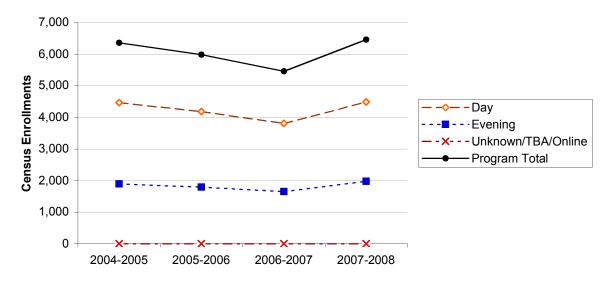
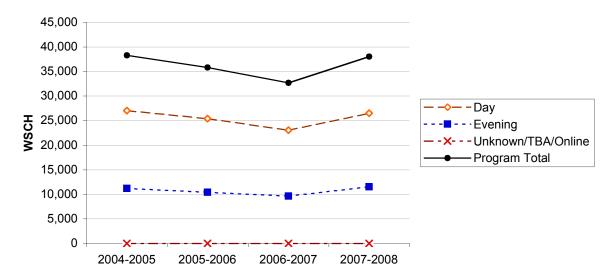


Table 1.01B. Weekly Student Contact Hours (WSCH)

(Fall and Spring semesters only)

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 27,059        | 25,388        | 23,024        | 26,523        |
| Evening            | 11,207        | 10,452        | 9,647         | 11,531        |
| Unknown/TBA/Online | 0             | 0             | 0             | 0             |
| Program Total      | 38,266        | 35,840        | 32,672        | 38,054        |
| % of All Credit    | 10.5%         | 10.0%         | 9.1%          | 9.9%          |

#### **Graph 1.01B. Weekly Student Contact Hours (WSCH)**



#### Part 2. Enrollments Per Section

#### Table 1.01C. Number of Sections

(Fall and Spring semesters only)

Note: Mpull sections are counted as a single section in this table.

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 184           | 185           | 172           | 181           |
| Evening            | 70            | 75            | 69            | 80            |
| Unknown/TBA/Online | 0             | 0             | 0             | 0             |
| Program Total      | 254           | 260           | 241           | 261           |

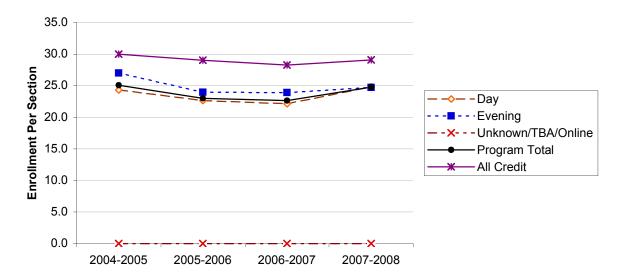
#### Table 1.01D. Enrollments Per Section

(Fall and Spring semesters only)

Note: Mpull sections are counted as a single section in this table.

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 24.3          | 22.6          | 22.1          | 24.8          |
| Evening            | 27.0          | 24.0          | 23.9          | 24.7          |
| Unknown/TBA/Online |               |               |               |               |
| Program Total      | 25.0          | 23.0          | 22.6          | 24.8          |
| All Credit         | 30.0          | 29.0          | 28.2          | 29.1          |

#### **Graph 1.01D. Enrollments Per Section**



Part 3. Success & Retention

Table 1.01E. Course Success Rates

Percentage of students enrolled at census receiving a grade of A, B, C, or Credit (Fall and Spring semesters only)

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 76%           | 75%           | 79%           | 79%           |
| Evening            | 71%           | 75%           | 74%           | 76%           |
| Unknown/TBA/Online |               |               |               |               |
| Program Total      | 75%           | 75%           | 77%           | 78%           |
| All Credit         | 70%           | 69%           | 68%           | 68%           |

**Table 1.01F. Course Retention Rate** 

Percentage of students enrolled at census receiving a grade other than W (Withdraw) (Fall and Spring semesters only)

|                    | 2004- | 2005- | 2006- | 2007- |
|--------------------|-------|-------|-------|-------|
|                    | 2005  | 2006  | 2007  | 2008  |
| Day                | 92%   | 91%   | 92%   | 93%   |
| Evening            | 91%   | 90%   | 91%   | 91%   |
| Unknown/TBA/Online |       |       |       |       |
| Program Total      | 91%   | 91%   | 92%   | 92%   |
| All Credit         | 86%   | 85%   | 86%   | 86%   |

1. Given the data, what changes can be identified in enrollment, retention, and success patterns? Identify any important trends and explain them if necessary.

The data show that the Credit ESL Division responds to trends in immigration from all over the world. Enrollment in 2007-2008 was higher than in 2004-2005 because of an influx of students from Iran who are now immigrants in this community. It is expected that this trend will continue for the next two years.

In 2006, the new division chair identified the need for more assessment test times and asked for funding to restore the number of Saturday assessment tests. This was accomplished in 2006-2007 and there was an increase in enrollment.

The Credit ESL Division has a consistent course success rate (78% in 2007-2008) which is higher than the rate for All Credit Programs (68%). The course retention rate is 92%. This is higher that the All Credit rate of 86%. Daytime students have slightly higher course success and retention rates.

The division provides training for all new adjunct faculty and strives to have a consistent curriculum that is the same both day and evening. Day and evening faculty participate in holistic grading sessions at the end of spring and fall semesters, and there are division-wide final essay exams in all grammar and writing classes, division-wide final grammar exams in ESL 111 through 141, and division-wide final exams in ESL 116 through 136 (Reading) classes. We believe that this accounts for the strong success and retention rates and the fact that there is not a large disparity between these rates for the day and evening sections.

In reviewing enrollment for the years 2004-2008, enrollment was at its lowest in 2006-2007. Enrollment was higher in each of the three other years examined in this study. It does not serve the college to cut the FTEF for the Credit ESL Division to the level of the lowest year in a four-year period.

The recent college-wide cuts in FTEF back to the 2006-2007 level will present a challenge to the division and to the community. Students are already being turned away for the Winter 2009 session since all classes are full. There are not enough sections of classes to serve the needs of the community. Turning away F-1 Visa students will impact the college since these students pay \$191 per unit and provide an income stream. Students who need verbal and written skills to prepare for entrance into the regular college curriculum will need to wait longer if Credit ESL courses are not available.

#### 2. How is the program responding to change?

The program has responded to change by offering more sections in the evening and on Saturdays when working immigrants can attend classes. If these sections are cut due to the lower amount of FTEF given to the division, the community will not be served. Having fewer sections will also mean that it will take student longer to get through the program. F-1 Visa students may transfer to other local community colleges if they cannot get their required 12 units per semester. This requirement is set by Homeland Security (which issues the visas) and is not a local requirement. Students who are unable to get into ESL classes are left with a limited choice of classes to take on campus.

#### 1.02. Fill Rate

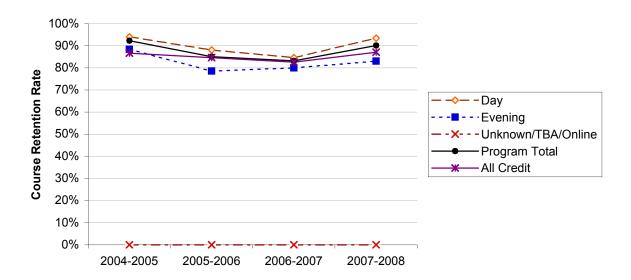
Review and analyze the fill rate data provided by Institutional Research and answer the following questions.

Table 1.02A. Fill Rate (Fall and Spring semesters only)

Percentage of available seats filled (census enrollment divided by class size)

|                    | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|--------------------|---------------|---------------|---------------|---------------|
| Day                | 94%           | 88%           | 85%           | 94%           |
| Evening            | 88%           | 79%           | 80%           | 83%           |
| Unknown/TBA/Online |               |               |               |               |
| Program Total      | 92%           | 85%           | 83%           | 90%           |
| All Credit         | 87%           | 85%           | 83%           | 87%           |

Graph 1.02A. Fill Rate



1. Given the data, do sections in the program have a higher fill rate compared to sections in other programs? Identify any important trends and explain if necessary.

According to the information in the graph above, daytime sections of Credit ESL classes have a higher fill rate than sections in other divisions. This is due to community demand and the large number of F-1 Visa students who wish to attend daytime sections.

Some of the evening sections with start times of 4:30 and 5:00 pm had a lower fill rate than classes which started at 6:30 or 7:00 pm. The early sections were put in place due to a lack of rooms during the evening teaching hours between 6:30 and 10:00 p.m.

2. What adjustments are indicated? Please explain.

The Credit ESL Division no longer has 4:30 start times. There are two sections which start at 4:45 and these classes have enrollments of 29 and 23 for the Fall 2008 semester. Some evening sections have been moved to Saturdays. The Spelling 118 and 128 classes fill at a higher rate during the day than in the evening. The Division will offer fewer of these classes at night.

#### 1.03. Number of Majors

**Table 1.03A. Number of Credit Students by Major** (Fall and Spring semesters only) ber of Credit Students by Major

|       | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|-------|---------------|---------------|---------------|---------------|
|       |               |               |               |               |
|       |               |               |               |               |
|       |               |               |               |               |
| Total | 0             | 0             | 0             | 0             |

1. Given the data, is the number of majors what you would expect? Please comment.

Credit ESL is not a major. This section does not apply to this division.

|  | 2 | 2. F | las | the | numl | oer o | f ma | jors | chang | ged | over | time' | ? |
|--|---|------|-----|-----|------|-------|------|------|-------|-----|------|-------|---|
|--|---|------|-----|-----|------|-------|------|------|-------|-----|------|-------|---|

NA

3. What evidence is there that strengths of the program (e.g., its uniqueness) attract students to GCC?

F-1 Visa students are attracted to the GCC Credit ESL program because it offers 19 different courses designed for different skills and different levels. A Visa student who is a better writer than speaker can take a Level 4 writing class and a Level 3 Listening and Speaking class in the same semester. Visa students can also take some of their required courses while enrolled in Credit ESL courses. While this is not always ideal, it does attract students to our campus and away from some of the competition.

# 1.04. Certificates & Degrees Awarded

#### Table 1.04A. Number of Certificates Awarded

(Fall and Spring semesters only)

|       | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|-------|---------------|---------------|---------------|---------------|
|       |               |               |               |               |
|       |               |               |               |               |
|       |               |               |               |               |
| Total | 0             | 0             | 0             | 0             |

#### Table 1.05B. Number of AS Degrees Awarded

(Fall and Spring semesters only)

|       | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|-------|---------------|---------------|---------------|---------------|
|       |               |               |               |               |
|       |               |               |               |               |
|       |               |               |               |               |
| Total | 0             | 0             | 0             | 0             |

#### **Section 2: Student Learning Outcomes**

#### Section 2.01. Student Learning Outcomes

1. Course Student Learning Outcome Assessment Cycle (SLOAC) completions to date.

Number completed / total number of courses Example: 21/36 = 21 Assessments Done / out of 36 total courses)

|         |            |            |            | Improvement |
|---------|------------|------------|------------|-------------|
| SLO     | Assessment | Assessment | Assessment | Plan        |
| Written | Written    | Done       | Analyzed   | Developed   |
| 19 / 19 | 19 / 19    | 4 / 19     | 4 / 19     | 4 / 19      |

Note: For reporting to the Accrediting Commission, GCC calculates the percentage of course at each level of the SLOAC using the number of courses offered in the academic year as the denominator. The above table uses the same definition; only courses offered in 2007-2008 are counted. Numbers are based only on SLO information submitted to the SLOAC Coordinator and the Research & Planning office.

| 2. | ls v | your program | actively ( | using eL | umen s | software | for S | LOAC | reporting | 1? |
|----|------|--------------|------------|----------|--------|----------|-------|------|-----------|----|
|    |      |              |            |          |        |          |       |      |           |    |

| Yes  | XX      | No  |
|------|---------|-----|
| 1 00 | / \ / \ | 140 |

 Assessment Analysis: Has the program used SLOAC data to implement change or strengthen what is working well at either the course or program level? Give an example or two, of course(s) where student assessments resulted in a decision or action taken by the program.

The Credit ESL Division has been using SLOAC data to review student assessment results in order to implement changes where needed. The SLOs for ESL 133 were assessed at the end of the fall 2007 semester. From the results, two decisions were made by the division. First, it was determined that student achievement, while high in some areas, was not on target in all areas on the ESL 133 division-wide final grammar exam. As a result of our analysis, three sections of the exam were modified and a new section was added. This revised division-wide final grammar exam will be given to students in the fall 2008 semester. We believe this revised exam will better assess students' knowledge of the grammar structures that are studied. We will assess this SLO again at the end of the spring 2009 semester to verify results.

Additionally, the assessment committee determined that approximately 35% of students were not able to compose a clear thesis statement in their final essays for ESL 133. This issue was addressed at the two-hour "Level Norming Training" for part-time and full-time division faculty which was conducted on October 14, 2008. Also, to better determine what a clear thesis statement must include in a compare/contrast essay, a four-point scoring

rubric will be developed and entered into eLumen to be used for further assessment. This will be developed during the spring 2009 semester.

The SLOs for ESL 141 were assessed at the end of the spring 2008 semester. There were three assessment measurements. SLO Measures 2 and 3 were assessed by reviewing the results of the common final essays for ESL 141. For SLO #2, results were based on a tabulation of whether specific concrete data (personal example, information from the writing prompt, etc.) was included as persuasive support. For SLO #3, results were based on a tabulation of whether transition words and/or phrases were included to provide coherence in each essay. For SLO #3, 93% of the students used transitional words or phrases. However, for SLO #2, only 58% of the students included specific concrete data as persuasive support. It was determined by the participants of this assessment that the use of specific concrete examples in persuasive academic writing needs to be emphasized by ESL 141 instructors.

The faculty in the division discussed these results and concluded that students need more time spent on the actual writing task. While the division has software for students to practice discrete-point grammar items (at Level 3 and below) in the ESL Lab, there is no writing lab for Credit ESL students. Students need software which will provide practice with grammar points such as transition words which are at the appropriate level of their language development. Students also need software that can assist them in editing and in rewriting. The addition of a writing lab specifically designed for ESL 141 and 151 students will address the concerns of the writing instructors in the division. Instructors will be able to hold classes in this lab, and students will be able to use the software to write and revise their essays.

4. Have any of the program's student assessment data yielded trends? If so, what are these trends, and do they indicate any ongoing student learning needs? If so, what are the program's plans to meet these needs? Use student assessment data to support your answer.

Based on the assessment of the SLOs for ESL 133 and 141, it is obvious that students need more structured writing practice and that the instructors who teach these two levels would benefit from additional training on division-wide writing standards. ESL 133 will have a second assessment at the end of spring 2009. The outcomes of the revised division-wide ESL 133 final grammar exam will be assessed. The final essay will be assessed using the grading rubric. The assessment of SLOs for ESL 151 will be run at the end of the fall 2008 semester. At that point, the division will have assessed three sequential writing courses and will be better able to report on trends.

Though the division has division-wide grammar and essay finals for the writing track and division—wide finals for levels 1-3 of the reading track, there are no division-wide finals for the listening and speaking track. Through the Basic Skills Grant, Cheryl Andersen-O'Colmain received released time to write division-wide final exams for ESL 115, 125, and 135. The results of this project will be available by the end of the spring 2009 semester.

Based on 133 and 141 SLO assessment results, the training that is provided for scoring the end-of semester common final essays needs to be supplemented with additional training throughout the semester on exit standards for each writing level. Providing additional training for faculty will strengthen the curriculum yielding more consistent results and will therefore increase student success. The division will speak with the Staff Development Office about funding for such training.

5. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs, using student assessment data to support your answer.

Based on the SLO assessment that has been done thus far, it appears that more training for part-time faculty will be needed. Faculty will need to have a greater understanding of the curriculum in order achieve the SLO targets. We will need institutional support for this training.

The fact that only 58% of the essays written by ESL 141 students at the end of the semester showed sufficient persuasive support indicates that students need more writing and editing practice, and they need a greater understanding of how to provide written support for their ideas. A writing lab designed so that ESL students can practice both advanced grammar and academic writing will provide students with the practice that they need and could also provide TBA hours (revenue) for the College. This type of lab will contribute to student success because the SLO assessment results indicate that students need more targeted writing practice.

#### **Section 3: Program Management**

#### 3.01. Efficiency (WSCH per FTEF)

Instructions: Analyze the WSCH (Weekly Student Contact Hours) per FTEF (Full-Time Equivalent Faculty) data provided by Institutional Research and answer the following questions.

Table 4.01A. WSCH, FTEF, and Efficiency (WSCH Per FTEF) (Fall and Spring semesters only)

|                          | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 | Difference* |
|--------------------------|---------------|---------------|---------------|---------------|-------------|
| Program WSCH             | 38,265.9      | 35,840.1      | 32,671.7      | 38,053.7      | +11%        |
| Program FTEF             | 69.6          | 70.6          | 64.4          | 68.8          | +2%         |
| Program WSCH Per<br>FTEF | 549.5         | 507.4         | 507.5         | 552.8         | +9%         |
| Credit WSCH Per FTEF     | 597.6         | 574.8         | 551.7         | 564.3         | +0%         |

<sup>\*</sup>The difference column shows the difference between measures for the most recent year compared to the average of the two previous years.

1. Given the data, could the number of students served by the program be increased without additional cost or adverse effects on student outcomes? Please comment.

No, Credit ESL's efficiency is above the average. Level 3 classrooms and more faculty members are needed to serve more students and to increase student success.

In order to maintain a quality Credit ESL program that attracts F-1 Visa students, the division needs to maintain its class sizes. Adding more students to each class will have an adverse effect on student learning outcomes, especially in grammar and writing classes.

2. What else (if anything) is indicated by the program data? Identify any important trends and explain if necessary.

In the 2007-2008 academic year, the Division was 9% more efficient. Classes were more crowded because there was an increased demand. In other words, the Division generated more WSCH with almost the same number of instructors as in previous years. Therefore, the division is efficient for its seatload.

This is consistent with the fact that there has been an increase in the immigrant population in the Glendale area. These students are taking courses in the Credit ESL program in order to better their written and verbal skills for both transfer and the workplace. Writing classes are capped at 27 (day) and 30 (night) because of the heavy essay correction load for teachers. This is also true for the English Department.

3. Do any instructors meet or work with students in hours not included in WSCH? Would it be useful to the program in any way to try to get WSCH credit for these hours? Explain.

15

No.

#### **Section 4: Faculty**

#### 4.01. FTEF, Adjunct FTEF, and FT/PT Ratio

Instructions: Analyze the data on FTEF, adjunct FTEF, and the full-time/part-time ratio provided by Institutional Research and answer the following questions.

#### Table 4.01A. FTEF and Full-Time/Part-Time Ratio

(Fall and Spring semesters only)

|                        | 2004-<br>2005 | 2005-<br>2006 | 2006-<br>2007 | 2007-<br>2008 |
|------------------------|---------------|---------------|---------------|---------------|
| Full-Time FTEF         | 11.7          | 23.8          | 21.9          | 26.6          |
| Adjunct FTEF           | 58.0          | 46.8          | 42.5          | 42.3          |
| % Full-Time            | 17%           | 34%           | 34%           | 39%           |
| All Credit % Full-Time | 45%           | 47%           | 49%           | 49%           |

1. What do the program data indicate? Identify any important trends and explain if necessary.

Although the ratio of full-time to part-time faculty in the Credit ESL Division has improved since 2004-2005, the Division lags behind the average for the college. An additional full-time faculty member could boost efforts to achieve SLO targets, share the work on the High School Collaborative, assist with the development of division-wide final exams, and provide in-service training to adjunct instructors.

2. Does the FT/PT ratio affect the program? Please comment.

The large number of adjunct faculty means that students have fewer opportunities during the week to meet with their instructors. Adjunct faculty members are less likely to serve on committees because they need to get off campus and drive to their other jobs. There is also more turnover with adjuncts. This turnover means that when adjuncts who have been trained about division writing and exit standards leave the program, they are replaced with faculty who are new and need to be trained. This type of turnover slows the efforts to provide a consistent curriculum, especially in terms of writing standards.

In general, ESL students need more guidance with their assignments and require more hand holding since they are not familiar with the American educational system. In other words, their student success requires more time and attention than the typical native-speaker student who understands how to navigate the American educational system.

Having more full-time faculty helps to provide more consistent writing standards. This can be seen in the results of the ARCC report. The following information has been taken from pages 48 and 49 of the 2008 Campus Profile prepared by Dr. Edward Karpp. "In the 2008 ARCC report, GCC ranks 1<sup>st</sup> out of 17 colleges in its state-defined peer group and 3<sup>rd</sup> out of 99 colleges in the state for which data were available. GCC also ranks 1<sup>st</sup> among the 14 colleges in Region 7 on this measure." The measure is "ESL Improvement Rate" which is defined as "the percentage of students successfully completing a Credit ESL course who subsequently passed a higher-level ESL course or a college-level English course within three years. The initial course is two or more levels below a transfer-level course." This is an impressive gain for both the Division and for GCC. The Credit ESL faculty believe that this improvement is the direct result of having added more full-time faculty and having those faculty work to improve essay standards, write division-wide grammar and reading final exams, and work to improve the curriculum to meet the specific needs of our student population.

#### 4.02. Teaching/Service Time

Instructions: Fill in the data below and answer the questions that follow.

Table 4.02 A. Teaching/Service Time

|                    | Currently on      | Anticipated to            | ET blood to              | 1124            | 0/ 575          |
|--------------------|-------------------|---------------------------|--------------------------|-----------------|-----------------|
| FT Instructor Name | leave<br>(yes/no) | retire in next<br>3 years | FT hired in last 3 years | Units<br>banked | % FTF<br>banked |
| Andersen-          | No                | No                        | No                       | 4               | 13%             |
| O'Colmain, Cheryl  | INO               | INO                       | INO                      | 7               | 1370            |
|                    | Nia               | NI.                       | Nia                      | 40              | 400/            |
| Baldwin, Kay       | No                | No                        | No                       | 12              | 40%             |
| Flynn, Kathleen    | No                | No                        | No                       | 28              | 93%             |
| Fordyce, Forrest   | No                | No                        | No                       | 0               | 20%             |
| Gee, Young         | No                | No                        | No                       | 18              | 60%             |
| Griffith, Lin      | No                | No                        | No                       | 30              | 100%            |
| Hironymous, Pat    | No                | No                        | No                       | 4               | 13%             |
| Langon, Janet      | No                | No                        | Yes                      | 1               | .03%            |
| Lee, Elis          | No                | No                        | No                       | 14              | 47%             |
| McDonald, Brian    | No                | No                        | No                       | 7               | 23%             |
| Navarro, Sandra    | No                | No                        | No                       | 0               | 0%              |
| Seltzer, Richard   | No                | No                        | No                       | 0               | 0%              |
| Vaughn, Kirk       | No                | No                        | Yes                      | 9               | 30%             |
| Vera, Paul         | No                | No                        | No                       | 20              | 66.7%           |
| Gardner, Glenn     | No                | No                        | Yes                      | 0               | 0%              |

1. Given the data, how is this impacting your program and will this affect your future plans?

No official retirement dates have been declared. However, one faculty member has expressed an interest in the Moody Plan. One faculty member will use loadbanking to take a semester off in 2009.

#### 4.03. FT Faculty Qualifications and Development Activities

Instructions: Administer to program faculty the survey provided by Institutional Research. Analyze the responses and other information and fill in the data below.

**Table 4.03 A. Faculty Qualifications and Development Activities** 

| FT Instructor Name            | Highest<br>Degree | Service<br>Years | Recent Notable Flex Activities   | Recent Notable Workshops/<br>Courses Taken  |
|-------------------------------|-------------------|------------------|--|---|
| Andersen-O'Colmain,<br>Cheryl | MA                | 22               | Blackboard/Web CT<br>Intro, Learning and the<br>Brain, CATESOL San<br>Diego  | "On Course" Workshops,<br>Creative Writing I<br>(Boston), Creative<br>Writing II (Boston)   |
| Baldwin, Kay                  | MA                | 12               | Turn-it-in, Blackboard,<br>Web CT, Power Point,<br>What Works  | Disabled Students in the<br>Classroom, Hybrid 151<br>Workshop, SLO<br>Workshop, 141/151<br>Holistic Sessions  |
| Flynn, Kathleen               | Ph.D.             | 19               | Co-organizer of English/ESL Collaborative Meetings (2006-2007), SLO Development, Science Lecture Series, What Works, TESOL and CATESOL Conferences, Blackboard and Web CT, SLO Assessment Cycle for ESL 133 and Linguistics 101, Regional CATESOL 2004-2008, National TESOL 2006 | Workshops on Accreditation both for GCC and visits to other campuses, Workshops on Planning (for job as Planning Coordinator), Basic Skills, SLOs, ESL Division Retreats, Sexual Harassment Workshop, Human Resources Workshops on Writing Evaluations for both faculty and staff |
| Fordyce, Forrest              | Ph.D.             | 7                | SLO Assessment Cycle<br>for Ling. 101,<br>English/ESL<br>Collaborative Meetings<br>(06/07)   | Introduction to Excel (Santa Monica College), Speed Spanish(SMC, 05), Microsoft Power Point 2003 in the Classroom(SMC, 07), Using the Internet in the Classroom (SMC, 08)   |

| Gee, Young      | MA    | 20 | Regional CATESOL 2002 – 2008 conferences, and CATESOL 2003 – 2006 State Conferences,   | Preventing Sexual Harassment Workshop, Dealing with Workplace Aggression. Advanced Study: Provisions and Strategies for English- Language Learner Instruction (online) UCLA Extension, Best Practices Workshop  |
|-----------------|-------|----|--|---|
| Griffith, Lin   | MA    | 17 | Elizabeth Barkley on Cooperative Learning, Vincent Tinto on Promoting Student Success, WAC, ESL Division "What Works", English Division "Best Practices", Program Review Validation Team | ISSOTL, Indiana U and Washington DC, Nat'l Summer Institute on Learning Communities On Course I and II GCC, Rancho Palos Verdes, 1.5 Generation (Mark Roberge) SMCC, Seminar Hispanic Best Practices Riverside CC, Celebrating Diversity El Camino CC |
| Hironymous, Pat | Ph.D. | 5  | CATESOL 2003, Int. Conf. on Arts and Humanities 2005-2007, Evergreen Learning Comm. Institute 2007, Writing Across Borders 2008. Colloquia, UC Santa Barbara 2007,2008                   | WEB CT 2005,<br>Blackboard 2007,<br>Turnitin 2007, Organized<br>and led ESL 151<br>Workshop 2005,<br>Organized and led 151<br>grading session 2004-<br>Present, Organized and<br>led What Works, 2004,<br>2005 Sp&Fall, '06                           |
| Langon, Janet   | MA    | 1  | Blackboard, Web CT, A<br>WAC Toolkit, How Do<br>Students' Brains Work?,<br>ESL 151 Workshop,<br>Collaborative Learning<br>Techniques   | Microsoft Power Point –<br>GCC, Advanced<br>Strategies for English<br>Language Learners –<br>UCLA, CATESOL, Long<br>Beach, 2007, CATESOL,<br>Sacramento, 2008   |
| Lee, Elis       | MA    | 9  | Presenter Level Norming<br>Training, Voting Methods,<br>Safety Lecture: Dealing<br>with Difficult People,<br>Humanities: Multicultural<br>Manners  | Collaborative Learning,<br>Web CT, Turnitin, 1.5<br>Generation, Armenian<br>Conference  |

| McDonald, Brian  | MA | 3.5 | Blackboard, Web CT,<br>Respondus, Turnitin,   | Grammar Rules: Article Use (CATESOL),   |
|------------------|----|-----|---|---|
|                  |    |     | Level Norming Training, Governance  | Developmental Writing (CATESOL), Listening Comprehension (CATESOL), Vocabulary Building (CATESOL), Reading Skills (CATESOL)   |
| Navarro, Sandra  | MA | 15  | Make it Work, Book Fair,<br>Norming Sessions, Book<br>Club, Science Lectures,<br>CATESOL Regional<br>Conferences  | SLOs, Web CT, Division<br>Retreats, Excel, ADA &<br>Sexual Harassment<br>Courses, Disabled<br>Students Workshop   |
| Seltzer, Richard | MA | 22  | Credit ESL Division Retreats, Space Planning Meeting, Prepared Level Norming Sessions, CATESOL Conferences in SF and San Diego, TESOL Annual Convention '04 | TESOL Academy,<br>Washington, D.C. '04  |
| Vaughn, Kirk     | MA | 3   | TESOL Conferences:<br>2005-2008, SLO<br>Development, IT<br>Workshops, Diversity<br>Workshop: UCLA   | UCLA Extension: Cultural Diversity, UCLA Extension: Language Development, UCLA Extension: Reading Assignment, UCLA Extension: Provisions and Strategies for ESL Instruction, Spanish Language Classes: Guanajuato, Mexico |
| Vera, Paul       | MA | 7   | CATESOL Conference,<br>Science Lecture,<br>Diversity Film Series,<br>Regional CATESOL<br>Conference   | Great Teachers Retreat,<br>Read Your Paycheck,<br>Completed 32 quarter<br>units for MA in<br>Communications (at<br>CSULA)   |
| Gardner, Glenn   | MA | 0   | Generation 1.5, "What Works", Writing Across the Curriculum, CATESOL, local, regional, and state conferences, Web CT  | Collaborative Teaching,<br>Powerpoint, SLO,<br>Holistic Norming   |

1. How are student outcomes affected by the professional activities? What steps are recommended for improvement?

Credit ESL faculty have attended conferences in the field and have attended presentations on ESL, SLOs, Collaborative Learning, ACE, and how to improve the teaching of writing (holistic norming and talks on Generation 1.5 writers). Faculty members have attended workshops on how to use WebCT, Blackboard, and PowerPoint to improve their in-class presentations, and several faculty members have taken classes for an additional degree or to learn an additional language. The Division hosts an annual book fair on campus so that all ESL faculty members have exposure to the latest textbooks and related software. A dedicated, professional faculty can improve student outcomes by being part of a continuous training cycle. It is important that the College support the faculty in their quest for self and program improvement by providing staff development opportunities and a travel budget that is adequate for faculty to attend conferences.

2. What else (if anything) is indicated by the program data? Please comment.

We need to restore the number of sections that have been cut from the program. Offering fewer sections of Credit ESL means that many students will take longer to graduate. Since the college receives funding for each graduate, it does not make sense to reduce the number of sections of courses that students need to take.

When the number of sections is reduced, there are fewer seats for F-1 Visa students. These students are a valuable resource and are sought after by the surrounding colleges.

The results of the ARCC report show the value of having a well-trained group of experienced Credit ESL faculty. As the College seeks to obtain additional Basic Skills funding in coming years, the positive improvement rate for Credit ESL will become part of the funding request.

#### 4.04 FT Faculty Professional Activities

Instructions: Fill in the chart below with the number of each type of activity completed since the last program review (or the last six years).

Table 4.04 A. Professional Activities
This may include innovative teaching strategies, community partnerships, etc.

| FT Instructor                     |  | 0-6-1-6   | Research/   | Presentations/  |
|-----------------------------------|--|---|---|---|
| Name                              | Grants   | Scholarly projects or sabbaticals   | Publications  | Other   |
| Andersen-<br>O'Colmain,<br>Cheryl | Basic Skills<br>Grant –<br>Listening/Sp<br>Common Final                    |   |   | "What Works" Teaching Presentation *  |
|                                   | Exams *  |   |   |   |
| Baldwin,<br>Kay                   |  |   |   |   |
| Flynn,<br>Kathleen                | Basic Skills Grant, Project K: Articulation of Credit and Non-Credit ESL * | Elected President of CATESOL (California Association of Teachers of English as a Second or Other Language) for 2008-2009. This office is a three- year term that includes one year as president-elect and one year as past president. | ICAS Publication on ESL Students at CCs, UCs, and Cal States (Sponsored by Statewide Academic Senate) 2004-2006. Panorama Writing Series – Books 1, 2, and 3. Author and Series Editor (2006) Oxford University Press. Grammar Dimensions Book 3 Workbook – 4 <sup>th</sup> Edition (2005) Heinle/Cenage. Reviewed text books for several academic publishing houses. | CATESOL 2004, SLOs and ESL Curriculum (Long Beach, CA); CATESOL 2007 Graduate Student Panel – Invited Speaker (San Diego), CATESOL – Santa Barbara Chapter 2007 Invited Lecture on Teaching Advanced Grammar Points, CATESOL 2008 Several Presentations to the CATESOL Board (Sacramento) |
| Fordyce,<br>Forrest               |  |   |   | Participation in CATESOL (2003) and Writer for GCC Accreditation (2003-04)  |

|                    |  |  |  | 1-2009  |
|--------------------|--|--|--|---|
| Gee, Young         | Partnership for<br>Excellence-<br>Credit ESL<br>Course Leader<br>Program 2002-<br>2004 * | Sabbatical – Fall<br>2006                                      | Handbook for<br>new ESL<br>Adjuncts                                      | 2004-CATESOL "Two Years Into the 16-week Academic Calendar"   |
| Griffith, Lin      | Basic Skills,<br>Title V: ESL<br>High School<br>Collaborative *                          | COPPER<br>Carnegie *   | Thesis-style<br>Survey, Focus<br>Group for ESL<br>Collaborative          | CATESOL-3,<br>WAC,<br>DELAC/ELAC-11*<br>, High Schools-<br>55, and<br>Counselor's Day   |
| Hironymous,<br>Pat | Title V<br>participant for<br>ACE Program<br>2007-2008 *                                 | SLA research for<br>three papers. HL<br>research for<br>paper. | Three papers published in Conference Proceedings. One paper in progress. | Int. Conf. on Arts and Humanities, papers given 2005-2007. Int. Conf. on Arts and Humanities, paper accepted, to be given 2009. Graduate seminar presentations at UC Santa Barbara, 2006, 2008. |
| Langon,<br>Janet   |  | Wrote replacement for division spelling text *                 |  | "What Works"-<br>flex workshop  |
| Lee, Elis          |  |  |  | 2002-CATESOL Annual State Conference and 2003 – Los Angeles Regional CATESOL Conference.  |
| McDonald,<br>Brian |  |  |  | ESL Across the Curriculum (WAC), * What Works*, Technology in the Classroom, Level Norming Training*, and ESL 151 Practices *   |
| Navarro,<br>Sandra |  |  |  | Norming<br>Sessions*  |

| Seltzer,<br>Richard |   | Norming<br>Sessions*  |
|---------------------|---|---|
| Vaughn,<br>Kirk     | Basic Skills Grant Project K: Articulation of Credit and Non  | GCC: What<br>Works 2006*  |
| Vera, Paul          | Credit ESL * Title V (4 years), ESL College/High School Collaborative, * Basic Skills (2 years), Title V (1 year), and Technology Upgrade ESL 151 Hybrid course.* | CATESOL (3 presentations), National Communication Association (1 presentation), and Classroom Management Workshop (at GCC). |
| Gardner,<br>Glenn   |   |   |

1. Please indicate with an asterisk (\*) those projects which are directly related to the goals or interests of the program. What percentage of the projects fall into this category?

The majority of the projects described in this section are directly related to the goals and interests of the Credit ESL Program.

2. Provide a brief description of each project marked with an asterisk.

The High School Collaborative is a project designed to promote dialogue between High School English and ESL teachers and ESL faculty at GCC. Curriculum is shared and students get a clearer picture of what is expected in a college-level English or ESL class (in progress).

The Articulation of Credit and Non-Credit ESL project included curriculum development, preand post-testing of Student achievement, and faculty observing and commenting on classroom teaching. A supplemental writing text was developed and given to students.

The Basic Skills grant has provided funding for the creation of common final exams for ESL 115, 125, and 135. These are listening and speaking classes (in progress).

"What Works" is an on-campus FLEX activity sponsored by the Credit ESL Division where instructors share their best teaching practices.

The Division offers a Level Norming Training Session each fall and spring semester to train instructors on the exit standards for three levels of writing classes.

COPPER Carnegie – Faculty from six colleges collaborated on teaching methodology. This was sponsored by the Carnegie Foundation.

A handbook was written about course standards for new adjunct faculty. A spelling text was re-written in a format designed for ESL students. The text now is given to students who enroll in ESL 118.

ESL 151 is now offered in a hybrid format and a best practices activity on ESL 151 has been offered.

ACE - Participated in the ACE Learning Community by providing grammar and writing instruction.

DELAC/ELAC 11 – outreach to high school students and their parents regarding ESL.

#### 3. What steps are recommended for improvement, if any?

Participation in the Basic Skills Grants has been beneficial for the Division since these projects have supported collaboration with the local high schools and articulation of the curriculum with the Non-Credit ESL Division. These grants have also funded the improvement of final exit exams and this can only make the curriculum stronger. It is recommended that the College continue to look for and apply for grants which can provide funding for faculty and curricular improvement.

#### 4.05. Committee Participation

Instructions: For the period since the last program review (or the last six years), fill in the data below for each full-time faculty member and answer the questions that follow.

Table 4.06A. Committee & Campus Participation

|                     |                  | Other College-   |                       |
|---------------------|------------------|------------------|-----------------------|
|                     | Governance       | Related          | Other Campus          |
| FT Instructor Name  | Committees       | Committees       | Participation         |
| Andersen-O'Colmain, | RTEP, FLEX,      |                  |                       |
| Cheryl              | Equal            |                  |                       |
|                     | Opportunity.     |                  |                       |
|                     | Employ. (Hiring) |                  |                       |
| Baldwin, Kay        | FLEX             |                  | Level Leader, Adjunct |
|                     |                  |                  | Mentor, and Assistant |
|                     |                  |                  | Chair                 |
| Flynn, Kathleen     | 4Cs,             | Division Chairs, | Cal State Los         |
|                     | Foundational     | and Served on    | Angeles-ESL           |
|                     | Skills,          | the Guild        | Graduate Student      |
|                     | Assessment, and  | Negotiating Team | Mentor Program,       |
|                     | Matriculation,   |                  | Level leader for ESL  |
|                     | Academic         |                  | 117, 127, 133 and     |
|                     | Affairs,         |                  | other courses as      |
|                     | Budget           |                  | need, Member of       |
|                     | Committee        |                  | Research Across the   |
|                     |                  |                  | Curriculum            |
|                     |                  |                  | Committee, Tenure     |
|                     |                  |                  | Committee Chair, and  |
|                     |                  |                  | Hiring Committees     |
| Fordyce, Forrest    | Governance       |                  | Mentoring club        |
|                     | Committees,      |                  | activities, etc.      |
|                     | Sabbatical       |                  |                       |
|                     | Committee        |                  |                       |
|                     | (2007-2008),     |                  |                       |
|                     | Academic         |                  |                       |
|                     | Senate (senator  |                  |                       |
|                     | at-large, 2001-  |                  |                       |
|                     | 2003)            | 5                | 0 111 = 01 = : : :    |
| Gee, Young          | Matriculation,   | Division Chairs  | Credit ESL Division   |
|                     | Curriculum and   |                  | Chair, ESL Hiring     |
|                     | Instruction,     |                  | Committee – 2006,     |
|                     | International    |                  | ESL Hiring Committee  |

|                  | Students',<br>Academic<br>Affairs, and                       |   | <ul><li>– 2004, Credit ESL</li><li>Level Leader for ESL</li><li>115, 116- 2008, 2007,</li></ul>   |
|------------------|--|---|---|
|                  | Assessment   |   | 2006, 2005, 2004, 2003  |
| Griffith, Lin    | EEO  | AB 540 Support,<br>Judicial Board,<br>Diversity Task<br>Force | Tenure chair-2,<br>Mentor for tenure-2,<br>ESA Advisor, Mentor<br>for MASTER scholar  |
| Hironymous, Pat  | EEO 2003-2006,<br>International<br>Students 2006-<br>Present |   | Title V Projects 2007- Present, Organized and wrote program finals for ESL 151, 2003-Present, Contributed to ESL 141 finals 2007, 2008, Guild Meetings 2003- Present, Wrote SLOs with colleagues for ESL 151, ESL 155, Contributed as needed for others, Level Leader for ESL 151, 2004-Presnt, Level Leader for ESL 135, ESL 155 |
| Langon, Janet    | Academic<br>Senate   | RAC-Research<br>Across the<br>Curriculum                      | Level Leader for ESL<br>123 and 133: 2007-<br>2008  |
| Lee, Elis        | Student Success<br>Task Force<br>(2002-2003)                 | International Students Committee                              | ESL Club Advisor,<br>Scholars' Program<br>Mentor  |
| McDonald, Brian  |  | Writing Across<br>the Curriculum<br>(WAC), Flex Task<br>Force | Cal State Los Angeles<br>(Mentor Program)   |
| Navarro, Sandra  | Accreditation  | Flex Committee,<br>SLOs                                       | Adjunct Mentoring,<br>Tenure Committee<br>Chair, Tenure<br>Committee Mentor, 2<br>Hiring Committees,<br>Level Leader  |
| Seltzer, Richard | Student Affairs,<br>International<br>Students                | Tenure<br>Committees  | Advisor to French<br>Club   |
| Vaughn, Kirk     | Proxy for Credit<br>ESL Division<br>Senator                  | Division Representative to the Student Learning Outcomes Task | Organizer of ESL<br>Publishers' Book Fair:<br>2005-2008, Advisor to<br>determine levels for<br>ESL texts in the   |

|                |              | Force  | College library,<br>Advisor to Student<br>Internship Committee,<br>Assistant Chair |
|----------------|--------------|--|--|
| Vera, Paul     |              | Academic Senate<br>(3 years), Basic<br>Skills Committee<br>(1 year), English<br>Hiring Committee<br>(1 semester) | ESL Club co-mentor<br>(3 years), Scholars<br>Program mentor (1<br>year)            |
| Gardner, Glenn | TMI, Library |  | SGI (Soka Goki<br>International)   |

#### **CPF Index (Committees Per Full-Time Faculty)**

Supply the following data for the most recent academic year.

| (1) Total number of full-time faculty members:      | 14.6 |
|---|------|
| (2) Total number of committees in most recent term: | 30   |
| CPF Index [ (2) divided by (1) ]:                   | 2    |

1. Given the data, discuss the involvement of faculty in the program in campus activities.

Faculty members are very much involved in the program and in campus activities. They serve on governance, hiring, and tenure committees. They also mentor students and adjunct faculty. In addition, several faculty have mentored graduate students from the Cal State LA M.A. TESOL program.

#### **Section 5: Resource Needs**

| Is any part of the prograi | m funded by so | urces other | than the instructi | ional budget ( | such as |
|----------------------------|----------------|-------------|--------------------|----------------|---------|
| grants, partnerships, or o | other means).  | Yes _XX     | No                 |                |         |
| If you answered yes, ple   | ase explain.   |             |                    |                |         |

Basic Skills Grants have paid for released time for faculty to work on the following projects: the ESL High School Collaborative, the creation of division-wide Listening and Speaking final exams, and the Articulation of Credit and Non-Credit ESL. See Section 6.01 for more detail. The Basic Skills Grant will fund the mentoring of adjunct faculty in a project that will begin in spring 2009.

**Instructions:** After reviewing and analyzing the data in this report, please describe and provide rationale for any of your projected resource needs using the appropriate boxes below. Your requests should be based on student need (which includes student achievement data from Section 1 and student learning outcome assessments in Section 2),

#### 1. FT Faculty

The Credit ESL Division has 14 full-time faculty members and a 60% position. The ratio of full-time to adjunct faculty is 10% lower than the college average for credit programs. See the responses in Section 4.01 regarding the full-time/part-time ratio. The division would benefit from the hiring of one additional full-time faculty member.

#### 2. Staff

One additional staff person will be needed for the current Credit ESL Lab and another staff person will be needed for the proposed Credit ESL Writing Lab. In the recent state directive about collecting apportionment for TBA hours, it was made clear that each staff person in the Credit ESL Lab needs to have the correct Faculty Service Area (FSA) for the disciplines being served by the lab.

The proposed Credit ESL Writing Lab will also need to be staffed by a classified employee with the correct FSA for Credit ESL. See Section 2.01 #5 regarding overall program needs based on student assessment data.

#### 3. Facilities/space needs

The Division has several classrooms with small seatloads. AU 110 has a seatload of 22. AU 104 has a seatload of 24 (at best). The college is losing money each hour that classes with a seatload of either 27 or 30 are held in such small rooms.

ESL has been saddled with substandard, dirty classrooms such as VGT 1-4 and the AU basement rooms.

The reception area of the Division Office is very small. The small office area makes it a hardship for students who have to wait in the hall. Students line up in the halls at the beginning of the semester, blocking the path in the corridor. Students need to see the chair for level changes, grade complaints, and other student issues. This is especially problematic the first two weeks and the last week of each full semester. This also happens at the start of the short sessions.

In order to be in compliance with the TBA funding rules for the number of Credit ESL classes which require TBA hours, additional lab space is needed. Having a larger Credit ESL Lab will allow GCC to generate apportionment for the required TBA hours and be in compliance.

The Division needs an ESL Writing Lab to support and increase student success in ESL 141 and 151.

#### 4. Equipment

Five of the computers in the offices of full-time faculty need to be replaced. Many of our text books come with CDs or DVDs. Several faculty members have PCs which do not have DVD drives. Others have computers so old or with so little memory that they cannot access web sites which they need to use for class. Thus, these faculty members have to do their curriculum development and classroom preparation at home because the PCs supplied to them in their offices are not adequate to the task.

Newer computers have been requested in the last two budget cycles. These five faculty members are finding it increasingly difficult to do any computer-based classroom preparation in their offices. They are willing to accept computers that have been used in computer labs.

Computers and peripheral equipment will be needed to support the proposed Credit ESL Writing Lab and the expanded lab space.

#### 5. Technology

All Credit ESL classrooms need to be upgraded to Level 3 rooms (with newer computers) to support the curriculum. The Division teaches hybrid classes, but not all classrooms support this technology. By upgrading more rooms to Level 3, instructors will be able to access the Internet, use the CDs and DVDs which are part of their textbooks, and cut back on their reliance on handouts. There are 13 classrooms assigned to the Division, but only 6 are Level 3 classrooms.

#### 6. Software

The current ESL Lab does not have the necessary software to support some of the ESL curriculum (i.e. reading and spelling) for which the College is claiming TBA hours.

The expanded lab will need additional software support.

The proposed writing lab will need advanced grammar and academic writing software.

#### 7. **Other** (Supplies, Program specific materials, Training, etc.)

The supply budget is not adequate to support the number of FT and PT faculty. In addition, divisions have been asked to pay for printer cartridges. There has been no corresponding increase in the supply budget.

When travel funds become available, the Division would benefit most by having faculty attend CATESOL conferences. CATESOL is the California Association of Teachers of English to Speakers of Other Languages. Attendance at these conferences helps faculty learn teaching methodology to improve SLOs, provides information regarding the latest ESL teaching software, and assists teachers in understanding cross-cultural issues.

#### **Section 6: Plans**

#### STRATEGIC MASTER PLAN IN SHORTEST FORM

2008-2014

#### **Student Access, Retention and Success**

- I. Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, career and technical education, personal development).
- II. Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our effort to see all of our students achieve success.
- III. Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.
- IV. Increase student retention and success by strengthening student connections with the college and responding to student needs.
- V. Streamline and enhance the delivery of Student Services by focusing on proactive services.

#### Partnerships and Work /Force Development

VI. Expand the educational programs and services through academic, career and technical education programs offered on the main and the Garfield Campuses.

#### **Institutional Effectiveness**

- VII. Increase faculty and staff excellence in all aspects of college operations.
- VIII. Improve administrative efficiency and effectiveness and fiscal stability.
- IX. Improve the integration of the planning process.
- X. Upgrade the college's information technology infrastructure and its management information system.

#### **6.01. Planning Assessment**

Reflect on your previous plans, which include your 2005 Educational Master Plan (EMP) and/or your last program review report. List the program goals that were identified in previous documents and have been accomplished to date. How did the implementation of these plans improve your program?

Several goals that were identified in previous plans have been accomplished to date.

The Credit ESL Division decided to develop a hybrid version of ESL 146 (advanced reading) in addition to the hybrid version of ESL 151 (advanced writing) which had previously been developed. The first hybrid version of ESL 146 is being offered in the fall 2008 semester. This hybrid course will be offered again in the spring 2009 semester. Brian McDonald and Paul Vera, the instructors who developed the hybrid versions of these courses, received the John Craven award this year for their work in developing these hybrid revisions. The development of the hybrid version of ESL 146 was listed in the 2005 Educational Master Plan (EMP) for Credit ESL. Having the hybrid versions of these two courses offers flexibility for the working student. In spring 2008, an adjunct faculty member received a stipend to assist her in developing materials for her hybrid ESL 151 class. This adjunct instructor is teaching a hybrid ESL 151 class this semester and will teach the same class in the spring 2009 semester.

Our 2005 Educational Master Plan (EMP) listed further articulation of the Credit ESL Division with local feeder high schools as a three to five-year program goal. This articulation has now been in progress for a total of six years and has led to increased awareness of our Credit ESL curriculum by local high school teachers, counselors, students, and their parents. The students who participate in this program come to GCC with higher level language skills. The goal of this program is to prepare students to enter GCC at ESL Level 151 or Freshman Writing. Prior to the inception of this project, many of the entering high school students started the Credit ESL curriculum at ESL level 133, which is two levels below ESL 151. As a result of this collaboration, the high school teachers have included more explicit grammar instruction in their curriculum, which has had a positive effect on all ESL students. As part of this collaboration, upper level Credit ESL students at GCC are scheduled to tutor ESL students at the high schools participating in this project. The high schools fund the student tutors, which is further evidence of their confidence in the GCC Credit ESL program.

Another three- to five-year goal identified on our last EMP was articulation with Noncredit ESL. The Basic Skills Grant funded this articulation as Project K. The goal of this project was to get more Noncredit ESL students to move to Credit ESL after they finished the advanced courses (Levels 4 and 5) in the Noncredit ESL Division. To be able to succeed in college, students need to be able to produce college level writing. It was discovered through observations of classes and by reviewing students' writing that an enhanced writing component needed to be added to the Noncredit ESL Level 4 curriculum. A Writing Guide was developed to better prepare students wanting to transfer into Credit ESL classes. This guide contains exercises designed to assist students with their writing and

with the revision process. Based on research compiled as part of this project by the Office of Research and Planning, students who took this course with the enhanced curriculum were better able to successfully transfer into Credit ESL classes at higher levels.

Based on data compiled by the Research and Planning Office, students who took reading and vocabulary classes in addition to grammar and writing courses were more successful in progressing through the sequence of courses offered by the Credit ESL Division. Because of this, a requirement was added so that students are now responsible for taking levels 2 and 3 reading and vocabulary classes. The division plans to ask the Office of Research and Planning to examine the success ratio of students in the grammar and writing courses now that these two reading and vocabulary courses are required.

#### 6.02. Educational Plan

Please develop program plans for the next three years which should include program improvement. Use the **SAMPLE template\* below** as a guideline and your answers to Section 5: Resource Needs. Fill in the Year 1, 2 and 3 Plans below and <u>be specific</u> about what you hope to accomplish, what resources are needed, and the tasks involved to accomplish your plans. Reference your plans to the SMP Goals at the beginning of this section.

#### **\*SAMPLE TEMPLATE**

You may use all or part of the template below in your planning for each year.

GOAL#/

|                            |   | GUAL                 |
|----------------------------|---|----------------------|
| Growth/Program<br>Changes  |   | Fill in, see page 21 |
| Faculty                    |   |                      |
| Staffing                   | (this may include certificated and/or classified staff) |                      |
| Facilities/<br>Space needs | -   |                      |
| Equipment                  |   |                      |
| Technology                 |   |                      |
| Software                   |   |                      |
| Other                      |   |                      |

#### Year 1 (2009-2010)

GOAL#

| Growth /<br>Programmatic   | Restore hours cut from the program, especially in the grammar/writing and reading tracks.   | I, III        |
|----------------------------|---|---------------|
| Changes                    |   |               |
| Faculty                    |   |               |
| Staffing                   | Hire staff for the Credit ESL Lab with the correct FSAs or have faculty with the correct FSAs hold office hours in the Credit ESL Lab.      | III, IV       |
| Facilities/<br>Space needs | Replace AU 110 and AU 104 (very small classrooms) with Level 3 classrooms that will hold at least 30 students.                              | I, III,<br>IV |
| Equipment                  | Cascade PC replacements for faculty office computers.   | VII           |
| Technology                 | Upgrade existing ESL classrooms to Level 3 technology. Phase in 2 classrooms per year as budget allows.                                     | III, IV       |
|                            | Purchase additional computers for expanded ESL lab.   |               |
| Software                   | Purchase software for Credit ESL Lab so that the lab is in compliance with TBA regulations. This can be phased in if budget is an obstacle. | III, IV       |
| Other                      | Increase supply budget to cover supplies need for faculty and the   | VII,          |
|                            | smooth running of the division office.  | VIII          |
|                            | Provide training sessions on grading standards and SLO assessment.  |               |

# Year 2 (2010-2011)

GOAL#

| Growth /     |  |          |
|--------------|--|----------|
| Programmatic |  |          |
| Changes      |  |          |
| Faculty      | Hire one new full-time faculty member pending faculty retirement.    | VII      |
| Staffing     | Hire staff for Credit ESL Writing Lab.                               | III, IV  |
| Facilities/  | Provide computer lab space needed for Credit ESL Writing Lab.        | III, IV  |
| Space needs  | Replace AU 103 (former storage room under the auditorium stage) with |          |
|              | a Level 3 classroom that holds at least 30 students.                 | III, IV  |
|              | Additional classrooms needed due to conversion to block scheduling   |          |
| Equipment    | Cascade PC replacements for faculty office computers.                | VII      |
|              | Provide computers for proposed ESL writing lab.                      | III, IV  |
| Technology   | Review computers in Credit ESL Lab for needed upgrades (memory,      | III, IV  |
|              | versions of software, etc.).   |          |
| Software     | Purchase software for Credit ESL Writing Lab.                        | III, IV  |
| Other        | Provide travel funds to support attendance at CATESOL conferences.   | III, VII |
|              | Provide training sessions for essay placement readers.               |          |

# Year 3 (2011-2012)

GOAL#

|   | GOAL #  |
|---|---|
|   |   |
| Hire one full-time faculty member pending faculty retirement. | VII   |
|   |   |
|   |   |
| Cascade PC replacements for faculty office computers.         | VII   |
| Upgrade/replace computers in Credit ESL Lab.                  | III, IV   |
| Upgrade division secretary's computer.                        | VIII  |
| Evaluate software needs in Credit ESL Writing Lab.            | III, IV   |
| Provide training sessions on curriculum.                      | VII   |
|   | Cascade PC replacements for faculty office computers.  Upgrade/replace computers in Credit ESL Lab.  Upgrade division secretary's computer.  Evaluate software needs in Credit ESL Writing Lab. |