VERIFICATION TEAM REPORT

English as a Second Language

3/13/06

A. English as A Second Language (ESL) Program Review
1. Program Evaluation and Planning Team Members: Lorraine Segal, Michael Conroy
2. Verification Team Members: Loi Nguyen, Linda Schoppert, Lynda Monger, Kate Benscoter, Sonia Wright

B. Statement of Completion
The ESL Program Evaluation Report is complete. Some editing changes will be submitted to the Verification Team.

C. Strengths of the Program
1. The program has highly qualified and professional full- and part-time instructors with a deep commitment to student success.
2. The program demonstrates a commitment that reflects and honors diversity.
3. As part of the Title III grant, an ESL language lab will be developed and staffed before the completion of the grant.
4. Creating new courses shows flexibility in meeting identified needs of the community.
5. Development of courses that meets the needs of students in more than one division (ie Spanish for Healthcare Professionals).

D. Areas for Program Improvement
1. Adequate compensation for adjunct faculty will help recruit and retain qualified instructors.
2. Institutional support for staffing the language lab and technical support through increased staffing in Informational Technology (IT).
3. Increased support for Outreach needs to the adult learner community, through an Outreach worker, and a stronger business-education alliance.
4. Create a long term plan for equipment replacement.
5. Create an operational program budget.

E. Summary of Verification Team Recommendations
Despite limited resources and staffing, the program achieves a high level of success with its students, many of whom go on to take general education courses or participate in vocational programs. It is crucial that support for the language lab be continued beyond the life of Title III. There is an untapped population of potential ESL students who could benefit from this program. We recommend both an annual budget and a long term plan to maintain this program’s excellence.
1. **Mission**
   A. Program Mission Statement
      Engage ESL students in high quality relevant instruction so they can communicate clearly in English, subsequently succeed in degree applicable and transfer courses, progress towards personal and career goals, and be active, thoughtful participants in a diverse community.
   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. **Curriculum and Instruction**
   A. Review the course outline data and assess the following:
      - Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
        o ESL 50, 55, 60, 66, 70, 72, 80, 82, and 110 are current.
        o ESL 88 is a contentless "shell" for selected ESL topics and hence need not be revised.
        o ESL 54, 64, 74, 84, and 86 need to be revised and have been placed on a timeline, below.
        o ESL 61 needs to be archived
        o ESL 62, 75, 89, 170, 172, 174, 175, 270, 272, 274, and 298 were archived.
      - Appropriateness of courses to the program. All current courses are still appropriate to the program.
      - Appropriateness of current pre- and co-requisites and recommended preparation.
        Each level and course builds on the previous ones, so the recommended preparation is still appropriate. Our course offerings may change:
        o if skills are recombined,
        o as we integrate SLOs more,
        o and as we retool courses to utilize the ESL language laboratory.
B. Review the Student Learning Outcomes Program Map and assess the following:

Note: Please see attached SLO Map which has been updated.

- Complete the SLO Matrix (attached).

- What timeline have you established for developing course-level student learning outcomes?
  - ESL 54, 64, 74, 84, and 86 by end of Fall 2006.
  - ESL 50, 60, 72, 82, 110 by end of Fall 2007.
  - ESL 70, 80, 55, 66, any new courses by end of Fall 2008.
  - Note: If courses are recombined, this timeline may change. Our use of the new ESL language laboratory may also affect this list.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other: English Placement Test score

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  No data available. Student Learning Outcomes and their assessment have not been completed or implemented.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  No data yet. See previous question.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  We are not a degree or certificate program. However, our course outlines and brochures are available. As we incorporate SLOs into course outlines, this information will be available. One of our resource requests is funding and technical support for a new brochure and a website.
C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

All instructors are given course outlines and asked to follow them. Instructors turn in copies of syllabi to the program coordinator, who meets with them if there is any incongruence.

D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

All instructors for each course use the same textbooks. At department meetings, we discuss levels and classes. Program coordinator makes classroom observations of new faculty and mentors them as needed.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program's students?

- We use Intercultural communication materials in a number of classes.
- TESOL instructors are trained to be effective in and supportive of multicultural classes.
- All of our classes are multicultural;
- most of our students are at risk, so all of our teaching materials and methods are designed to foster the success of these groups.
- See student learning outcomes for more information.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program's students?

- We incorporate college success skills into all our classes
- We offer a learning environment which incorporates lecture, discussion, small group and dyad work. Information is presented orally, visually, and experientially.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable

H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

Please see Schedule A.
3. **Student Success and Equity**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

- Enrollments have been consistent, with an average of 23.1 students per section. Evening classes tend to have more students, since so many of our students are working immigrants.
- Retention rates are about the same as college averages or better, approximately 81%.
- Students success rates in classes across all ethnic and racial categories average around 72%. Our summer success rates, in oral communication skills classes, are higher, around 80-90%. Although no statistics on numbers of students for each ethnicity were available, we know from informal observation that more than 75% of our students are Latino. According to the data, their success rates averaged approximately 68%. From our observation, more of our students who are not Latino tend to have a higher educational level in their native language.
- No statistics were available on long-term persistence or comparison to college-wide trends. No statistics were available to compare the success rates of Latino students in our program with overall success rates of Latinos at NVC.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

- As immigrants and English as a Second Language learners, most of our students are members of at risk populations, so we incorporate college success and study skills into all of our classes.
- We train our instructors to assess our students at the beginning of the semester in their classes and make referrals to EOPS, LD Testing, Writing Center, CIS 170 (become computer literate), counseling, Student Support Services and other college programs as needed.
- Show students other resources available on campus such as the career center, the library, computer laboratories, student health services, and ASB all of which help them stay in school and feel more connected to NVC.
- Although we have no statistics on how effective these strategies are, the fact that our retention rates are comparable to the college’s despite the at-risk status of most of our students, speaks to our success.
- Anecdotally, we know that many students who start at level 50 do not complete the program, and instead we have a number of students who start at a higher level. It would be helpful for us to boost those numbers. One issue, however is students literacy in their native language. Students who have not graduated from high school frequently have great difficulty with advanced ESL classes.
C. What has the program done to formalize links with support services for students?
   - Staff in many of these programs are part of the ESL Department e-mail distribution list, are informed of what we are doing, and are consistently invited to our meetings.
   - Mid-semester reports for EOPS students
   - Receive reports from Writing Center and make many referrals to the Writing Center.
   
   This is an area we could improve.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.
   FT/PT ratio average=.588. This is consistently below college goal and college average.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)
   Not applicable

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Unit Plan, as needed.
   
   We want to improve long-term persistence and success of our students, since from informal observation many who start at level 50 and 60 never complete the ESL program and continue at NVC. See Schedule A.

4. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
   
   Our numbers at this point appear stable. Napa is a low growth area, and since 9-11 it has become more difficult for immigrants to enter the state and get legal status. Therefore, we cannot count on a population surge to boost our numbers. Improving outreach, to attract students who are already here, have residency and are in need of ESL is our best option.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.
   
   Our numbers per section appear stable, with an average of 23.1 students per section. Because of problems with the data, we have been unable to include FTES for non credit ESL students, which boost our total.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.
   
   Neither survey questions nor results available
D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Neither survey questions nor results available

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

See Schedule A

5. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program engaged in or initiated?
   - Regularly scheduled informational outreach visits to Napa child Start, the Napa City-County Library Project Upgrade Literacy Program, and the Napa Valley Adult School.
   - Distribute CELSA test dates and other program information to local businesses, community organizations, and current students.
   - Provide information about the ESL program to visitors to NVC
   - Use NVC electronic billboard (Bienvenidos a NVC, clases de Ingles, inscribase ahora)

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   As a program, we haven't done much in this area directly. There is an EOPS presence at local high schools (Hector Brambila), who works with our program. We need more consistent outreach.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   Although we are not a vocational program, we have had some meetings with wineries, vineyards, and specific companies such as Crystal Geyser and Cultured Stone who have ESL employees. None have led to classes thus far, although we have gotten a few students from these companies. Essentially, they have been unwilling to pay for contract education or guarantee sufficient enrollment for an FTES class. The program needs support from a campus effort to increase contract education.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   Not applicable

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Unit Plan, as needed.
6. **ACCREDITATION AND EXTERNAL REVIEWS**

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable

B. Indicate the sources of information used in Question 6A.
- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on **Schedule A**, Unit Plan, as needed.

7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. **Staffing**

Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (Complete **Schedule B**, Staffing, as needed)

- We need a full time Instructional Assistant with excellent tech support skills for the new ESL language lab.
- We need a part time outreach worker/offsite placement tester/ assistant who is bilingual in English and Spanish.
- Strategic goals and objectives addressed: #1, 3, 4

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete **Schedule C**, Program-Specific Equipment Request, as needed.)

- We need hardware, software, furniture, teacher’s station, LCD projector, etc. for the ESL Language lab. Please see attached vision/specs document for more information. We are still developing the details. The ESL language lab is an essential component of effective ESL instruction.
- Strategic goals and objectives addressed: #1, 4, 5.
C. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Building Improvement/Renovation, as needed.)

- We need an ESL language laboratory. This laboratory is to be funded through our Title 3 grant and is essential for teaching ESL, particularly pronunciation and listening skills. It is unacceptable and pedagogically indefensible not to have one.

  **Main Room**
  - 25 computer stations in small circular groups, with microphones, card reader to easily log hours
  - instructors station with document camera and ability to project information from student computers
  - LCD Projector, VCR/DVD player, smart board
  - Tech office or desk
  - technology for offsite or online classes

  **Small Room**
  - 10 stations in row or corners, with microphones, card reader
  - ESL conversation lounge
  - small room with couches, chairs, etc. and 1 computer

- Strategic goals and objectives addressed: #1, 4, 5.

D. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Request for Technology, as needed.)

- We need an ESL language laboratory. This laboratory is to be funded through our Title 3 grant and is essential for teaching ESL, particularly pronunciation and listening skills. It is unacceptable and pedagogically indefensible not to have one.

  **Main Room**
  - 25 computer stations with microphones, card reader to easily log hours
  - instructors station with document camera and ability to project information from student computers
  - LCD Projector, VCR/DVD player, smart board

  **Small Room**
  - 10 computer stations with microphones, card reader

- Please see the attached Visions statement for more information about the lab.

E. Professional Development

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

Michael Conroy and Lorraine Segal have attended a number of professional conferences through TESOL and CATESOL, with some participation from adjunct
faculty. We have also attended a number of workshops sponsored by NVC in areas of Student Learning Outcomes, and various aspects of technology such as Excel grading, Power Point, collaborative learning and Intercultural Communication. Both have lead brainstorming workshops for various groups creating SLOs. Lorraine Segal has researched and created innovative teaching materials on Media Literacy for ESL students. She has also attended an intensive program at the Intercultural Communications Summer Institute. Both have assumed leadership positions on campus. Michael Conroy served the president of the Napa Valley College Faculty Association and is currently the lead negotiator. He is also a member of the EOPS/Care/TRIO Advisory Committee, and the Scholarship committee, and he is the director of the Writing Center. Lorraine Segal has been Budget co-chair, GSA faculty adviser, and is currently one of the DTF chairs and a member of Matriculation Steering Committee. In addition, she continues to be ESL Program Coordinator.

2) Based on the goals that resulted from this program evaluation, complete Schedule F, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

F. Learning Resources

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule G, Learning Resources Needs, as needed.)

G. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule H, Request for Budget Augmentation, as needed.)

Currently the ESL department has no budget whatsoever. We need to have a budget for outreach publicity and work as well as software, DVDs, books, for use as ESL resources in the lab and in the classroom. We also need ongoing funding for an outreach/testing worker.
PROGRAM EVALUATION SUMMARY FOR ENGLISH AS A SECOND LANGUAGE

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

- Requested and received funding for an ESL Language lab as part of the Title 3 grant.
- Completed a series of Student Learning Outcomes workshops and meeting which resulted in programmatic Student Learning Outcomes and a timeline for course level SLO objectives.
- Created a mission statement
- Despite extremely limited resources and time, increased outreach efforts to local community organizations including ChildStart, the library’s literacy project, and the Napa Valley Adult School.
- Updated course descriptions and created a new trial conversation class and course linked to HEOC.

Strengths (unique characteristics, special capacities)

Despite limited resources and a mostly adjunct faculty, the ESL department has professional, highly qualified instructors with a deep commitment to our students, who are among the most dedicated and highly at the college, despite their high risk status. All our classes are multi-cultural, and we have a demonstrated commitment to choosing course materials which reflect and honor that diversity.

Challenges (concerns, difficulties, areas for improvement)

Our biggest challenges:

- Finding and retaining qualified competent instructors. We have a low pay scale compared to surrounding colleges, and adjunct faculty have few opportunities for professional growth. Currently, they are not even paid to participate in flex day activities unless they happen to teach on that day of the week.
- Lack of institutional support and resources for effective and extensive outreach efforts.
- No current language lab (will be addressed through Title 3 grant).
- No current resources established for ongoing lab maintenance and staffing.
- Student satisfaction surveys
- Community ESL needs assessment.

Summary continued on next page
Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

- Data on the college wide success rates of ESL students who went through the ESL program and those who did not.
- Data on success rates of ESL students who enrolled in English 84 compared to those who did not.
- Data on success rates of ESL students who attended at night, in the day or both.
- FTES on students who attended credit ESL classes through noncredit/community ed option.
- Numbers, not just percentages, of students for each ethnicity
- Data on education level of students in their native language and how this impacts their success.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by _______________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

**Verified on:** ______________________________

**Verification Committee Signatures:** ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ______________________________

**Recommend review in 2 years:** Yes _____ No _____
# PROGRAM EVALUATION AND PLANNING

## STUDENT LEARNING OUTCOME (SLO) MATRIX

### ENGLISH AS A SECOND LANGUAGE

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<th>#2 Oral communication skills</th>
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Note: All SLOs are addressed in at least one ESL class, and all classes address at least one SLO. Please see our full SLO list for a complete description of each ESL SLO.
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

ENGLISH AS A SECOND LANGUAGE

1. Manage time, work collaboratively and study effectively to achieve academic and life-path goals.

2. Listen actively and speak with clarity (English).

3. Express yourself clearly in writing (English).

4. Exhibit critical thinking skills when reflecting on what others have written and in expressing your own thoughts orally and/or in writing.

5. Express your own voice in exercising your rights and responsibilities as a member of a community.

6. Engage in a growing awareness of self throughout life, gaining new knowledge and an ever increasing ability to express yourself in creative ways.

7. Engage with persons from different cultures, exploring and celebrating similarities and differences.

8. Plan for further educational and employment pathways using college and community resources.

9. Locate and organize information using Internet and library resources. Read, write and communicate using computer technologies.
ESL Language Laboratory Needs and Visions (draft)

**VISION:** A state of the art multipurpose ESL/Language Laboratory, with software and hardware for individual instruction, classes, and group work, which enables our students to supplement conventional classroom instruction with CALL, and which supports our mission of providing high quality relevant instruction for ESL students so they can communicate clearly in English, subsequently succeed in general academic and vocational classes, work towards personal and professional goals, and be active, thoughtful participants in a diverse community.

This has the potential to benefit the entire campus by:
- increasing retention and success of ESL students in the ESL program
- increasing retention and success of ESL students in other programs
- Additional FTES through laboratory courses/components
- Making Napa Valley College a magnet for second language learners in many fields
- Attracting more working professionals to NVC who are ESL students
- Good way to market the college

**LABORATORY LAYOUT:**

**Main Room**
- 25 computer stations in small circular groups, with microphones, card reader to easily log hours
- instructors station with document camera and ability to project information from student computers
- LCD Projector, VCR/DVD player, smart board
- Tech office or desk
- technology for offsite or online classes

**Small Room**
- 10 stations in row or corners, with microphones, card reader

**ESL Conversation Lounge**
- small room with couches, chairs, etc. and 1 computer

**RATIONALE:**
- The main room can be used for classes and for laboratory when there aren’t classes. A circular arrangement allows for more group interaction and interaction with instructor.
- The small room allows for individual lab users even when classes are in progress, and for individualized classes, making the lab multi-purpose.
- Tech desk or office is needed for tech staff or IA.
- These are all best practice features in language labs I’ve studied.
SOFTWARE FOR:

- **Pronunciation**
  - prosody, listening to self, phonemes, intonation patterns, phrase and sentence practice (software and Internet links)
  - must be able to record self and hear/see
  - Vocational/career specific vocabulary and pronunciation

- **Listening**
  - digital/recorded materials at all levels (software and Internet links)
  - academic note taking skills
  - comprehension in daily life and at work.

- **Speaking and Presenting**
  - How To information for making speeches and presentations
  - equipment for recording and practicing presentations
  - software and Internet links

- **Reading**
  - Interesting readings at all levels for adults with interactive activities
  - software and links for various reading skills such as vocabulary in context, finding the main ideas, summarizing and paraphrasing, using the dictionary

- **Intercultural Communication resources**
  - Links to Online materials
  - Grammar and Writing Materials (software and Internet links)
  - e-mail and networking for student communication
  - vocational Intercultural communication (see below)

- **Writing and Grammar**
  - information and practice for common grammar in writing problems (shared with writing lab?)
  - oral grammar

- **Study Skills**
  - college success skills including test taking and anxiety, time management, study and organizational techniques
  - short classes, tutorials, or modules

- **ESP (English for Specific Purposes)**
  - software and links for English vocabulary, pronunciation, and other written and oral skills for vocational ESL and ESP
  - business, HEOC, CFS, etc.
  - vocational Intercultural communication

**WEBSITE AND LINKS**

- ESL Department
- Language Departments
- Links to online resources

**STAFFING:**

- Instructors for classes
- IAs and/or tutors
- tech support

**MARKETING NEW RESOURCES AND CLASSES**

**COMMENTS:**

- This is a rough draft, but represents research on many labs at community colleges at 4 year colleges in the state and the nation, as well as the documented needs at NVC.
- It is a pedagogical necessity to have a language lab for language classes
## Unit Plan

### English as a Second Language

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
|                           | 3                           | 5          | 1. Update program brochure  
2. Create website for department  
3. Ask Community Relations to make ESL an explicit priority  
4. Try to establish even more connections with community groups, companies, and schools | 1. Designer & funding for new brochure & website  
2. Part-time bilingual outreach worker specifically for credit ESL, working under the supervision of ESL program coordinator. | |
|                           | 1                           | 3          | 1. Link courses to writing center and/or ESL lab  
2. Have a dedicated counselor for ESL students, ESL office.  
3. With Spanish department, create Spanish for native speakers literacy class. | 2. Need assigned counselor and office.  
3. Need Spanish Dept. support | |
|                           | 1, 4                        | 2          | 1. Revise curriculum to fully make use of new language laboratory resources  
2. Revise curriculum to incorporate a portfolio/capstone project  
3. Update writing assessment rubric | 3. Funding to include adjunct faculty in rubric work | |

* New requests should be defined on resource forms and included in the unit budget.

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**Program Evaluation Section**

A. Curriculum and Instruction  
B. Student Success and Equity  
C. Enrollment Trends and Student Satisfaction  
D. Community Outreach  
E. Accreditation and External Reviews

---

**Schedule A**

**Establish more effective and consistent outreach and marketing of ESL program and promote the new ESL language lab**

- Update program brochure
- Create website for department
- Ask Community Relations to make ESL an explicit priority
- Try to establish even more connections with community groups, companies, and schools

**Improve long-term persistence of students who first enroll in ESL levels 50 or 60 to increase percentage who finish the ESL program and continue with additional academic and career goals. This can be achieved by strengthening links with support services.**

- Link courses to writing center and/or ESL lab
- Have a dedicated counselor for ESL students, ESL office.
- With Spanish department, create Spanish for native speakers literacy class.

---

**August 11, 2005**
FACULTY AND STAFFING

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistant/Tech support</td>
<td>1.0</td>
<td>TBA</td>
</tr>
<tr>
<td>Needed to keep the new (prospective) ESL language laboratory open and functioning. See visions/specs document for more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual ESL outreach worker/placement tester/assistant</td>
<td>0.5</td>
<td>TBA</td>
</tr>
<tr>
<td>The ESL program is struggling to maintain numbers and is not growing significantly at this time. Napa is a low-growth area, and, immigrants had much greater difficulties coming to the U.S. and receiving legal residency status because of changes since 9-11. We are very limited in the numbers of International students we can accept because of the high TOEFL score requirement for an I20 visa. Consequently, for our program to flourish and grow, we must do far more to reach Napa residents who need our services but either do not know about the program at the college or do not realize it would be helpful to them. We also would benefit by contacting all our students each semester with reminders and information. Our small department currently has neither the time nor resources to do this effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By:                                        Approved By:

Budget Center Manager                                  President/Vice President

AUGUST 11, 2005
### PROGRAM-SPECIFIC EQUIPMENT REQUEST

**Accreditation reference:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program-specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer hardware and software for ESL language lab</td>
<td></td>
<td></td>
<td>See Title 3 grant</td>
</tr>
</tbody>
</table>

This laboratory is part of our Title 3 grant and is essential for teaching ESL, particularly pronunciation and listening skills. It is unacceptable and pedagogically indefensible not to have one. Please see the attached visions document for more information about the lab.

| B. Non-instructional                                                        |                |                                   |                              |
| Submitted By:                                                               |                |                                   |                              |
| Approved By:                                                                |                |                                   |                              |

Budget Center Manager       President/Vice President

August 11, 2005
SCHEDULE D

FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

A state of the art multipurpose ESL/Language Laboratory, with software and hardware for individual instruction, classes, and group work, which enables our students to supplement conventional classroom instruction with CALL, and which supports our mission of providing high quality relevant instruction for ESL students so they can communicate clearly in English, subsequently succeed in general academic and vocational classes, work towards personal and professional goals, and be active, thoughtful participants in a diverse community.

The location for the lab, scheduled to open next year, will temporarily be in a converted room TBA on campus. With the bond measure and capital building project in progress, the goal is to have a three-room suite of electronic classroom, small lab, and small conversation lounge with a resource library, tech support station and teacher station. Ongoing funding for IA, tech support, computer hardware and software, and other tech maintenance and upgrades will be needed.

Cost estimates will be provided for priority projects only.

Submitted By:         Approved By:

________________________________  _______________ _________________
Budget Center Manager      President/Vice President

AUGUST 11, 2005
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

Provide a general description of the project; this includes:
1. The equipment needed; students and/or staff who will be served; how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (e.g., new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment—when will the equipment need to be replaced?

A state of the art multipurpose ESL/Language Laboratory, with software and hardware for individual instruction, classes, and group work, which enables our students to supplement conventional classroom instruction with CALL, and which supports our mission of providing high quality relevant instruction for ESL students so they can communicate clearly in English, subsequently succeed in general academic and vocational classes, work towards personal and professional goals, and be active, thoughtful participants in a diverse community.

Main Room
- 25 computer stations in small circular groups, with microphones, card reader to easily log hours
- instructors station with document camera and ability to project information from student computers
- LCD Projector, VCR/DVD player, smart board
- Tech office or desk
- technology for offsite or online classes

Small Room
- 10 stations in row or corners, with microphones, card reader
- ESL conversation lounge
- small room with couches, chairs, etc. and 1 computer
- Internet connections and wiring (or wireless technology will be needed, as will installation and maintenance support

The location for the lab, scheduled to open next year, will temporarily be in a converted room TBA on campus. With the bond measure and capital building project in progress, the goal is to have a 3 room suite of electronic classroom, small lab, and small conversation lounge with a resource library, tech support station and teacher station.

- Software support with new licenses, upgrades and ongoing support will be needed
- 25 computer stations in small circular groups, with microphones, card reader to easily log hours
- 10 stations in row or corners, with microphones, card reader
- instructors station
- couches, chairs, etc. and 1 additional computer
- All computers will need Internet connections
- Equipment will need to be replaced as needed.

Please see Title 3 grant and visions document for more information.

Submitted By: ____________________________ Approved By: ____________________________

Budget Center Manager                  President/Vice President

AUGUST 11, 2005
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   - Technology training: See below
   - Diversity training:
     Given the diversity of our student ESL population, it is particularly important that ESL instructors and staff receive ongoing training around diversity. Estimated number of attendees: 10.

2. What pedagogical training needs have been identified in your program review?
   How to integrate increased use of CALL (Computer Assisted Language Learning) into oral communication skills, writing, reading and grammar classes.

3. What types of technology does your program use? What technology training needs have you identified?
   Everyone in the ESL department, including the new IA/tech support person will need extensive training in how to use the technology in the new lab effectively. This needs to include workshops in how to use the teacher’s station, networking capabilities, the software programs, hardware and applications and all other features of the lab. Foreign language instructors would need training as well. Estimated number of attendees: 20.
   As we design and implement our new ESL Language Lab, ESL faculty, full time and adjunct, will need substantive training in how to use the new technology in the lab, and how to make it pedagogically effective.

4. What are the leading publications specific to your discipline and/or program?
   TESOL Quarterly
   TESOL Internet Journal
   IALLT Journal of Language Learning Technologies

Submitted By: __________________________  Approved By: __________________________

Budget Center Manager      President/Vice President

AUGUST 11, 2005
### Learning Resources/Media Materials Request

#### Books including Reference
- **Number of titles to add:** 17—see next page
- **Areas to consider** for maintaining and developing a collection that supports this course and corresponding assignments:
  - Titles that provide: a multicultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
- **Recommendations/comments:** These are all books to enhance teaching and promote professional development. Please see department chair if not all can be ordered at once.
- **Estimated cost for new materials:** $300

#### Periodical Titles (Newspapers, Journals, Magazines)
- **Number of titles to add:** ____
- **Recommendations/comments:**
- **Estimated cost for new materials:**

#### Electronic Databases and Indexes
- **Number of databases to add:** ____
- **Recommendations/comments:**
- **Estimated cost for new materials:**

#### Media Collection (closed-captioned or DVD):
- **Number of titles to add:** 2
- **That’s a Family** (DVD) New Day Films [www.newday.com](http://www.newday.com) $199
- **Killing Us Softly 3** [http://www.mediaed.org/videos/MediaGenderAndDiversity/KillingUsSoftly3](http://www.mediaed.org/videos/MediaGenderAndDiversity/KillingUsSoftly3) $295.00
- **Recommendations/comments:**
- **Estimated cost for new materials:** $500

Are library/learning resource service hours adequate for this course/program? Yes _____ No _____
Is the quantity of materials sufficient for students within needed time frame? Yes _____ No _____
Will library/learning resources assignments be used in your course? Yes _____ No _____
Will this course/program require the assistance of library faculty for orientations or other information competency instruction? Yes _____ No _____

☐ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

☐ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

_August 11, 2005_
SCHEDULE G CONTINUED:

BOOKS TO ADD TO THE LIBRARY COLLECTION

Professional Development in Language Education Series
- Professional Development in Language Education Series (PDLE), Volume 1: Becoming Contributing Professionals
- Professional Development in Language Education Series (PDLE), Volume 2: Extending Professional Contributions
- Professional Development in Language Education Series (PDLE), Volume 3: Sustaining Professionalism
- Professional Development in Language Education Series (PDLE), Volume 4: Communities of Supportive Professionals

Professional Development in Language Education Series (PDLE), Package Set Volumes 1-4

New Ways Series
- New Ways in Teacher Education
- New Ways in Teaching Culture
- New Ways in Teaching Grammar
- New Ways in Teaching Listening
- New Ways in Teaching Reading
- New Ways in Teaching Speaking
- New Ways in Teaching Vocabulary
- New Ways in Teaching Writing

CALL Essentials
ESOL Tests and Testing
*Diversity as Resource: Redefining Cultural Literacy
*Gender and English Language Learners
*Priorities

All available from TESOL: http://www.tesol.org/s_tesol/seccss.asp?CID=202&DID=1672
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: ________________________________  Activity: ________________________________

Accreditation reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget: This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 1300, 1400, 2300, 2400, 4000, and 5000.

List in priority order.

<table>
<thead>
<tr>
<th>Account Number and Description</th>
<th>Additional Amount Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Materials</td>
<td>$500 per year</td>
<td></td>
</tr>
<tr>
<td>.5 outreach/tester/assistant</td>
<td>See Schedule B</td>
<td></td>
</tr>
<tr>
<td>10.0 IA/Tech support</td>
<td>See Schedule B</td>
<td></td>
</tr>
</tbody>
</table>

Currently, the ESL department has no budget whatsoever. We need to have a budget for outreach publicity and work as well as software, DVDs, books, for use as ESL resources in the lab and in the classroom. We also need ongoing funding for an outreach/testing worker and an IA to provide tech support and keep the ESL Language Lab open and functioning; see vision/specs document above.

Submitted By:          Approved By:          
________________________________   _________ _______________________
Budget Center Manager       President/Vice President

AUGUST 11, 2005