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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>ESL Department Karen Alfsen, Falk Cammin, April Flowers, Vera Henzl, Najwa Jardali, Ali Khejjou, Norm Landes, Richard Morasci, Keith Pratt, Diane Uyeda, Rita Wong</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The ESL Department is committed to enabling students for whom English is a second language to access educational, vocational, or professional opportunities by offering a multilevel and multiskill curriculum of English language development. Our courses in grammar, reading, composition, speaking and listening focus not only on language skills but also on critical thinking and interpersonal skills. The department strives to create a rigorous learning environment that is student-centered and honors differences in learning styles to enable students to become independent learners and successful participants in the local as well as the larger community.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>The ESL Department offers students for whom English is a second language with the English language instruction so that they can access the educational opportunities at this college.</p>

## II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Not applicable Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: Not applicable			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
<b>Faculty Positions by Discipline</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
ESL Instructor	9	9	Teach classes in grammar, composition, reading, listening and speaking to learners of English as a second language.	
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Instructional Associate - ESL Writing Center	1	.25	Respond to drafts of student writing.	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	
None	0	0		

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>WSCH in ESL has been steadily declining since 2003-04, with WSCH in 08-09 about half that of 03-04. Productivity has held relatively stable at about 400. Reasons for the decline in WSCH are varied. We had a substantial decrease in enrollment after the 9/11 attacks as fewer visa students were coming the the U.S. to study. When the international programs at the two colleges were combined, Foothill enrolled fewer students than DeAnza. However, resident enrollments have also decreased in the last few years. This may be attributable to a number of factors. Among the most probable are campus construction, difficulty with the campus web site, difficulty with placement exams, and the challenges of the enrollment process, especially for limited English-speaking students. To increase enrollment, the department has revised the curriculum to make it more appropriate for our lower-level resident students and has made a concerted effort to reach more of our resident population with outreach efforts.</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>Success rates in ESL have remained quite steady over the last several years at around 85%. Retention has also been steady at about 92%. The department does not offer any degrees or certificates but is an essential pathway for many students to degrees and certificates across campus.</p>
<p>6. <a href="#">Student Equity</a>: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>Our largest populations are Asian, at 53% in 07-08, Hispanic at 28%, and White at 11%. The success rate for Asian students is the highest, at 88%, but the success rates for Hispanics and Whites, at 80% and 81% respectively, are not far from the average of 85%. Still, we could attempt to do more to help our Hispanic students persist and succeed. A full 13% of our Hispanic students withdrew in 07-08, compared to 6% of Asian students and 7% of White students. It must be noted, however, that most of our foreign visa students are Asian, and we have very few Hispanic students with foreign visas. Foreign visa students are less likely to withdraw from classes as that would jeopardize their visa status.</p>

<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>Total FTEF has decreased from a bit more than 15% in 03-04 to just under 13% in 05-06. The number stayed fairly consistent until 08-09, when it dropped to just over 10 <math>\frac{1}{2}</math>%. Over the years, the percentage of full-time faculty in ESL has varied between 5.3% to just under 7%. The percentage of full-time faculty in 08-09 was back to 6.76%. Three full-time ESL faculty also have minimum qualifications in English and teach courses in that department, a fact which provides for flexible scheduling and coordination between the two departments. In the next year or two, we expect to have at least four full-time faculty retirements. If we succeed in strengthening our enrollments, this means we will need to hire more full-time ESL faculty in the next year or two. It is essential to have a strong cadre of full-time faculty in ESL in order to maintain a strong and successful program.</p>
<p>8. Given the data for <b>distance learning</b>, describe the trends related to <b>success</b>, <b>retention</b>, and <b>student satisfaction</b>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Due to the nature of our program, we offer only two distance learning classes. One has been offered infrequently (ESL 26). The other (ESL 186) has been offered regularly with consistently strong enrollment. For 2008-2009, the retention rate was 86% and the success rate was 77%.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	
<p>10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Hire more full-time faculty	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Improve testing, placement and enrollment procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase persistence of Hispanic students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase outreach efforts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Hire more full-time faculty	Present need to division and the dean			
Improve testing, placement and enrollment procedures	Work with the college researcher, testing and student services offices			
Increase persistence of Hispanic students	Ask for a dedicated ESL counselor; find ways to provide tutors			
Increase outreach efforts	Work with marketing and the dean of Middlefield College			

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
1 FTE	To replace anticipated retirements - 4 FTEs in the course of the coming two years; to increase the ratio between FT and PT faculty, currently 50%; to strengthen the ESL composition program.	<ol style="list-style-type: none"> <li>1. It is difficult to build a community of scholars when 50% of the instructors is part-time, as it is now. Part-time instructors are not required to attend faculty meetings or any other meetings beyond their teaching assignments, so it is difficult to engage in discussions as a community of scholars.</li> <li>2. FT faculty, who are on campus longer and have office hours, have the time to support students who are seeking assistance. First-time college students, in particular, need individual attention. This supports the initiative of "Putting Access Into Action."</li> <li>3. FT faculty participate on campus committees, which promotes a collaborative decision-making environment.</li> </ol>
ESL Coordinator	To coordinate the efforts of full and part-time faculty responsible for teaching multiple sections of six levels of courses.	This need speaks to building a community of scholars and promoting a collaborative, decision-making environment. With the anticipated retirement of four full-time faculty members, and the prospect of not being able to replace them with more than one FTE, if that, the result will be an increase in the number of part-time faculty. The more part-time faculty we have, the greater the need for a coordinator.

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <a href="#">diverse learners</a> ?	We offer six levels of English language instruction in order to meet the needs of students entering with a range of proficiency. In addition, we have four elective courses at the advanced levels for students who want additional support in grammar, vocabulary, speaking and listening and two online courses at the advanced level to accommodate students with tight schedule demands.
2. How does your curriculum respond to changing community, student, and employer needs?	We have redesigned the first two levels of our curriculum to address changing student needs. In addition, we have engaged in discussions with Vice President of Work Force Education about how ESL might support career/workforce education.
3. How does your curriculum support the needs of other certificates or majors?	Our ESL courses develop the English skills of students so that they can pursue certificates or degrees.
4. Do your courses for the major align with transfer institutions?	ESL 26 meets the GE requirement for the CSU system.
5. Do your courses have appropriate and necessary <a href="#">prerequisites</a> ? Identify any challenges and plans to address the challenges.	The challenge we face is how to maintain standards so that students who complete a level have the necessary prerequisites to succeed in the next level. We plan to implement a common final for the composition courses as a way to address this challenge.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a> , <a href="#">course deactivation</a> , updated <a href="#">prerequisites</a> , <a href="#">cross-listed courses</a> , measuring <a href="#">student learning outcomes</a> , <a href="#">curriculum sheets</a> , <a href="#">certificates</a> and <a href="#">degrees</a> ).	The only ESL course that needs to be updated is ESL 158. We are deactivating ESL 134, 136, 137, 145, 146, and 147, which have been replaced by new courses ESL 200A, 200B, 210A and 210B. The prerequisites for the receiving courses - ESL 155, ESL 156 and ESL 157 must be revised to reflect these changes. We are investigating the requirements for offering an ESL certificate.
7. Does your program offer <a href="#">distance education</a> courses?	Yes. We have two: ESL 26 has an online option; ESL 186 is online only.



<p>8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.</p>	<p>In ESL 186 <i>Advanced Grammar Review</i>, students are given assignments to read articles on the web and then do a variety of writing based on these readings. The instructor reads the student writing and provides feedback on targeted grammar structures. Students also contact the instructor through Private Messages on the course site, where they can pose questions about how to complete an assignment or questions about grammar that are not addressed by the particular lesson.</p>	
<p>9. If you offer <b>distance education</b> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.</p>	<p>For a first assignment in ESL 186, <i>Advanced Grammar Review</i>, students are asked to post introductions of themselves, which are then read by all of the class members. Each student is asked to write replies to the writers of three introductions about something they had written. For another assignment, students are asked to introduce a website that they find interesting/useful. Students are then asked to respond to the introducers of the websites with what they liked about the websites.</p>	
<p><i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i></p>		
<p>10. What <b>college skills</b> should a student have before entering your program?</p>	<p>Our program teaches pre-collegiate skills.</p>	
<p>11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).</p>	<p>We just switched placement tests in Fall 2009 and do not have results of the new assessment tool yet. We have had problems finding an effective placement instrument in the past, which is why we are still evaluating placement tests.</p>	
<p>12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?</p>	<p>Given that all ESL students by nature are considered college skills students (except at ESL 26 level), our program is designed to support college skills students and prepare them for college-level coursework.</p>	
<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>	<p>We are not at this time.</p>	

<i>Program Mapping</i>	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	ESL 200A ESL 200B ESL 210A ESL 210B ESL 155, ESL 156, ESL 157 ESL 165, ESL 166, ESL 167 ESL 25 ESL 26
15. For your courses that are part of a sequence - are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes. The department worked collaboratively to write SLOs for the entire program.
16. If applicable, describe any <i>capstone course</i> , <i>signature assignment</i> (project, <i>service learning</i> , portfolio), or <i>exam</i> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	ESL 26 is the final course in the ESL sequence. It fulfills the composition requirement for the A.A. degree. Students use the skills they have acquired throughout the sequence to produce expository and argumentative writing based on critical reading and thinking, to read essays and articles representing a broad spectrum of opinions and ideas, and to produce a research paper synthesizing information from a range of current sources to form a persuasive argument.
<i>Course Scheduling &amp; Consistency</i>	
17. Given available data, describe the <i>trends</i> in the scheduling of <i>morning</i> , <i>afternoon</i> , and <i>evening</i> classes, as well as Friday, <i>Weekend</i> , and <i>distance education</i> classes. Comment on the feasibility of offering classes at non-standard times.	Typically, the enrollments in the morning classes are robust. While demand for afternoon classes has not been strong, we maintain a small number of classes in the afternoon to meet the needs of our international students who typically have more flexibility in their schedules. The enrollments in the evening have been diminishing; however aggressive marketing in the summer has resulted in a modest increase in enrollment in the beginning two levels. We have also reintroduced two evening classes at the Middlefield Campus. We currently have one ESL distance education class and no classes scheduled on weekends. A careful study and analysis of the feasibility of offering classes on weekends would be required.

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Yes. There is no prescribed start date for the program. Students can start at any level at any time of the year, and proceed through the program. Each level is offered every quarter because these are basic skills courses which fulfill an ongoing need.	
19. How does the department determine that classes are taught consistently with the <b>course outline of record</b> ?	The department currently has no official mechanism for ensuring compliance with the course outline of record.	
<b>Summary of Planning Goals and Action Plans</b>		
20. What are your goals with respect to curriculum and how will those goals be measured?	To establish a mechanism to ensure compliance with the course outline of record.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Funds	Professional development workshops	Building a collaborative work environment and creating a community of scholars so that students will be taught and evaluated consistently, ensuring that students are prepared in their sequence of pre-requisite courses.
Funds	Develop curriculum for work force education	This will require collaboration with faculty from other divisions and will enhance access; giving language skills to community work force will strengthen work skills.
Funds	To administer the human-graded essay portion of the placement test.	Students will be placed appropriately in classes in which they have a better chance to succeed.

## IV. Student Learning Outcomes

### *Student Learning Outcome Assessment*

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**
2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report?  
If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	We do not have any standing committees.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Beyond college skills, we have not engaged in any interdepartmental collaboration.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The ESL Coordinator has met with the principal of the Palo Alto Adult School to discuss ways for Foothill to assist in transitioning adult school students to college.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We have not worked with area high schools.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	We are not working on articulation agreements at this time.	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	No additional plans.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

<b>VI. Professional Development</b>	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Professional Development Leave (sabbatical) Student Learning Outcomes workshops CATESOL Northern California Regional Conference TESOL Annual Convention in New York TESOL Annual Convention in Boston
2. What opportunities does your department take to share professional development experiences with colleagues?	Although summaries of conferences have been distributed to the department, we do not have an official system of sharing professional development activities.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Consultations on classroom activities and student performance.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	We have had a workshop on teaching listening and speaking after which the materials written by the presenters were adopted for one of the listening/speaking classes. We need to have ongoing professional development for faculty assigned to composition classes.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	There is a need to share, discuss, and agree upon course objectives, SLOs, and teaching methods. We plan to hold inservice workshops and/or retreats for this purpose. We want to encourage and support part-time faculty to participate in this process.
<b>Summary of Planning Goals and Action Plans</b>	
6. What are your goals with respect to professional development and how will those goals be measured?	Set up an official system for faculty to share professional growth activities.

## VI. Professional Development

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Department coordinator	To set up an official system for faculty to share professional growth activities.	This will build a community of scholars within the department, resulting in enhanced student learning.
PAA/PGA Credit	To encourage faculty to participate in this system.	This will build a community of scholars within the department, resulting in enhanced student learning.
Compensation for part-timers	To encourage part-timers to participate in this system	This will build a community of scholars within the department, resulting in enhanced student learning.
Funds	To pay for retreats, honoraria, etc.	This will build a community of scholars within the department, resulting in enhanced student learning.

## VII. Support Services

### *Support Services*

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   <input type="checkbox"/> No	We do not have clerical support. However, we do have administrative support.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   <input type="checkbox"/> No	The current lab for the division is antiquated and overbooked at times. All classrooms should be tech-ready and equipped with wi-fi.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<input type="checkbox"/> Yes   No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   <input type="checkbox"/> No	Classrooms are either poorly ventilated or over-ventilated; pests and bird droppings are serious problems.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   <input type="checkbox"/> No	Carpets are not cleaned adequately, and bathrooms are poorly maintained.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	<input type="checkbox"/> Yes   No	For the most part, services are good, but there may not be adequate screening for language minority students. However, we are concerned that funding cuts will severely limit services in the future.



<p>7. Are general tutorial services adequate?</p>	<p>Yes   <input checked="" type="checkbox"/> No</p>	<p>The present student to instructor ratio rests at about 30 to 1, which means that the possible time any one instructor may have for any one student is limited, and our tutorial services for ESL students must supplement instructors' efforts.</p> <p>There are tutors available through the EOPS and Pass the Torch programs, but these programs are not designed to serve the needs of all our students. The campus Tutorial Center currently has no ESL tutors. The department would like to offer input into the selection and training of ESL tutors across campus.</p> <p>Presently, our ESL Writing Center offers 49 tutorial hours per week, which translates into 98 possible tutorial periods to service approximately 375 ESL composition students and a smattering of ESL grammar students. Generally, each available tutorial session is booked several days in advance. As a result, some students are turned away.</p>
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<p>8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?</p>	<p>Yes   <input type="checkbox"/> No</p>	<p>The department does not have a dedicated counselor. Counselors have at times waived prerequisites without consulting the department, resulting in inappropriate placements. Students at the beginning levels do not have adequate access to academic counseling. Counseling 50 is no longer offered in Spanish, the language spoken by most of our students in the beginning level.</p>
<p>9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a>?</p>	<p>Yes   <input type="checkbox"/> No</p>	<p>Limited English speakers cannot access important college information without help.</p>
<p>10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?</p>	<p><input type="checkbox"/> Yes   No</p>	
<p><i>Marketing &amp; Outreach</i></p>		

11. What impact do you feel the [college catalog](#), [class schedule](#), and [online schedule of classes](#) have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?

The College Catalog should include links among the ESL program, the Academic Skills classes, and the non-credit program. Otherwise course descriptions are accurate and up to date.

The Heights (the hard copy of the class schedule): The course listings and descriptions are usually accurate; however, The Heights should state that students need to consult the on-line schedule for any updates. The Heights refers students to the front page for testing information, but there was no such information there.

On-line schedule of classes: Accurately reflects our courses. However, neither The Heights nor the on line schedule gives information on the writing center and its services.

It would be useful to translate course descriptions at the lowest levels into Spanish and Chinese.

<p>12. What impact does the college or departmental website have on marketing your program?</p>	<p>The college website is textually dense and not user friendly. The lack of graphics, the text density, the unimaginative web designs, and the confusing nature of the Foothill College website weaken the impact of marketing on our program.</p> <p>The ESL department website is user friendly, and each link navigates the user to its intended page; however, some of the pages linked to the department website are not user friendly. For example, the testing office schedule is confusing and difficult to use.</p> <p>While the department site has generated some interest in our program locally and from overseas, we would like to improve our website, but college policies limit what we can do.</p>
<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>More orientations and radio advertisements are needed.</p> <p>Marketing could do more advertising on buses, local TV and radio, and provide/encourage college links with Bay Area educational and language establishments and corporations.</p>

<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>The college should do outreach to local corporations-- Yahoo, Cisco and Google, etc.--whose many employees are second language learners and who need to strengthen their language skills either in writing or oral presentation and communication skills. These large corporations have budgets for employee training and education.</p>
<p><i>Programs, clubs, organizations, and special activities for students</i></p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>The ESL Club, established in Oct. 2009, is in the process of articulating its goals in meeting the ESL students' academic and social needs. For example, the club has already approached Cal Works and gotten initial approval for a grant to hire ESL student tutors that ESL teachers will train. They have begun to collaborate with Disabled Students and EOPS so as to help our students access these services. They are also working on lobbying the student body to advocate for keeping the writing center open. The Club also hopes to raise funds for a yearly student scholarship. The group has also discussed instituting a buddy system for new ESL students, and having social events to promote interaction between the various cultural groups.</p>
<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>We do not have easy access to this information.</p>
<p><b>Summary of Planning Goals and Action Plans</b></p>	

<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>Tutorial sessions, an important, support service, should be increased to fulfill the needs of our ESL students, many of whom communicate in English only in the classroom. The goal of tutorial services is to supplement the instruction in the classroom by providing students with the opportunity to receive feedback on and guidance in their communicative skills primarily in writing and the skill of reasoning. Because of the impact this service experiences from the demand of the students, this service needs to be increased by at least 20% and measurement of the effectiveness of this expansion will be tallying of booked appointments on a quarterly basis.</p>
<p>18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>
<p>Funding for instructional staff</p>	<p>Primarily to salvage the ESL tutorial service, which is undergoing a proposed termination and secondarily to augment the service to accommodate students who are presently being turned away because of the limited number of tutorial hours available.</p> <p>This will put access into action.</p> <p>Students at risk need support in addition to classroom instruction.</p>

## VIII. Career and Technical Education Programs

### *Response to Labor Market Demand*

1. How does your program meet labor market demand? Cite specific examples and sources.

Although the ESL Department is not a career or technical education program, it has the potential of supporting such programs by developing specific ESL components for them.

According to the Vice President for Workforce Education, we should poll our students to find out why our students are taking ESL classes. We may find out that they may want to get better jobs at where they work already or get better jobs elsewhere. The draw in Los Angeles was the Citizenship Program, which we don't have. The Institutional Researcher might aid us in surveying the students. The VP for Workforce Education thought we should have both online and paper surveys. (Just finding out whether students are employed may help us predict why they are here according to this vice president.)

Although ESL may not directly lead to jobs, it may lead to career programs at FH. The VP for Workforce Education suggested Child Development (this was #1 for the VP of Workforce Education: we should come up with a pilot project of 1-2 units of ESL for this program), Allied Health and CTIS. In Los Angeles there were 26 Vocational English as a Second Language (VESL) programs including home care AIDS workers, dental assistants, and certified nursing assistants. Since there is no budget for non-credit, we, at present, do not have the means of creating such VESL classes.

In this regard, the VP for Workforce Education also mentioned that we also have other programs right now that are in desperate need of ESL support. He brought up a recent graduation of pipe fitters from the FH apprenticeship program and how the graduates could not communicate with him or the other officials.

2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?		
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?		
4. What is the average starting salary a student can expect to make after completing a certificate or degree?		
5. What is the projected average percentage of salary increase in 2 years? 4 years?		
<i>Response to Program Credibility/Viability</i>		
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?		
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.		
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?		
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training - is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?		
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?		
11. How does this program prepare students for competitive employment?		



<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.		
13. List the dates and number of members attending of your most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		
19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		

Summary of Planning Goals and Action Plans			
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?			
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource			Purpose
		If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	

## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

<p>1. How does your <b>PT/FT ratio</b> impact the program?</p>	<p>For 2007-2008, the FT/PT ratio was 42%. Discussing and maintaining course standards is difficult to do when only 42% of those involved in teaching participates in the discussion. While FT faculty can develop curriculum, providing orientation to the new curriculum is a challenge when PT faculty are not available to participate in the orientation.</p>
<p>2. What staffing needs do you anticipate over the next four years. (Consider: <b>retirements, PDL, reassigned time, turnover</b>, growth or reduction of the program)</p>	<p>We anticipate four retirements (almost 50% of our FT faculty) and two PDLs. We expect the normal turnover of part-time instructors.</p>

### *Classified Staff*

<p>3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>Instructional associates for the ESL Writing Center</p>
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### *Technology and Equipment*

<p>4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?</p>	<ol style="list-style-type: none"> <li>1. The overhead projectors are outdated. We need document readers to cut down on copy expenses.</li> <li>2. The CD players need replacement. Some cannot project loudly enough for 30 students to hear. Others have lost their handles, which makes it difficult for instructors to carry them to their classes.</li> <li>3. We need updated video equipment.</li> <li>4. There aren't enough LCD projectors.</li> <li>5. There are not enough tech-ready classrooms.</li> </ol>
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5. Do you have adequate resources to support <b>ADA</b> needs in your physical and/or online courses and classrooms?	Yes.	
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	At present, the mode of delivery is primarily text-based with static images. There is a need for an auditory component so that students can also develop their listening skills as part of their overall language development.	
<i>Technology &amp; Equipment Definitions</i>		
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom - it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>		
<i>Facilities</i>		
7. Are your facilities accessible to students with disabilities?	In general, yes, our facilities are accessible to students with disabilities.	
8. List needs for upgrades for existing spaces	Smart classrooms with appropriately sized desks.	
9. List any new spaces that are needed	Additional classrooms (tech ready).	
10. Identify any long-term maintenance needs.	Regular cleaning both inside and outside, including pest control (pigeon nests and droppings).	

11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	No; most classrooms are not tech ready, and many are in need of repair. HVAC is not consistent with weather conditions and needs of staff, faculty and students.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	To some extent.	
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No, especially in the area of photocopies.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	See details above.	
15. Are there ways to use existing funds differently within your department to meet changing needs?		
<b>Summary of Planning Goals and Action Plans</b>		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
New full-time faculty	To replace four anticipated retirements.	Having an appropriate number of full-time faculty promotes a collaborative decision-making environment, creates a community of scholars, and certainly enhances student learning.
Funds for part-time faculty	To participate in meetings, workshops, retreats, etc.	Involving part-time faculty in department meetings promotes a collaborative decision-making environment, creates a community of scholars, and certainly enhances student learning.

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

1. Hire new full-time faculty to replace four anticipated retirements.
2. Procure funds for department coordinator on an on-going basis.
3. Establish professional development activities to upgrade teaching skills and ensure standards are met consistently.
4. Procure funds to retain ESL Writing Center Instructional Associate and to hire tutors for non-writing courses.
5. Improve testing, placement, and enrollment procedures.
6. Procure funds for support materials and for tutor training.
7. Establish methods to improve retention and persistence of Hispanic students.
8. Increase outreach efforts to underserved populations.

2. Final Resource Request Summary: **When the program planning and review form is online - the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>