

**I. Program Description**

A. What is the primary mission of your program? (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Basic Skills | <input checked="" type="checkbox"/> Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> Transfer     | <input type="checkbox"/> Academic Support/Learning Resources         |
| <input type="checkbox"/> Career/Technical        |  |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer to CTE Program Review Addenda Reports: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

- |  |
|--|
| <input type="text"/> # Certificates of Achievement         |
| <input type="text"/> # Certificate of Achievement-Advanced |
| <input type="text"/> # AS, AA Degrees                      |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two

a. How many people are served?

- |  |  |
|--|--|
| <input type="text" value="7190"/> # Students | <input type="text" value="0"/> # Staff |
| <input type="text" value="49"/> # Faculty    |  |

b. Number of employees associated with the program?

- |   |   |
|---|---|
| <input type="text" value="0"/> # Students | <input type="text" value="14"/> # Faculty           |
| <input type="text" value="0"/> # Staff    | <input type="text" value="35"/> # Part-Time Faculty |

**II. Methods of Evaluation and Assessment**

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): [www.research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv/htm](http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm)

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	1. Explanation: Number of students increased 2007-2010: Hispanic students 397 to 426, 7% increase; Black students 120 to 132, 10% increase; Pacific Islander students 10 to 12, 20% increase; Native American students 2 to 57, 275 % increase. Number of students decreased 2007-2010: Filipino students 54 to 43, 20% decrease
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2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	2. Trends related to closing the student equity gap Explanation: Hispanic students 7% increase; Black students 10% increase; Pacific Islander students 20% increase; Filipino students 20% decrease
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3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	<p>a. Our department continually updates course standards; norming rubrics; textbooks; methods of assessment. We also share course syllabi, materials, handouts, schedules, and greensheets.</p> <p>b. We hold an annual ESL Share Fair in spring quarter during which we share materials and techniques and have discussion and workshops on teaching and learning. Our discussions focus on how to better serve the targeted populations and improve student success.</p> <p>c. Sixty percent (60%) of the adjunct faculty (6/10) we hired were ethnically and culturally diverse.</p> <p>d. We created one hybrid course, ESL 272, to better serve underrepresented students.</p> <p>e. We created two new learning communities with ESL 272 and ESL 273 classes.</p> <p>f. We improved the point of entry experience for students so that students were better advised as to which placement test they should take—ESL or English. Each student is now given a form prior to taking the placement test that asks their language background. We also improved the website so that students can more easily navigate the website to find their proper placement option.</p> <p>g. We have continued to work closely with and promote instructional support programs, such as the LSC (Listening and Speaking Center), the WRC (Writing and Reading Center), the Cross Cultural Partners Program, the ESL computer lab (AT103), and the LinC Program.</p> <p>h. We have developed new curriculum and a Child Development-ESL course sequence to assist non-native speakers in Child Development classes.</p>
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4 Overall enrollment growth or decline of all student populations

Explanation:	Explanation: We grew from 6,323 students in 2007-2008 to 7,190 students in 2009-2010; a 14%
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B. Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	<p>Change 1: We have begun to implement Title III workshops. Change 2: The department added a new ESL level (ESL 200). Change 3: Students now have to pass ESL 263 (Low Advanced Writing and Grammar) so that they are better prepared to pass ESL 272. Change 4: Students are now required to take ESL 5 before taking EWRT 1A. Change 5: We developed SLOs for all of our 16 courses. Change 6: Various faculty have taken courses in cultural competency.</p>
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Explanation:	<p>Explanation 1: The workshops have been offered for the past year to better support listening and speaking students. ESL students have participated in several two-week to eight-week workshop modules on topics ranging from pronunciation to listening and presentation skills. These workshops address the listening and speaking needs of our weakest 251 level students. The project is being fully implemented with 32 hours of workshops in the spring, and it will potentially serve 80 students. Title III plans to develop and implement workshops in the fall of 2011 that support the grammar and writing needs of our weakest High Intermediate level students. Explanation 2: The level was created to be able to serve high beginning learners. Explanation 3: In the past, students were only required to have passed ESL 262 (Low Advanced Reading and Vocabulary) in order to take ESL 272 (Advanced Reading and Vocabulary). However, because ESL 272 requires high-level writing skills, many of the students were not passing the course. Explanation 4: In the past, students receiving an A or B in ESL 273 (Introduction to the Essay) were allowed to take EWRT 1A (Composition and Reading) without taking ESL 5 (Advanced Composition and Reading). However, many of the students were not succeeding in EWRT 1A because they needed more time to develop academic reading and writing skills. Explanation 5: The SLOs were developed to comply with the state mandate. Explanation 6: By taking the courses, faculty are better qualified to address the needs of our culturally diverse student population.</p>
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- C. 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.

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	<p>Although we were not approved to hire a new full-time FTEF, we were ranked 15 out of 13 for the last round of open positions by IPBT.</p> <ul style="list-style-type: none"> <li>• Our full-time and adjunct faculty continue to work together to align instruction and norm student outcomes in order to improve the consistency within levels and sequencing between levels. We have held regular department meetings to address norming and course standards. We hold an annual ESL Share fair during which we share materials and techniques and have discussion and workshops on teaching and learning. Our discussions focus on how to better serve the targeted populations and improve student success. Our faculty also continue to use staff funds to attend conferences to update our skills and improve our pedagogy. Recently, six full-time and adjunct faculty attended the annual</li> <li>• We were able to add one more multi-media class (L33), but we definitely need all our ESL classrooms to be smart classrooms.</li> <li>• We continue to encourage and require our ESL students to participate in instructional support programs, including the LSC (Listening and Speaking Center), WRC (Writing and Reading Center), ESL computer lab (ATC 103), and Cross Cultural Partners Program.</li> </ul>
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review

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.

<input type="checkbox"/>	No significant changes
	Impact:
	Explanation:

E. Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.)

<input type="checkbox"/>	No significant changes
	Impact:
	Explanation:

**III. Select IIIA or IIIB below:**

**Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>**

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/>	course-embedded	<input type="checkbox"/>	surveys
	Other, describe here: Performance Assessment, such as portfolios, in-class reading/writing, essays, interviews, and formal		

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that

<input type="checkbox"/>	0	NA	<input type="checkbox"/>	36	complete	<input type="checkbox"/>	36	in progress	<input type="checkbox"/>	29	to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since

Ten full-time faculty and eighteen part-time faculty have participated in the SLOAC process by writing SLOs, PLOs, and participating in the SLOAC
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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not

summarize results:	Through our SLO process, the major common results have been	Plan/Enhancement:	When looking at the results, discussion has occurred around how to enhance and improve the courses and their outcomes. The following enhancements have been introduced:
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a) issues with level consistency of content,

b) level requirements for advancement,

c) types of assignments and specific content taught in class, and

a) To improve the level of consistency of content, the faculty has met and revised the current recommended core textbook list. This list must be used for textbook selection by faculty. By doing this, it will help to make sure course standards, outcomes and outlines are being followed and fulfilled at each level. Additionally, a portfolio will be implemented at the ESL 263 level to reduce the noticeable gap between the ESL 263/273 levels.

b) To help students be more successful at their level of instruction, the current curriculum prerequisite will be revised and require students to complete both the reading and writing component before advancing to the next level. If the student feels that he/she is ready to advance before completing this requirement, he/she would need both instructor and chair approval.

c) To help refine and standardize the assignments and content taught in the class, instructors must choose their text from the approved text list available on the ESL faculty website. Additionally, course standards and outlines are being written and revised to reflect discussion that has occurred in department meetings and SLOAC feedback sessions.

	<p>d) a noticeable gap in the student's knowledge of level content.</p>	<p>d) To address the gaps that instructors have noticed in their students' knowledge base, the faculty will refer or take students to appropriate student support services (workshops, skills courses, WRC, etc.) and will continue to fight for funding for said support services. Additionally, a working relationship or dialogue with placement needs to be created and sustained in order to make sure students are getting placed at appropriate levels. When misplaced, student matriculation decreases. Moreover, faculty need to continue the process of text list revision, norming between levels and working on creation and sustainment of support services for student populations to be successful.</p> <p>All of these enhancements have arisen through thorough discussion and reflection on SLOAC results. These discussions have been extremely beneficial to the department creating a greater sense of cohesion and community. Additionally, it has allowed new working relationships between faculty, both within the department and between the ESL department and others. Ultimately, all these enhancements will improve the faculty, leading to a greater and more fulfilling educational experience for our students.</p>
summarize results:		Plan/Enhancement:

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives"

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that  NA  complete  in progress  to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

**Department Summary**

**IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts**

See: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports 2008-09"

**V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

	Rank	1	replacement	1	growth
Position:		One full-time replacement position for Gregory Anderson One full-time growth position. Reinstate .067 release time for the ESL Department Chair.			
Department :		ESL	Contact Person, ext.	Marcy Betlach, ext. 8394	

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

As of 2011, there are 35 part-timers and 14 full timers (40% full time to 60% part-time); thus we are out of compliance increasingly as compared with the last program review, well below the ideal 75% to 25%. We need more FTEF in order to adequately meet student demand and accommodate our growth. Our classes are consistently full with long wait lists; therefore, we need college approval to add more sections and hire more ethnically and culturally diverse full-time faculty to teach them. There have been no full-time hires since 2007. Although we were not approved to hire a new full-time FTEF, we were ranked 15 out of 13 in the Winter 2011 round of open positions by IPBT.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

Data from 2009/10 shows FTEF at 44%; whereas in 2007-08 it was 50%, a 6% decrease in full-time faculty since 2007-08.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

According to SLOAC results, "to address the gaps that instructors have noticed in their students' knowledge base, the faculty will refer or take students to appropriate student support services (workshops, skills courses, WRC, etc.) and will continue to fight for funding for said support services. Additionally, a working relationship or dialogue with placement needs to be created and sustained in order to make sure students are getting placed at appropriate levels. When misplaced, student matriculation decreases. Moreover, faculty needs to continue the process of text list revision, norming between levels and working on creation and sustainment of support services for student populations to be successful."

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

We'll be more in compliance with the state requirement on full-time/part-time ratio. The department will benefit from more support for curriculum development, coordinated assessment, and increased student accessibility to faculty. There will be more participation in shared governance and college/district initiatives.

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

[www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

	Rank	x	replacement	x	growth
Item Description:					
			<ul style="list-style-type: none"> <li>• We need multimedia classrooms which are vital to modern, effective delivery of second-language instruction. Minimally, we need Elmo (document reader) and white boards in our ESL classrooms (L34, L35 and other classrooms predominantly used by ESL).</li> <li>• Without the implementation of adequate smart classrooms, we need the following equipment.                             <ul style="list-style-type: none"> <li>--Replace overhead projectors with Elmo (costs @ approximately \$5000 each)</li> <li>Replace the chalk boards with white boards.</li> <li>--Five laptops (costs @approximately \$2000.00 each)</li> <li>--Five LCD projectors (costs@ \$990.00 each)</li> </ul> </li> <li>• More stipends for part-time training and meetings. Rationale: We need staff development for our fulltime and part-time faculty. We need to continue our efforts to align instruction and expectations, and norm student outcomes in order to improve consistency within levels and sequencing between levels. We also need training on how to best serve our target populations.</li> <li>• More grant money/funds to sustain and grow student-support services programs initiated by Title III grants.</li> </ul>		
Cost Estimate :			\$100,000	Contact Person, ext.	Marcy Betlach, ext. 8394

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The transition to smart classrooms and better instructional equipment is cost effective pedagogically. Both instructors and students can access a wide range of materials, including uTube, educational videos, and related materials on the Web in the classroom. The upgrading and updating of instructional technology also reduces printing costs, sustains the environment, and engages our students in the learning process.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

Multimedia instruction and smart classroom upgrades supports student retention and growth. Current technology is a baseline expectation of our students who we are preparing for high-tech careers. Our classrooms are currently woefully ill-equipped to meet the expectations of our students.



3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

3. Not Applicable

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

4. Our success rates are beginning to decline. Technological upgrades and updates we can reverse this trend.

**Dean's Summary**

**VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

Rank	replacement	growth
Position:		
Department :	Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:

**Materials, "B" Budget, facility refresh, Measure C equipment Refer to:**

[http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

	Rank	replacement	growth
Item Description:			
Cost Estimate :		Contact Person, ext.	

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 

Additional factors:	
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2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

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3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

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4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

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