Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu) if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** |
| I.A  Department Name: | **English As A Second Language** |  |
| I.A Program Mission Statement: | The mission of the ESL Department is to provide immigrant, international and other students whose first language is not English with a strong foundation in English language skills, critical thinking and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially and personally. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Basic Skills, Transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Personal Enrichment | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to:  http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm  Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm  leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm  leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served | Not applicable to our program | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served | Not applicable to our program | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served | Not applicable to our program | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| II.A.1-Growth and Decline of targeted student populations | The ESL Department plays an integral role in the college’s mission to address student diversity and equity. The program offers courses to over 25 different ethnically diverse student populations. Overall course success was 79% and Targeted Ethnic Groups success was 74%, an increase of 6% from the previous year. Our overall success rate was higher than the college’s overall success rate by 3%, and our Targeted Ethnic Groups success rate was higher than the college’s Targeted Ethnic Groups success rate by 6%. Moreover, the ESL Program is essential to the success of our huge immigrant population in GE and transfer courses. Our department serves as a pathway for literacy, economic stability and mobilization, transfer, and civic engagement. | Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:  (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza\_PR\_Div\_pdf/DeAnzaProgramReviewDiv.htm AND program review data 2010-11 & 2011-12 at http://www.deanza.edu/ir/program-review.html) |
| II.A.2 Trends in equity gap: | The Targeted Ethnic Group success rate in the ESL department increased by 6%. This increase comes in spite of budget reductions, class cancellations, and the closing of Readiness. Even with these challenges, the ESL department has surpassed college expectations in closing the equity gap. | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.  Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | To close the student equity gap, in 2010 we started and have continued discussions and workshops, including our annual ESL Department Share Fair, to norm standards at and between levels. As a result, we created the ESL Norming Handbook containing standards, rubrics, and normed student work for eight out of our 13 course offerings, which has enhanced student success in our program.  At our annual ESL Department Share Fairs, we have had workshops on teaching and learning, shared materials and techniques, and discussed how we can better serve the targeted populations in order to promote their success.  We have continually requested much needed full-time positions in order to hire ethnically and culturally diverse faculty with cultural competency and the ability to work with targeted populations. However, our requests have not been granted.  We have provided a variety of ways to deliver instruction, including creating an advanced hybrid reading course and adding new language learning software.  We have created a new learning community with ESL 272 and ESL 273.  By working closely with the Placement Office, we have improved the accuracy of placement so that students are properly placed. We have also been working closely with the English Department to ensure that students with ESL needs take the ESL Placement Test. We continue to use Placement Test Readers, which is key to a successful placement program.  We have worked closely with and integrated instructional support programs, such as the Listening and Speaking Center, the Writing and Reading Center, the Cross Cultural Partners Program, the ESL computer Lab and the LinC Program. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program\_review\_files.html  If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now. |
| II.A.4 Overall growth/decline in # students: | Enrollment has remained relatively steady (decreased by 1%, from 6,329 in fiscal year 2010-2011 to 6,294 in fiscal year 2011-2012). This decrease can be attributed to the cancellation of ESL classes due to budget cuts. The ESL classes we offer are in high demand by both non-native and international students, who comprise approximately 30% of the ESL population and pay high rates of tuition per academic unit. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations | In response to State Accreditation requirements, the program is implementing SLO and the SLOAC as necessary. The implementation of both has lead to department discussion and an increased articulation between classes at a given level and the requirement of a completion of all courses at a given level before advancement onto the next.  Additionally, a new portfolio process was instituted for ESL 263. This was done to assist in both standardization and assessment. Through the new portfolio process, the department has realized that lower levels within the program must be refined and modified to meet new needs of higher levels.  Thirdly, out of the SLOAC process and the loss of Readiness three years ago, support workshops have been developed for ESL 251 and 253 from Title III funds. The development of these workshops has helped student success, but the loss of Readiness three years ago has left other gaps within the program that have not been filled. The damage caused by the loss of corequisite and support classes has been verified by the SLOAC process. | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” |  | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: |  | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |
| II. E CTE Programs: Advisory Board Input: |  | Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| III.A. 1 PLOAC Summary |  | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | ESL 263 Portfolio Process was a direct enhancement from PLO and SLOAC results from ESL 273. | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | SLOAC: 69/30 (43%) (**note: there are 24 SLOs that have been dormant since the restructuring of the Listening Speaking Center two years ago. These lab classes are no longer taught but the ESL department decided not to eliminate them in case they may be activated in the future)**  PLOAC: 4/2 (50%) | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | ESL 234 SLOAC faculty designed an excellent evaluation rubric for the assessment, which we will now use as a standard in the department. This will improve our grading consistency, which will ultimately improve student success at the next ESL level. | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | We have added sections in order to satisfy student demand, which also helps the college increase its much needed FTES. In addition, to help increase revenue for the college, the International Student Program has been asked to increase its enrollments by 25%, which will in turn increase ESL enrollment. However, due to the budget concerns, we have not been granted our requests for much needed full-time positions (2 retirement and 1 growth) in order to meet the increased demand. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with Budget, please ask your Division Dean to give you the information. |
| IV.B Enrollment Trends | Between 2010-2011 and 2011-2012, enrollment in the ESL program decreased by 1% because the number of ESL sections offered decreased by 1%, from 252 sections to 249 sections. It is obvious that if the college cuts sections due to budget cuts, | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | Four FT faculty positions: three retirement and one growth | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | The ESL Department has had three retirements and has not hired a FT faculty member since 2007. This loss of FT faculty has resulted in a large increase of sections being taught by part-timers and an increased and unreasonable workload for the remaining FT faculty. New faculty positions are imperative to meet the growth in both immigrant and international student enrollment. These positions are vital to ensure professional standards, deliver sound pedagogy, and meet the College’s ICC (Institutional Core Competencies). | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that supports this need. |
| V. A.3 Staff Position Needed |  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary. |
| V. A.4 Equipment Request | L33: New computer, projector, document camera, white boards, a podium, and a high chair for the computer station.  L31: White boards.  L71: Document camera and projector.  L76: Computer and projector and an additional white board.  L83: White boards and a projector.  AT103: Computer and projector. | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity |  | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | The equipment will enhance the processes and efficiency of teaching and learning and reduce health hazards for instructors: allergy problems caused by white chalk and back-pain issues if instructors don’t have the proper seating support when using the computer. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| V. A.7 Facility Request | ESL faculty are requesting one to two small meeting rooms that fit four to six students and equipped with a computer, white board, and document camera, on the third floor of the ATC building, where instructors could meet students in small groups, outside office and class hours. | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification |  | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | Material Fees for the ESL Department:  (20) pages X per number of students in a class (27) X number of sections (249) X 7 cents (.07) per copy= 20 x 27 x 249 x .07= $9,412.20 | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | The department needs stipends for full-time coordination of 263 and 273 portfolio processes. Part-timers need stipends for portfolio norming sessions and final portfolio readings, and for their participation in department workshops and faculty development retreats. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| V.B.3 Future plans |  | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Linda Yee, Marcy Betlach, Michele Dubarry, Kathy Flores, Clara Lam, Letty Wong, and Craig Norman | APRU writer’s name, email address, phone ext. |
| Last Updated: | 4/26/2013 | Give date of latest update (Set next box to YES when done and ready for Dean review). |