

Lane Community College
English as a Second Language Program
Unit Plan

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 ESL Unit Plan

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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 worklosad 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:

- 1) 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
- 2) 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:

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- ❑ 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.
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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 classified position is included in Initiative 4 that did not appear in the original spreadsheet.

Initiative 4: Ready the Main Campus: Hire an ESL Transition Coordinator

Description:

In order to facilitate a smooth transition of 500 low English proficiency students to the Main Campus, a great deal of coordination between various departments on campus and the community at large will need to be accomplished during the second half of the academic year. Therefore, a temporary, full-time, classified position should be created to facilitate the myriad of tasks that such a move will entail. It is envisaged that the *ESL Transition Coordinator* will be sometime during the Winter Term and be employed for one year.

ESL Transition Coordinator: A temporary, full-time classified position

—Job Description—

In order to ready the campus for the arrival of the ESL Program, during the winter, spring, and summer terms, the ESL Transition Coordinator will need to perform a range of critical tasks requiring intensive focus and attention to detail. The following responsibilities will be part of the Coordinator's duties:

1) Promote and facilitate communication within the community:

- Maintain close contact with members of the Community Transition Team, a community advisory group comprised of opinion leaders from client communities: Carmen Urbina, Guadalupe Quinn, Emilio Hernandez, Jose Ortal, Jim Garcia, Jose-Luis Alonso, Francisca Johnson, Connie Mesquita, Angie Sifuentes, Ilana Sophia, Jae Oh, Juan Cuadros, Angie Sifuentes, and other members of the community and college.
- Meet regularly with the Community Transition Team throughout the transition period to build community support for the ESL program and maintain communication with the various communities of Eugene
- Meet regularly with the SSME committee
- Visit local high schools and other community organizations to meet with multicultural and community affairs officials
- In cooperation with the college's public affairs office, develop pamphlets and fliers to apprise interested students, community agencies, and organizations about the move.

2) Promote, facilitate, and coordinate an effective campus transition:

- Coordinate a Campus Readiness Task Force:

The coordinator will meet regularly with members of a yet-to-be-formed Campus Readiness Task Force. The mission of the Campus Readiness Task Force will be to prepare the campus for the arrival of the ESL Program. The Task Force may include, but not be limited to, the following key individuals:

Helen Garrett, Director of Enrollment Services; Christine Strahan, International Student Advisor; Connie Mesquita, Multicultural Center Coordinator; Barbara Delansky, Director of Student Life and Leadership Development; Colby Sheldon, International Student Community Coordinator; Mason Davis, International Student Counselor; Jim Garcia, Diversity Coordinator; Jane Marshal, ESL Program International

Admissions Advisor; Betty Hosokawa, Testing Director; Shelly Dutton, Bookstore Director; David Doctor, Librarian for ESL; Peg Allison, Food Services Director; Sandy Ing-Weise, Director of Campus Safety; Director of Student Health; Director of Children's Daycare; and other key LCC staff members.

- Make necessary preparations for Main Campus transformation:
Acting on recommendations of the Community Transition Team and the Campus Readiness Task Force, the coordinator will:
 - ❑ Facilitate the creation of bilingual signage
 - ❑ Coordinate with Angie Sifuentez and LTD to provide better mass transit access to the Main Campus for ESL students
 - ❑ In cooperation with the Spanish Department, the Multicultural Center Coordinator, and the International Student Coordinator, facilitate the creation of Bilingual Guides and Conversation Partners to assist ESL students
 - ❑ In cooperation with the Diversity Coordinator, coordinate informational field trips for ESL students and their families
 - ❑ Work with the Director of Enrollment Services and the Director of Student Life to develop processes and systems that facilitate enrollment of students and assist in their assimilation into campus life.

3) Communicate with the administration

- Communicate regularly with the Division Co-Chairs of ESL and ABSE
- Communicate regularly with the President
 - ❑ Assist the administration in using the Spring In-Service 2004 to publicize the move and raise the awareness of the college
- Communicate regularly with the Vice President and Associate Vice Presidents, apprising them of progress and needs
- Inform and regularly update the LCC community (students, faculty, and managers) about the move.

Expected hire date

Beginning of Spring Term 2004

Expected completion date

6/12/04

Resources needed

Further discussion with Dennis Carr, Human Resources and Associate Vice Presidents is needed before cost can be determined.

Funding sources

Other. Unknown at this time.

ORG & PROG Codes

Unknown

Articulation of college's vision/mission statement

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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

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: $30 \text{ hours} \times \$15/\text{hour} + .15 \text{ OPE } (\$450 \times .15) = \$517.50$

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 revised in the last ____ years. 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
<input type="checkbox"/> Workplace ESL	Spring 03?	Hynix
<input type="checkbox"/> HOLA (Health Occupations Language Acquisition)	Fall 03-Winter 04	Lane Workforce Partnership, Oregon Employment Division & ABSE
<input type="checkbox"/> Reading/Writing 089	Spring 04	ALS
<input type="checkbox"/> 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.