



Annual Program Review 2010-2011 Instructional Programs

Division:

Noncredit ESL

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair

Signature of Dean

Date Submitted to Program Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

The Noncredit ESL Program supports the mission of the college by serving students of all diverse backgrounds, ages, abilities and learning styles. Since we are committed to student learning and success, we prepare our students for their many evolving roles in and responsibilities to our community, our state, and our society. We serve the surrounding community as an educational and referral center for South Glendale through the Garfield Campus and for North Glendale through noncredit classes offered on the main campus. We also offer classes at various locations throughout the area such as Chevy Chase Baptist Church, the Crescenta Valley United Methodist Church, the Professional Development Center in Montrose, and /the Adult Recreation Center. We offer seven levels of Noncredit English as a Second Language courses from Literacy to Level 6. Additionally, we offer specialized ESL courses for Older Adults as well as Basic Computer for ESL Learners, Conversation, Accent Reduction, and First Language Support programs in both Armenian and Spanish. In addition to ESL, our program also teaches important life skills, specifically through our CBET and EL Civics programs, such as job search, housing, and health care; these life skills are vital for assimilation into the culture of the United States. Citizenship classes are also offered and prepare our students to be responsible members of society. We refer students to our academic, professional, and personal counseling services. We run the College Readiness ESL program on the main campus, which encourages and prepares noncredit students to enter credit programs. A great many of our noncredit students continue on as credit students at GCC, obtaining A.A. degrees, entering jobs, and /or transferring to four year universities.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Noncredit ESL	Up 36.5	Down 2.6	Up 40.1	Down 6.3 %	NA	NA	NA

1.1. Describe how these trends affect student achievement and student learning:

Our FTES is up 36.5 % and FTEF is down 2.6 indicating that we are serving more students while cutting classes. The WSCH/FTEF is up 40.1 percent which shows that we are being more efficient and serving more students in our classes. Our full-timer percentage is down because we lost one instructor to retirement. This trend indicates that our instructors are working harder to serve the students but it also indicates that we have more students in our classes that need attention. We offer three certificates and the number of certificates earned by the students increased from 8 in the fall of 2008 to 56 in spring 2010. This is an increase of 700%.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

As found in the 2009-2010 campus profile, the ESL noncredit headcount was 18% of the total headcount of the college. This division serves over 7000 students per year, and per Ed Karpp, NC ESL in 2008-2009 was the second largest division at GCC when measured by FTES. Six fulltime instructors with a 24 hour teaching load are handling the demands of the program.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/ Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
Noncredit ESL	81.8 %	9.1%	100%	N/A	100%	

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

We have not offered our accent reduction class for the past few years and have not yet created an SLO for this course. This will be rectified this year. Our literacy through Level 5 classes along with our citizenship classes make up 95% of the students that we serve.

These classes have ongoing SLO assessments, via CASAS pre and post tests and EL Civics assessments. The only classes that are being offered that don't have ongoing assessments are our conversation classes. We are going to be working on the curriculum for these classes in the spring and creating appropriate assessments.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Writing and speaking assessments in EL Civics has led to the conclusion that our students did not have the skills to communicate appropriately at their current levels through writing or oral communication. As a result we have realigned our curriculum and assessments to improve student achievement of these skills. We have enhanced our writing and speaking curriculum and have added a faculty designed writing and speaking assessment to the program. At the end of the fall semester of this year, we will be administering the writing assessment to all literacy and level 1 and 2 classes. We have decided that we will add level 3,4,and 5 classes to the program in the spring semester. We will also be administering a speaking assessment to all levels at the end of this semester. The instructors are preparing their classes for these exams throughout the fall and we will be able to assess if there is an improvement in student learning at the end of the semester.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

At the end of the fall semester, we will be compiling assessment results with our new faculty designed assessments to determine the effectiveness of our certificates.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

We created and distributed a student needs assessment survey on the program level asking the students what their reasons were for attending our ESL classes. The three pathways that the students indicated were transfer to credit, becoming acclimated and comfortable within the United States culture and for procuring a job and/or a better job. Twenty-seven percent of the 1459 students that took the survey indicated that they were attending ESL classes to learn enough English to get a job. Our curriculum does not focus on workplace literacy. Right now it focuses on encouraging our students to further their education by transferring to credit classes and on aiding students in their acclimation to American culture and living comfortably within their communities. To serve the students who are looking to prepare themselves to get a job, we need a VESL faculty member to create a new curriculum that will include workplace vocabulary, soft skills needed to succeed in the workplace environment, computer skills, and basic English skills. This instructor will also work with businesses and industries within the community to meet their needs through giving their employees the tools with which to meet the requirements to progress within the company and to meet the basic demands of the job. This goal links directly with the Educational Master Plan's strategic goal #2 which relates to economic and workforce development. Considering the fact that the Glendale community is composed of a large job seeking population, it is in our program's purview to meet this communities' needs.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

2009 – 2010 Goals

1. Hire a first language support/intake clerical person in CRESL office to provide assistance to students who are trying to register and who have questions about the program. With a clerical person available to help, the office will be open to serve the students' needs.
2. Hire two assistant lab technicians for the Noncredit ESL lab at Garfield. At this time, instructors are strictly limited on the time they can spend in the lab with their students because of the lack of lab technicians. Students must become technologically literate and this will give them the opportunity to do so.
3. Designate lab space on the main campus for Noncredit ESL students. Noncredit students are not allowed to use the labs on the main campus during the morning or evening hours due to the large number of other students who need the facilities. The technological needs of the noncredit students must be met.
4. Provide instructors a space where they can prepare for their classes at Garfield. We have 17 faculty working at Garfield in the morning and 17 in the evening and 12 during the afternoon. These instructors need a place to create their lessons, duplicate the materials they use in the classroom and the materials they intend to send to the duplicating office on campus, check their email and print out their daily rosters.
5. Purchase overhead projectors and CD players to enable instructors to present their lessons in a manner that will benefit the students' learning. The textbooks that are used in class have listening components which require a CD player and overhead projectors are essential for instructors that do not have access to a LCD projector and computer.
6. Purchase a digital camera and a digital video camera to give instructors the tools to enhance their curriculum through language specific projects.
7. Purchase ESL software to compliment the texts we use in the classroom. This software offers the students the opportunity for additional practice which is beneficial in the acquisition of a second language.
8. Produce bilingual grammar guides to benefit our students. These grammar guides are unique to our program and were created by our own instructors. They are of great benefit to the students in that they explain English grammar in the student's first language.
9. Offer staff development workshops. If a business wants to excel, its' employees need to be on the cutting edge. It is the same with our instructors. It is essential that they know about new theories of language teaching, including technological advances. Staff development workshops will offer them this opportunity.

2010- 2011 Goals

10. Create one new full-time faculty position and fill the vacant full-time faculty position created by a retired faculty member. These instructors will be needed to fill the needs of our CRESL students as well as work in our VESL program. At this time, there are not enough full-time faculty to help develop the various instructional components offered in our

Noncredit ESL program. We have 76 instructors in our program and 6 are full-time while 70 are part-time. The full-time faculty participate actively in governance but we are stretched very thin. In addition, we have large waiting lists. We need full-time faculty to provide leadership and consistency to mentor and guide our adjunct faculty so we can meet the needs of our students.

11. Hire a Noncredit ESL computer lab technician to work in the existing ESL lab with the CRESL population on the Main Campus. As stated in our goals for year 1, our CRESL students need to be allowed to use the ESL lab on the Main Campus but we also have the responsibility to help staff the lab.
12. Expand our offsite locations to meet the needs of the community. Many of our students do not have transportation and will only attend a school that is close to their place of residence. At this time, we have many classes at elementary and middle schools throughout Glendale. They are funded by a grant written by the GUSD. If this grant is discontinued, we will need to be able to rent space for the 700+ students attending those classes.
13. Find a permanent room for our level 5 class on the Main Campus. At the beginning of each semester, our level 5 class commences as a two day a week class until it is ascertained that there is another room available to accommodate it on the other two days that it is supposed to meet. This is a difficult situation for the students and the instructor.
14. Purchase chairs and desks/tables to meet the needs of the students.
15. Purchase laptops and printers with wireless capability to aid in registration at off-site locations. We have ten locations off-site with approximately 700 students. The majority of our students at those locations do not know how to register themselves and the instructors have to record the students' information and eventually register the students themselves. If we had laptops with the capability to register them on site, it would be more efficient and save a lot of time.
16. Purchase site licenses for internet access to on-line instructional sites that would aid our teachers in their lesson planning.
17. Find funding for bilingual ESL welcome packets. We are using BSI money to create welcome packets for orientation of new students. These packets are to increase the retention of new students who come to the program late in the semester and promote matriculation into academic and job training pathways offered at GCC. If the BSI monies run out, we will need funding to continue offering this service.
18. Find funding for staff development workshops.
19. Hire a full-time position to address the needs of lower level students, and to help develop the various instructional components offered in our Noncredit ESL program.
20. Hire an Noncredit ESL counselor who will be singularly dedicated to working with noncredit ESL students at Garfield. As our student population grows, we will need more hands on counseling for them. Our counselors are extremely busy working with GED students and business students as well as our students. We need a counselor dedicated to working solely with ESL students to increase the retention and persistence of these students.
21. Hire two classroom aids to work with instructors in low level ESL classes. Our literacy and level one classes are growing in size and quantity. A teacher's aid is beneficial in creating

a harmonious and effective class atmosphere.

22. Continue to expand our class offerings to off-site locations to meet the needs of our students in the surrounding community.
23. Obtain office space for our adjunct faculty to allow our students to meet with their instructors before or after class. 92% of our students do not have the opportunity to meet with an instructor before or after class for additional language instruction.
24. Purchase white boards, desks and chairs to replace those that are broken. Purchase rolling carts capable of holding and moving portable LCD projectors and laptops.
25. Purchase portable LCD projectors and laptops with wireless capability to enable us to offer technological literacy training to students in off-site locations.

3.2. What measurable outcomes were achieved due to the actions completed?

Due to the budget crisis and hiring freeze, we were not able to hire any personnel or find facilities for lab space or a space for instructors, but, due to some available grant money, we were able to purchase overhead projectors and CD players to enable instructors to present their lessons in a manner that benefitted the students' learning. We were also able to produce bilingual grammar guides for all of our literacy and low level students. These were created by our own instructors and are a great benefit to the students in that they explain English grammar in the student's first language. We also offered three staff development workshops for our instructors to keep them up to date on new theories of language teaching.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

The overhead projectors, CD players and grammar guides lead to improved instruction and student learning due to the opportunity for the students to visualize and to listen to the subject being taught. It is widely acknowledged that students learn in different ways and the use of this equipment and guides benefitted those that are visual and auditory learners. The staff development workshops that we held for the instructors were well attended and benefitted the students because the instructors honed their instructional ability and learned new ways to present the material to the students.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

When we began the SLO process we realized that the grammar test that we used to measure success for our students only focused on one aspect of student language learning. Students don't just learn a language by internalizing the grammar of that language. They also need to learn to use the language orally and in a written format. We have always included speaking and writing in our curriculum but have never tested the students on these skills. Since we didn't test them on these skills, they were not emphasized in class and many students were not motivated to perfect these skills. As a result, our students were notably unable to perform in these areas. We have spent last semester and this semester creating two new exit exams to test the students in these two areas. We have provided additional curriculum for the instructors to work with to prepare the

students and plan to debut the written exit tests in the literacy, Level 1 and Level 2 classes and the oral exit exam in all levels at the end of the fall semester. We will continue to review and perfect the exams during the next semester. We also plan to review and enhance our conversation curriculum during the winter session and debut those changes in the spring.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Introduce an exit exam in writing for Level 3.	EMP 1.2, 3.4 SLO: Write paragraphs	Students will be better able to express themselves in writing, necessary for credit and job training.	Funding for workshops to train instructors on how to correct the exams. Funding to compensate teachers for the time they will need to spend grading papers and exams.
Perfect the listening/speaking curriculum and exit exam.	EMP 1.2, 3.4 Program SLO: Respond to spoken English	Students will be able to communicate orally in a competent and self-assured manner using the grammar structures taught at their appropriate level.	Funding for curriculum enhancement workshops to train instructors on how to teach listening and speaking skills and how to administer the exit exam.
Using the course outlines for beginning, intermediate and advanced conversation classes, improve the curriculum for these classes.	EMP 1.2 EMP 1.3	Students will be more motivated to attend class and as a result will increase their persistence and ability to communicate orally in their daily lives.	Funding for workshops to train instructors on how to teach conversation classes which are required for our certificates.
Perfect the writing exit exam for levels literacy, 1 and 2 and provide writing workshops for instructors to ensure uniform division wide instruction.	EMP 1.2, 3.4	Every student will be guaranteed uniform quality instruction.	Funding for curriculum improvement and for workshops to train instructors on how to teach writing.
Provide tutors for students who need extra instruction in writing.	EMP 1.2, 3.4	Students who were not able to pass the writing portion of the exit exam will be given the opportunity to work one on one during the intersessions with a tutor and be allowed to retake the writing exit exam.	Funding for tutors.
Create and implement a writing and listening/speaking component of the placement exam.	EMP 1.2 EMP 1.3 EMP 3.4	If a student is placed in the correct level of English, he/she is more apt to be persistent and successful in his/her acquisition of the English language.	Funding to reimburse instructors for their time in creating and implementing the writing and listening/speaking component of the placement exam. Funding to compensate those who are hired

Annual Program Review, Fall Report, Instructional Programs, 2010-2011

			to correct the exams.
Hire a first language support/intake clerical person in the CRESL office to provide assistance to students.	EMP 1.1 EMP 1.3, 3.4 Noncredit Matriculation Plan	This clerical person will aid students to register and answer questions about the program and matriculation opportunities.	Funding for clerical position.
Designate lab space on the main campus for Noncredit ESL students and hire a computer lab technician to work in the lab.	EMP 1.2 EMP 1.3 EMP 3.5	Meet the technological needs of noncredit students.	Funding for lab technician.
Purchase laptops	EMP 1.2 EMP 1.3 EMP 3.5	Increase computer skills of students and the ability to capture their attendance. Offer equal registration access for all populations.	Funding for wireless capable laptops.
Hire an academic counselor dedicated to working with noncredit ESL students.	EMP 1.1 EMP 1.2 EMP 1.3 EMP 3.2 EMP 3.3 Noncredit Matriculation Plan	Increase students' awareness of resources available to them and provide guidance pertaining to educational goals.	Funding for academic counselor.
Purchase site licenses for internet access to on-line instructional sites.	EMP 1.2 EMP 1.3 EMP 3.5	Increase access to internet sites that will aid students in their acquisition of English.	Funding for site licenses.
Hire a Noncredit ESL computer lab technician to work in the existing ESL lab at Garfield Campus. A permanent part-time position has been vacant for over two years since Ali Kobiassi was promoted.	EMP 1.2 EMP 1.3 EMP 3.5	Increase students' access to on-line educational sites and provide guidance pertaining to use of existing educational software.	Funding for computer lab technician.

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2010 PROGRAM REVIEW

Division: **Noncredit ESL I: NCESL-1**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

The following request for a College Readiness ESL Program Coordinator addresses the 1.1, 1.2, and 1.3 goals in the EMP in that it helps improve the students' awareness of GCCD resources, helps them access the credit half of the institution and increases their persistence and success in completion of their educational goals. It also addresses 3.3 and 3.4 in the EMP in that it strengthens the interface between Student Services and Instructional Services for noncredit students and it streamlines their movement through the curriculum. It also addresses many of the Core Competencies in that it aids students in their communication skills, their information competency skills, their critical thinking, their global awareness appreciation and it makes them aware of their personal responsibilities.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The purpose of the College Readiness ESL Program is to prepare students with ESL instruction while at the same time familiarizing them with the credit programs at GCC and encouraging them to pursue their academic and professional goals through credit instruction at the college. The CRESL Program serves a variety of students, many of whom are new to the country and eager to secure an education and /or job skills. Students are attracted to the Noncredit ESL classes as a first step in improving their lives and advancing educationally and professionally. At this juncture, the CRESL Program must aid Noncredit students by helping them understand the U.S. educational system, and formulate their goals, by referring them to appropriate counseling and facilitating entrance testing, and by ushering them into the credit programs at the college. Without this guidance, students are unequipped to see themselves through this process, often leaving the college to seek other avenues to success. The CRESL program needs the Instructor/Coordinator to insure that as many students as possible transfer successfully from the Noncredit to Credit programs at GCC, thereby improving retention campus-wide.

The CRESL Instructor/Coordinator position not only serves the Noncredit program, but also serves the Credit ESL Program because better-prepared Noncredit students will perform better in the Credit ESL program. Additionally, this position would serve ALL credit programs, because better-prepared Credit ESL students are more successful in credit degree and transfer coursework.

5.3. Describe the resource request in detail.

This position is for a Noncredit ESL College Readiness Instructor/Coordinator in the Continuing and Community Education Program at the community college level. Members

of the teaching faculty will have five office hours per week and are expected to be on campus thirty-five hours per week. Participation in professional activities, curriculum development, program improvement and administration, and campus committees will be expected. The teaching assignment will involve evening classes and/or Fridays.

The CRESL Instructor/Coordinator is responsible for developing and directing the Noncredit College Readiness ESL (CRESL) program on the main campus, which currently includes an average of 15-17 classes and 15-17 instructors. The primary duty of this position will be as an instructor; the secondary duty will be as a coordinator.

The CRESL Coordinator will promote the growth of the program by:

- recruiting and placing students into the CRESL program
- referring students to on-campus academic, career, and financial aid counseling services
- aligning Noncredit ESL curriculum with Credit ESL curriculum to prepare students for matriculation
- facilitating and encouraging student matriculation into all of the college's credit programs
- building on-campus communication between the CRESL program and all other campus constituents
- meeting with CRESL faculty to implement appropriate curricular changes at each level

The CRESL Coordinator's managerial duties will include:

- scheduling and staffing classes under the direction of the Division Chair
- advising, supporting, and interfacing with CRESL instructors and students
- evaluating CRESL instructors
- supervising the CRESL office and its student workers
- coordinating entrance testing with the Testing Center
- coordinating exit testing with the Noncredit Division office

The CRESL Coordinator's instructional duties will include:

- 24 hour teaching load
(This position currently is assigned 10% released time or a stipend.)

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	One	FT CRESL Instructor/Coord.		
Facilities				
Equipment				
Supplies				
Software				
Training				

2010 PROGRAM REVIEW

Division:

Noncredit ESL I: NCESL-2
Description: FT Instructor

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

The following request for a Vocational/Workforce ESL instructor addresses the 1.2, and 1.3 goals of the EMP in that it increases student access by developing strategies to improve students' basic skills preparedness and increases their success in completion of their educational goals. It also addresses goal 2.3 in that it will explore collaborations with other businesses. This request is central in meeting one of Glendale Community College's core values of helping students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, the effective use of technology for work and research, and the ability to work with others.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The purpose of a Vocational/Workforce instructor is to prepare students with ESL instruction while at the same time familiarizing them and preparing them for career and technical opportunities in the work force. The Noncredit ESL Program serves a variety of students, many of whom are new to the country and eager to secure an education and /or job skills. We have surveyed these students and found that they usually choose one of three paths to follow in our program, to continue their education and earn a certificate or degree, to adjust to living in the United States, and to obtain a job. We have an SLO to help our students achieve their goals in these areas. Since over 28% of our students list getting a job as their primary goal, with an instructor that can focus on Vocational/Workforce curriculum, we will be able to improve our SLOs in this area.

5.3. Describe the resource request in detail.

This position is for a Noncredit ESL Vocational/Workforce Instructor in the Continuing and Community Education Program at the community college level. Members of the teaching faculty will have five office hours per week and are expected to be on campus thirty-five hours per week. Participation in professional activities, curriculum development, program improvement and administration, and campus committees will be expected. The teaching assignment will involve evening classes and/or Fridays.

The Noncredit ESL Vocational/Workforce instructor will be responsible for creating curriculum that will combine language education with instruction in job-specific skills which will enable the learner to acquire strategies to function in the workplace, including both

language needs and cross-cultural training. He/she will also be responsible for providing staff development to train teachers to work with vocational education and employment issues and will be required to assess the specific educational and vocational needs of students and employers in the community to determine what present and future employment opportunities exist and what kind of training should be offered. He/she will be expected to work collaboratively with the job placement office at Garfield Campus and the noncredit counselors to provide essential support services for students.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	1	VESL Instructor	To replace a retired instructor and to fulfill a need of the community.	
Facilities				
Equipment				
Supplies				
Software				
Training				
Other				
Total				

2010 PROGRAM REVIEW

Division:

Noncredit ESL I: NCESL-3
Description: LCD Projectors

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

The [Educational Master Plan](#) or other related plan goal.

- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.2, 1.3, 3.5

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Through the use of the internet, our instructors that have technological capabilities in their classes are able to enrich their grammar, writing, vocabulary and oral instruction. When this technology is used appropriately, the student learning outcomes are improved. This includes mastery of grammar structures, American pronunciation, the ability to write and conversational competence. These capabilities should be available to the 20+ classrooms, at least in a limited fashion, that are without these amenities. This request would improve the learning outcomes for approximately 600 students and will be measured through our new assessment process. The majority of these students are in the Spanish support program which targets the ESL needs of Glendale's Hispanic population.

5.3. Describe the resource request in detail.

Purchase 3 portable LCD projectors to enable us to offer classes incorporating technology into lessons at off-site locations. We have 20 classes at six off-site locations that do not support technology. Lessons can be enhanced through the use of the internet and the Department of Education is continually encouraging us to incorporate technology into our curriculum.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	3@\$2200/ projector= \$6600	LCD Players	Improve instruction of language skills for approximately 600 students at off-site locations.	
Supplies				
Software				
Training				
Total	\$6600.00			

2010 PROGRAM REVIEW

Division: Noncredit ESL **I: NCESL-4**
Description: Wireless Laptops

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.1 and 1.2

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Students persistence in the program will increase since they will become acquainted with the registration process and will be more closely connected with the instructor through their email account.

5.3. Describe the resource request in detail.

Purchase laptops with wireless capability to aid in registration and GCC email address acquisition at off-site locations. We have locations off-site with approximately 700 students. The majority of our students at those locations do not know how to register themselves and the instructors have to manually record the students' information and eventually register the students themselves. If we had laptops with the capability to register them on site, it would increase students' computer skills and introduce them to their GCC email accounts and registration procedures.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	3 @ \$1700.00/laptop= \$5100 \$600/year/laptop For Verison Card for 1 laptop	Wireless capable laptops.	We have ten locations off-site with approximately 700 students. The majority of these students do not know how to register themselves and the instructors have to record the students' information and eventually register the students themselves. The ability to register online would provide equal access for all ethnic groups, some of	

Annual Program Review, Fall Report, Instructional Programs, 2010-2011

			which are primarily off-site without access.	
Supplies				
Software				
Training				
Other				
Total	\$5,700.00			

2010 PROGRAM REVIEW

Division:

Noncredit ESL I: NCESL-5
Description: Training Workshops

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.2, 1.3, 3.4 Core Competencies: Communication, Critical Thinking
 SLOs Levels 0-5: To communicate in written and spoken English

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

These workshops will enable us to improve the SLOs in all levels related to communication competence in written and oral forms. As of now, we are in the development stages of assessing these skills, yet need a sustainable institutionalized process.

5.3. Describe the resource request in detail.

The Noncredit ESL Division is in the process of revamping the reading, writing and conversation curriculums. There are many facets to this project such as enhancing the instructors' knowledge on how to teach these skills, to administer the exit exams and to grade the speaking and writing exams incorporating the use of specified rubrics. Required workshops are necessary to ensure a division wide cohesiveness in these matters. Funding is needed to reimburse our 81 instructors for their time at these workshops and also to compensate those instructors who will be required to spend a large amount of time outside of the classroom grading the exams.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment				
Supplies				
Software				
Training	\$20,000	4 Workshops for 81 instructors		
Other				
Total	\$20,000			

2010 PROGRAM REVIEW

Division:

**Noncredit ESL I: NCESL-6
Desc: Test Correction Funding**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SL or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.2, 1.3, 3.4

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

To address our SLOs, we have designed course assessments for our continuing students that measure student writing in addition to our traditional grammar exams. However, new students entering our program are only tested on grammar and are placed in levels without any measurement of writing ability. Therefore, our program placement test needs to be revised to incorporate a new writing component. However, the placement testing process at both Garfield and at the Main Campus Assessment Center does not include anyone to grade the writing tests and place the students. We need the writing placement test and evaluators in order to place students in the appropriate levels. If students are placed in the correct level of English, they will have a better opportunity to succeed in the completion of their educational goals and they will persist until that goal is reached. The number of certificates that are earned by our students will increase since they will be persistent in completing the requirements for those certificates.

5.3. Describe the resource request in detail.

The purpose of this request is to align assessment with curriculum by having Noncredit ESL students who test into level 3 or above on the grammar placement test take a writing placement test. This would require funding for 2 instructors to correct the writing placement tests at \$50 / hour. This calculates to 36 students/week @ 5 minutes/essay = 180 minutes (3 hours) = \$150/week X 50 weeks= \$7,500/year.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$7,500/yr.	Instructors to correct written placement tests.	SLOs require demonstration of writing ability, yet the placement tests do not measure writing. Students cannot be placed appropriately without measuring this skill.	
Facilities				
Equipment				
Supplies				
Software				
Training				
Other				
Total	\$7,500			

2010 PROGRAM REVIEW

Division:

Noncredit ESL I: NCESL-7
Description: Tables & Chairs

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.2, 1.3

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Students require tables and chairs at which to study. If they are comfortable, their learning and persistence increase.

5.3. Describe the resource request in detail.

Purchase tables and chairs to replace those that are broken. These items are used many hours every day and naturally need to be replaced due to breakage.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities	10 (6 foot) tables @ \$97/table = \$970 100 chairs @ \$15.00/chair = \$150.00	Tables and chairs	1 chair x 14 hours/week= 14 x 3 classes/room/day= 42 hours/week x 44 weeks= 1848 hours x 5 years = 9240 hours of use They get tired and need to be replaced.	
Equipment				
Supplies				
Software				
Training				
Other				
Total	\$1130.00			