The English as a Second Language Program
The Center for Learning Advancement
ABSE, ALS, ESL, and Tutoring Programs

Unit Plan
Chapter 0
Alignment with Lane Community College

I. Alignment with Core Values

Learning

The Center for Learning Advancement:
- Provides an articulated curricula that gives students a foundation and basis for success in transition to academic courses, basic English and life skills to survive in a second-language environment, 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 include 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

- Many faculty are state trainers for the Oregon Professional Development System, and 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.
- Has programs which seek new ways to respond to emerging students' needs by creating innovative instruction and services like "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.

Collaboration
The Center for Learning Advancement:
- Has extensive collaborations with community partners: Department of Youth Services, Goodwill, Lane County Jail, Oregon Employment Department, Lane Workforce Partnership, Pearl Buck, River Road Elementary School, many local high schools, and Centro Latino Americano.
- Has extensive collaboration across the division and with other college programs:
  - ✓ ALS/ ABSE reading improvement grant
  - ✓ Women in Transition Program
  - ✓ ALS/ESL Bridge courses
  - ✓ ALS: "Puentes al Futuro
  - ✓ ALS: Health Science and Business
  - ✓ ALS: Testing for other departments
- 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 Indicators of Program Quality
- ➢ Teachers use professional practices in dealing with students and with each other.

Accessibility
The Center for Learning Advancement's:
- Classes are located at many sites in Lane County are offered at various times and days to accommodate students' schedules.
- ALS has evening and Saturday morning classes
- 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

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

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 offering of EL Civics classes and offering a civics component in many classes
- Service learning activities
- Encouraging open discussion in class
- The identification of individual learning styles
- Activities that develop the learners' knowledge of workplace practices and responsibilities
- Offering students the opportunity 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

III. Alignment with Strategic Directions

Achieve financial stability

The CLA is helping the college achieve financial stability:

- Through responsible management of current budgets
- By generating ICP revenue for the college through IESL enrollment fees and ADM pass-through funds from local high schools
- By garnering grant revenue income for ABSE and ESL in excess of $400,000 (Accountability, Carl Perkins, EL Civics, Outreach, Comprehensive, Tutoring)
- By offering a large number of tuition-based courses in ALS which cover the cost of instruction (22 during the fall 2003 term).

Enhance the college climate

The CLA enhances the college climate:

- By providing a bilingual staff within some programs
- 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.
- By stretching the boundaries of services by providing education to a broad spectrum of students, from pre-literate to college graduate.

Build organizational infrastructure

The CLA is helping to build the organizational infrastructure of the college:

- By creating a collaborative organizational model that exploits intersecting interests and expertise across the broad areas of the division
- Through its innovative cooperative management framework

Implement business, workforce development and extended learning reorganization by:

➢ Providing strong partnerships with One-Stop providers at the Workforce Network
➢ Providing class offerings in Outreach Centers around the county
➢ Piloting a collaborative training program, HOLA (Health Occupations/Language Acquisition), developed, administered, and delivered cooperatively by ABSE, ESL, and Workforce Network partners.

Chapter 1: Unit Description

- **Unit Mission/Vision**

The mission of the English as a Second Language Program of Lane Community College is to assist 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.

➢ **Catalog Description**

English as a Second Language 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 other training and academic programs including LCC non-credit programs (ABSE/GED, Community Education etc.), LCC Credit Programs, and universities.

This noncredit instruction 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 of integrated skills classes including a College Transition class, as well as supplementary classes in Reading/Writing, Listening/Speaking, TOEFL Preparation, Computer Skills, and Workplace Skills and 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, usually a month prior to the start of each term.

➢ **History/Significant Program Events**
  - **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. But 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 continued 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 students' 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 1 contracted IESL Student Advisor, 1 hourly IESL Student Services Coordinator, tutors and cultural activities.) 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. There were many reasons—both for and against making such a move. The primary reasons—both pro and con—were:

Pro

- The experience of studying on the main campus will help ESL students move into the mainstream of American life.
- The move to main campus will help ESL compete side by side for resources with other, more visible programs.
- ESL students will have better access to the full range of student services available on the main campus.
- More ESL students will be motivated to move out of the program and take credit courses.
- ESL students will have more rights and privileges on the main campus.
- The main campus atmosphere can provide an incentive for students in the ESL program to matriculate to the college as regular students.
- The CLA will be better able to advocate for students on the main campus.
- The DTC facilities do not adequately support the program.
- The diversity provided by large numbers of students, all of whom are ethnic minorities, will greatly add to the intercultural atmosphere on the main campus.
- Main campus students will have the opportunity to interact with the ESL students and better understand their struggles.

Con:

- The main campus is difficult to reach for many Resident ESL students.
- The main campus is not a friendly place for immigrants and ESL students.
- The main campus lacks an infrastructure that would provide a safe environment for students, e.g. at night the main campus is not well-lighted and has few students.
- The cafeteria and other student service areas on the main campus lack bilingual staff.
- Many English-speaking staff members on the main campus are not prepared to deal with a large number of non-English speaking students.
- If the ESL Program does not have centralized location on the main campus, students will 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.

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 $265,878 last year. Yet the ESL program overall experienced a budget deficit of $69,583. 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.

What ESL brings to the College

Over the years, the ESL program has reflected the core values of LCC. ESL instructors are perhaps the finest exemplars of innovative instruction and learning-centered teaching at Lane. As for commitment to diversity, it comes with the territory. ESL classrooms are more diverse than any others at the college. Accessibility has been-and continues to be-a hallmark of the program. By offering classes at the Downtown Center and through a variety of Outreach programs around the county, ESL provides instruction to students in Cottage Grove, Springfield, Coburg, and other locations beyond the main campus. The core value of collaboration is demonstrated in collaborative instructional projects with Lane Workforce Network, ABSE, ALS, and other community organizations. In addition, the planned move to the main campus from the DTC has provided the impetus for collaboration with the Latino community and other ethnic groups within the county. As for integrity, the ESL program has provided prudent stewardship of public monies.

In addition to promoting the core values on which the college mission rests, ESL is also contributing to the intercultural diversity of LCC. According to the draft version of Lane's 2003-2008 Diversity Plan (2003), the college has a mandate to "meet the needs of diverse students through [a] bilingual, bi-literate, and bicultural staff" (LCC Diversity Plan, p. 53). With a preponderance of bilingual and multi-

cultural faculty and classified staff, the ESL program is addressing the needs of some of the most at-risk members of our community while helping the college to achieve its vision and mission.

- **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, wins "Faculty Recognition Award"
2003	The college hires 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 wins "Employee of the Month Award"
2004	The ESL Program moves to Building 11 on the Main Campus

- **Organizational Structure**

The English as a Second Language (ESL) Program is an independent program with its own budget and staff which is administratively placed under the Academic Learning Skills Department. ESL is part of the Center for Learning Advancement, which includes ABSE, ESL, and Tutoring. The ESL Program is managed by John Miller, Division Co-Chair of the Center for Learning Advancement.

➢ **Staff/Faculty**

- **Staff**

Classified Staff Member	Position
Christine Marshall	Administrative Specialist
Jane Marshall	International Student Counselor
Sarah Neeley	Bilingual Office Support Specialist/Receptionist
Stacey Zinniker	Testing Coordinator

ESL is blessed with 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. Because our students are non-native speakers, two of our staff members are proficient in Spanish. All staff members are highly proficient intercultural communicators. This skill 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, and had 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: Japanese, Spanish, Chinese, and French are spoken by at least one faculty member. Many part-time faculty members are also proficient or bilingual in one or more languages.

Part-Time faculty

Full-Time Faculty Members
Tracy Henninger
Norman Johnson
Christine Seifert
Annick Todd

Part-Time Instructors	
LAST	FIRST
Alboszta	Agnieszka
Aye	Mon Mon
Bakshi	Indira
Claypool	Leah
Funk	Duane
Gessert	Kate
Higgins	Cybele
King	Lisa
Kremers	Luda
Liontos	Demetri
Pettigrew	Emma Lee
Zinniker	Stacey

Instructional Specialists	
Alboszta	Agnieszka
Burton	Kristi
Crocker Villegas	Claudia
Gonzalez	Mario
Griswold	Douglas

Knowlen	Kim
Kremers	Luda
Lopez	Rosa
Roberts	Amy
Young	Heather
Zinniker	Stacey

See appendix for this section for job descriptions.

Chapter 2: Program Outcomes (Curriculum)

- **Program Level:**

- Program Outcomes

General Program Outcomes

The Center for Learning Advancement's English as a Second Language Program provides non-credit English language instruction to non-native speakers of English who need to improve their English skills in order to attain personal goals related to work, integration into the community, and academic purposes. ESL courses are designed to help students with:

- Everyday communication by providing seven levels of integrated skills (listening, speaking, reading, writing, & grammar) instruction, as well as supplementary classes in Reading/Writing, Listening/Speaking, Pronunciation, TOEFL Preparation, Computer Skills, & Workplace Skills
- Integration into the community and workplace through classes which incorporate civics content are offered at the Downtown Center and in Outreach Centers in Springfield & Cottage Grove, and English for Healthcare Occupations (HOLA Program) offered at Howard Elementary (in cooperation with ABSE).
- Transition to ABSE or GED programs and community education classes
- Transition to credit classes in ALS and other LCC credit programs
- Transition to other community colleges or universities

- ESL's primary focus is to provide basic English instruction to the growing resident population of non-native English speakers in Lane County
- ESL also enrolls international students from more than 40 nations from around the world

➢ Program accreditation/national standards if applicable:

Accountability:
As a recipient of federal and state grants for its instruction, the ESL Program is accountable for providing statistical data on student improvement. This information is collected through a series of pre- and post-tests. Pre-tests are administered to each student before registration at the DTC or within one week of registration at the Outreach Centers (Springfield and Cottage Grove). All assessors are trained by the state in test administration.

ESL is currently administering two pre-and post-test instruments. The BEST short form is an oral, individually administered test. The CASAS is a written test. In 2003-04 ESL has agreed to pilot a new BEST test, The BEST Plus, as a post-test. The BEST Plus is computer-based and will become the new pre- and post-testing instrument in the next academic year.

The pre- and post-testing data is reported to the state through TOPS data collection system. ESL TOPS data is collected by ABSE and submitted to the state through that department.

Please see the ESL Program's Accountability Plan in this section's appendix.

Peer Review of the ESL Program: WIA , Title II Adult Education & Family Literacy
January 21-24, 2003
The ESL Program was reviewed by the Oregon State Board of Education,
Department of Community Colleges & Workforce Development, in January 2003.
The program was evaluated in the following areas and sub-areas:
   Program Support System
   ▪ Effective Support Systems:
      • Organizational Management & Leadership
      • Staff Organization & Development
      • Community Collaboration & Communication
      • Accountability
   Services to Learners: Instructional Delivery Systems:
   ▪ Recruitment
   ▪ Orientation
   ▪ Assessment
   ▪ Retention
   ▪ Transition & Completion
   ▪ Support Services
   ▪ Instruction

ESL received commendations in some areas and was found to be in compliance in all areas save in its use of EL/Civics materials in classes. The evaluation team recommended site visits by the Division Chair to other programs to determine how to improve the recruitment, instructional design, and delivery of this federally funded resource. In order to comply with this recommendation, the Center for Learning Advancement Division Co-Chair in charge of ESL will participate in a peer review of the ESL Program at Chemeketa Community College from February 3-6, 2004. Please see the complete peer review report in the appendix for this section.

▪ Core Ability Outcomes for ESL

Communicate Effectively

A primary goal of ESL 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 learner-centered classroom techniques, which include:

- Small and large group discussions and student collaboration in classes
- Cooperative education techniques
- Oral presentations
- One-on-one and small group interaction with peer tutors

Think Critically

The ability to think critically is an important goal of ESL courses. Development of critical thinking skills is a key component for all courses that focus on the development of listening, speaking, reading, and writing skills. Instructors and tutors 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

ESL empowers students by developing their intercultural competence and life skills and by introducing them to social and economic themes relevant to their daily lives through:

- Offering a civics component in many classes
- Service learning activities
- Encouraging open discussion in class, including intercultural awareness
- The identification of individual learning styles
- Activities that develop the learners' knowledge of workplace practices and responsibilities
- Offering students the opportunity to take responsibility for their own learning through tutoring when they need additional help
- Introduction to resources for independent learning in the community in the computer lab, and on the Internet

Explore Academic Disciplines

ESL provides a gateway to college programs. ESL courses introduce students to the academic possibilities available to them by:

- Offering courses which are designed to prepare students for college level instruction in the content areas
- Making academic skill building an integral part of upper-level course curricula
- Introducing upper-level students to the procedures necessary for making the transition to degree-granting programs within the college

- ➢ **Course Level:**
  - • Course Outcomes

Levels 1-6:   Grammar Sequence

The ESL Level Courses are based on integrated skills instruction and a spiraling grammatical sequence and represent the core of the ESL Program. These courses are offered six hours per week in both the day and evening. See the Grammar Sequence for level courses in the appendix for this section.

Reading/Writing, Listening/Speaking, & Elective Courses

The ESL Program also offers a wide range of language skills-based courses. These course include the ESL College Transition Class held on the Main Campus. This high-level, multi-skilled course is the result of a collaborative effort with ALS. Students may elect to take the Transition Class for non-credit or for college credit as the ALS course, R/W 089.

Elective courses

Elective courses include Computer Skills, Everyday English, and TOEFL Prep, Conversation Circles, and the EL/Civics courses.

Outreach Classes

Outreach classes are held four hours per week at the Springfield Goodwill Center and at LCC/Cottage Grove. Courses offered at Outreach Centers are Pre-Beginning, Multi-Level, Beginning, and Multi-:Level, Intermediate classes.

New Courses that have been offered in the past two years:

- ▪ *Everyday English*: A class for students who are failing to make progress in their oral skills or who wish to improve their English for Everyday Purposes.
- ▪ *Intermediate Reading/Writing 3-4*:   This class is offered othe mornings and evenings to help students who are struggling with writing but who are stronger in spoken English. The class works with these students to narrow the gap between their oral and written fluency.
- ▪ *Level 6b and Level 6 PM*: Both classes were federally funded by the EL/Civics grant and have helped the program offer higher-level students the opportunity to continue their English language development and increase their civic participation through improved literacy. Previously, students in the evening were only able to progress through Level 5.
- ▪ *Pre-Beginning Curriculum*:   This course is designed for students with almost no English background and prepares them for Level 1.
- ▪ *Multi-Level Curriculum*: This course was designed for the very diverse levels common in Outreach classes
- ▪ *Workplace Communication*:   A course designed to assist students whose primary purpose in improving their language skills is to better succed in the workplace.
- ▪ *College Preparation*:   A course for students planning to take the placement exam at LCC and wishing to enter the credit program.

- *Civics Distance Learning Course*:   A pioneering effort to create a videotaped class discussion corresponding to *On Common Ground* (EL/Civics text & materials) episodes.
- *Computer Skills 1 & 2*:   Courses that integrate technology and language competencies

- Instructional Methods

The ESL faculty use learning-centered teaching methods grounded in the communicative approach to language teaching. These methods utilize the Vygotzgian concept of scaffolding, which provides students with just enough support within the context of an activity to allow them to work comfortably in a zone of proximal development. Game-playing in groups, information gap activities, prioritizing, and simulations are some of the techniques used. These types of activities require discussion and critical thinking, yet can be implemented—with the proper scaffolding—at virtually any level. Instructors also utilize a range of techniques that address a variety of learning styles and "intelligences".

- Instructional Environment

Thanks in large part to several grants and bond funds for both equipment and curriculum development, the ESL Program has been able to incorporate a variety of technology into its classrooms. The upper-level Reading/Writing classes have an articulated lab component, which includes computer instruction, web-based activities, class discussions via the Internet, and Internet-based class bulletin boards. The program also recently acquired a presentation station that includes a laptop projector so that students can develop PowerPoint presentations in the classroom.

The Downtown Center, on the other hand, is not an ideal venue for teaching and learning. Many classrooms lack windows. The facility itself is dilapidated with torn carpeting and dimly lighted hallways. Furthermore, because the program does not have priority access to classrooms, it is often difficult to obtain rooms of the correct size. Environmental concerns present additional concerns. An electromagnetic field (EMF) surrounds ESL office space. EWEB cautions that health problems (e.g. headaches) can result from occupying offices with the EMF levels recorded in the DTC. These factors make the DTC a less than adequate location for learning.

➢ **Faculty/Staff Contributions**

The minimum qualification for all full and part-time instructors is a Master's Degree in TESL or a related field and two years of full-time experience. Most of ESL's instructors have far more than two years of experience and consistently receive high ratings on student evaluations. In addition, many are active in attending conferences, publishing, presenting and participating in leadership roles in professional organizations.

Staff Contributions

Classified Staff Member	Department & College Committee Memberships
Christine Marshall	Less with Less Committee (College); Center for Learning Advancement Division Council (Division);

	Leadership Team (Departmental); Community Transition Team (Departmental); SSME Committee (Departmental); Building 11 Program Users Group (PUG) (Division).
Sarah Neeley	SSME Committee (Departmental); Building 11 Program Users Group (PUG) (Division).
Stacey Zinniker	SSME Committee (Departmental);); Building 11 Program Users Group (PUG) (Division).

Faculty Contributions

Contracted Faculty Member	Department & College Committee Memberships
Tracy Henninger	Faculty Council (College); Reading Group (Departmental); Writing Instructors Committee, Chair (College); College Moment (College); SSME (Departmental); SAGA (College).
Norman Johnson	Accountability Team (Divisional); CLA Division Council (Divisional); TOPS Team (Divisional); State Professional Developmental (Statewide); Marketing (Departmental); State ESL Assessment (Statewide); Building 11 PUG (Departmental).
Christine Seifert	Reading Group (Departmental); ASD/ESL Sub Hub representative (Community); ESL Bridge Committee (College); SSME (Departmental); SAGA (College); CLA Division Council (Divisional).
Annick Todd	Study Oregon, Past Chair (Statewide); TESOL Awards Committee (National); College Council (College); ESL Advisory Committee (Departmental); Marketing Committee, Chair (Departmental); Writing Instructors Committee (College); Strategic Planning Committee (College); Community Transition Team (Departmental).

In addition to a full 18-hour teaching load, the faculty also contributes greatly to the ESL Program by assuming coordination duties in the following areas, currently without released time:

Contracted Faculty Member	Lead Team Coordination Roles
Tracy Henninger	• Create and update faculty handbook • Coordinate staff professional development • Spearheads program charter • Assists with web-based marketing • Assists with EL/Civics curriculum development
Norman Johnson	• Coordinates IESL program and student advising

	• Oversees TOPS reporting, data collection, data entry accuracy, and ENVs • Serves as liaison to ABSE for state accountability grant • Oversees computer lab and CALL • Prepares summary reports ofprogram data for each term • Coordinates staff professional development • Oversees testing
Christine Seifert	• Coordinates teaching assignments • Assists manager in the hiring of new part-time instructors • Co-directs new faculty orientation • Oversees curriculum changes, helps with curriculum development grants • Links with ESL advisor • Oversees Perkins grant and Program Improvement grant • Identifies and refers formal student complaints to manager • Coordinates textbook selection and ordering • Liaison to Eugene Public Library • Creates and updates faculty handbook • Refers professional inquiries about jobs, tutoring, and ESL field
Annick Todd	• Coordinates marketing of IESL and ESL programs • Coordinates outside contracts • Writes Workforce Development grant with Workforce Training representatives • Writes financial aspects of grant applications • Liaison with manager on basic state grants with ASD • Oversees ESL budget strategies and planning • Liaison with IESL agents

- Contribution of ESL contracted faculty through heavy workload demands

    The ESL faculty makes an enormous contribution to the program, the college, and the community through a heavy workload of eighteen (18) contact hours per week for writing and non-writing instructors. The teaching delivery method for ESL faculty has been designated as "lecture" by the Faculty Workload Advisory Committee (FWAC). In a lecture-type class instructors are actively engaged throughout the class period, introducing material and working with the entire class. The workload was originally set at 18 hours because it was believed that ESL courses were delivered as "lecture/lab"

classes in which students work on their own while teachers provide guidance and assist whenever help is needed. This tutorial-style of teaching requires minimal preparation. ESL classes have never been of the lecture/lab type. According to the FWAC, ESL "uses the lecture delivery method, which is normally a workload of 15 hours per week of non-writing courses."

In addition to the heavy time demands for planning a typical ESL class, there are other demands on the teacher's time. ESL instructors have a heavy load of homework correction, especially in writing courses. In addition, instructors meet with every student for an end-of-term conference during the final week of each quarter. Conferences last from 10 to 20 minutes. The need to meet regularly to discuss curriculum is another time demand. Frequent meetings are needed to ensure seamless transition of students from level to level to discuss curricular issues and to integrate competencies from level to level. Furthermore, the obligation to continually develop, expand, and adjust the curriculum to accommodate diverse learner goals (work, community, academic) and meet the changing needs of the local non-English speaking community places an added time burden on ESL instructors.

The ESL contracted faculty has requested that workload be reduced to 15 hours of instruction to bring it in line with other departments in the college which use similar types of teaching delivery. Such a move would also align the ESL Program with ESL instructors at community colleges with similar programs, such as Chemeketa CC, Clackamas CC, and Portland CC.

➤ **ESL Advisory Committee**
The ESL Program has an active and supportive Advisory Committee which meets twice each term. The committee most recently requested that it convene monthly in order to assist the program in working through its current challenges.

Advisory Committee Members	
Harvey Birdseye	Dept. Chair, Flight Technology
Juan Cuadros	Springfield District Multicultural Liaison
Steve Doran	Human Resources Manager, Hynix
Laurence Hamblen	Executive Director, Legal Aid Service of Lane County
Emilio Hernandez	Director, HEP Program
Byung Du Jun	Pastor, Korean Central Covenant Church
Teuta Norman	Immigration Attorney
Jaehyung Oh	Human Resources Representative, Hynix
Ilana Sophia	Adult Services Reference Librarian, Eugene Public Library
Carmen Urbina, Committee Chair	Director, Centro Latino Americano
Committee Members from ESL	
Christine Marshall	Administrative Assistant

| John Miller | Division Co-Chair, Center for Learning Advancement |
| Annick Todd | Coordinator & ESL Advisory Committee Coordinator |

Please see a copy of the Advisory Committee annual report in the Appendix to this section.

Chapter 3: Program Outcomes Data

Introduction:

   The program outcomes proposed within the English as a Second Language curriculum are being met. A strong degree of student satisfaction is reflected both qualitatively and quantitatively by the student course evaluation data. Student satisfaction with and need for the non-credit courses offered by ESL is also reflected in the department's enrollment. Because of declining IESL numbers resulting from the Asian economic crisis, the program faced a sharp decline in enrollment in 2000-01 with FTE declining from 425.1 to 378.8. Since then, however, FTE steadily increased to 385.8 in 2002-03, a 1.4 % rise over the previous academic year.

➢ **Enrollment data**

FTE for the ESL Program is calculated for students from the first day of the term through the 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	Change—'0-02 to '02-03	
					Number	Percent
ESL	425.1	378.8	380.4	385.8*	5.3	1.4%

▪ Course Level: Resident ESL & IESL Student FTE

ESL	Major #	1998-99	1999-00	2001-01	2001-02	2002-03	**FTE Change**	
							Number '01-02 to 02-03	*Percent '01-02 to 02-03*
International ESL	039	100.4	116.5	91.6	81.5	73.8	1.3	15.0%
Resident ESL	040	237.0	308.6	287.2	298.9	307.9	1.8	0.8%
Total for ESL		337.4	425.1	378.8	380.4	381.7*	4.6	2.5%

*There is a slight discrepancy in IRAP's total FTE calculations for the above charts

Comparative Enrollment Data: Summer and Fall Terms

	Summer 2002	**Fall 2002**	**Fall 2003**
ESL Headcount	385	430	436
IESL Headcount	36	78	51
Total Headcount	421	508	487
Waiting List (ESL only)	113 (46 not placed)	226 (122 not placed)	68 not placed
Waiting for Testing List (ESL only)	192	113	n/a

	2001-02
Waiting List	430
Waiting for Testing List	656

Student Success Data

Below is a chart indicating the percentage of students who passed courses in the ESL Program during the Fall Term 2002. These numbers reflect the percentage of students who completed the class and passed the course. The pass rate was 53%. It should be noted that most students work or have familial responsibilities and choose to take non-credit ESL classes with improvement of English language ability as their only motivation to continue.

Success Rate by Class: Fall 2002*

*The chart does not include Outreach Classes.

Class Name	Student number	Drops	No Pass	Pass	Pass Rate %
Level 1 am	33	11	2	20	61
Level 2 am	35	9	13	13	37
Level 3 am	32	7	9	16	50
Level 4 am	27	2	2	23	85
Level 5 am	29	3	6	19	66
Adv. Aca. Grammar	17	1	2	14	82
EL Civics	5	1	1	3	60
Reading/ Writing 2	29	9	6	13	45
Reading/ Writing 3	35	14	5	16	46
Reading/ Writing 4	26	12	4	10	38

Int. Reading /Writing (3 & 4)	20	8	4	8	40
Reading/ Writing 5	16	0	0	16	100
Academic Rdg/Writing	16	1	3	12	75
College Transition for ESL	14	0	1	13	93
Int. L/S	28	9	7	12	43
ESL Int. Computer Skills	21	5	4	12	57
Everyday English	23	3	3	17	74
TOEFL Prep	7	0	0	7	100
Level 1 pm	26	6	8	12	46
Level 2 pm	28	7	13	8	29
Level 3 pm	25	6	12	7	28
Level 4 pm	28	5	11	12	43
Level 5 pm	21	11	6	4	19
EL Civics pm	12	5	3	4	33
Int. Reading/Writing (3& 4) pm	26	11	6	9	35
ESL Beg. Computer Skills pm	14	4	2	8	57
ESL College Prep pm	8	0	0	8	100
Totals	626			334	53%

TOPS Reporting Data: Lane CC ESL Program

The following chart reflects data collected from ESL by the state of Oregon. All Resident ESL students take a basic listening/speaking test, the BEST Test (Short Form) at the beginning and end of each term. (Continuing students take only the post-test.) The data in TOPS Table 4B data reflects only these pre- and post-BEST Test results only. The levels do not directly correlate to ESL courses and are determined by the state based

on test results. The statistics do not reflect student achievement in their classes, and are not indicative of their passing or failing a course. The numbers also indicate only those students who completed the course and took the post-test.

Table 4B

2002-2003 Educational Gains and Attendance by Educational Functioning Level

Entering Ed Functioning Level	Total enrolled, pre- & post-tested	Total attendance hours	Number complet-ed level	Number who completed a level and advanced one or more levels	Number separated before completed	Number remaining within level	Percentage completing level
ESL Beg Literacy	114	13034	89	23	21	4	78.07
ESL Beginning	197	31844	144	27	47	6	43.10
ESL Int. Low	38	7142	36	5	0	0	94.74
ESL Int. High	29	5105	25	3	4	0	86.21
ESL Low Advanced	18	3041	16	2	2	0	88.89
ESL High Advanced	20	3454	16	2	4	0	80.00
	416	63,620	326	62	78	10	78.5

Percentage of ESL & IESL students who took a credit course at Lane in 2002-03.

The following chart indicates the unduplicated number of Resident ESL and IESL students who took ESL courses since summer term 1990. It also reflects the percentage of those former ESL students who made the transition to credit courses by taking at least one credit course during the 2002-03.   According to IRAP's data, 11.8% of all Resident ESL and 11.3% of all IESL students since summer 1990 took a credit course last academic year. These statistics suggest that the ESL Program contributes significantly to the college's overall FTE.

ESL students registered in 0203		
Start Term	Undup #	# in 0203 Credit Academic History
199110	217	6
199120	250	29
199130	159	22
199140	116	1
199210	55	1
199220	200	16
199230	145	1
199240	168	4
199310	82	2
199320	219	28
199330	104	4
199340	135	1

IESL students registered in 0203		
Start Term	Undup #	# in 0203 Credit Academic History
199620	68	-
199630	42	-
199640	43	3
199710	59	11
199720	95	21
199730	89	2
199740	64	14
199810	121	20
199820	79	-
199830	53	9
199840	28	4
200040	2	-

199410	63	3
199420	262	67
199430	129	4
199440	122	2
199510	83	16
199520	169	21
199530	190	11
199540	174	7
199610	151	1
199620	202	17
199630	132	4
199640	123	2
199710	114	26
199720	257	38
199730	245	40
199740	166	2
199810	78	2
199820	239	20
199830	174	16
199840	161	27
200020	7	-
200040	351	68
200110	93	15
200120	149	41
200130	158	22
200140	151	49
200210	141	41
200220	236	75
200230	133	16
200240	109	12
	6,612	
Number of total Resident ESL students since summer 1990 who took a credit course in 2002-03	**780 ESL Students**	

200220	1	-
	744	
Number of total IESL students since summer 1990 who took a credit course in 2002-03.	**84 IESL Students**	

Examples: Out of 217 ESL students whose first enrollment in any ESL class at Lane in 199110 (summer 1990), 6 had credit academic history during 2002-2003. This would be true if a person took only one ESL class in 1990 and one credit class in Spring 2003 regardless of how many classes they may or may not have taken in between.

ESL Student Persistence Study Report, Academic Year 2001-2002

Rationale
Norm Johnson, ESL full-time faculty member conducted a small "Student Persistence" study in Winter 2003. The purpose of the study was to

determine the median length of enrollment, and the average number of terms students enrolled in the program.

Research Procedures
The sample included 124 students randomly selected from the 2001-2002 enrollment report (approximately 10 percent of total enrollment). Students were counted as being enrolled in terms beginning in Summer 1998 (9910) and ending with the term, Winter 2003 (A330). Students who were enrolled in Winter 2003 were counted as having completed the Winter term. Reliable enrollment data for students enrolled in terms prior to Summer 1998 was unavailable so the maximum number of terms was artificially limited to 17 terms.

The percentage of terms attended was calculated from the start and stop dates on the "Classes" screen on HP3000. The following percentages were assigned to length of stay in a term:

Length Attended	% Assigned
0-3 days	0.05
3-7 days	0.10
1-2 weeks	0.20
2-4 weeks	0.25
4-5 weeks	0.33
5-6 weeks	0.50
6-7 weeks	0.60
7-8 weeks	0.75
8-9 weeks	0.80
9+ weeks	1.00

Findings
This study produced a total of 29 students who were enrolled for only one term. Eight of those students (27.6%) did not complete their one term enrolled.
- On average, students stayed enrolled for 3.57 terms.
- The median length of enrollment was 8 terms.
- Sixty-two out of 124 students completed 100% of the terms in which they were enrolled (exactly half of our sample).

➢ **Demographic profile of students**
Demographic Data by Year
ESL

	1999 – 00	2000 – 01	2001 – 02
Program Headcount	926	1089	1140
Number of Minority Students	862	1036	1079

Number of Students of European Descent	38	41	22
Percentage of Minority Students (Excluding Unknown)	95.8	96.2	98.0

IESL

	1999 – 00	2000 – 01	2001 – 02
Program Headcount	198	176	150
Number of Minority Students	179	171	143
Number of Students of European Descent	14	5	6
Percentage of Minority Students (Excluding Unknown)	92.7	97.2	96

> ➤ **Facilities/Equipment**

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, there is no custodial service before 3 PM. 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 program is moving 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. *For more information about the decision to move from the Downtown Center see Chapter 1.*

Computers
Most instructional staff have access to a computer, either dedicated or shared with one another for lesson preparation, email and other professional needs. Computers are used to deliver the BEST Plus listening and speaking test in fulfillment of mandated accountability reporting. Instructional use of computers has for some time focused on the use of ESL software in an open lab setting and in computer-equipped writing labs attached to intermediate and advanced writing classes. A curriculum development grant from the college has enabled ESL staff to develop the lab resources in support of the writing classes.

Technology goals of ESL
- Technology that is comparable to other college departments will be available to instructional and support staff to enable them to fulfill their duties efficiently.
- Staff will have access to regular training in the use of the technology available.
- Technology will be available for student use in support of language learning and as a special skill topic.

Computers used by the ESL Program

Position	No.	Type of Computer
Office Staff		
Administrative Specialist	1	PC Pentium III
Reception	2	PC Pentium III
Student Advisor	1	PC Pentium III
IESL Student Activities Coordinator	1	iMac
Testing	4	PC Pentium III
Teachers' Offices		
Full-Time faculty	3	iMac
	2	PC Pentium III
Part-Time faculty	4	iMac
	2	older Macintosh desktop computers

Computers for Instruction		
ESL-dedicated computer lab	22	IMac
	1	G4 Macintosh cube
	2	G3 Macintosh
	1	G4 server
ESL-dedicated computer-based presentation stations	1	Dell Inspiron laptop
	1	Mitsubishi XL30U Projector
LCC Equipment Check-Out	2	Infocus projectors
Other computer labs	Students have access to any LCC computer lab at the DTC or the Main Campus	

Chapter 4:	**Analysis of Expected Performance versus Actual Performance**

The English as Second Language Program has many strengths. Most importantly, the commitment and professionalism of the Program's highly qualified faculty and staff have made it possible for ESL to consistently meet the needs of the diverse students it serves. Other factors have contributed to the department's success as well.

Programming

ESL curriculum offers a variety of integrated courses that provide students with the skills needed to succeed in the workplace and in the classroom. According to the state review of the program in 2003, overall the quality of insturction at LCC is excellent… . Excellent instructional strategies were observed. They include lesson plan sequencing, large and small group instruction, project-based instruction, and the incorporating of learning styles and learner goals."

Collaboration

The state review board also commented that ESL "continues to be a model for internal college department collaborations… . External partnerships continue to be strong."

Technology

The availability of educational technology to assist ESL instructors is another strength. Some of the equipment which has allowed the faculty to meet its performance objectives are:

- A computer lab equipped with 25 computers for student use
- 2 ESL-dedicated computer-based presentation station
- Availability of "Infocus" video projectors

Faculty and staff have access to technology that is comparable to other college departments enabling them to fulfill their duties efficiently. The staff also has access to regular training in the use of available technology. Computers and other technology are also readily available for student use in support of language learning and as a special skill topic.

Assessment

The state review found that the program's assessment plan was effective and comprehensive.

Weaknesses

Programming

One of the weakenesses pointed out in the state review was the design of the curriculum. According to the report, the program needs to adopt "a more contextualized, outcomes-based curriculum structure for the four lowest levels of ESL." The state review also recommended that the program develop new ways to utilize instructional video resources (*Crossroads Café* and *On common ground*) for EL Civics learning.

Another area that needs to be addressed is the Pre-Beginning curriculum for Outreach classes taught by Instructional Specialists. The curriculum was not designed for a four-hour block of time, and needs to come in sync with this time frame.

Conversation Circles is a valuable class intended for intermediate level students to develop their oral/aural skills in more informal discussions. The curriculum has not been recently revised.

Technology

Computer-based testing of ESL students which is mandated by the state has created a need for more computers so that ESL assessors are able to test students using the BEST Plus Test, a computer-based instrument that is individually administered. At least 3 laptop computers are needed to facilitate the implementation of the BEST Plus.

Facilities

As stated in Chapter 3, the Downtown Center, despite its ideal location, is an inadequate venue for the ESL Program. Some of the problems with the DTC facility are:

- Inadequate access to classrooms
- Dark and dingy rooms and hallways
- Unhealthy electromagnetic field surrounding faculty offices
- Small classrooms for many classes
- Tattered projector screens
- Tattered carpets
- Inadequate sound proofing in many classrooms
- Few windows and little fresh air
- No location for the purchase of coffee or refreshments
- No custodial service before 3 PM

For these reasons and many others, the program is moving 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. Most pressing is some assistance for the Division Co-Chairs to help facilitate the transition of the ESL Program to the Main Campus. Help is most needed in the areas of coordination and liaison with and between departments most effected by the move: Students First, Counseling, Multicultural Center, FMT, the Bookstore, and others.

The ESL Program will move into Building 11 and share that space with ABSE. To facilitate the re-design of the building to accommodate ESL, a Program Users Group (PUG) was formed. Working in cooperation with Robert Mention, Bond Project Director, the reception area will be remodeled into a dual reception area that will welcome both ABSE and ESL, thus promoting the connections across the Center for Learning Advancement Division.

Programming Needs
An outcomes-based curriculum
A comprehensive EL Civics curriculum
A revised Conversation Circles curriculum
Assessment/Technology Needs
Three laptop computers
Facilities
A faculty released-time position for the Spring Term 2004
Redesign Building 11

Please Note: *Some of the Expected Completion Dates differ from those which appear on the Chapter 5 Spreadsheet.*

Chapter 5: Program Initiatives to Improve Performance

Initiative 1:   Achieve financial stability
Description:
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). Fortuitously, this large influx of dollars coincided with the monumental growth of Lane County's Latino community enabling the program to accept many of resident students without any additional monies.

However, due to circumstances beyond its control, the program is no longer able to finance itself. ESL's ongoing budget crisis is linked to the dramatic decline in numbers of international students which began with the Asian economic crisis in 1997 and increased with even greater rapidity after the events of September 11. 2001. In order to maintain the level of service the ESL program is providing to a highly vulnerable segment of the population, IESL funds can no longer be depended upon to support the ESL program.

Estimates for the current year based on summer and fall enrollment figures indicate a reduction from last year's ICP revenue in the neighborhood of $60,677. Although a $10 increase in materials fees will help to offset the expected decline, an overall budget shortfall of $298,751 is projected for FY 2003-2004. In view of the current IESL enrollment, the time has come to restructure the ESL Department's budget in such a way as to restore the entire program to financial health without diminishing the services to the at-risk population the program serves.

Expected completion date
6/12/04

Articulation of college's vision/mission statement
Over the years, the ESL program has reflected the core values of LCC. ESL instructors are perhaps the finest exemplars of innovative instruction and learning-centered teaching at Lane. As for commitment to diversity, it comes with the territory. ESL classrooms are more diverse than any others at the college. Accessibility has been-and continues to be-a hallmark of the program. By offering classes at the Downtown Center and through a variety of Outreach programs around the county, ESL provides instruction to students in Cottage Grove, Springfield, Coburg, and other locations beyond the main campus. The core value of collaboration also receives more than lip service in ESL. The Program is

currently involved in collaborative teaching efforts with Lane Workforce Network, ABSE, ALS, Centro Latino Americano, and several local businesses. In addition, the planned move to the main campus from the DTC has provided the impetus for greater collaboration with the Latino community and other ethnic groups within the county.

In addition to promoting the core values on which the college mission rests, ESL is also contributing to the intercultural diversity of LCC. According to the draft version of Lane's 2003-2008 Diversity Plan (2003), the college has a mandate to "meet the needs of diverse students through [a] bilingual, bi-literate, and bicultural staff" (LCC Diversity Plan, p. 53). The ESL program is helping the college to achieve this mission with a preponderance of bilingual and multi-cultural faculty and classified staff members.

Initiative 2:   Resolve high workload issues
Description
The Faculty Workload Advisory Committee (FWAC) conducted an investigation into the workload of the ESL contracted faculty. In a report dated June 19, 2003, the FWAC ascertained that the ESL full-time faculty workload of eighteen (18) hours per week was based upon the erroneous belief that ESL classes were "lecture/lab". According to the FWAC report, ESL Program uses "the lecture delivery method, which is normally a workload of 15 hours per week of non-writing courses." The report further stated that "[a]djusting the workload would bring equity to the teaching staff, which currently has a larger workload than colleagues in comparable departments (i.e. Academic Learning Skills; English & Foreign Language)."

The workload question is currently being discussed by the LCC administration and the teachers' union.

Expected completion date
6/12/04

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

Initiative 3a: Gather information necessary to a smooth transition
Description
Complete preparations for moving the ESL program to the Main Campus both on campus and at the Downtown Center by Fall Term 2004. In order to facilitate the move to the MC, the following must be completed during the academic year 2003-2004:
▪ A Student Services & Multicultural Environment (SSME) committee (formerly known as ESL Transition Committee) made up of ESL faculty and staff members will meet regularly to collect and share information, and troubleshoot potential problems for Resident ESL & IESL students in the following areas: Student services, MC

facilities, transportation, language, and intercultural communication by performing the following tasks:

- During the fall and winter terms, the SSME committee will determine student needs (transportation, intercultural, linguistic, other) through focus group discussions with students in cooperation with Community Transition Team members and others
- Committee members will conduct surveys to determine mass transit information to pass on to LTD

- Some classes will be scheduled to meet regularly or periodically in Building 11 during the Winter & Spring Terms
  - ➤ ESL Level 7 class to meet in Building 11 during the winter & spring terms
  - ➤ Classroom space will be reserved for all level classes to visit the campus on a rotating basis throughout the winter & spring terms
  - ➤ With the cooperation of the Community Transition Team, during the winter and spring terms, qualitative data will be collected from students, staff, and instructors relative to transportation, language differences, intercultural problems, access to services and facilities

Expected completion date
6/12/04

Resources needed
Existing

Funding sources
Existing

ORG & PROG Codes
N/A

Articulation of college's vision/mission statement
Moving the ESL Program to the MC promotes LCC's Vision/Mission statement in several ways:
- ESL students will have better access to the full range of student services available on the main campus.
- ESL students will have more rights and privileges on the main campus.
- The main campus atmosphere will provide a greater incentive for students in the ESL Program to matriculate to the college as credit students.

Initiative 3b: Redesign Building 11 to accommodate ESL and ABSE
Description:
By the end of the winter term 2004, complete the re-design of the second floor of Building 11 on the Main Campus to accommodate reception, testing, classroom, and office space for ABSE & ESL

- By the end of the winter term, and in conjunction with ABSE, in regular Program Users Group (PUG) meetings, develop a viable space design plan for Building 11. (PUG members are made up of ESL & ABSE faculty and staff.)
- Before the beginning of the winter term, visit other departments in the college and other community colleges and study their reception and testing areas
- In cooperation with ABSE and Robert Mention of the Bond Project Management Team, develop a workable design for the reception, testing, and workplace areas of Building 11.

Resources needed
Existing

Funding sources
Existing

ORG & PROG Codes
n/a

Articulation of college's vision/mission statement
See this section in Initiative 3a.

Please note: A request for a new faculty released-time position is included in Initiative 4 that did not appear in the original spreadsheet or in the previous Chapter 5 submission.

Initiative 4:   Ready the Main Campus: ESL Faculty Transition Coordinator
Description:
In order to facilitate a smooth transition of 500 low English proficiency students to the Main Campus, a great deal of communication and coordination between various departments on campus and the community at large will need to be accomplished during the second half of the academic year. Full-time faculty members possess first hand knowledge of ESL students as well as an in-depth understanding of the registration, orientation, and testing procedures unique to the program. Therefore, releasing an ESL faculty member will provide critical assistance to the Division Co-Chairs. It is recommended that the *ESL Faculty Transition Coordinator* receive released time for the Spring Term 2004.

ESL Faculty Transition Coordinator: **A faculty released-time position for the Spring Term 2004**

—Job Description—

In order to ready the campus for the arrival of the ESL Program, the ESL Faculty Transition Coordinator will need to perform a number of critical tasks. The following responsibilities will be part of the Coordinator's duties:

- Provide regular progress reports to Division Co-Chairs
- Attend all Community Transition Team meetings and report progress to the committee
- Assist manager in setting the agenda for Community Transition meetings
- Chair ESL Student Services & Multicultural Environment Committee (SSME) meetings
- Attend Counseling and Student Services meetings as needed
- Liaise with Counseling, Enrollment Services, the Multicultural Center, Student Life & Leadership as needed to provide information about the ESL Program needs particularly as it relates to registration, bill payment, hours of operation, and other critical information.
- Work with various departments/programs and the Diversity Coordinator to arrange and deliver tours for ESL students and training for faculty and staff
- Liaise with FMT on multilingual signage for the main campus
- Communicate the status of the various areas to Division Co-Chairs as well as faculty and division councils and recommend on-going and/or additional tasks needed.
- Assist Division Co-Chairs in making presentations to departments and programs on the main campus.

Expected start date
Beginning of Spring Term 2004

Expected completion date
6/12/04

Resources needed
Currently under discussion with AVP.

Funding sources
Vice President's discretionary funds.

ORG & PROG Codes
Unknown

Articulation of college's vision/mission statement

See this section in Initiative 3a.

Initiative 5:   Purchase three (3) Dell laptop computers
Description
In order to qualify for federal and state funding grants, the ESL Program is required to administer a battery of standardized tests to all participating students. These instruments—the BEST Short Form and CASAS Functional Writing Assessment—are administered individually at the beginning and end of each term as a means of assessing the students' English competency in the oral, aural, and graphic language skills. The Program currently pre-tests an average of 200 students and post-tests 500 students each term. (Continuing students are not required to be pre-tested. However, all students are post-tested, hence the number of post-tested students is considerably greater than those pre-tested.) Because of the labor-intensive nature of the testing process, assessment of students takes place one to two weeks before classes begin and continues through the first three weeks of the term. There is a four-week hiatus during the middle of each term when testing ceases. Post-testing is conducted during the last two to three weeks of classes.

The BEST Short Form and CASAS Functional Writing Assessment tools are paper-based instruments administered one-on-one by state-certified assessors. During Fall Term 2003, the state of Oregon announced its intention to require community colleges beginning in Fall 2004 to use a more reliable version of the BEST, a computer-based pre- and post-testing instrument known as the BEST Plus. The ESL Program of LCC was asked to pilot the BEST Plus as a pre- and post-test instrument during the academic year 2003-2004. Moving to the computer-based BEST Plus has stretched the ESL Program's testing capabilities in terms of space and equipment. With only one laptop available to the Program, assessors are forced to use the offices and computers of contracted faculty to conduct testing. In addition, assessors at outreach sites (Cottage Grove) do not have access to computers. On nights when testing is being conducted in Cottage Grove, the laptop is not available for assessors who are working with students at the DTC.

Expected completion date
Beginning of Fall Term 2005

Resources needed:
Three (3) Dell laptop computers.

Possible funding sources:
The laptop computers may be eligible funding from two potential funding sources:
I.   TACT Funds
II.   Carl Perkins Federal Grant

I.   TACT Funds
        A.   Category of Request: Increase student access to technology

B. Unit Technology Plans:
As stated above, the state is mandating the use of the BEST Plus, a state-of-the-art computer-based testing instrument for students with low English proficiency by academic year 2004-2005. The hardware requested will provide the ESL Program with the means to efficiently administer computer-based testing. LCC is currently the only community college in the state piloting the BEST Plus as both a pre- and a post-testing instrument.

C. Cost breakdown
$1900/unit * 3 units = $5700

II. Carl Perkins Federal Grant
A. Funding benefits special populations:
The ESL Program at LCC works directly with disadvantaged populations within the county. The primary mission of the program is to provide English instruction to citizens with low English proficiency. A large percentage of this demographic is both economically and academically disadvantaged.

B. Carl Perkins-related goals:

1. Students benefit directly from the funding
Assessment of both new and continuing students is essential for placement and for determining student progress. The computers being requested will be used directly with students in one-on-one teacher/student interactions to conduct pre- and post-testing each term.

2. Funding is used to promote innovation
The hardware requested will provide the ESL Program with the means to efficiently administer state-of-the-art computer-based testing. LCC is currently the only community college in the state piloting the BEST Plus as both a pre- and a post-testing instrument. The data gathered by the program will be used as a basis for studying the effectiveness of the BEST Plus, placing LCC at the forefront of pedagogical innovation within the state.

C. Collaboration with Lane County high schools
The ESL Program collaborates with local area school districts to provide information about course offerings to the parents of non-native English-speaking students. Developing the English language proficiency of the parents of school-aged children is an essential goal of the ESL Program at LCC.

ORG & PROG Codes
505210   111000

4. Articulation of college's vision/mission statement

The ESL Program is transforming lives through learning: 12% (unduplicated numbers) of all former ESL Program students took at least one credit-bearing course at LCC during the academic year 2002-2003 alone. By offering courses that build the communication skills essential to academic and economic success to non-native English-speaking residents, the ESL Program is clearly providing "affordable, quality, lifelong educational opportunities"—the primary mission of LCC.

Initiative 7:   **Design EL/Civics Curriculum and materials for "On Common Ground" and "Crossroads Café"**

Description
In order to qualify for EL/Civics federal grant funds, the ESL Program is required to design curriculum and materials that utilize the texts, *On common ground* and *Crossroads Café.* These text series were designed for students with high levels of English language proficiency. As a result, extensive adaptation is required to make the materials accessible to the majority of students served by the ESL Program. Currently, the program is receiving funding for five (5) classes that utilize these texts. Four of the five EL/Civics teachers will participate in the curriculum development project. The outcome of this initiative will be a sequenced series of lesson plans for each of the five levels utilizing the EL/Civics materials. This will allow instructors to introduce civics topics in their classes which build citizenship skills and educate students about their rights as residents in the U.S. Approximately 125 students per term will benefit from this project.

Expected completion date
3/05/04

Resources needed
$6900 (4 teachers X 100 hours of curriculum development * $15/hour + .15 OPE)

Funding sources
This project is completely covered by EL/Civics grant curriculum development funds.

ORG & PROG Codes
505210   111000

Articulation of college's vision/mission statement
EL/Civics materials address core value of accessibility in that it helps students to develop the skills necessary for good citizenship.

Initiative 8:   **Redesign the Pre-Beginning Curriculum: Curriculum must be re-designed for use by instructional specialists without additional prep time**

Description

The Pre-Beginning class is a multi-level course that meets six (6) hours per week at the DTC and four (4) hours per week at Outreach Centers for 11 weeks. It is taught by Instructional Specialists. The course is offered in the morning and evening at the DTC and in the evening at Outreach Centers in Springfield and Cottage Grove.

The Pre-Beginning course was originally offered as a 3-hour class, and the curriculum and materials were designed for this shorter version. Since the course is most often taught by Instructional Specialists rather than Instructors, it is necessary to identify and integrate new materials into the curriculum while and redesign the existing lesson plans and materials to fit the new six-hour and four-hour format.

Both teachers and students will benefit from a re-designed curriculum: Teachers will be better prepared for their classes and, as a result, students will benefit from better and more confident instruction.

Expected completion date

6/2005

Resources needed

Thirty hours of curriculum development work: 30 hours*$15/hour + .15 OPE ($450*.15) = $517.50

Funding sources

Curriculum Development funds

ORG & PROG Codes

505210   111000

Articulation of college's vision/mission statement

The Pre-Beginning ESL course addresses the needs of at-risk students at the point of entry to the college. In order to take advantage of other courses offered by ESL and the college at large, students must first develop the basic skills introduced in this course. Because it is an entry-level course, the course must be regularly re-designed to reflect the needs of current students, thereby furthering the college vision of transforming lives through learning.

Initiative 9: Develop curriculum for Conversation Circles

Description
Conversation Circles is a course intended for low intermediate to mid-level intermediate (Levels 4 and 5) ESL students. The primary goal of this course is to improve the students' overall fluency while developing their ability to engage in informal discussions. The curriculum and materials for Conversation Circles have not been recently revised. A well-defined and updated curriculum will provide students with better instruction because teachers will be better prepared for their classes. More than seventy-five (75) students each year will benefit from a re-designed Conversation Circles curriculum.

Expected completion date
6/2005

Resources needed
Thirty hours of curriculum development work: 30 hours * $15/hour + .15 OPE = $517.50

Funding sources
Curriculum Development funds

ORG & PROG Codes
505210   111000

Articulation of college's vision/mission statement
Conversation Circles provides the higher level oral/aural skill development for unstructured settings that students need to engage in discussions both on the job and in the classroom. A well-defined and articulated curricular document will help teachers to better deliver the course material, thereby accelerating the types of change and growth that will provide them with access to better employment opportunities or academic success.

Initiative 10:   Collaborate with other departments and the community to develop and offer English language training programs

Description
The ESL Program currently collaborates with other departments and with organizations in the community. The Program has offered, is offering, or will offer the following collaborative courses:

Collaborative Course Name	Date Offered	College/Community Partner

▪ Workplace ESL	Spring 03?	Hynix
▪ HOLA (Health Occupations Language Acquisition)	Fall 03-Winter 04	Lane Workforce Partnership, Oregon Employment Division & ABSE
▪ Reading/Writing 089	Spring 04	ALS
▪ English for the Restaurant Trade	Winter 04	Mucho Gusto Fast Food Restaurants

The ESL Program has made expansion of its collaborative offerings an initiative for the current year. Through partnerships in the college and community the program will be able to extend its outreach and services to a greater number of citizens within the county and raise revenue for the program and the college.

Resources needed
None

Funding sources
n/a

ORG & PROG Codes
n/a

Articulation of college's vision/mission statement
The core value of collaboration and partnership is a core value of Lane Community College. Initiative 10 clearly articulates this aspect of the college vision/mission.

Please note: Initiative 11 did not appear in the original spreadsheet or in the previous Chapter 5 submission.

Initiative 11:   Transform the ESL curriculum from a competency-based curriculum to a Learning-Centered Outcomes-Based curriculum

Description
The ESL Program curriculum is currently based on competencies or performance objectives. These objectives relate to the form, meaning, and usage of the language in a variety of functional situations. Students, in varying degrees, develop mastery of the competency objectives as they pass through the various course levels of the program. Following the Program Review conducted by the state last January, reviewers mandated that the ESL program adopt a "more contextualized, outcomes-based curriculum structure."

An outcomes-based curriculum focuses on the end products of instruction. The outcomes may be observable or internal. In an this type of curriculum the developer asks several questions:

- What do the students need to be able to do in the real-life situations represented in a given course?
- What themes, concepts, and issues must they understand in order to do those things?
- What skills must students master to do those things?
- What can students do in the course to demonstrate a level of proficiency in the outcomes?
- What are the qualitative criteria that will be applied to the demonstration?

The faculty proposes to re-write and adapt the Listening/Speaking curriculum (4 courses) into an outcomes-based curricular structure. This project would require 30 hours of curriculum development work for each class or a total of 120 hours.

Expected completion date
6/2005

Resources needed
120 hours of curriculum development work
30 hours * 4 courses = 120 hours * $15/hour = $1800 + .15 OPE = $2070.00

Funding sources
Curriculum Development funds

ORG & PROG Codes
505210   111000

Articulation of college's vision/mission statement
The listening/speaking courses of the ESL Program address the specific needs of at-risk members of the community. Students who fail to develop the basic listening/speaking skills introduced in these courses will face real difficulty handling the very real situations they face on a daily basis outside the classroom. An outcomes-based curriculum will allow us to better prepare students to face these real life situations, and thus further the college vision of transforming lives through learning.