

Lane Community College
Unit Planning: Instruction & Student Services
Center for Learning Advancement ~ English as a Second Language

**1. What did your unit accomplish last year in relationship to the annual planning initiatives?
Other accomplishments not related to the annual planning initiatives?**

Accomplishments related to the 2004-05 annual planning initiatives

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

Though the proposal to divide the current ABSE lab into 2 labs to serve ABSE and ESL was not funded or accomplished, the faculty and programs have worked collaboratively and cooperatively to use the available resources. ALS and ABSE have shared computer labs in Building 11 and Center Building with ESL. ABSE classes have used computers in DTC. However, the demand for use of technology exceeds the availability of space and resources. We will continue to work across Center for Learning Advancement to continue to explore options for expanded computer access in Building 11 and at Downtown Center at the same time as additional funds are requested.

ESL #2 – Establish a system to evaluate the management structure, Lead Team duties and program support on an annual basis.

A systemic process hasn't been established, however, the CLA Division now has an 11/12s Division Co-chair shared with Academic Learning Skills and Tutoring Services who can begin creating a structure to accomplish this in cooperation with the other CLA division co-chair. Lead Team (contract faculty, manager and administrative coordinator) have revised the responsibility chart and review it periodically. Preparation for a state review in 2007 will begin this year in coordination with ABSE. A management structure evaluation will be included in that process.

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

The program has successfully increased pre-post testing of ESL students to provide data to the program and to the state on progress and success. A revised testing schedule and system has been key to this effort. The program continues to explore other community colleges' processes to improve the pre/post test rate and the use of the data.

ESL #4 – Create more stable funding process and basis for ESL program.

The ESL program was funded through ICP funds from International Student tuition revenue for a number of years. The income, at a time of high international student enrollment, allowed the program to accept more resident students without any additional funding. As international student enrollment declined, this funding strategy sent the ESL program into a deficit. During spring 05, Finance, ET and ESL worked together to establish a general fund foundation for the ESL budget with international student tuition then returning to the college. Though some last details are to be worked out, the general fund basis should provide greater stability.

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

Proposed strategies that are now in place include:

- Creation of a shared open lab with ABSE on 30th Ave. Campus.
- Increased understanding and coordination of existing courses, testing and advising for better placement and referral of appropriate ESL students to ABSE and other college classes.
- Departments are working together to clarify transition point strategies.

Strategies not in place

- Providing credit/no credit option for keyboarding and writing with computers. (ALS and ESL have worked together to provide an introduction to the lab for ESL students who may be interested in registering for the course as a credit option.)

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ESL #6 – Revise Core ESL Curriculum

The first step began in Summer 2005 with curriculum planning, assessment of student wants and needs, research into community demographics, faculty survey and community survey.

ESL received curriculum development funds late in May, after Lead Faculty summer activities had already been planned. Earlier notification would have helped the project move faster, but some faculty were able to begin the process.

Completed portions include: Program needs analysis, including community demographic research and program services assessment by students, community partners and faculty; current program structure analysis and research review.

ESL #7 - Identify and ensure sufficient marketing resources for ESL and IESL and increase collaboration with other departments in marketing.

ESL received \$16,000 for marketing efforts and spent \$10,500. Tasks accomplished included: \$10,500 has been requested (Unclear whether 2005-06 has been approved.)

See accomplishments below.

Accomplishments related to 2003-04 planning initiatives

- Moved 2004-05 daytime program, including 25 employees, 317 students, 18 class sections per term to remodeled space in Building 11, 30th Ave. Campus for start of Fall 2004
- Maintained evening program at Downtown Center with enrollment of 180 Fall 2004.
- Moved outreach site locations
- Completed adjustment of faculty workload to 15 hrs from 18 hrs.
- Hired new .915 FTE division co-chair March, 2005.
- Filled faculty position, vacant since Sept. 2003, for Fall 2005.
- Created, printed IESL brochure with credit program to market the college as a whole along with IESL.
- Updated IESL website is almost complete.

Other accomplishments

- Developed and carried out agreements to provide ESL classes and services to Hynix and Oregon Adventure (Japanese high school girls visiting through Becky Haskins' organization) and Oregon Employment Department Trade Act students in partnership with Business Contract Training.
- Assisted Continuing Education's development of visiting international student summer academy activity.
- Received \$5,000 grant from McKenzie River Gathering Foundation to be used for improvements to Downtown Center evening program. Used funds to add hours to Level 1, add pronunciation and conversation circle classes and purchase materials. Plan in place by June 30, 2005. Project in process Fall, 2005.
- Partnered with Springfield School District Migrant Education program (04-05) and 21st Century Community Learning Center program (05-06) to provide child care for Springfield outreach classroom.
- Partnered with Bohemia Elementary School (05-06) Family Resource Center to provide classroom space and child care for Cottage Grove ESL outreach class.
- Increased number of international students enrolled in IESL for Fall 2005.

2. What are the areas that still need attention?

- Create management, operations and program evaluation strategy that is systematic and on-going.
- Provide appropriate support staff to complete registration, testing and other required record-keeping.
- Add .085 to current .915 Division Co-Chair FTE to provide leadership on year-round basis.
- Provide appropriate services for downtown program, including adequate level of support staffing and student access to updated computer lab.

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- Continue to increase number and percentage of ESL students pre and posted tested and increase process efficiency.
- Monitor budget carefully for 05-06 to maximize shift to general fund for program needs.
- Continue to increase partnerships with other programs including: ABSE, ALS, Women's Program, Workforce and Business Training, academic and professional/technical programs to increase opportunities for student recruitment, retention and success.
- Continue curriculum development process.
- Clarify college direction and priority for IESL marketing and recruitment
- Create effective marketing strategies using available resources and acquiring new resources for marketing to resident ESL.
- Explore best strategy for technology access that benefits ESL, ALS and ABSE program outcomes, students and faculty.

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

- Use general fund resources strategically and efficiently after 05-06 funding restructuring.
- Develop and deliver quality curriculum that meets the needs of the Lane County ESL demographics.
- Assess program operations and learning outcomes through assessment plan.
- Build on existing partnerships and begin new ones that meet the identified program priorities.
- Provide resident ESL students access to advising with qualified, bilingual/bicultural advisor, funded through stable funding source to reduce risk of advisor turnover.
- Serve as important partner in Lane's strategy to provide resident students' global perspective and learning opportunities by recruiting and providing appropriate services to international students.
- Increase level of manager support. (Before .915 Division Co-Chair, ESL had .5 chair plus five .33 faculty release to help manager.)

Proposed Initiatives include:

Initiatives:

Initiative 1: Complete next phases of curriculum development

Initiative 2: Improve ESL support and management structure.

Initiative 3: Provide high-quality advising services to ABSE and ESL students with a 1.0 FTE ESL/ABSE/Art Advisor

Initiative 4: Provide high-quality computer lab space and equipment for ESL/ABSE students

Initiative 5: Improve student recruitment, retention and success through strategic marketing efforts.

Initiative 6: Increase pre/post testing of ESL students to meet federal requirements and evaluate student outcomes

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Section I: Planning

1. Initiative Title:

Division Priority: 1

ESL curriculum review, revision, development and implementation.

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

This is a continuation of the current curriculum development efforts. In May, 2005, ESL received 200 hours to begin the first phase of a thoughtful, well-planned process to review and if necessary, restructure ESL curriculum. The revision was proposed as a 3-year project based on the collaborative model outlined by James Dean Brown in *The Elements of Language Curriculum: A systematic approach to Program Development*. The review is necessary step leading toward the next state review of the ESL program. In January, 2003, the Title II (Adult Education and Family Literacy Act) team of reviewers recommended that the ESL program adopt a "more contextualized, outcomes-based curriculum structure."

Eventual program outcomes should be more students staying in the program until they reach their goals and reaching those goals faster with curriculum that meets their needs and is based on scientifically based research available from the English Language acquisition field.

3. Describe the initiative

- ***How does this initiative align with the strategic directions of the college?***
ESL Curriculum Development aligns with: Transforming Students' Lives – Foster the personal, professional and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.*** A revised curriculum that is based on current English Language acquisition scientifically based research, meets student needs and program resources. New course descriptions, new performance/outcomes tools, selected new materials for each course, new scope and sequence. For pre-beginning, new materials that can be photocopied will be created for instructional specialists to use, including complete lesson plans.
- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?*** This is the third year that ESL Unit Plan has included this initiative. Though funding was not provided the first year, it was first provided in May, 2005. Progress was incremental over the Summer 2005 because by the time the department learned funding had been granted, many faculty had made summer plans. Progress has continued. The need was identified by the Jan. 2003 program review, in which CCWD recommended that the ESL department adopt a "more contextualized, outcomes-based curriculum structure." Another review is scheduled for 2007. The ESL department would like to complete the redesign and implement and assess the changes before the next review.
- ***Given college resources, is it feasible? Is it an efficient use of college resources?*** Yes. It is feasible. It is an efficient use of college resources because restructuring and revising curriculum may allow us to serve, retain and transition more students and implement recommendations from the program review team.
- ***What would be the campus location of this request/project?*** All locations where ESL services are delivered now or in the future.
- ***How many students (per year) will benefit?*** All 800 current students, as well as additional students who might be attracted to a different curriculum and structure and students who currently leave and do not complete classes because the grammar-based approach doesn't meet their needs.
- ***How will students benefit?*** The current curriculum was last revised in 1993. Research in English language acquisition has changed since then. An updated curriculum, grounded in

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

ESL still has 140 hours to use before June 30. The Department has not decided whether a comprehensive redesign or minor adjustments would best accomplish our objectives. Estimates could include:

Salary for curriculum development

For major redesign = 840 hours x \$26.44 = \$22,209 x 1.402 = \$31,137

or

For re-organizing content and delivery = 420 hours x \$26.44 = \$11,104 x 1.402 = \$15,568

List the possible funding sources

Curriculum development, professional development, assessment planning

- *Can this project be partially funded?* Yes. But it will either take longer to complete or will not be as comprehensive. ESL needs to complete and implement this before the next ESL
- *If so, what portion could be funded at what minimum cost?*

For re-organizing content and delivery = 420 hours x \$26.44 = \$11,104 x 1.402 = \$15,568

If the funding source is Carl Perkins:

Not appropriate for Carl Perkins

5. Provide ORG & PROG codes: 505510 121000

6. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Staff shared 05-06 Unit Plan and progress and the proposed 06-07 initiatives with the ESL Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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1. Initiative Title:

Improve ESL support and management structure

Division Priority: 2

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Last year's an initiative was proposed to – "Establish a system to evaluate the management structure, Lead Team duties and program support on an annual basis" After the move from Downtown to 30th Ave, the need became apparent for a bilingual student services specialist and a 1.0 FTE manager (shared with ALS & Tutoring Services).

3. Describe the initiative

- ***How does this initiative align with the strategic directions of the college?*** This initiative aligns with: Transforming College Organization: Achieve and sustain fiscal stability and Build organizational capacity and systems to support student success and effective operations.
- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.*** This initiative would improve the efficiency of the ESL operations.

Replace time sheet student services specialist with .5 FTE bilingual student services specialist for Downtown Center p.m. Increased accountability requirements from Title II funding sources and use of the Banner application requires skilled, knowledgeable, trained support staff to be present at both 30th Ave. campus during day classes for regular business hours and at Downtown Center during 4-night per week evening classes. Support staff make assessment appointments, maintain a complex registration and enrollment system to assure students are placed in correct classes are enrolled (because Banner self-registration is not appropriate for ESL students) add and drop students and maintain a waiting list.

Currently, ESL funds a timesheet position at DTC (1039 hrs). The position requires Spanish proficiency and excellent technology and English skills with the disadvantage that the hours are limited to less than 1039 and are at night. This leads to turnover and the loss of an investment in staff provided training. In the last two years, 11 people have worked in this position. The department needs three people employed in this position at the same time for adequate coverage for Downtown Center (evening program) and 30th Ave. (day program.)

Increase manager FTE from current .915 to 1.0: When the current CLA was created, two .915 managers replaced the previous 1.5. The first manager hired stayed for 10 months and then the ESL shared a manager with ABSE for 8 months. A new Division Co-Chair was hired in March 2005. She is willing to work 1.0 to meet the needs of the ALS and ESL department and college.

Advantages for a 1.0 FTE position include:

- The Division Co-chair can schedule shorter vacation times throughout the year instead of a full one-month saving the time to prepare to be gone and the time to catch up.
- She is available to take part in management leadership activities during July.
- She can complete faculty evaluations during the summer term.
- Two departments with full schedules and Tutoring Services will have their manager available for development and problem-solving.
- The two division co-chairs would have July to be able to work on CLA development. The other division co-chair is completing federal reports and running the ABSE department in July and is gone in August.
- The ALS/ESL Division Co-chair will be available to cover for ABSE during August when the ABSE Co-chair is gone. (The ABSE co-chair wants to continue the .915 position.)

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- When ALS/ESL Division Co-chair is gone, classified staff must do additional problem-solving outside their responsibilities.
- A manager available during July would be an additional support to part-time instructors

The ALS/ESL/Tutoring Services division co-chair is willing to try this schedule on a trial basis to see if an improvement in work completed and services to the students, staff, faculty and college is worth a long-term change. She would work with the AVPs and with staff to identify evaluation criteria.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Assessment and review of increasing manager workload.
- *Given college resources, is it feasible? Is it an efficient use of college resources?* See p. 5 for outline of advantages.
- *What would be the campus location of this request/project?* Center for Learning Advancement with programs at Downtown Center and Main Campus.
- *How many students (per year) will benefit?*
Downtown Center P.M. Support Staff: Improved services for Downtown Center students
1.0 Manager: All Summer term ESL and ALS students and all students accessing Tutoring Services.
- *How will students benefit?* Improved program services and more efficient operations.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed:

\$8218 for .5 fte student services specialist (the difference between what the program pays for timesheet staff, plus the difference in ope). \$14,574 for .085 Division Co-chair, including salary and ope.

5. List the possible funding sources

One-time investment dollars could fund increase in manager FTE for one-year as an experiment.

- *Can this project be partially funded?* Either or both could be funded, but each serves different purposes.
- *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins: Carl Perkins funds are not appropriate.

6. Provide ORG & PROG codes: 505510 121000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Staff shared 05-06 Unit Plan and the proposed 06-07 initiatives with the Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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Section I: Planning

1. Initiative Title:

Division Priority: 3

Provide quality advising services to ABSE/ESL students

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

The ESL Department, staff, faculty and students benefit from the ESL advisor currently housed in Building 11. We believe her commitment to our students and her ideas, enthusiasm, energy have helped us grow the program, keeping more students longer and helping more students reach their goal. We support the counseling departments request for a 1.0 advisor to provide stability to the position and continuity for students. If this can be accomplished and continued by sharing the position with ABSE and Art, ESL supports the plan.

ESL's previous Unit Plan included an initiative to "increase partnerships with other departments to provide services and transition opportunities for ESL students." An advisor is critical to achieving that goal.

Program outcomes could include increase in number of students served, increase in number of students transferring from ESL to credit program, increased retention and success, increase in students' awareness of and access to college support services.

3. Describe the initiative: See Counseling's Unit Plan for responses

Section II: Linking Planning to Budgeting – See Guidance and Counseling's Unit Plan.

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

The ESL advisor will be invited to meet the advisory committee at a future meeting. Staff shared 05-06 Unit Plan and progress and the proposed 06-07 initiatives with the ESL Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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Section I: Planning

1. Initiative Title:

Division Priority: 4

Provide high quality computer lab space and equipment for ESL/ABSE students

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Last year's Unit Plan included an initiative to "Develop a plan to optimize computer lab usage within ABSE/ESL." ABSE and ESL were not funded to complete the plan or the project. However, the two departments have worked closely together to use a common computer lab space at both the downtown and the 30th Ave. campus. This has brought faculty together across departments and allowed for sharing knowledge, facilities and students.

Program outcomes could include an increased number of students transitioning from ABSE/ESL to credit programs. Ability to use technology and communicate about technology is a critical factor in student success, whether students' goals are to continue their education, get a job or a better job or for their own personal growth. The lab also helps students access materials in a different format and provides instruction and practice opportunities.

3. Describe the initiative

- ***How does this initiative align with the strategic directions of the college?*** Improved computer lab access aligns with the following strategic directions:
Transforming Student Lives - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
Transforming the Learning Environment - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.*** The product would be a well-equipped, well-staffed computer labs to meet technology and instructional needs of ABSE/ESL students.
- ***What is the need or intended use?*** Labs at both locations would be used collaboratively by ABSE and ESL students, instructors and classes. When ESL's daytime program left the Downtown Center, it left behind the only ESL computer lab. Since then, the DTC lab has been staffed by an instructional specialist, because contract faculty that used to supervise and maintain the lab now works at 30th Ave. campus. Half of the ESL students (those who attend daytime classes) only have access to a lab because ESL has built new partnerships with ALS and ABSE. However, lab space is at a premium and equipment at the DTC is aging.
- ***How was that need assessed? What is your evidence of the need? Given college resources, is it feasible?***

In Building 11, the computer lab is used from 8:30 to 5 p.m. Monday through Friday. The lab is an ABSE lab and can only be used by ESL when ABSE doesn't need it, this leaves ESL without dedicated lab space on 30th Ave. campus.

The lab is maintained by an ABSE contract faculty with help from ESL contract faculty and an instructional specialist.

At the Downtown Center, an instructional specialist for ESL spends a small amount of time per week caring for equipment and attempting repairs and work-arounds. ESL classes use the lab four nights per week from 5:30 to 8:40 and Saturday mornings from 9 a.m. to noon every term. ABSE uses the lab during morning hours. The computers in the ESL DTC were purchased in 1999 and 2000. They received memory upgrades in 2003.

The 800 ESL students pay a technology fee, and should have access to the same technology resources as credit students. ***Is it an efficient use of college resources?*** It is efficient for the students and for the college. If students learn the skills in ABSE and ESL, they will have a better

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chance of success in credit programs. If equipment is cared for, it will last longer. Access to the computer lab is a motivator for students to take ESL classes. They understand that computer skills are necessary for almost every job available and those who are parents also understand they need to know what their children are learning to be able to help them.

- ***What would be the campus location of this request/project?***
Building 11 on Main Campus and Downtown 016
 - ***How many students (per year) will benefit?***
All 800 ESL students and 750 ABSE students based on 04-05 enrollment.
 - ***How will students benefit?*** An updated lab would provide more, different, convenient opportunities for instruction and practice. Purchasing and replacing existing chairs and furniture will prevent student and staff ergonomic-related injuries. Increased staffing will allow for more student assistance and better care of equipment. Creating two labs from one (by remodeling in Building 11) would allow for more classes to use the equipment simultaneously.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed: ESL needs assistance to calculate these costs:

Furniture (desks, tables, chairs):

Equipment (projector, instructor computer, student computer upgrades:

Staff (lab tech):

Materials & Supplies: (toner, paper)

Remodel:

5. List the possible funding sources

- *Can this project be partially funded?* Yes.
- *If so, what portion could be funded at what minimum cost?* College and state surplus for furniture could be explored. Some equipment grants may be available, but time to write for grants is at a premium. Some furniture and equipment may be available as other departments upgrade. Learn and Earn or federal work study students may be available to help staff the labs, but consistent dept. staff is important for coordination and supervision.

If the funding source is Carl Perkins: Not appropriate for Carl Perkins.

6. Provide ORG & PROG codes: 505510 121000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Staff shared 05-06 Unit Plan and progress and the proposed 06-07 initiatives with the Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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Section I: Planning

1. Initiative Title

Division Priority: 5

Improve student recruitment, retention and success through strategic marketing efforts.

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

The current unit plan included an initiative to "identify and ensure sufficient marketing resources for ESL and IESL and increase collaboration with other departments in marketing." This is a revision and continuation to those efforts.

3. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*

This initiative aligns primarily with two strategic directions:

Transforming Student Lives: Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

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

ESL students move to main campus has benefited the college community as a whole by increasing the numbers and types of students served at 30th Ave campus. The move has prompted other changes to the college environment and provided professional growth opportunities to staff (improved signage, increase in number of bilingual staff, language learning opportunities for classified staff). Students share with their advisors and instructors and commented in a Spring 2005 focus group that, overall, they feel welcome and see many more opportunities now that they attend classes in Building 11 and feel more of a part of the college community.

English-speaking students benefit as well. As students move into credit classes and take part in college activities, English-speaking students learn what it is like to be a part of the larger global community, working with other students from diverse backgrounds. This helps fulfill one of Lane's Learning Centered College Principles:

" Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts."

The resident students (who are primarily Spanish-speakers, but also come from 40 different countries) and the more than 30 international IESL students are learners themselves and also serve as a learning resource for the rest of campus. Knowing how to work with and understand those from other cultural backgrounds is a critical skill for students preparing to enter a workforce in a global economy. This also helps foster understanding between cultures and nations.

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.*** The product will be design and implementation of marketing plan (research, resources and results) to attract and retain resident and international ESL students.
- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?*** Funds would be used for an on-going, continuous, targeted marketing strategy and implementation. An analysis of Lane demographics show that English Language Learners are an increasing number and percent of the population and not necessarily reflected in Lane's student enrollment.
- ***Given college resources, is it feasible?*** It is feasible. Work has already started with limited resources. An ESL student was featured in the Lane calendar. ESL students will be featured on a

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college schedule cover. ESL and marketing are working together to create and place an advertisement on Radio X. For international student recruitment, ESL used an investment of \$10,500 in 04-05 (spent of an allocated \$16,000) for a marketing plan that included membership in Study Oregon (ESL as an import product), recruitment trips to Taiwan (partially paid for by Study Oregon) and to Japan.

Is it an efficient use of college resources? Resident non-native English speakers are an increasing demographic in Lane County. Bringing them to campus for ESL and then retaining and transitioning them to credit programs will help serve both the college and community. Any ESL or IESL marketing efforts also serve to increase awareness of other college programs.

- ***What would be the campus location of this request/project?*** Efforts would reach into the community. ESL would work with marketing, multicultural center and Latino/Chicano student services and PR staff for efficient use of resources.
 - ***How many students (per year) will benefit?*** All Lane students benefit by the increase in diversity represented by an increase in the number of ESL students. Students who were not familiar with what Lane offers would benefit by awareness of programs and services at Lane.
 - ***How will students benefit?*** Resident non-native English speakers would gain access to services to improve their English skills and learn about future educational opportunities. All Lane students benefit when international students are present and participating on campus. The community and the country benefit when international students have the opportunity to learn more about the U.S. as participants in a learning organization.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Marketing targeted to International Student Marketing

\$1,000 - Listing in International Student Directory

\$1,500 - Listing in Study in the USA web directory.

\$1,500* - Create, distribute promotional materials, develop CD or DVD. Provide translation in four languages for website and promotional materials. (*If not funded in 05-06)

\$2,000 – Continue involvement in Study Oregon – Continue to work with U.S. Dept. of Commerce in promoting international education as an Oregon export.

\$6,000 - Recruiting trip for 2-3 cities in Taiwan and Korea

\$12,000

Marketing targeted to Residential Students

\$2,000 for outreach specialist

\$2,500 for radio, print, TV

\$1,500 for brochure production and printing, fliers, signs

\$6,000

ESL would rely on the marketing and PR department's expertise to recommend an amount for resident marketing for radio, print, TV. ESL's advisory committee is an excellent resource for ideas, feedback and distribution.

5. List the possible funding sources

a. Carl Perkins, only if marketing is an allowable cost for use of funds, especially for recruitment of limited English-speaking high school students.

b. College marketing budget

c. Portion of international student fees returned to department for re-investment.

Can this project be partially funded? Efforts could be matched to available resources.

- ***If so, what portion could be funded at what minimum cost?*** Note: An investment in international student recruitment of \$12,000 would be returned with the recruitment of three

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international students for two terms. A marketing plan targeted toward resident students could result in increased enrollment, FTE and student success and reduced barriers.

■
Some resources may be available in-kind, but finding and organizing those resources takes staff time that is not available in ESL.

If the funding source is Carl Perkins:

1. How does the request meet one or two of the Carl Perkins act goals?
- 2.

6. Provide ORG & PROG codes: 505510/121000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Staff shared 05-06 Unit Plan and progress and the proposed 06-07 initiatives with the ESL Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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Section I: Planning

- 1. Initiative Title:** Increase pre/post testing of ESL students to meet federal requirements and evaluate student outcomes **Division Priority: 6**

- 2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

The federal grant Lane receives for ABE/ESL requires the ESL Department to pre-test and post-test all ESL students served with Title II Adult and Family Literacy funds. While significant increases in the percentage of students pre and post-tested were achieved in 2004-2005, work still remains to be done in this area.

The goal is to pre-test 100% of the students who receive ESL instruction and to post-test all students who complete a term in the ESL Program. (Dept. of Community College and Workforce Development guidelines policy requires testing after each 60 to 80 hours of instruction.)

One barrier to achieving this goal that staff have identified is the need for better oversight and coordination of the testing processes. Currently, a part-time instructor fulfills this responsibility on a classified time-sheet on top of her instructional assignment. Because testing happens in the morning and the evening and often overlaps instruction, this testing coordinator cannot always be present during testing hours. The position requires attention to detail, knowledge of state assessment policies, training in speaking and writing assessment and good coordination to best use students', instructors', assessors' and support staff time.

By establishing an ESL Assessment Coordinator position the student assessment goals can be better met.

In the near future, it is possible that funding will be on performance, which may include a weighting factor for pre/post testing as well as results. Work on this issue now is an investment that could pay off with increased funding when the new federal grant is submitted.

- 3. Describe the initiative**

- *How does this initiative align with the strategic directions of the college?* This initiative is congruent with
 - Transforming Students Lives - Commit to a culture of assessment of programs, services and learning and
 - Transforming Students Lives - Foster the personal, professional and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- *What will the product, innovation or change of this initiative be?* Increase in pre/post test percentage and increased ability to assess student outcomes and program effectiveness. A .5 FTE position in the ESL Program of Assessment Coordinator will provide oversight of ESL assessment activities needed to fulfill the ESL Program assessment mandate.
- *What is the need and the intended use?* Assessment coordination requires state certification in two standardized tests, knowledge of computer-based testing and the Access DB program and an ability to organize multiple assessors in the delivery of assessments during both day and the evening class sessions at four different instructional sites. The part-time instructor who has served in this capacity for three years is no longer able to continue this work on top of her teaching duties.
- *Given college resources, is it feasible?* This is an efficient use of college resources because fulfillment of the ESL student assessment mandate is a high-stakes activity. Failure to perform at an adequate level could endanger the substantial federal grant that the college receives.
- *What would be the campus location of this request/project?* The ESL Assessment Coordinator would work out of the ESL Testing office in Building 11 and will oversee assessment

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activities at 30th Avenue and at the DTC, Springfield Middle School and the Cottage Grove campus.

- *How many students (per year) will benefit?* The ESL Program serves approximately 800 resident students per year. All ESL students will benefit.
- *How will students benefit?* Students will receive timely feedback from these regular assessments of their progress. Instructors will receive information to inform their instruction.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$9088 for .5 bilingual testing coordinator (the difference between what the program pays for timesheet staff, plus the difference in opex).

5. List the possible funding sources.

Funds designated for implementation of assessment plans.
General Funds

Not appropriate for Carl Perkins.

6. Provide ORG & PROG codes

505560/121000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Staff shared 05-06 Unit Plan and the proposed 06-07 initiatives with the Advisory Committee at its November 2005 meeting. At the December meeting we will share the completed plan and ask the advisory committee to determine how they might help us achieve the initiatives as a part of goal-setting strategies.

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VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	CLA/ESL	1	7/1/2006	6/30/2007	Complete next phases of curriculum development	Curriculum development = (840 hrs x \$26.44)x1.402 = \$31,137	\$31,137	N	x								x		
DK	CLA/ESL	2	7/1/2006	6/30/2007	Improve ESL support & management structure	.5 bilingual student services specialist, .085 addition to division co-chair	\$22,792	R	x					x					
DK	CLA/ESL & Counseling	3	7/1/2006	6/30/2007	Provide high-quality advising services to ABSE & ESL students	1.0 student advisor	see counseling Unit Plan	R	x					x	x				
DK	CLA/ESL	4	7/2/2006	6/30/2007	Provide high-quality computer lab space and equipment	lab technician	TBA	R	x							x			
DK	CLA/ESL	4	7/3/2006	6/30/2007	Provide high-quality computer lab space and equipment	computer tables and chairs, computer, projector, computer upgrades/replacement	TBA	N/R		x						x			
DK	CLA/ESL	4	7/4/2006	6/30/2007	Provide high-quality computer lab space and equipment	remodel, supplies (paper, toner, etc.)	TBA	N/R				x				x			
DK	CLA/ESL	5	7/1/2006	6/30/2007	Improve student recruitment, retention and success through strategic marketing efforts	staff travel, memberships, supplies	\$18,000	R				x						x	
DK	CLA/ESL	6	7/1/2006	6/30/2007	Increase pre/post test #s and %s to meet federal requirements and evaluate student outcomes	.5 bilingual testing coordinator	\$9,088	R	x										x