---

## Part I. Alignment with College

---

**English as a Second Language**

**Chapter 0: Unit Alignment**

*Key Question: How is your unit aligned with the college's goals and values?*

The alignment with the Core Values and Core Abilities reflect the departments in the Center for Learning Advancement: English as a Second Language (ESL), Academic Learning Skills (ALS), Adult Basic & Secondary Education (ABSE), and Tutoring.

1)  **Core Values**
    ***Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.***

**Learning**

The Center for Learning Advancement:
- Provides articulated curricula that give students a foundation and basis for success in transition to academic courses, basic English and life skills to survive in a second-language environment, and for preparing for the GED test, entering the workforce, and reaching individually established learning goals.
- Measures program outcomes in listening, speaking, reading, writing, math, learning skills, basic and academic vocabulary, computer skills, getting employment, retaining a job, passing the GED Test, and transitioning to post-secondary education.
- Provides instruction that matches a student's preferred learning style
- Has a faculty that is well qualified and which continues to expand professional teaching skills

**Diversity**

The Center for Learning Advancement:
- Provides instruction and services to students who are 16 years of age and older
- Serves a broad range of students from different cultural, ethnic and socio economic backgrounds. More than 40 nations are represented.
- Provides instruction to English language learners, both resident and international
- Serves students with disabilities
- Serves inmates in Lane County Jail, adjudicated youth in Court School, and the Forest Work Camp-Elmira
- Serves broad range of students will skills from pre-literate to college graduates
- Has staff and faculty that reflects diversity and has broad intercultural experience

**Innovation**

The Center for Learning Advancement:
- Has programs which are proven innovators. Some examples are that ALS is a League of Innovation Award winner, ESL is recognized as a model program in the state of Oregon and Lane County Jail ABSE program is a national best practice model
- Is a leader in educational innovation state-wide: ABSE was a program participant in national reading research project and Equipped for the Future project. ABSE and ESL participate in state and national pilot programs
- ESL and ALS have collaborated to offer Reading/Writing 89 and the Reading Together project.

- Has programs which seek new ways to respond to emerging students' needs by creating innovative instruction and services such as "Puentes al Futuro", Women in Transition classes, Service Learning Component in ESL, and ABSE workforce readiness classes
- Serves teens referred from local high schools in GED program
- Provides instruction through innovative technology: Computers, wireless classrooms, distance learning, and WebCT.
- Has utilized innovative methods for increasing revenue by creating new programs that generate income such as the IESL program in ESL.
- Many faculty are state trainers for the Oregon Professional Development System, publish articles, attend and/or present at statewide and national conferences.
- Faculty and staff diffuse innovations through formal and informal gatherings such as in-service trainings, and brown-bag lunch idea sharing.

**Collaboration**

The Center for Learning Advancement:
- Has extensive collaborations with community partners: Department of Youth Services, Lane County Jail, Oregon Employment Department, Lane Workforce Partnership, Pearl Buck, River Road Elementary School, Springfield Middle School, many local high schools, agencies represented in the ESL and ABSE advisory committees, and Centro Latino Americano.
- Has extensive collaboration across the division and with other college programs:
  - ✓ ALS/ ABSE reading improvement grant
  - ✓ ESL to ABSE transition
  - ✓ Women in Transition Program
  - ✓ Reading/Writing 89 (ALS & ESL bridge course)
  - ✓ ALS: "Puentes al Futuro
  - ✓ ALS: Health Science and Business
  - ✓ ALS: Testing for other departments
  - ✓ ESL: Community Transition Committee
  - ✓ ESL: Intercultural trainings for various departments
  - ✓ ESL: ESL Advisor
- Tutor Program connects with all departments to meet tutoring needs.

**Integrity**

The Center for Learning Advancement's:
- ➢ Programs maintain high standard of data quality assurance within program accountability system
- ➢ Courses consistently meet curricular objectives
- ➢ Faculty remain current as certified Holistic Writing Scorers
- ➢ Programs meet or exceed most measures on State Indicators of Program Quality and measures from the BEST Plus Listening & Speaking Assessment and CASAS Writing assessment.
- ➢ Teachers use professional practices in dealing with students and with each other.

**Accessibility**
- Classes are located at many sites in Lane County are offered at various times and days, including evenings and Saturdays, to accommodate students' schedules.
- ABSE Classes are open entry/exit
- ABSE and ESL classes are free with minimal fees
- Programs have scholarships that are available for students who cannot afford to pay fees
- ESL program has bilingual staff in the reception area and signage in the reception and classroom areas
- The ESL Community Liaison offers specific class orientations to the 30th Avenue Campus.

- Bus passes are available to students.
- There is an increase in services available for ESL students now that the day program has moved to the 30th Avenue Campus.
- The ESL Advisory Committee contributes to accessibility for ESL students by advocating for student needs, by translating and distributing flyers about classes, and by doing public relations work in the community.

## II. Alignment with Core Abilities

**Communicate Effectively**
A primary goal of the CLA, through ABSE, ALS, ESL, and Tutoring, is to train students to communicate effectively in spoken and written English through courses that specifically address reading, writing, listening, and speaking skills, and through learning-centered classroom techniques, which include:
- Small and large group discussions and student collaboration in classes
- Oral presentations
- One-on-one and small group interaction with peer tutors
- Writing workshops
- Literature circles

**Think Critically**
The ability to think critically is an important goal of the CLA (ABSE, ALS, ESL, and Tutoring). Development of critical thinking skills is the primary objective of Effective Learning and Math courses and is a key component for all other courses that focus on the development of listening, speaking, reading, and writing skills. Instructors and tutors throughout the CLA facilitate the development of critical thinking skills by:
- Helping students identify mistakes and correct them
- Using real-life situations to facilitate learning
- Assigning problem-solving tasks
- Discussing a difficult assignment with a tutor and working through the problem
- Leading students to resources which can help them research a problem and solve it

**Understanding the Relationship between Self and Community and the Development of Self Awareness and Personal Responsibility**
The CLA, through ABSE, ALS, ESL, and Tutoring, empowers students by developing their intercultural competence and life skills and by introducing them to social and economic themes through:
- The incorporation of the EL Civics curriculum into the entire program, which includes visits from local elected officials.
- Service learning activities
- The encouragement of open discussion in class
- The identification of individual learning styles
- Activities that develop the learners' knowledge of workplace practices and responsibilities
- The opportunity for students to take responsibility for their own learning through Tutoring Central when they need additional help

**Explore Academic Disciplines**
The CLA, through ABSE, ALS, ESL, and Tutoring, provides a gateway to college programs. CLA courses and programs introduce students to the academic possibilities available to them by:
- Offering courses in effective learning, reading, and writing which are designed to prepare students for college level instruction in the content areas
- Making academic skill building an integral part of the curriculum
- Introducing students to the procedures necessary for making the transition to degree-granting programs within the college

- Helping all students to develop their ability and confidence in academic courses by providing free tutoring in a variety of content areas

**2)** <u>**Strategic Directions**</u>
   *The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.*

Strategic Directions (3)
- Transforming Students' Lives
    - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
        - By stretching the boundaries of services by providing education to a broad spectrum of students, from pre-literate to college graduate.
        - By providing intercultural training workshops in departments throughout the college
        - By offering an ESL advisor at two sites.
        - By participating in the Reading Together project
        - By offering English Language Civics night
        - By completing the English Language Civics curriculum project
        - By offering bilingual reception in ABSE and ESL
    - Commit to a culture of assessment of programs, services and learning.
        - Through systematic pre- and post-testing in ABSE and ESL.
        - Through end-of-term conferencing in the ESL Program
        - Through extensive surveys of student needs and concerns prior to deciding to move the day ESL Program to the 30th Avenue Campus
    - Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
        - Providing class offerings in outreach centers in Springfield and Cottage Grove
        - Partnering with non-profit agencies (Centro Latino Americano, Springfield Public Schools, Legal Aid Service of Lane County, the University of Oregon High School Equivalency Program, Korean Central Covenant Church, CAUSA, Eugene Public Library) and businesses (Hynix Semiconductor Manufacturing America, Oregon Adventure, Forest Machines Wood Products) in the county through the ESL Advisory Committee.
        - Increasing students' skills in workforce, career, and employment services through the Workforce Network.
        - Moving the day ESL Program to the 30th Avenue Campus.
        - Increasing referrals to the Career Center and the Workforce Network.

- Transforming the Learning Environment
    - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
        - By being well-represented on college committees: e.g. Faculty Council, Diversity Committee, Bridge Committee
        - By adding to the diversity of the college and enhancing the multicultural atmosphere by serving students with special needs and from a broad range

of ethnic, racial, and socio-economic backgrounds and those with disabilities and a variety of learning styles.

- o By stretching the boundaries of services by providing education to a broad spectrum of students, from pre-literate to college graduate.
- o By moving the day ESL Program to the 30th Avenue Campus.
- o By offering mini intercultural communication trainings for various departments around campus.
- o By partnering with the Testing Department in addressing the needs of ESL students on the 30th Avenue Campus.
- o By working with College Operations to provide bilingual signage
- o By holding interdepartmental meetings.
- o By creating the Community Transition Committee.
- o By offering the Winning Balance I training at the CLA In-service.
- o

- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
  - o Through the college's commitment of space in Building 11 for the day ESL Program
  - o By collaborating in the design of the remodel of Building 11 to accommodate the day ESL Program which was moved to the 30th Avenue Campus

- Transforming the College Organization
  - Achieve and sustain fiscal stability.
    - o Through responsible management of current budgets
    - o By generating ICP revenue for the college through IESL enrollment fees and ADM pass-through funds from local high schools
    - o By garnering grant revenue income for ABSE and ESL in excess of $400,000 (Accountability, Carl Perkins, EL Civics, Outreach, Comprehensive, Tutoring)
    - o By completing the fiscal year with a smaller than projected deficit in the ESL program
    - o By receiving more funding in the ESL Program
    - o By the college's committing of $16,000 in seed money for marketing plan to increase number of International ESL students
    - o By increased sharing of accountability grants in the division
- Build organizational capacity and systems to support student success and effective operations.
  - o Through creating a collaborative organizational model that exploits intersecting interests and expertise across the broad areas of the division
  - o Through its innovative cooperative management framework consisting of the Division Co-Chairs, the Division Council, and the ESL Leadership Team.
  - o Through increasing the hours and responsibilities of the ESL Advisor
  - o Through maintaining sufficient enrollment in the ESL Program despite the move of the day program (Classes are near capacity at both sites.)
  - o Through the adjusting of procedures to meet student needs
  - o Through increasing services offered to evening ESL students
  - o Through strengthening and improving student services at the program and division levels
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.
  - o Through participation in the Reading Summit offered by the Oregon State Department of Community Colleges and Workforce Development

- o Through participation in state and national trainings
- o Through participation in the Winning Balance I diversity training
- o Through informal professional development lunches
- o Through the encouragement of staff to attend ORTESOL (Oregon Teachers of English to Speakers of Other Languages) and International TESOL (International Teachers of English to Speakers of Other Languages)

3) <u>Learning Centered Principles</u>
*The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.*

Learning Centered Principles

- **Lane provides opportunities for transformation through learning.**
  - Through the program's opening of doors for students in the workplace, community, and academia
  - Through the English Language Civics curriculum and service learning in the Advanced Listening & Speaking Lab
- **Lane engages learners as active partners in the learning process**.
  - Through student goal setting, end-of-term conferencing, negotiating curriculum, thematic units, student reflection on learning, the addressing the needs of learning styles, and accessibility of tutoring services.
- **Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.**
  - Through service learning in the Advanced Listening & Speaking Lab
- **Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.**
  - Through staff training in innovative curriculum methods and development
  - Through the curriculum which is based on proven and innovative theories and methods that address the needs of diverse learners.
- **Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need**.
  - Through the State Peer Review process of ABSE and ESL
  - Through the student survey process initiated prior to moving the day program to the 30th Avenue Campus
  - Through data from the Tracking of Program and Students (TOPS) system, which is submitted to the State of Oregon
- **Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.**
  - Students in the CLA are from diverse cultural and social contexts.
  - We offer intercultural trainings to departments across the campus.
  - The move of the day ESL Program students to the 30th Avenue Campus fosters diversity.
  - Intercultural competency is part of the ESL Program curriculum.
  - ESL and ALS are participating in the Reading Together Project.
- **Lane is committed to both individual and organizational learning.**
  - ESL and ALS are participating in the Reading Together Project
- **Lane students and staff are a community of learners, all of whom contribute to learning**.
  - ESL and ALS are participating in the Reading Together Project

- We offer intercultural trainings to department across the campus.
- The Winning Balance I Diversity Training was offered at the CLA In-service.
- **Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.**
  - Examples include:
    - The ESL and ABSE Advisory Committees
    - The ESL Transition Committee
    - The linkages between 30th Avenue and Downtown Center staff
    - The rotation of staff at the 30th Avenue Campus, Downtown Center, and outreach sites
    - The Campus Connections Committee
    - The ESL advisor at both the 30th Avenue Campus and Downtown Center
    - A former ESL advisor who is now in the Counseling Department
    - Partnership with the HEP Program at the University of Oregon

---

## Part II. Unit Description

---

### Chapter 1: Unit Description

*Key Question: Who are you? Answer this question by providing the following information about your unit.*

1) <u>**Unit Mission/Vision**</u>
   **Does your unit have a Vision or Mission Statement?**
   Yes.

   The mission of the English as a Second Language Program of Lane Community College is to assist and advocate for non-native speakers of English—both resident and international students—in achieving educational, workplace or other personal goals by facilitating English language learning and intercultural understanding in a supportive, respectful environment.

   **When was it written or updated?**
   It was updated in spring 2002.

   **Do you have a process for regular review?**
   Yes, we have a process for regular review. We will review it annually during fall term.

2) <u>**Catalog Description**</u>
   **How do you describe your unit and instructional offerings in the college catalog?**
   The English as a Second Language Program provides English language instruction for English language learners who need to improve their English skills for work, community, academic, or personal goals. Courses are designed to help students with everyday communication as well as with transition to work and to other training and academic programs including non-credit programs and credit community college programs or universities.

   This noncredit program enrolls students from more than 40 different nations, including Asian, Latino, European, and Middle Eastern cultures. All classes are culturally mixed, and all instruction is conducted exclusively in English.

| | |
|---|---|
| **ESL Classes** | Instruction includes seven levels of integrated skills ESL classes including a College Transition class, as well as supplementary classes in Reading/Writing, ESL Listening/Speaking, TOEFL Preparation, ESL Computer Skills, Workplace Skills, and multilevel classes at outreach sites |
| **Volunteer ESL Tutors** | Enrolled students can be matched with volunteer tutors. |
| **International ESL Students (IESL)** | International students whose TOEFL score is lower than 475 (or 153 on the computer-based test) may be issued an I-20 to obtain a student visa to attend ESL classes. International students are integrated into ESL classes and pay an international student fee comparable to international student tuition. Deadlines for submitting applications vary each year, though they are usually a month prior to the start of each term. |

   **How does your unit manage the review of catalog copy each year?**
   We do an annual review with the administrative staff and lead team.

**3)** <u>History/Significant Program Events</u>
*How did your instructional unit evolve at Lane?  What significant events have marked your growth?*

▪ **History of the Program**
The English as a Second Language (ESL) Program was organized at Lane Community College in 1975 in response to the sudden arrival in Lane County of a large number of refugees from Southeast Asia. It provided basic communication, survival and workplace skills to these ESL students.  At first, the program was funded by a large grant from the federal government.  However, by the beginning of the 1980s the Southeast Asian refugee population was shrinking, and the federal grant to serve those students ended.  At that time, the LCC ESL Program continued on a smaller scale, funded in part by revenues from the College's General Fund, and in part by a grant for adult basic education from the federal government.  Since that time, the ESL Program has continuously grown as more and more newcomers with limited English proficiency continue to settle in Lane County.

**Changing Demographics**
The demographics of the ESL Program have changed considerably during the past twenty years.  In the early 1980s the majority of students in the ESL Program were from Asia.  By 1990 the percentage of students from Latin America was approaching the Asian student numbers. Since 1995 a clear majority of the ESL student population has been Spanish-speaking.

**Organizational Development**
The ESL department has two components:  Resident ESL and IESL.  Resident ESL students are non-native speakers of English who are permanent or long-term residents of the U.S.  The IESL students, on the other hand, are typically in the U.S. for one of two reasons:  They have come to the U.S. from overseas on a student I-20 visa to study or they are the spouse or child of someone who has come from overseas to work.  The ESL and IESL programs do not have separate curricula or classes.  All students share the same classrooms and courses.

**The Importance of the IESL Program**
The IESL Program was created in fall 1993 to build a bridge to the credit program for both international and resident ESL students. Since its inception, the ESL department's IESL program has generated enough ICP funds to more than cover the cost of International Student enrollment. (International ESL program costs include the offering of culture activities and the following positions:  1 contracted IESL Student Advisor, 1 hourly IESL Student Services Coordinator, and tutors.) The IESL surplus allowed the department to expand its course offerings to resident ESL students who wish to matriculate to LCC credit programs.  Fortuitously, this large influx of dollars coincided with the monumental growth of Hispanic immigration to Lane County.  This enabled the ESL Program to accept many of these students without requesting additional General Fund revenues.

**Move from the DTC**
In 2002-03 the department requested that the College's Space Allocation Committee (SAC) look into the possibility of the ESL Program moving from its current home at the Downtown Center (DTC) to the Main Campus.  Before making the move in fall of 2004, the following advantages and challenges were carefully considered:

*Advantages*
- The experience of studying on the main campus would help ESL students move into the mainstream of American life.
- The move to main campus would help ESL compete side by side for resources with other, more visible programs.
- ESL students would have better access to the full range of student services available on the main campus.

- More ESL student would be motivated to move out of the program and take credit courses.
- ESL students would have more rights and privileges on the main campus.
- The main campus atmosphere could provide an incentive for students in the ESL program to matriculate to the college as regular students.
- The CLA would be better able to advocate for students on the main campus.
- The DTC facilities did not adequately support the program.
- The diversity provided by large numbers of students, all of whom are ethnic minorities, would greatly add to the intercultural atmosphere on the main campus.
- Main campus students would have the opportunity to interact with the ESL students and better understand their struggles.

*Challenges:*
- The main campus would be difficult to reach for many resident ESL students.
- The main campus was not considered a friendly place for immigrants and ESL students.
- The main campus lacked an infrastructure that would provide a safe environment for students, e.g. at night the main campus is not well-lit and has few students.
- The cafeteria and other student service areas on the main campus lacked bilingual staff.
- Many English-speaking staff members on the main campus would not be prepared to deal with a large number of non-English speaking students.
- If the ESL Program did not have a centralized location on the main campus, students would have difficulty finding their way to classes.

After much discussion and reflection, the faculty and staff chose to request space for ESL on the Main Campus. In August 2003, the SAC granted the program space in Building 11 on the Main Campus to be shared with ABSE. Since that time, the ESL Program has been working with other faculty and staff on main campus as well as community representatives to address concerns raised during the decision process. A Community Transition Committee made up primarily of local leaders of the Latino community, a Student Services and Multicultural Environment Committee (SSME) made up of ESL faculty and staff, and a Building 11 Program Users' Group (PUG), made up of ABSE and ESL faculty and staff were formed to facilitate a successful transition.

In addition to the Community Transition Committee, two other committees were formed: a Student Services and Multicultural Environment Committee (SSME) made up of ESL faculty and staff, and a Building 11 Program Users' Group (PUG), made up of ABSE and ESL faculty and staff. The purpose of the SSME Committee is to determine the services available to students on campus and determine ways to improve and develop the multicultural environment of the Main Campus.

The program engaged the services of a community liaison consultant who did public relations work in the community to promote awareness regarding the move of the day ESL Program. Also, an ESL faculty member has been offering mini intercultural communication workshops to various departments across campus.

**Budgetary problems**
Through the revenues generated by the IESL Program, the ESL program has been able to provide quality instruction to its students while adding to the cultural and linguistic diversity of college life. However, the program began to experience a dramatic decline in numbers of international students which began with the Asian economic crisis in 1996 and increased with even greater rapidity after the events of September 11. 2001. Over this same period of time, expenses have risen due to salary and OPE increases. In addition, support staff expenses mandated by the accountability requirements of the federal grant have gone up.

Even with a significant decline in enrollment from a 1998 high, IESL was able to generate $343,844.00 in 2003-2004.  Yet the ESL program overall experienced a budget deficit of $36,082.00.  Unfortunately, the financial picture in FY 2003-2004 is not likely to improve.  Expenses have risen somewhat due to salary and OPE increases while grant revenues have been reduced and international student enrollment continues to decline.

- **Significant Program Events**

| | |
|---|---|
| 1975 | ESL Program organized in 1975 |
| 1993 | IESL Program established |
| 2001 | ESL Advisory Committee formed |
| 2001 | Full-Time Administrative Specialist added to the staff |
| 2002 | Full-Time Lead Student Services Representative added to staff |
| 2002 | ESL joins newly formed division, The Center for Learning Advancement (CLA) |
| 2003 | The ESL Program featured on KVAL-TV |
| 2003 | "ESL Awareness Day" held for college & community |
| 2003 | ESL Teacher, Stan Paulic, received "Faculty Recognition Award" |
| 2003 | The college hired new CLA Division Co-Chair and manager for ESL, ALS, & Tutoring |
| 2003 | Community Transition Team formed to assist in the move to Main Campus |
| 2003 | ESL Administrative Specialist received "Employee of the Month Award" |
| 2004 | The ESL Program moved to Building 11 on the Main Campus |
| 2004 | The English Language Civics Program held first EL Civics Night, attended by local elected officials |
| 2004 | ESL Teacher, Lee Pettigrew, received "Faculty Recognition Award" |

**Do you have a system for maintaining an archival history of your unit?**
Yes, we do have a system for maintaining an archival history.  We will produce an inventory during the year.

**Do you have annual events that are representative of your unit's goals or teaching methods?**
Yes.  Examples include the following:
> EL Civics Night
> ESL Holiday Party (to promote awareness of the program)
> ESL Day

4) **Degrees and Certificates**
**What degrees or certificates does your unit provide?**
- *Two-Year Associate of Applied Science Degree?*
- *Two-Year Certificate of Completion?*
- *One-year Certificate of Completion?*
- *Cooperative Education?*

**If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees?  Do any of your courses support Professional Technical programs?**

NA

5) **Organizational Structure**
**Please provide a description of how your unit is administratively organized within Lane's instructional structure.**

The English as a Second Language (ESL) Program is a department within the Center for Learning Advancement and is administratively placed under the Academic Learning Skills Department. The Center for Learning Advancement, a Division in Student and Instructional Services at Lane includes ABSE, ESL, and Tutoring. Dawn DeWolf has been and Interim Chair, managing the ESL Program in addition to ABSE, ALS, and Tutoring since the Division Co-Chair for ESL, ALS, and Tutoring resigned.

**6)** <u>**Staff/Faculty**</u>
*Please provide a list of your faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.*

➢ **Staff/Faculty**

- **Staff**

| Classified Staff Member | Position | FTE |
|---|---|---|
| Christine Marshall | Administrative Specialist | 1.0 |
| Jane Marshall | International Student Counselor | .75 |
| Sarah Neeley | Lead Student Services Specialist | 1.0 |
| Beth Schenderlein | Student Advisor I | Hourly |
| Hadley Brown | Student Services Specialist | Hourly |
| Stacey Zinniker | Testing Coordinator | Hourly |

ESL has a committed and highly competent staff. ESL is in many ways a self-contained program, with registration, testing, and advising performed by the ESL Program staff. All staff members are highly proficient intercultural communicators, and many speak two or more languages. This allows each of them to transcend cultural and language barriers and provide students with the assistance and information they need.

**Faculty**

- **Minimum qualifications for full and part-time faculty**
  All full-time faculty have earned a master's degree in education, ESOL, Linguistics, or a related field. They have at least two years of full-time experience in ESL classroom instruction with adults before hire. All of the full-time faculty are proficient or bilingual in at least one foreign language. Many part-time faculty members are also proficient or bilingual in one or more languages. Japanese, Spanish, Chinese, French, Greek, Russian, Burmese, and Polish are spoken by at least one faculty member.

**Full-Time Faculty at 1.0 FTE**

| Last Name | First Name | Educational Credentials | Primary Area of Expertise/Instruction |
|---|---|---|---|
| Henninger | Tracy | M.A, University of Iowa B.A., Northwestern College | ESL |
| Johnson | Norman | M.A., University of Oregon B.A, Seattle Pacific College Diploma, Regent | ESL |

| Last Name | First Name | Educational Credentials | |
|---|---|---|---|
| | | College, British Columbia, Canada | |
| Seifert | Christine | M.A., Oregon State University<br>B.A., University of California, Davis | ESL |
| Todd | Annick | MBA, University of Phoenix<br>M.A., University of Oregon<br>B.A., University of Oregon | ESL |

**Part-Time faculty**

| Last Name | First Name | Educational Credentials |
|---|---|---|
| Alboszta | Agnieszka | M.A., California Institute of Integral Studies<br>B.A., University of Minnesota |
| Aye | Mon Mon | M.A., Institute of Education, Burma<br>B.A., Institute of Education, Burma |
| Bakshi | Indira | M.A., University of Texas, Austin<br>B.A., Purdue University |
| Claypool | Leah | M.A., Portland State University<br>B.A., University of Oregon |
| Gessert | Kate | M.S., Banks Street College of Education<br>B.A., Wellesley College |
| Higgins | Cybele | M.A., Portland State University<br>B.A., University of California, Santa Cruz |
| King | Lisa | M.A., School for International Training<br>B.A., Guilford College |
| Knowlen | Kim | M.A., Oregon State University<br>B.A.,  University of Oregon |
| Kremers | Luda | Ph.D., Odessa State Linguistics University, Russia<br>B.A., Ed, State Linguistics University, Russia |
| Liontos | Demetri | M.A., Concordia University, Montreal<br>B.A., Sir George Williams University, Montreal |
| Pettigrew | Emma Lee | M.S, University of Oregon<br>B.S., University of Oregon |
| Weinstein | Michael | M.A.,    I NEED HIS INFORMATION<br>B.A., |
| Zimmerman | Margy | M.A., University of California, Irvine<br>B.A., University of Oregon |
| Zinniker | Stacey | M.A., Pacific University<br>B.A., Univeristy of Oregon |

**Instructional Specialists**

| | |
|---|---|
| Burton | Kristi |
| Daudt | Diane |

| Gonzalez | Mario |
|---|---|
| Griswold | Douglas |
| Knowlen | Kim |
| Kremers | Luda |
| Roberts | Amy |
| Schenderlein | Dave |
| Stecca | Cristina |
| Torres | Mario |
| Schenderlein | Dave |
| Wassenaar | Rachel |
| Young | Heather |
| Zinniker | Stacey |

**7)** **Student Profile**
Please provide demographic data for your student population.

Resident ESL Student Profile
**ETHNICITY**

| American Indian or Alaska Native | Asian | Black or African American | Hispanic or Latino | Pacific Islander | White |
|---|---|---|---|---|---|
| <1% | 13% | <1% | 80% | <1% | 5.5% |

GENDER

| Male | 45.5% |
|---|---|
| **Female** | 55.5% |

ESL STUDENT ENTRY SPEAKING SKILL LEVEL
(Does not include IESL)

| **ESL Beginning Literacy** | 22% |
|---|---|
| **ESL Beginning** | 23% |
| **ESL Intermediate Low** | 11% |
| **ESL Intermediate High** | 11% |
| **ESL Low Advanced** | 15% |
| **ESL High Advanced** | 18% |

International Student Profile
Typically 30-40 students per term  (this estimate is a bit higher than what we have had the past few terms)  Students are mostly from Asian countries, Japan, Korea, Taiwan, but this term there are  2 Brazilians, one Chilean, one Costa Rican and one Saudi.  Student ages range from 18-25, but a new trend is developing for older (40-50 yr) Asian women coming to study.

**8)**      **Facilities and Equipment**

   *Describe your campus space.  What are its strengths?  Its challenges?  What are your utilization ratios?  Provide a copy of your equipment inventory.  What are your equipment strengths? Challenges?  Do you have any plans in place for equipment replacement?*

Facilities
The Downtown Center (DTC) with its location across from the main LTD station in Eugene, provides easy access to students.  However, despite its ideal location, the DTC an inadequate venue for the ESL Program.  Unpredictable access to classrooms, dark and dingy rooms and hallways, and an unhealthy electromagnetic field surrounding the second floor are some of the reasons that have prompted the program to take steps to move to the Main Campus. The rooms are too small for many scheduled classes.  Some projector screens are tattered and carpet needs replacing in many areas.  Sound- proofing is inadequate in many classrooms while windows and fresh air are in short supply. And because there is no place to purchase coffee or refreshments other than from vending machines, staff and students are forced to leave the building more often than would normally be necessary.  Also, because the DTC is separated from the Main Campus, students do not have access to the services and activities available on 30th Avenue. This long physical separation has marginalized the program and its students.  For these reasons and many others, the day program moved to the Main Campus in Fall 2004.  The move to the Main Campus confronts the program with a range of needs that must be addressed throughout this year and next.  The evening ESL Program stayed downtown because of the lack of access to services on the 30th Street Campus after 5 pm as well as limited transportation and other challenges students face.

   ***What are its strengths?  Its challenges?***

   Downtown Center:

   Strengths:         ▪ Easy access
                      ▪ Transition points for ESL to ABSE
                      ▪ DTC will be renovated in the future.
                      ▪ Central location
                      ▪ Offers students alternative sites

   Challenges:        ▪ occasional difficulty in obtaining classroom space
                      ▪ lack of services at night at bookstore and reception on 1st floor
                      ▪ limited bilingual signage and way-finding system

   Main Campus:

   Strengths:         ▪ remodeled administrative and testing offices
                      ▪ more office space, teacher resource area, workroom
                      ▪ access to campus services and departments for both staff and students
                      ▪ more interaction with CLA
                      ▪ physically near decision makers
                      ▪ students in environment with other students of their age group
                      ▪ access to tutoring and the library
                      ▪ recreation, bookstore, fitness area
                      ▪ more advising services
                      ▪ more of a visible presence on the 30th Ave. campus
                      ▪ near Workforce Network

   Challenges:        ▪ classrooms need to be remodeled
                      ▪ classroom size and capacity
                      ▪ less convenient to go to

- limited bilingual signage and way-finding system
- echo in testing area
- fluctuations in temperature; doors don't always close
- linoleum floors unsealed and not maintained
- remodeling remains unfinished
- Need coat hooks.  Need names on doors.
- white boards


Springfield Middle School

Strengths:
- convenient location
- has large Latino population
- collaboration with Springfield School district and Migrant Education
- childcare option
- parking
- other Latino social service agencies nearby
- no charge to program
- large classroom space
- storage space

Challenges:
- advertising new location
- middle school
- small bathroom
- someone else's property
- not disrupting middle school teachers' classrooms
- uncertainty for how long it's going to last


Cottage Grove

Strengths:
- easy to find
- space for childcare
- nice whiteboards and equipment

Weakness:
- no phone
- one classroom is small so you have to be careful when you open door
- you have to walk through a room to get to your classroom.  One classroom is inside another classroom.
- Difficult to test because of space configuration
- Alone

**What are your utilization rates?**
This is very difficult to determine because of various variables.  ESL students may enter the program throughout the term, classes are offered at various locations, enrollment is capped based upon the size of the room, and classes must be offered even with limited enrollment to ensure IESL students meet requirements of their VISA. Obligations.  Most importantly, because ESL classes contain students registered in both ESL and IESL section numbers, data on room utilization cannot be easily gotten from BANNER system to answer this question .


**Provide a copy of your equipment inventory.  What are your equipment strengths?  Challenges?  Do you have any plans in place for equipment replacement?**

NA

**9)** **Budget Profile**

*Provide a profile of your General Fund Budget.  If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).*

*2003-2004*

| | |
|---|---|
| Adopted Budget | $376,978.00 |
| Budget Adjustments | 127,654.00 |
| ICP | 343,844.00 |
| Grants | 64,262.00 |
| Total | |
| | $912,738.00 |
| Program Expenses | $948,820.00 |
| | ($36,082.00) |

# Lane Community College
## Unit Planning 2004-05: English as a Second Language

### Part III. Performance 2003-2004

**Chapter 2: Program Outcomes Data    2003-2004**

*Key Questions: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

**1)    Enrollment Data**

FTE for the ESL Program is calculated for students from the first day of the term through end of the term. Students who drop a course before the end of the first four weeks of the term are not included in FTE calculation.

- Program Level:    Student FTE

| Department | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|
| ESL | 425.1 | 378.8 | 380.4 | 385.8* | 347 |

- Course Level:    Resident ESL & IESL Student FTE

| ESL | Major # | 1998-99 | 1999-00 | 2001-01 | 2001-02 | 2002-03 | 2003-2004 | |
|---|---|---|---|---|---|---|---|---|
| International ESL | 039 | 100.4 | 116.5 | 91.6 | 81.5 | 73.8 | 62 | |
| Resident ESL | 040 | 237.0 | 308.6 | 287.2 | 298.9 | 307.9 | 285 | |
| Total for ESL | | 337.4 | 425.1 | 378.8 | 380.4 | 381.7* | 347 | |

Table $B
2003-2004 Educational Gains and Attendance by Educational Level

**Chapter 3:  Program Outcomes Analysis, 2003-2004**

*Key Question:  Please provide a summary analysis of your projected program outcomes for 2003-2004.  Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

**Approaches you might take include:    Methods of assessment you might use include:**

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio assessment*

**1)  How effectively did you fulfill your unit's mission?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

Assessing Learning Outcomes/ Quantitative Assessment

*What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?*

The ESL program used statistical data gathered for state and federal reports to determine the effectiveness of the program. The program would like to expand its assessment of performance during the next year.   We are in the process of developing an assessment tool to evaluate our performance.  Examples of how we could that include the following:

1. Adding way to retrieve from student evaluations whether students find environment respectful.
2. Setting up focus groups
3. Creating, distributing, and analyzing surveys
4. Getting feedback regarding the move.
5. Determining pass rate from courses
6. Determining number of students who transition to credit programs
7. Determining number of students who retain or get new job
8. Getting midterm feedback from IESL advisor in systematic way.

**2)  How well did students meet your learning outcomes at both the Program Level and Course Level?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?*

TOPS Data Table 4B    2003-2004

Data includes only resident ESL students who attended 12 hours of instruction and had a pre/post test match during the year.

| Entering Level | Total Number of Students | Percentage Completing a (Federally defined) Level |
|---|---|---|
| ESL Beginning Literacy | 78 | 53.85 |
| ESL Beginning | 124 | 57.26 |
| ESL Intermediate Low | 51 | 58.82 |
| ESL Intermediate High | 55 | 52.73 |
| ESL Low Advanced | 82 | 59.76 |
| ESL High Advanced | 95 | 67.37 |
| Total | 485 | 63.99 |

Strengths:

- High retention and intensity

- End-of-term conferences

Weakness:

- Need to improve systems so that more students get pre- and post- tested.  Look at class performance as well.

**3) How well did students meet Core Ability outcomes?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?*

> The Department did not gather evidence of performance on how well students met Core Ability Outcomes. The Department plans to gather evidence to report on at the next unit planning process.  Faculty will devise an assessment plan that includes intended outcomes, means of assessment, and a schedule to gather and analyze assessment data systematically.

**4) How efficiently did you use the resources you were given?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?*

Strengths & Weaknesses:

Strengths:  Financial

- ▪ Significantly lower deficit than projected

- ▪ Large portion of night program funded through grant.

Strengths:  Equipment

- ▪ Using laptops for assessment

- ▪ On Common Ground & Crossroads Café curriculum being used regularly.

Strengths:  Facilities

- ▪ Classrooms full

- ▪ Continued enrollment through fourth week

Strengths:  Human Resources

- ▪ Volunteer tutors in classrooms

- ▪ Trained tutors from TELT

- ▪ Interns from Northwest Christian College and the University of Oregon

**5)  How well are you utilizing current technology?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?*

- ▪ Students use WEB-CT, instructional software, and word processing in Reading/Writing courses and in Lab.  This is integrated into the curriculum.

- ▪ Video was being integrated into Levels 3-5 evening.

- ▪ There are separate Computer Skills courses.

**6)** **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004?*

> *Date of meetings and number of attendees.*

>> ▪ We meet the second Wednesday of every month.  Average number of attendees is eight

> *Attach membership list indicating community members, businesses and LCC faculty/staff.*

> List Attached

> *Describe committee involvement with curriculum changes, list any recent changes*

>> ▪ NA at this time.  The committee has been focused on the transition of the day ESL program to the 30th Avenue Campus and fundraising.  This will be a part of their tasks in the near future.

> *Other advisory committee information*

> The advisory committee continues to expand to include additional cultures and diverse populations.

> *Signature of advisory committee chair*

> Signature on file in Division Office

**7)** **How well did you meet faculty and staff goals?**

*What approach did you take to gather evidence of your performance?  What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?*

**8)** **Review your initiatives from 2003-04**

The following were our initiatives for 2003-2004:

1. **Achieve financial stability.**  This has improved, but we still need more stable funding to cover recurring operational costs.  See initiatives

2. **Resolve high workload issues**.  We moved from an 18-hour teaching load to a 15-hour teaching load.  In 2004-2005, we will be transitioning to the newly established workload by teaching 15 hours in fall and winter and 18 hours in spring.

3. **Prepare the ESL Program for transition from its current location at the DTC to the Main Campus.**

   a.  Gather information necessary to make a smooth transition.

   We conducted many surveys and put together groups from the community to help define the challenges we would face in the move.

   b.  Redesign Building 11 to accommodate ESL and ABSE.

   This is completed for the most part.  The resource room and reception areas were remodeled.  The break room is nearly complete.  We still need to remodel the classrooms and parts of the hallway in Building 11 that were untouched.

4. **Ready the Main Campus:  ESL Faculty Transition Coordinator**

   ESL Faculty member was release Spring Term 2004 to coordinate the move and work with departments on campus

   A Latino Community Consultant was hired and he worked extensively with the Latino community about the move.

   Members of the Advisory Committee translated flyers

   Signage was prepared for the DTC and 30th Street Campus

   Meeting was held with Student Services Representatives

5. **Purchase 3 Dell laptop computers**

   Completed

6. **Design EL/Civics curriculum and materials for "On Common Ground" and "Crossroads Café"**

   Completed

7. **Redesign the Pre-Beginning curriculum so that instructional specialists can use it without having additional prep time.**

8. **Develop curriculum for Conversation Circles**

9. **Collaborate with other departments and the community to develop and offer English language training programs**

**10. Transform the ESL curriculum from a competency-based curriculum to a Learning-Centered outcomes-based curriculum.**

Items 7- 10 were not completed. They will be initiatives for 2005-2006.

**9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

- Advocating for the program
- Looking at student and community needs
- Hiring a consultant to facilitate community understanding of the move to the 30th Ave. Campus
- Preparing the 30th Avenue Campus for the move of the day ESL Program
- Working with Facilities regarding the remodeling of Building 11 and signage
- Working with LTD regarding meeting student transportation needs
- Adjusting fees for students
- Increasing collaboration with other campus departments
- Maintaining most of our enrollment, despite the move
- Increasing support for the program from the move
- Offering intercultural competency trainings
- Staying self-sufficient despite obstacles
- Providing excellent accountability through pre- and post-testing, intake, and end-of-term conferencing with students

**10) Overall, what challenges do you believe your unit faced in 2003-2004?**

- Changing from the standardized BEST Test to the BEST Plus computer adaptive test

- Changing the writing assessment tool

- Being short one full-time faculty member

- Experiencing change in management

- Management overworked

- Lack of systematic process to evaluate entire program

- Contracted faculty not having release time for administrative duties as of Spring 2003

- The move of the day ESL Program to the 30th Avenue Campus

- Inadequate administrative coverage

- Difficulty in finding bilingual evening reception and trained staff

- Need to make curriculum more evidence-based

▪ Need to meet more accountability requirements from the state

▪ The need to raise a large portion of our funding because of inadequate financial resources to cover fixed costs

▪ Inadequate computer lab access

▪ Lack of centralized marketing efforts at Lane means that other college units have not participated in International ESL Student marketing, placing the burden on our unit.

▪ Difficulty for teachers to share facilities and equipment because of teaching schedule conflicts (Need to increase access to equipment and space to prepare for classes.)

**11) <u>What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\*</u>**

We need to:

1. Remodel the existing computer lab in ABSE to make sure that everything is expanded and everyone is served.
2. Evaluate CG as a long-term site for outreach.
3. Increase pre- and post-testing of students.
4. Train support staff on use of the Exportise software
5. Get adequate access to program data.
6. Revise curriculum to be outcome- or research-based to address recommendations in state peer review.
7. Continue to ensure adequate general funding is available for program.
8. Ensure we have adequate administrative evening staff and days for testing and registration.
9. Hire Division Chair and full-time faculty to replace Cheri.
10. Increase marketing funds for IESL beyond the original commitment of $16,000.
11. Evaluate the current management structure and restoring release time for Lead Team. System to evaluate yearly the management structure including Lead Team duties.
12. Increase collaboration with other departments in marketing to IESL students.

*Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.*

## Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005
*How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:*

1) **Initiative Title**                                                                 **Division Priority: 3**

      ESL #1 – Develop a plan to optimize computer lab usage within ABSE/ESL.

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

     *What is the challenge you are trying to address?*

       With the move of the ESL Program to the 30th Avenue campus we lost access to the dedicated ESL computer lab set up at the DTC. This year we've needed to beg time from ALS and ABSE for access to their labs on the 30th Avenue campus to serve ESL students in reading and writing classes and for access to individualized learning with software designed for ESL students.

     *How will this initiative address the challenge?* See below.

3) **Describe the initiative**

     *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

       This might be remedied by dividing the current ABSE lab into 2 labs to serve ABSE and ESL. By working together with ABSE faculty and staff on the 30th Avenue campus we can increase computer lab resources and access for both ABSE and ESL students. This could be accomplished by putting back the dividing wall between 11/255 and 11/256 allowing for the creation of two computer labs thus doubling the opportunities for lab access.

     o  *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

ESL now must request space in labs appropriate for teacher-led computer-enhanced writing instruction from ABSE and ALS on a space available basis from term to term. These labs are already richly used by the departments they are dedicated to, so finding spots for ESL that work with the ESL schedule is very difficult.

     o  *Given college resources, is it feasible? Is it an efficient use of college resources?*

By putting in a dividing wall and rearranging the computer layout in 11/255-256 (the current ABSE computer lab), double the number of students and classes can be served. This will adequately meet the need of both ABSE and ESL students. This also provides an opportunity for two more classrooms in Building 11 to be remodeled in line with the college plan for "smart" classrooms.

     o  *What would be the campus location of this request/project?* Bldg. 11 Rooms 255 & 256
     o  *How many students (per year) will benefit?* Approximately 300 per year.
     o  *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

ESL students will have access to computer support of teacher-led instruction in writing and access to appropriate software for individualized language learning. These students will not only improve their English with the support of this technology access, but will learn how to use technology as a tool in their learning –something that will prepare them for success in other classes at Lane Community College.

## 4) Describe the resources needed

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

- construction of a wall between 11/255 and 11/256;
- wiring for computer network access along the wall and along the back wall of both rooms;
- 20 additional computers to equip the second lab
- a second computer projector and pull-down screen for the second lab;
- computer tables to accommodate 40 computers (20 for each room) and 40 chairs;

## 5) List the possible funding sources

- *Can this project be partially funded?*
  - Student Technology Fees Grant
  - Facilities Upgrade Plan
  - Carl Perkins
- *If so, what portion could be funded at what minimum cost?*

The minimal funding needed is for the construction of the wall between 11/255 and 11/256 and associated wiring and computer furniture. If funds are not available to purchase additional computers, the older computers in the ESL lab at the DTC could be moved to the 30th Avenue campus to equip the second lab. However, it is the desire of ESL to keep these older computers at the DTC to maintain access for ESL students studying there if at all possible.

If the funding source is Carl Perkins:

1. How does the request meet one or two of the Carl Perkins act goals?

This initiative would lower barriers to technology for low income students and students from diverse ethnic backgrounds.

## 6) Provide ORG & PROG codes

## 7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

**Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community

**Collaboration & Partnership**

- o Collaborate with ABSE to provide enhanced access to technology for ABSE and ESL students.

**Technology**

- o Integrating technology skills within the ESL curriculum and ensuring that ESL students have technology skills when they matriculate to credit programs or jobs.

**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

**Transforming the Learning Environment**

Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

## Part IV: Projected Performance 2004-2005

**Chapter 4: Program Initiatives 2004-2005**

1) <u>**Initiative Title**</u>                                                                                    <u>**Division Priority: 6**</u>

   <u>**# 2 ▪ Establish system to evaluate the management structure, Lead Team duties, and program yearly.**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>

   ☐ *What is the challenge you are trying to address?*

   ▪ Lack of systematic process to evaluate entire program to ensure that our systems are the most efficient and effective.

   ▪ Need to ensure adequate staffing and resources to accomplish this.

   ☐ *How will this initiative address the challenge?*

   ▪ Establishment of a system to evaluate process on an annual basis.

   ▪ Using the established system to identify what's working and not working.

   ▪ By reviewing the current workload of management, administrative staff, and the lead team to determine best staffing requirements and workload distribution.

3) <u>**Describe the initiative**</u>

   • *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

   ▪ System/process will be established.

   ▪ Program will be evaluated yearly and information will go into state report and college accreditation report.

   ▪ Evaluating the management structure and level of administrative duties will help determine the most ideal structure to meet the state accountability requirements and handle the multitude of projects/tasks that need to be completed each year.

   • *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

   ▪ Accreditation report mentioned that college needs culture of assessment.
   ▪ Having an established process will help lighten our workload in preparation for the state peer review.

- *Given college resources, is it feasible?  Is it an efficient use of college resources?*

    Yes.  Yes.

- *What would be the campus location of this request/project?*

    - It would apply to the entire program.

        o *How many students (per year) will benefit?*

    - All students would benefit.

- *How will students benefit?  How specifically will it address Core Abilities or Learning Outcomes of your program?*

    - More efficient systems mean better service for students and a faster response to their needs.
    - This process will ensure access and that learning outcomes are attained.

## 4) Describe the resources needed
*Attach the Initiative Spreadsheet to this chapter.  Please be specific about the actual equipment/resource that you need.*

## 5)  List the possible funding sources
The Program Improvement Grant is a potential funding source.

    o *Can this project be partially funded?*
    o *If so, what portion could be funded at what minimum cost?*

 If the funding source is Carl Perkins:
        How does the request meet one or two of the Carl Perkins act goals?

## 6) Provide ORG & PROG codes

## 7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

    The process would address the following:

    o Commit to a culture of assessment of programs, services and learning.
    o Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
    o Build organizational capacity and systems to support student success and effective operations.

## Part IV: Projected Performance 2004-2005

Chapter 4:  Program Initiatives, 2004-2005

*How do you propose improving future performance?  Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004.  Each initiative should also be linked to a goal identified in Chapter 5:  Expected Unit/Program Outcomes, 2004-2005.  When proposing an initiative(s), use the following structure for each initiative proposed:*

**1)  Initiative Title**                                                        **Division Priority: 4**

ESL # 3 - Increase pre- and post-testing of ESL students to better comply with federal grant mandates.

**2)  How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*

  The ESL Program is required to pre- and post-test all resident ESL students using a state-approved, standardized test of listening and speaking skills. Currently, students are required to complete a post-test in order to register for their next term class. However, if they drop early or complete a class but don't intend to take another class they often fail to complete the required post-testing. We also have difficulty getting testing done for classes offered in outreach locations where student attendance is less consistent.

- *How will this initiative address the challenge?*

  The initiative contains multiple strategies for addressing these issues.

**3)  Describe the initiative**

  *What will the product, innovation, or change of this initiative be?  Please be as specific as possible.*

  - Increase awareness for both staff and ESL students of the importance of the federal grant (and the place of testing in fulfilling the grant). This will be accomplished by presentations in each classroom, each term by ESL Support Staff to students, and the creation of posters to display in the ESL area reminding students to do a post-test if they are going to be leaving.
  - Increase the value students place on the test by implementing a procedure to give students feedback on their progress in learning English as demonstrated in the test results.
  - Require all ESL teachers in outreach locations to be certified to give the required test, and implement a procedure to use a portion of the outreach class time for testing of students throughout the term instead of only at the beginning and the end of the term.
  - Identify which ESL Programs around the state have better pre- and post-test percentages and do a site visit to these schools to learn from them.

  o  *What is the need or intended use?  How was that need assessed?  What is your evidence of the need?*
    - The data on ESL pre- and post-testing is part of the required TOPS Report submitted annually to the Office of Community Colleges and Workforce Development.

  o  *Given college resources, is it feasible?  Is it an efficient use of college resources?*

  Yes. It ensures the continuance of the federal ABSE/ESL grant.

o *What would be the campus location of this request/project?*

This initiative requires implementation at all campuses and outreach sites where ESL classes are offered.

o *How many students (per year) will benefit?*
  ▪ All 800+ ESL students served annually benefit from the continuance of this grant.

o *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
  ▪ Students benefit from the continuation of the ESL Program, which is dependent upon this grant.

## 4) <u>Describe the resources needed</u>

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

- Design and reproduction of an eye-catching poster to remind students of the importance of post-testing as part of their participation in the ESL Program.
- Travel expense for site visits. (mileage + possible substitute teacher expense = $200 +/-). This will be included in the resources needed in Initiative # 2.

## 5) <u>List the possible funding sources</u>

The Program Improvement Sub-grant of the federal ABSE/ESL grant.

o *Can this project be partially funded?* yes
o *If so, what portion could be funded at what minimum cost?*

Some aspects of this initiative require no funding whatsoever. The cost of the poster could vary depending on the quality. We should have one in each ESL classroom (7) plus one in the ESL reception area and one outside the ESL testing room.

If the funding source is Carl Perkins:

o How does the request meet one or two of the Carl Perkins act goals?

## 6) <u>Provide ORG & PROG codes</u>

## 7) <u>How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?</u>

## <u>Diversity</u>

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment

- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community

**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

**Transforming the Learning Environment**

Create a diverse and inclusive learning college:  develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

_____

**Chapter 4: Program Initiatives, 2004-2005**
*How do you propose improving future performance?* **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

**2)** <u>**Initiative Title # 4**</u>                                                                      <u>**Division Priority: 1**</u>

Increase GF allocated to ESL

<u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
- *What is the challenge you are trying to address?*

  Ensure ESL students achieve program- learning outcomes.

- *How will this initiative address the challenge?*

  This initiative is to provide increased general fund allocation to the ESL program that will ensure stable funding for needed personnel in the program. The initiative requests increased funding levels phased in over two years.

  *History:*
  During the 1990s, the ESL department's IESL program generated enough ICP funds to more than cover the cost of International Student enrollment. This surplus allowed the department to expand its course offerings to non-native speaking US residents (Resident ESL students). The income from the International Student Fees allowed the program to accept many resident students without any additional funding.

  ESL's current budget situation has drastically changed. The program operates in a deficit due to the dramatic decline in numbers of international students. This trend began with the Asian economic crisis in 1997 coupled with the events of September 11, 2001. In order to maintain the level of service the ESL program is providing to Resident ESL students, IESL funds can no longer be depended upon to support the ESL program.

  The ESL program was allocated $16,000.00 for 2003-2004 to market the IESL program and several things have been undertaken to increase the number of IESL students enrolled in the program. However, the program will not see the benefits of these efforts until 2005-2006 and it is impossible to determine how many additional students will actually enroll. The move of the day program to 30th Street Campus and the collaboration with other departments that serve International Students have increased Lane Community College's attractiveness to International Students. But the continued reliance on ICP is short sighted.

<u>**Describe the initiative**</u>
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

  Increase allocation of General Funds phased in over the next two years.

▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

The goal of this initiative is to fund needed positions in the ESL program currently funded by ICP funds over a multi year process. All current faculty and staff positions are essential. The phase in process identified is only to lessen the burden on general fund the first year. The most important need for the program to ensure program stability is to change the structure of using ICP funds to fund the program and instead allocate adequate general funds for the operation of the entire program except for services provided to International students. This has been proposed previously and will be the emphasis during the next budget process. The proposal does not include two part-time classified positions that are assigned to the IESL program.

For purposes of the unit plan, the following are our prioritized general fund requests for the next two year.

Phase I.
General funds to cover the cost of a Contracted faculty member who is funded by ICP funds.

Description of Need

This position is currently vacant due to budget challenges in 2004-05 and will be filled by fall term 2005. The position is critical for the program to ensure we meet the teaching, curricular, operational, and accountability needs of the program. Currently 4 contracted faculty members and an interim part-time manager share the workload for the program. When filled, the new contracted faculty member will be a member of a team that shares responsibilities to ensure the work of the department is accomplished

The program serves over 800 students per year. The ESL program's core instructional offerings are Level Courses based on integrated skills instruction and a spiraling grammatical sequence. In addition reading/writing, listening/speaking, and elective courses are offered. Student's skills range from pre-beginning skills to college level students. As a recipient of federal and state grants of its instruction, the ESL program is accountable for statistical data on student progress. .

Allocation of General Funds for a .5 FTE Contracted Classified position for the DTC site. This is a new contracted classified position. The need for administrative staff has always existed and the program has used part-time classified budget to fund the position. With the move to main campus the need for a trained, bi-lingual, permanent classified position at the DTC has become vital to the operation of the program.

Description of Need:

The DTC continues to be a viable program location for students to attend ESL classes because they are unable to attend classes during the day on the 30th street campus. Approximately 200 students enrolled in classes fall term 2004.

The ESL program is a recipient of federal and state grants and is accountable for providing statistical data on student improvement collected through a series of per-and post-tests. Pre-tests are administered to each student before registration. Testing appointments must be made for new students. Administrative staff also ensure progress test data is entered on an on-going basis assuring accurate reporting for required end-of-year statistical reports to the state.

ESL administrative staff also enters all student college registration information into BANNER.

ESL administrative staff assist faculty and ensure materials and equipment are available for their use. They also provide information to potential students.

The program was allocated extra section general funds in 2004-2005. This money was used to fund Chris Marshall, Administrative Coordinator and Sara Neely's, Lead Student Services positions. With the increase in workload, and the move to main campus, these administrative positions are key to the operation of the program. With the move to 30th street campus, the need for a permanent, trained, and stable person in the classified position in the DTC is also key to the success of the overall program.

Phase II

Proved general funds to maintain course offerings taught by Part Time faculty members. There continues to be a waiting list of resident ESL students wanting to enroll into classes. Part-time faculty provide flexibility for scheduling evening and day classes and for assignments at different locations, especially outreach sites. Part- time faculty also bring to the program expertise in specific needed content areas.

Increase the number of hours available for assessment staff.
The ESL program receives state and federal funds and is accountable for
State mandated performance outcomes on student learner gains. The information is collected through a series of standardized pre and post tests. Tests are administered to each student before registration and after instruction to measure progress. The test is individually administered and computer based. Continued grant funding will be based upon the program ability to continue to show student progress. The increase hours for assessment staff are to ensure adequate time is available to test students.

Increase the amount of funds allocated for materials and supplies to maintain accountability and operations needs of the program.
With the move to main campus expenses for materials and supplies have increased because the program has materials and supplies in two locations.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*
  Yes

- *What would be the campus location of this request/project?*
  30th Street Campus and the DTC

- *How many students (per year) will benefit?*
  All students will benefit.

- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
  Continued course offerings
  Adequate service at the DTC
  Adequate resources to operate the program

## Describe the resources needed

*Attach the Initiative Spreadsheet to this chapter. Please be <u>specific</u> about the actual equipment/resource that you need.*

**List the possible funding sources**

*Can this project be partially funded?*
*If so, what portion could be funded at what minimum cost?*

If you identify Carl Perkins as a possible funding source, please answer the following questions:
1. How does the request meet one or two of the Carl Perkins act goals?
2. How will the use of the funds contribute to the success of Lane's Professional Technical students?
3. Briefly describe your past history of utilizing Carl Perkins funds.

If you identify the Student Technology Fee as a possible funding source:
1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at http://www.lanecc.edu/tact/
2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:
1. How will the initiative improve learning?
2. What specific curricular materials will be created?
4. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

**Provide ORG & PROG codes**

**7)** **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

**Part IV:  Projected Performance 2004-2005**

Chapter 4:  Program Initiatives, 2004-2005

*How do you propose improving future performance?  Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004.  Each initiative should also be linked to a goal identified in Chapter 5:  Expected Unit/Program Outcomes, 2004-2005.  When proposing an initiative(s), use the following structure for each initiative proposed:*

1) <u>**Initiative Title**</u>                                                                        <u>**Division Priority: 7**</u>

    ESL # 5 - Increase partnerships with other departments to provide services and transition opportunities for ESL students.

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>

    *What is the challenge you are trying to address?*

        Desire to increase opportunities for ESL students that the 30th Ave. Campus location provides.

    *How will this initiative address the challenge?*

        By working together with staff in other college departments we  hope to create new opportunities for ESL students outside the ESL Program.

3) <u>**Describe the initiative**</u>

    *What will the product, innovation, or change of this initiative be?  Please be as specific as possible.*

        Working with ALS:
        • Provide Credit/No Credit option for Keyboarding and Writing with Computers  (in order to increase computer skills opportunities for ESL students)

        Working with ABSE and Counseling:
        • Increase understanding and coordination of existing courses, testing and advising for better placement and referral of appropriate ESL students to ABSE and other college classes.

        • Create a shared Open Lab time with ABSE on the 30th Ave. Campus.

o *What is the need or intended use?  How was that need assessed?  What is your evidence of the need?*

o *Given college resources, is it feasible?  Is it an efficient use of college resources?* Yes. It requires little or no college financial resources.

o *What would be the campus location of this request/project?* N/A
o *How many students (per year) will benefit?* 50-60 students per year
o *How will students benefit?  How specifically will it address Core Abilities or Learning Outcomes of your program?*

**4)** <u>**Describe the resources needed**</u>

No additional resources are needed.

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

**5)** <u>**List the possible funding sources**</u>

- o *Can this project be partially funded?*
- o *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:
- o How does the request meet one or two of the Carl Perkins act goals?

**5)** <u>**Provide ORG & PROG codes**</u>

**6)** <u>**How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**</u>

**Chapter 4:  Program Initiatives, 2004-2005**

**1)  Initiative Title  Curriculum Development                                                                  Division Priority: 2**
     *Please note:  Your initiative should be a project describing a service objective.  The need for equipment or resource funds is not in itself an initiative.  Rather those requests should be in service to a project goal.  For example, your initiative might be to increase student understanding of program learning outcomes.  To achieve that goal, you might need to request resource funds in Item 4 below.*

**2)  How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*

   The core ESL curriculum has not been revised for about 10 years. It is currently based on competencies or performance objectives and has in the past also been structured and restructured to help manage a very heavy workload for faculty. The Program review conducted by the state of Oregon in January of 2003 mandated that the ESL program adopt a "more contextualized, outcomes-based curriculum structure."

   On a more local level, we are not certain that the current curriculum is meeting our students' needs. The times that classes are offered, the length of time, and the class content all need to be re-examined in light of changing demographics. In addition, the TOEFL (Test of English as a Foreign Language) required for international admission to U.S. colleges and universities is about to unveil a completely different format. This will impact the wants and needs of international students who come to LCC to study English and enter the university transfer program.

- *How will this initiative address the challenge?*

   This initiative is a three-year plan to revise our entire curriculum to meet the changing wants and needs of our entire student population.

**3)  Describe the initiative**

- *What will the product, innovation, or change of this initiative be?  Please be as specific as possible.*

   The product of this project has four parts, all with a curricular emphasis:

  - Curriculum revision of Core Classes: The revision of the core ESL curriculum is proposed as a 3-year project based on the collaborative model outlined by James Dean Brown in *The Elements of Language Curriculum: A Systematic Approach to Program Development*.
    - Year One (Beginning Summer 2005): Curriculum Planning. Assessment of student wants and needs; research and visits to other Oregon community colleges with comparable ESL programs. Begin writing curriculum.
    - Year Two (Beginning Summer 2006): Curriculum Writing and Implementation. Revision of the entire curriculum.
    - Year Three (Beginning Summer 2007): Program Evaluation. Evaluate the success of the revisions and make any necessary adjustments.
  - An update of the Pre-Beginning Course curricula. This course is taught by instructional specialists and is designed to be "preparation-free" where the instructor can pull out a lesson plan and teach with little to no time spent preparing for class. However, because we now offer the Pre-beginning class in a variety of formats—twice a week, four times a week, and varying lengths of

time for different sites, the materials have become insufficient for all the scenarios. The creation of this would ensure that this class can realistically be taught by an instructional specialist. We estimate that this would require approximately 30 hours of curriculum development time.

- An update of the TOEFL Test Class. The TOEFL test will be changing this next year to a completely new format. Our instructors need to learn more about these changes because our international students spend much time preparing for this exam and we currently offer a very popular TOEFL preparatory class. With the change in the test comes a change that will affect the entire program. We estimate that this would require approximately 30 hours of curriculum development time.
- The international TESOL (Teachers of English to Speakers of Other Languages) conference will be held in Seattle, Washington in spring of 2006. In conjunction with all of the curricular revision we are planning and the close proximity to Eugene, we would like to send as many of our instructors as possible to this conference. This huge conference attracts between 7000-10,000 ESL teachers from around the world and will include many workshops and seminars on the new TOEFL exam (many sponsored by ETS), the latest research in adult education and literacy, as well as all aspects of teaching English as a Second Language.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
  - This need was put forward last year in our Unit Plan and funds were not made available. The Program review conducted by the state of Oregon Community Colleges and Workforce Development Department in January of 2003 mandated that the ESL program adopt a "more contextualized, outcomes-based curriculum structure." They suggested that we visit other ESL programs around the state such as Clackamas, Chemeketa, and PCC to look at what they are doing to meet the needs of their students.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
  - Yes, we believe it is feasible and efficient.
- *What would be the campus location of this request/project?*
  - The 30th Avenue Campus, the Downtown Center, and our Springfield and Cottage Grove Outreach sites
- *How many students (per year) will benefit?*
  - Approximately 500-800
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
  - The curriculum will better meet student needs. It addresses every core ability and learning outcome of our program.

**4) <u>Describe the resources needed</u>**
 *Attach the Initiative Spreadsheet to this chapter.  Please be <u>specific</u> about the actual equipment/resource that you need.*
 a 4 hour all teaching staff retreat to finalize decisions about curriculum directions (15 teachers @ CD rate + 5 instructional specialist @ hourly rate) July 15, 2005
    CD rate is $26.44; OPE rate is .396
    15 x 26.44 x 4 = $1586 + $628 ope = 2214
    5 x 12.91 x 4 = $258 + $102 ope = $360
    Total for this retreat $2,574
 b. 850 hours of curriculum development work (.5 hours per hour of unduplicated instruction offered in ESL)
    850 x $26.44 = $22,474 + ope $8900 = $31,374
 c. 150 hours of coordination (50 hours for each instructional area--Core, R/W and L/Sp)
    150 x  $26.44 = $3966 + ope $1571 = $5,537
 d.  4 hour all teaching staff retreat to evaluate progress made during the initial curriculum writing; Aug. 12, 2005

CD rate is $26.44; OPE rate is .396
15 x 26.44 x 4 = $1586 + $628 ope = 2214
5 x 12.91 x 4 = $258 + $102 ope = $360
Total for this retreat $2,574

**5) List the possible funding sources**
   *Can this project be partially funded?*

   We would like to apply for curriculum development monies, but we feel that the scope of this project will involve every faculty member to some degree and may require additional funds.

   PDF Funds

   *If so, what portion could be funded at what minimum cost?*

   If you identify Carl Perkins as a possible funding source, please answer the following questions:
   - How does the request meet one or two of the Carl Perkins act goals?
   - How will the use of the funds contribute to the success of Lane's Professional Technical students?
   - Briefly describe your past history of utilizing Carl Perkins funds.

   If you identify the Student Technology Fee as a possible funding source:
   1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at http://www.lanecc.edu/tact/
   2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

   If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:
   1. *How will the initiative improve learning?*
      There are two very large studies involving adult literacy that are just now being analyzed. There is one major study (of which our ABSE department is a part of) scheduled to finish which look at various teaching methodologies and their effectiveness. We will be looking to these studies to inform our teaching and our revision of the current curriculum. We will also be looking at other programs which are showing improvement in areas where we would like to be showing more improvement to inform our revisions. Our goal is to help our students to improve their language abilities more quickly and efficiently.
   2. *What specific curricular materials will be created?*
      There will be new course descriptions, new performance/outcomes checklists, and some new materials for each course. A new scope and sequence for our entire program will also be created. For the pre-beginning revision, new photocopiable materials for teachers to use and complete lesson plans for the various class configurations would be created.
   3. *If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?*

      See above.

**6)    Provide ORG & PROG codes**

**7)    How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

## Part IV:  Projected Performance 2004-2005

Chapter 4:  Program Initiatives, 2004-2005

1) <u>**Initiative Title**</u>                                                                                    <u>**Division Priority: 5**</u>

Identify and ensure sufficient marketing resources for ESL and IESL.  Increase collaboration with other departments in marketing.

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   *What is the challenge you are trying to address?*
   ▪ Lack of centralized marketing efforts at Lane means that other college units have not participated in International ESL Student marketing, placing the burden on our unit.
   *How will this initiative address the challenge?*
   ▪ It will allow the IESL Program to manage an annual fixed marketing budget so that the program can properly market Lane to potential international students.

3) <u>**Describe the initiative**</u>
   *What will the product, innovation, or change of this initiative be?  Please be as specific as possible.*
   ▪ The product will be an annual fixed marketing budget not only for promotional materials and marketing events but also for personnel to carry out the marketing.  The product will also increase the awareness of the need for IESL marketing.
   * *What is the need or intended use?  How was that need assessed?  What is your evidence of the need?*
      ▪ The need is to increase the number of international students who come to Lane.
      ▪ The need was assessed by reviewing statistics regarding the number of international students who have been coming to Lane in the past five years.
      ▪ The evidence of the need is that Lane has had a significant drop in number of international students since 9/11 and since the competition for international students has grown fierce.
   * *Given college resources, is it feasible?  Is it an efficient use of college resources?*
      Yes.  Yes, and it will bring revenue to the college.
   * *What would be the campus location of this request/project?*
      It would start with the 30th Avenue Campus.
      *How many students (per year) will benefit?*
      ▪ All of our ESL students would benefit because IESL revenues make it possible for us to offer many of our classes to resident ESL students.  Potentially 800 students per year would be affected.
      ▪ As we increase our marketing efforts, the college will benefit with the increase in the number of international student enrollees in credit programs.
   * *How will students benefit?  How specifically will it address Core Abilities or Learning Outcomes of your program?*
      ▪ Our ESL students would benefit because IESL revenues make it possible for us to offer many of our classes to resident ESL students.
      ▪ It would contribute to a diverse global community.

4) <u>**Describe the resources needed**</u>
*Attach the Initiative Spreadsheet to this chapter.  Please be specific about the actual equipment/resource that you need.*

**5)** <u>List the possible funding sources</u>
- o *Can this project be partially funded?*
- o *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:
- How does the request meet one or two of the Carl Perkins act goals?

**6)** <u>**Provide ORG & PROG codes**</u>

**7)** <u>**How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**</u>

**Diversity**
- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community

**Accessibility**
- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

**Transforming the Learning Environment**
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

**Transforming the College Organization**
- Achieve and sustain fiscal stability.

**Chapter 5: Expected Unit/Program Outcomes for 2004-2005**

*What program outcomes do you expect to achieve in 2004-2005?*

1) **What program level outcomes do you expect to achieve?**

   *What goals do you wish to set for 2004-2005?*

   - Confirm the use of sufficient computer labs for instruction
   - Meet state performance outcomes
   - Evaluate the continued use of the DTC as a program site
   - Hire Division Chair
   - Hire new faculty member
   - Increase the number of International Students who enroll in the program
   - Increase the amount of hours for assessment
   - Increase the amount of administrative support staff
   - Continue to develop collaborations with other departments in the college

   *How will your program grow, change or adapt?*

   *How will you address the need to meet program accreditation standards or national standards if applicable?*

2) **How will your program enhance your students' abilities to meet Core Abilities outcomes?**

   Faculty will devise an assessment plan that includes outcomes, means of assessment, and a schedule to gather and analyze assessment data systematically over the next 5 years.

3) **What course level outcomes do you expect to achieve?**

   *What goals do you wish to set for 2004-2005?*

   1. Revise curriculum of Core Classes
   2. Update Pre-Beginning Course
   3. Update TOEFL Test Class

   *How will your courses grow, change or adapt?*

   *How will your instructional methods change or adapt?*

   *What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?*

4) **What plans do you have for enhancing your use of current technologies?**

   1. Remodel existing ABSE computer lab in Building 11 to share the room and purchase sufficient software and hardware to expand usage
   2. Share computer lab space at the DTC with ABSE
   3. Secure sufficient computer lab space for Reading/Writing Classes

**5) What plans do you have for working more effectively with your Advisory Committee?**

Add additional members to the committee that will represent the major ethnic groups in Lane County

Include a student testimony at Advisory Committee Meeting

Use Advisory Committee members to conduct student satisfaction focus groups

**6) How will you set faculty and staff goals?**
All contracted faculty, and Administrative Coordinator are members of the ESL lead team. LT members meet weekly, set and prioritize goals for the program, and assist in ensuring they are accomplished.
*How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

**7) Enrollment Data**

*Please provide your projected goals for 2004-2005:*

- o  Program Level: Student FTE    350 FTE

- o  Course Level: Student FTE

- o  Student FTE/Faculty FTE ratios

- o  Capacity Analysis

**8) Student Success Data**

*Please provide your projected goals for 2004-2005:*

- o  Student Retention ratios  65%

- o  Student Completion ratio

| Federally defined performance measure | Negotiated Performance | State Goal |
|---|---|---|
| ESL Beginning Literacy | 26% | 42% |
| ESL Beginning Basic | 40% | 34% |
| ESL Intermed Low | 36% | 34% |
| ESL Intermed High | 35% | 27% |
| ESL Low Advanced | 45% | 12% |
| ESL High Advanced | 45% | 25% |

**9) Facilities and Equipment**
*What facilities or equipment goals do you wish to set for 2004-2005?*
1. Remodel computer lab in Building 11, Room 254/255 for use by ABSE and ESL
2. Evaluate use of the DTC as a continued site for evening classes

**10) <u>Budget</u>**

*Please provide projected goals for 2004-2005:*

o   General Fund:

***Budget 2004-2005***

| | |
|---|---|
| Adopted Budget | $459,030.00 |
| Budget Adjustments | 65,794.00 |
| ICP Revenue | 183,464.00 |
| Marketing | 16,000.00 |
| Grants | <u>66,820.00</u> |
| Total | $791,108.00 |
| Projected Expenses | $951,601.00 |
| Projected Deficit | ($160,493.00) |

ESL Advisory Committee Members

Harvey Birdseye
Dept. Chair Lane Aviation Academy
Lane Community College

Juan Cuadros
District Multicultural Liaison
Springfield High School

Donald Danielson
Employee Relations Section Manager
Hynix Semiconductor Manufacturing America

Laurence Hamblen
Executive Director
Legal Aid Service of Lane County, Inc.

Becky Haskins
Small Business Owner
Oregon Adventures

Emilio Hernandez
Director, HEP
University of Oregon

Byung Du Jun
Pastor
Korean Central Covenant Church

Shannon Lyon
District Multicultural Liaison
Thurston High School

Jaehyung Oh
Advisory Committee Vice Chair and
Human Resources Representative
Hynix Semiconductor Manufacturing America

Yuri Pantioukhin
Vice President
Forest Machines Wood Products

Guadalupe Quinn
Regional Coordinator
CAUSA

Ilana Sophia
Advisory Committee Chair and
Adult Services Reference Librarian
Eugene Public Library

Fumiyo Whistler
Former Small Business Owner

Dawn DeWolf
CLA Division Co-Chair, ABSE & ESL
Lane Community College

Christine Marshall
Administrative Coordinator
English as a Second Language Program
Lane Community College

Annick Todd
Advisory Committee Coordinator
and ESL Lead Faculty
English as a Second Language Program