

*Unit Planning for Instruction*  
*English as a Second Language*

## Section II: Program Analysis

### 1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

<b>Submitted 03-04 for 04-05</b>	
Increase pre-post testing of ESL students to better comply with federal grant mandates	See change from 04-05 to 05-06 below.
Increase general fund allocated to ESL	Took next steps in a process started in 01-02 to change funding from ICP to general fund.
Increase partnerships with other departments to provide services and transition opportunities for ESL	Moved to 30 <sup>th</sup> Ave. campus, which required work with many departments.
Revise Core Curriculum as 3-year project	Beginning steps made. (designed 3-year plan, started research)
Identify and ensure sufficient market resources for ESL and IESL. Increase collaboration with other departments in marketing.	Started website redesign. Started brochure redesign.

<b>Submitted 04-05 for 05-06</b>	
Increase partnerships with other departments to provide services and transition opportunities for ESL students	Partnerships continued and developed with: International Credit advisor Women's Program Business Department Continuing Education ABSE and ESL Continued to work on alignment of courses with ALS and ABSE.
Revise Core ESL curriculum	Funded in 05-06. Needs assessment, curriculum research, schedule re-design all completed, student learning outcomes completed by end of 05-06.
Identify and ensure sufficient market resources for ESL and IESL. Increase collaboration with marketing	Received marketing money on 1-time basis. Still needs commitment or plan for continuing effort. Completed redesigned website. Ran radio ad on Radio X Students featured in 05-06 in calendar and course schedule. Made presentation to work session of the board of education (2/15/06) IESL brochure redesigned and produced.

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<b>Submitted Fall 05-06 for 06-07</b>			
Complete next phases of curriculum development	Not funded for 06-07, but work will continue at a slower pace. New curriculum in use in 06-07. Preliminary enrollment #s look promising, with increased enrollment and a new problem of waiting lists. Next steps: Assessing Learning Outcomes.		
Improve ESL support & management structure	Maintained 1.0 student services specialist. (avoided .1 FTE cut.) Still dependent on <.5 employees for downtown center program, important to working students. Cost of .5 specialist would be less than cost of training/re-training bilingual timesheet employees, plus cost of necessary peak time overtime for 1.0 staff. In the last 4 years, 17 people have been employed in that position.		
Provide high-quality advising services to ABSE & ESL students	Advisor position funded at < .5. 05-06 advisor left to begin a master's program. Training has started for new advisor who will share time between ESL and Workforce. Counseling and Advising are making an effort to provide support within their staffing limitations.		
Provide high-quality computer lab space and equipment	May be working with IT to arrange support and computer replacement schedule for computers at DTC lab, may receive second-hand I-book cart from ALS, share Mac computer lab with ABSE at 30 <sup>th</sup> Ave. Collaborations increasing, but technologies tend to be behind rest of the college. Advanced classes use ALS computer lab.		
Improve student recruitment, retention and success through strategic marketing efforts	Completed redesigned website. Ran radio ad on Radio X Students featured in 05-06 in calendar and winter course schedule.		
Increase pre/post test #s and %s to meet federal requirements and evaluate student outcomes		2004-05	2005-06
	Title II Total enrolled	1566	1612
	Title II Total Post-tested	1041	1039
	%	66%	64%
	ESL total enrolled	618	606
	ESL total post-tested	385	443
	%	62%	73% Improving!

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**Accomplished, but not included in Unit Plan 05-06:**

Partnered with Employment Department to serve Trade Act Students, preparing them for credit programs (prepared ESL students for registration/success in credit programs)
Participated in CLA mission/vision development process
Completed advisory committee analysis for PTTEC
Initiated plan for greater collaboration with International Credit program
Increased IESL enrollment (see Increase Marketing initiative)
Re-designed ESL/IESL webpage (see Increased Marketing initiative)
Added Outreach class in Creswell with in partnership with library, school district, Head Start.
Found funding for Cottage Grove child care. ESL Advisory committee contributed for Spring term funding.
Completed ESL Advisory Board mission/goals rewrite

**2. What assessment activities did you unit undertake last year? In this section, please review and revise assessment plans submitted last year and identify the progress made on last year's assessment plan. Attach the revised assessment plan.**

As a first step in the assessment process, ESL faculty and staff defined learning outcomes for all classes and levels. That is complete and will be in use in Fall 06.

A next step is answering the questions:

- How should we determine and document when a learning outcome is met?
- How should we determine when enough outcomes are met and at what proficiency to allow student to complete the level, advance and be successful
- How do we develop a system to document individual student (and group) learning achievement within resources available?

Also, for program assessment, we must start preparing for a program review by Department of Community Colleges and Workforce Development in 2007-08. The visit should have been completed in 2006-07, but has been delayed at least one year. Categories in the assessment will most likely stay the same and we should begin collecting evidence soon. A new federal Adult Education Act may require some changes in program and in documentation.

**3. Based on assessment results or other evidence, what program areas (new or continuing) need attention?**

- How to continue research-based Curriculum development
- How to fund department faculty development
- How to assess learning outcomes
- How to provide students with supports that will help them to be successful.
- How to keep work realistic within employee resources allotted.
- How to increase use of technology as learning tool (to increase learning time.)

**4. Overall, what strengths do you believe your unit demonstrated in 2005-06?**

- Dedicated, innovative, team-oriented staff.
- Strong advocacy for students and student needs.

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- Partnerships with other departments, community organizations.
- Improving quality and quantity of outcomes data.
- Growth in 30<sup>th</sup> Ave. campus enrollment in 2<sup>nd</sup> year after move from DTC.
- Increase in integration with campus and campus processes.
- Growth in IESL enrollment.
- A willing, dedicated and diverse advisory committee.
- Faculty involved in professional organizations at the state and national level.

### **5. Overall, what challenges do you believe your unit faced in 2005-06?**

- Transitioning of budget from ICP-based to general fund base. (Complexity of budget and process)
- Balancing needs of daytime program, Outreach, evening program.
- Inconsistent new faculty orientation and training. (solution in process: new ESL staff handbook and orientation process) Challenge is time—solution has been in process for 4-5 years
- Lack of office space, inadequate furniture. (Crowded)
- Balancing time/cost/process of assessment required for federal grant.
- Not enough curriculum development money to pay part-time faculty for last steps of curriculum development work and implementation.
- Slower process in schedule development and needs assessment than planned, which moved curriculum development final steps later.
- Many faculty are overdue for evaluations. (Manager is working on this.)
- Outdated computer lab with no tech support at Downtown Center. Share ABSE lab (not supported by tech) at 30<sup>th</sup> Ave. Needs technology plan.

### **6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-08?**

#### Principles to guide strategy decisions:

- Be strategic in choices of projects to work on.
- Focus on what we can do well (given resource allocation)
- Create goals that are measurable and “do-able”
- Include realistic assessment of support services needed when instructional services are added.

#### Possible strategies

- Develop innovative uses of technology to increase learning. (ESL students need access to same level/quality of technology as rest of students.)
- Develop decision-making process that helps balance learning, number of students, diversity of student needs, locations and resources.
- Develop new funding sources without diluting efforts central to our mission.
- Increase campus/community understanding of ESL and IESL students.
- Clarify relationships and funding between IESL and credit International program.
- Clarify institutional commitment to international education (and ESL’s role)
- Develop better alignment of course learning outcomes between ABSE/ALS and ESL to assure proper placement of students.
- Assist students in making the next step to training/improved employment by participating in Pathways.
- Evaluate registration (including waiting list process) and assessment process for efficiency, effectiveness, student-friendliness and federal grant requirements.