



PTECC (Professional Technical Education Coordinating Committee)

PROGRAM ADVISORY COMMITTEE SELF EVALUATION

Program Committee Name: ESL/IESL

Advisory Committee Members

Division Chair: Cathy Lindsley

Committee Chair: Annick Todd

Advisory Chair: Ilana Sophia


Committee Review Date and Time: February 14, 2006, 7:30 am

Rating Scale: E=Excellent ME=Meets Expectations NI=Needs Improvement
NA=Not Applicable +=Performance deemed exemplary by Committee

N/A	Committee Accomplishments
1 A.	1) Describe your advisory committee and what types of businesses or organizations are represented in your committee. 2) How many are in your committee? 3) How often do you meet?
	<p><u>Description:</u></p> <ul style="list-style-type: none"> ▪ The ESL Advisory Committee consists of 12 members who represent social services, government and businesses in the community. <p><u>The Advisory committee:</u></p> <ul style="list-style-type: none"> ▪ Fosters community connections to organizations and business that also work with our students. ▪ Identify potential students who are not currently being served in our program ▪ Create a network of businesses and organizations supportive of the activities and goals of the program. ▪ Market the benefits of program and course offerings, differentiating from others on the local and state levels. ▪ Enrich opportunities for students through the identification of strategies for strengthening the current ESL program. <p><u>Types of Businesses/Organizations Represented</u></p> <ul style="list-style-type: none"> ▪ Legal Aid Service of Lane County, Inc. ▪ University of Oregon High School Equivalency Program ▪ Hynix Semiconductor Manufacturing America ▪ Sacred Heart ▪ Eugene Public Library ▪ Oregon Adventure ▪ Korean Central Covenant Church ▪ Lane Aviation Academy ▪ Springfield School District ▪ School District 4-J ▪ Forest Machines Wood Products •Springfield Public Schools •Lane ESD

	<p><u>Number of Committee Members:</u> 12 regular members & 2 ex-officio members</p> <p><u>Frequency of Meetings:</u></p> <ul style="list-style-type: none"> ▪ Monthly (2nd Wednesday afternoon, 1-2:30 p.m. at Eugene Library)
1 B.	<p><i>What are 3-5 outcomes that have been accomplished by your committee?</i></p> <ul style="list-style-type: none"> ▪ Brought together people from the community that didn't know about the services; increased networking opportunities among members and between LCC and the members ▪ Identified communities we want represented ▪ Helped ESL move from DTC to MC and community relations; transition group ▪ Advocated for our budget; • Identified funding sources in the community ▪ Provided LCC/ESL instruction for employees at Hynix (contract services); in-house lower-level ESL instruction ▪ Provided connections with Russian sister-city delegations Identified mentors in community for Trade Act students ▪ Brought Summer IESL groups ▪ Gave new perspectives that staff might not have had; provided input from various parts of community that we wouldn't otherwise talk to ▪ Kept ESL from being isolated; empowered ESL because community has power to make things happen.
1 C.	<p><i>How did your advisory committee help with achieving those goals?</i></p> <ul style="list-style-type: none"> • Attended regular meetings • Agreed to take on tasks (action items) then reported back to the committee • Shared information with their networks of contacts
1 D.	<p><i>Describe your committee efforts in developing and generating community support.</i></p> <ul style="list-style-type: none"> ▪ Suggested community mentors for Trade Act students ▪ Helped facilitate daytime program move from Downtown Center to 30th Ave. campus ▪ Suggested transition committee for the move ▪ Raised community awareness of who isn't involved in Lane ESL and who could use services ▪ Members take information back to constituents about how ESL serves Lane County and its diversity ▪ Generates support for ESL students by learning about committee members involvement in community efforts. (ex. Emilio Hernandez & Centro Latino/UO; Maurie Denner & United Way, Ilana Sophia & Eugene City Library.)
1 E.	<p><i>What do you think are the committee members' strengths and weaknesses?</i></p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> ▪ Membership is diverse in its experience, ethnic origins, interests, and organizations it represents ▪ Members represent for-profit businesses, non-profit agencies and local government. ▪ Hynix has access to 1,000-plus employees (many English language learners) and has access to English instruction ▪ Members promote program to employees and people they meet ▪ Members are connected to many avenues. • Most use e-mail, so work can be accomplished outside face-to-face meetings. <p><u>Weaknesses:</u></p> <ul style="list-style-type: none"> ▪ There is a lack of some areas of representation: ethnic groups such as Arabian,

	<p>Japanese; Chinese; particular agencies such as police department, public safety, LCC enrollment services; Kristina Brown from Employment Dept, someone from CentroLatino (Emilio for now), someone from LCC culinary arts; someone from wood products; Trus Joist; Weyerhaeuser, other employers of English language learners, and maybe someone from state govt. Don Danielson will talk to United Way. Becky suggested someone in Recreation who has contact with teens.)</p> <p><u>Time conflicts:</u></p> <p>Many partners have difficulties finding time to meet. Positions tend to be part-time time with heavy schedule requirements. Advisory committee keeps broad e-mail list to help with info dissemination.</p>
N/A	Committee Involvement in Planning and Design
2 A.	<i>What is the committee's involvement for keeping your program "state of the industry?"</i>
	<ul style="list-style-type: none"> ▪ The ESL Program brings curriculum organization, content and process options to committee. Committee members give feedback that is taken into consideration when program makes decisions. ▪ The ESL Program and committee emphasize student access to program (i.e. transportation; visa problem troubleshooting, etc.)
2 B.	<i>What staff development does the committee suggest your staff needs to meet future program skill needs?</i>
	<p>Committee supports ESL staff's professional development request for training on:</p> <ul style="list-style-type: none"> • Using technology in teaching and learning • Current research about language learning (stay current) • Challenges faced by English Language learning community and resources available to help our students • How to help students make transition to further training and education • Recruitment/retention • Quality assessment for student learning and program evaluation • Information on population and economic trends
2 C.	<i>What is your committee's involvement in planning and design of the program?</i>
	The Department is currently redesigning curriculum. Staff have brought progress reports to the committee and also asked them for input along the way.
N/A	Gender, Disability Adaptation, and Diversity
3 A.	<i>How has your committee encouraged gender balance and diversity in your program student population?</i>
	N/A The ESL Program is very diverse and has a good balance of genders represented in both the program and the committee.
3 B.	<i>How does your committee assist students with special needs to successfully reach program outcomes?</i>
	<p>Committee awareness of program strategies:</p> <ul style="list-style-type: none"> •ESL provides tutors •Connects students to ABSE as a resource •Helps student who aren't "officially diagnosed" as learning disabled learn to adapt and advocate for their own needs
N/A	Program Demand / Enrollment
4 A.	<i>1) What does your committee think of regional projections and how are you dealing with this? 2) What does your committee say about these and local needs?</i>

	<p>Growing need for English language learning instruction for adults, while resources available are level or reduced.</p> <ul style="list-style-type: none"> • Growing population in the rural areas • Need for child care resources for ESL students and for access to more Lane student support services (health center)
4 B.	Describe the enrollment trends and capacity in your program?
	 H:\Coop\ Departmental Documx See attached:
N/A	Placement / Employment
5 A.	How would your committee rate the exit math, writing, and interpersonal skills of students who complete your program?
	See retention/success data from federal program report
5 B.	How does your committee know that the students are graduating with the appropriate skills and level needed by the employers?
	Reviews data from federal report.
5 C.	How does your committee follow-up with your graduates or transfers?
	No process currently. We would be interested in ideas about processes
5 D.	1) What are the outcomes (placement rate, transfer, etc.) of those students who participate in your program? 2) How is your advisory committee involved?
	<ul style="list-style-type: none"> •No data except student self-report & data on students' reasons for leaving the program. •Committee is not involved in determining participation outcomes. We would be interested in ideas about processes.
N/A	Secondary / Postsecondary Connections
6 A.	1) How does your program connect with high schools? 2) Is your committee involved?
	<ul style="list-style-type: none"> ▪ We currently serve some high school students (older than 16) who attend evening classes •Program focus is on serving adults (out of K-12) •Advisory committee members who have experience in K-12 assist us with communication
	Questions for the PTECC Interview Committee
7 A.	1) What questions do you have for us? 2) How can we support you?
	<ul style="list-style-type: none"> ▪ More training/mentoring on best practices in use of advisory committees. How do we set goals/measurable outcomes that match the time/energy available for our busy advisory committee members. •Provide some examples of good advisory committee "goals"