Long Beach City College - 2. Department Plan

Dept_Plan - English as a Second Language

**Dept_Plan - English as a Second Language**

**Mission:**
The Department of English as a Second Language at Long Beach City College is dedicated to providing high quality, accessible instruction that addresses the diverse goals of nonnative and multi-dialectical speakers of American English in the greater Long Beach community. With a faculty committed to rigorous and inspirational teaching, a learner-centered English language acquisition and acculturation program comprising three strands serves as a catalyst for empowering students with the comprehension, communication, and cognitive skills that expand vision and augment opportunities.

By virtue of a relevant curriculum focusing on the differing goals of students who entered this country and this college for a multiplicity of reasons, the English as a Second Language faculty collaborates in the effort to create and sustain an educationally equitable environment that encourages the development of individual potential. The English as a Second Language Program integrates the Long Beach City College Mission and Vision and the Comprehensive Mission Statement for California Community Colleges into an inclusive pedagogy that fosters growth, choice, and engagement in a pluralistic community by providing social equity through language and cultural instruction.

**Description:**
Three program strands taught by a linguistically and culturally diverse faculty reflective of community demographics carry out the mission of the ESL Department.

*Introduction to College English Strand (600/800 series) - beginning through intermediate basic interpersonal communications and pre-collegiate instruction that promotes equity and access within the community by offering essential communication and cultural skills for social and occupational purposes to minority language speakers, or for those whose goals center on higher education, this series of sequential courses provides a pathway to the more advanced instructional strands.

*Career and Technical Education Preparation Strand (270 series)- an intermediate to advanced workplace skills certificate program for bilingual and multilingual speakers of English that emphasizes acquisition of culture-specific workplace language and knowledge of general workplace conventions necessary for competing in the regional and national job market.

*ESL Academic Strand (146-34 courses and 860-863 courses) - a high-intermediate academic language skills to advanced transferable credit cognitive/academic language skills strand that prepares nonnative students to transition successfully into English 1 and Read 82 as well as into college certificate and AA/AS degree programs, four-year colleges, and post-baccalaureate institutions.

**Summary of Access (see Help for details):**
Students have access to ESL classes via two main pathways. First, some students take the LBCC (college-wide) placement test and are directly placed into intermediate/upper level classes. See below for continuation.

**Summary of Efficiency (see Help for details):**
1) Because all enhanced non-credit courses were "de-combined" starting two years ago and then taught only by adjunct faculty, the cost per class for "integrated courses" decreased and the "efficiency" factor increased; See below for continuation.

**Summary of Effectiveness (see Help for details):**
Our overall success rate has increased from 74% to level off at 78%, for the past three academic years, 74% (2011-12) to 78% (2012-13) to 78% (2013-14). 115 certificates were awarded. See below for continuation.

**Additional Analyses (Optional):**
To determine program effectiveness, the ESL program regularly conducts research on student outcomes to study the success rates of our students upon the completion of English 1. Our findings have consistently indicated that our students perform as well as the native speakers of English. Thus, the ESL program effectively prepares its students to transition into English 1 as well as take other academic courses. Continuation of Summary of Access: In some cases, the ESL department provides a more specific placement through a second evaluation of students' placement test essays. The second way is via the Department's placement test for lower-level learners. The Department has one ESL Services Specialist who supervises this placement process and an ESL Student Advisor (the Department Head) who assists students with placements and placement appeals through the employment of counseling and multiple measures. Furthermore, there is on-going assessment of students’ competence and performance by ESL instructors to make certain that students are placed in the appropriate ESL classes by the two assessment processes. After a careful observation, instructors make recommendations to place students in the appropriate ESL class. There is also an ESL Orientation office, staffed by a second ESL Services Specialist. In addition, faculty orientations are presented to current students regarding higher level classes and programs. Because of drastic cuts in the number of sections offered in the non-credit classes (from 640-645 to 640-642) during the budget crisis of 2009-10 through 2012-13, access to non-credit and lower level courses were limited for student enrollment. However, during the academic year of 2013 – 14, the Department was given permission to reactivate 643- 645 and offer the full sequence of 640 and 645 once again. As a result, enrollment increased in non-credit classes for the academic year 2013-14. Staffing cuts have also led to fewer staff hours in the evening for incoming students, limiting access to our program and resulting in lower enrollment. Continuation of Summary of Efficiency: 2) CSA continues to exceed the enrollment cap limit--it is unclear why the program load figure is only 366 and not higher; 3)
Efficiency is defined/indexed as program load divided by college-wide program load, also known as “productivity.” Theoretically, the higher the percentage result, the more efficient the program. Theoretically, courses contain an assumed 35 students maximum per basis of productivity.

However, several observations could be made. While theoretically, courses contain an assumed 35 students, courses in ESL Composition and Reading, like other college Writing and Reading courses, are capped at 28-30 students. Thus those courses will never have the same productivity as the 35-student-maximum courses. In addition, because our ESL courses are broken down by TOP code on the President’s Load Study for 2013 and English Dept. courses and Reading Dept. courses are not (all have the same TOP code resp., but vary in maximum size [per course outline website]), it is not possible to compare productivity on a true apples-to-apples basis. The same applies to grammar courses within ESL and ENGL. Further, while aggregation permits a section-divided-by-number of students overall figure of 25 students per class in ESL, it does not permit devising narrower, more precise figures of number of students per class (capped at 28) vs. number of students per class (capped at 30) vs. number of students per class (capped at 35), making it difficult utilize the PLS data and given ESL data for planning purposes ire efficiency.

(A final comment: since efficiency/productivity is a considered financial criteria but not the measure of success, one should note that ESL retention rates hover and success rates both exceed the college-wide rates in those categories.)

**Internal Conditions (see Help for list):**

Due to budget cuts, fewer credit ESL classes were offered, and non-credit classes were virtually eliminated. ESL Department was asked to reduce its class offerings to students by $400,000 during the budget crisis of 2009-10. This meant the elimination of approximately 90 sections. Moreover, the non-credit course offerings were reduced from 640-645 to 640-642 through inactivation. During this time period, the ESL Department could only offer one section each of the sequenced classes 840 through 845 and 640 to 642 in the non-credit. At times when a class did not have 20 students, even the sequenced class was canceled. This type of cancellation of a sequenced class had a domino effect on class offerings in subsequent semesters. Thus, students were not able to finish the sequence to obtain their certificates in a timely fashion. With the 640s non-credit courses, the Department was allowed to offer only 640-642 in the afternoon. Therefore, morning and evening students had no access to non-credit courses. Since the Department was not allowed to offer non-credit courses sequentially through ESL 645, students were not able to obtain their certificates. While the non-credit course offerings have been reactivated to a full sequence of 640-645, the Department has been permitted to offer them in the afternoon and evening only. Thus, morning students still remain without access to non-credit courses (640-645) and can’t receive certificates of completion.

Between the academic years 2007-08 and 2012-13, the Department had two retirements and two resignations without any replacement or new hires. Of the remaining eleven full-time faculty members, three of them shared 110% reassigned time: 30% for the Department Head, 40% for the Honors Coordinator, and 40% for the Faculty Staff Development Coordinator.” Due to fewer course offerings, ESL employs fewer adjunct faculty. Since the beginning of the budget crisis, we have lost half of our adjunct faculty (from approximately seventy to thirty-three) and one of our Instructional Associates from the ESL Learning Center. In addition, the ESL Department Administrative Assistant was reduced to 90% (recently returned to 100% in June 2014) and the remaining Instructional Associate was reduced 45%. These losses and reductions greatly affected how the Department served students.

Due to construction at the Pacific Coast Campus, there have been massive parking and walking disruptions, and many ESL classes have been moved to portables. Because of the increased number of Carnegie Units (from two to five) for ESL courses, enrollment in the 840s, 270s, and 146/147 were devastated because most ESL students were at the level of poverty or below and could not afford to pay the high added costs from $92 dollars to $230 per course. In addition, they had to struggle with the high costs of textbooks. Students who qualified for financial aid are allowed to take only 30 units of ESL courses before they exhausted their financial aid stipend, at which time they themselves would have to pay for their courses to complete their certificates or degrees. As a result, fewer students were able to complete their certificates or degrees. While this internal condition did not affect course completion rates, it did affect certificate and degree completion rates.

Due to the offering of ESL courses in a sixteen-week semester and not in two eight-week sessions in one semester, it now takes students three years to complete their 840 certificates, whereas before they could complete their certificates in three semesters by taking two courses per semester. Students prefer to complete the certificate in three semesters so that they can become gainfully employed or continue working in their current position to be promoted. Most students left the College before completing the coursework to obtain their certificate. Thus, the completion rates for certificates are affected.

Due to the budget crisis, the operational hours for the ESL Learning Center have changed from 9Am to 7PM to 11AM to 3PM. This change has greatly impacted access to ESL Learning Center for morning and evening students. In addition, the part time Instruction Associate is there from 11AM to 1PM to assist instructors and students.

The Discontinuation of the Trades in 2012-2013 greatly decreased the enrollment in ESL classes in 2013-14 because many of the students who were sent elsewhere to finish their degree or certificate requirements were also enrolled in ESL classes.

**External Conditions (see Help for list):**

External Conditions-Community Outreach
The English as a Second Language Department is represented on the College Promise Pathways (CPP) Steering Committee, the CPP Counseling Initiative, the CPP Preparation for College Group, and the CPP Post-Secondary Success Group by Fran Cahill, Baruch Elimelech and Maureen Mason. All of these are designed to enhance the Seamless Education Initiative; Fran Cahill and Baruch Elimelech are also serving in the Seamless Education
The drastic cuts in the state budget have affected all community colleges in the state therefore eliminating many classes including ESL. The placement rubrics for the Accuplacer assessment inventory have been finalized and implemented.

The Department will continue to respond to new state and federal legislation regarding ESL programs, including aligning or updating our program to meet new state guidelines (per AB86 and SB174); this includes vocational as well as academic programs. This may mean a review of our certificates and course curriculum to support course alignment, matriculation, and current trends in community colleges and in the state. If the Immigration Reform bill passes, there may be considerable impact internally dependent on 1) whether the college has a high enough funding basis to accommodate the possibility of large numbers of the community seeking English-Language services as well as 2) whether the college and board have the political will to accommodate such students within the LBCC framework. The basis for the former statement is that after a student obtains provisional legal status and then completes one year of California residency, there is a good possibility, based on earlier experience, that the student will stay on and attain further LBCC educational goals as a California resident, funded as any other student would be funded. But prior to completion of California residency, the college would consider the student non-resident; most students would wish to take any mandated courses in the non-credit band to avoid paying the non-resident fees, although if experience is any guide, the colleges would be given a very healthy federal grant to support the English language services efforts.

Adjustments and solutions would have to be made, as mentioned above, in the operational, financial, program/curriculum, instructional and non-instructional personnel, areas at LBCC.

If the Immigration Reform bill passes, there exists the potential for considerable impact in the operational, financial, program/curriculum, instructional and non-instructional personnel, and growth areas, inter alia, based on the experience of the college and of the ESL department during the implementation of the previous Immigration and Reform Control Act (1986). For background information, see 1) the Rand Corporation’s excellent analysis http://www.rand.org/content/dam/rand/pubs/notes/2009/N3270.pdf and also 2) Hill and Loftstrom’s analysis on current efforts http://www.ppic.org/content/pubs/report/R_410LHR.pdf


ESL faculty were among the participants in the 2014 Title V grant-application process; unfortunately, the college was not awarded the grant. In an effort to provide students in the ESL Career and Technical Education strand better opportunities in the job market, the Department has had an ongoing relationship with members of the Professionals in Human Resources Association (PIHRA) that has resulted in their sending professionals from the business community to conduct mock job interviews with students. The Department plans to continue fostering this mutually beneficial relationship with the business community. Regulatory Legislative Changes

The drastic cuts in the state budget have affected all community colleges in the state therefore eliminating many classes including ESL. The placement rubrics for the Accuplacer assessment inventory have been finalized and implemented.

If the Immigration Reform bill passes, there may be considerable impact internally dependent on 1) whether the college has a high enough funding basis to accommodate the possibility of large numbers of the community seeking English-Language services; 2) (a correlative of item 1) I whether the LB Adult Education Consortium (newly-formed as a result of AB86) develops a plan for sharing the education and citizenship and ESL services between the LBCC district and the LBUSD; and 3) whether the college and board have the political will to accommodate such students within the LBCC framework. The basis for these statements is that after a student obtains provisional legal status and then completes one year of California residency, there is a good possibility, based on earlier experience, that the student will stay on and attain further LBCC educational goals as a California resident, funded as any other student would be funded. But prior to completion of California residency, the College would consider the student non-resident; most students would wish to take any mandated courses in the non-credit band to avoid paying the non-resident fees, although if experience is any guide, the colleges would be given a very healthy federal grant to support the English language services efforts. Adjustments and solutions would have to be made, as mentioned above, in the operational, financial, program/curriculum, instructional and non-instructional personnel, and growth areas, inter alia, based on the experience of the college and of the ESL Department during the implementation of the previous Immigration and Reform Control Act (1986). For background information, see 1) the Rand Corporation’s excellent analysis http://www.rand.org/content/dam/rand/pubs/notes/2009/N3270.pdf and also 2) Hill and Loftstrom’s analysis on current efforts http://www.ppic.org/content/pubs/report/R_410LHR.pdf

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**External Conditions- Industry & Labor Market Trends:**

External Conditions-Industry and Labor Market Trends

The improving economy has still not made up for the job losses of recent economic downturn. Therefore, immigration has slightly decreased and as a result the number of ESL students has fallen. With the gradual improvement of the economy, there has been some slight uptake in immigration. If pending legislation passes, immigration may drastically increase.

Non-credit classes have been virtually eliminated in all areas including ESL due to budget cuts, thus, reducing the number of immigrant students served.
particularly Hispanics since the majority of them are non-resident. The number of Hispanics has declined from 3020 (2010-11) to 2076 (2011-12) to 1679 (2012-13).

**Faculty & Staff:**
Faculty & Staff: The Department is composed of twelve full-time faculty members, thirty-three adjunct instructors, four full-time and one part-time classified staff, one Instructional Associate at 45%. There are four student workers.

**Names & Titles of Dept Planning Participants:**
Baruch Elimelech, Professor, ESL Department Head
Teresa Gaudiot, Professor
Fran Cahill, Professor
William Brázda, Professor
Giselle Richards, Professor
Laurie Potter, Professor
Dennis Miller, Professor
Christiane Woerner, Professor
Maureen Mason, Professor
Natalia Schroeder, Professor
Sudeepa Gulati, Professor
Anna Rodriguez, instructor

**Names Titles of Classified Staff:**
Donna Coats, Administrative Assistant
Harold Foot, Instructional Lab Coordinator
Michael Smith, Instructional Associate
Lisbeth Alvarez, ESL services specialist
Tai Nguyen, ESL services specialist

**2011-2012 Accomplishments:**

**Student Success Accomplishments**
22 students earned Certificates of Completion for completion of courses within the ESL Career Readiness Strand. This number was more than double the previous year's total and is reflective of the increased enrollment numbers within the ESL Career Reading program.

82 students earned Certificates of Completion for the 840s Pre-Academic Strand, composed of six proficiency levels

Administered the ESL placement test to 482 students
Activated 278 student records to implement online registration
Removed temporarily 621 matriculation holds on records of students so they could register in regular college classes for the spring semester.

ESL students who have been oriented since August 2011.

**Fall 2011:**
New ESL students: 199
Follow up (845): 16

**Spring 2012:**
New ESL students: 138

**Program Review-Related Accomplishments**
The Department continues to research academic strategies and programs for meeting the needs of Generation 1.5 students.

**College-Related Accomplishments**
Members of the ESL Department voted to participate in the Student Success Plan and College Promise Pathways by adopting Supplemental Learning Activities into the Department curriculum.

**Curriculum-Related Accomplishments**
The ESL Department contributes to the college placement process by participating in placement readings held by the English Department.
ESL faculty fulfilled Student Learning Outcome/Assessment obligations in a timely manner.
Transition of ESL 800 and 600 courses from 9-week to 18-week sessions
Conversion of ESL 815 to ESL 150 is in process, awaiting confirmation of requested hardware and software necessitated by course incorporation of updated technology.
Linguistics 1 has been submitted to the Curriculum Committee for approval.
The ESL Department's four new reading courses, ESL 860, 861, 862, and 863, aligned with READ 880, 881, 882, and 883, have been completed.
All ESL courses (32) now comply with the Carnegie unit standard.

**Faculty-Related Accomplishments**
The faculty continues its tradition of active participation in college service. In the 2011-12 academic year, the ESL Department was represented on the following college standing and ad hoc committees:
Academic Senate
Education Master Plan Oversight Committee
Curriculum Committee
Course Evaluation Subcommittee
Enrollment Management Oversight Committee
College Promise Pathways Coordinating Committee
Seamless Education Leadership Council
Preparation for College Committee
Counseling Initiative Committee
Post-Secondary Success Group
Student Success Committee
Fall 2012 Flex Day planning committee targeting diversity, equity, and inclusion.
HIS Title V Grant
Academic Senate Committee on Committees
Friends of Languages Scholarship/Fundraising Committees
CCA Council and Committees
College Health and Wellness Committee
LBCC Equity/Diversity Committee
Due Process Committee
Vice-President of Academic Affairs Selection Committees
College Professional Development Committee
EEO Representatives on Selection Committees
In the 2011-12 academic year, ESL faculty members participated in the following internal and external professional activities:
Honors Coordinator
Level Coordination of ESL Pre-Academic, Academic, and CTE Tracks
Fulbright-Hays Group Project Abroad.
SLO Officer and TracDat Specialist.
Creation of Academic Senate Master Committee List for faculty
Creation of annual Read Across Campus event, aligned with Read Across America
Fall 2012 Flex Day Planning Committee Project targeting diversity, equity, and inclusion.
EEO representative for the Instructional Specialist for Math Success Center
Academic Senate representative for the Director of the college’s TRIO Program
CCCAssess project regarding establishing a state-wide assessment tool
Women’s History Month Essay Contest
Board of Friends of Languages Scholarship/Fundraising Committee
ESL Department Book Sale for Scholarship Fundraising

2012-2013 Accomplishments:
The ESL Department has begun to lay the ground work for future growth. The department is up to date with its SLO plans and assessment.

Student Success Accomplishments
8 students earned Certificates of Completion of the ESL Career Readiness Strand.
65 students earned Certificates of Completion for the 840s Pre-Academic Strand, composed of six proficiency levels.
ESL Office relocated to LL206, combining ESL and assessment services into one location.
ESL office staff
• registered 3,473 ESL students
• tested 2025 ESL students
• released 1270 assessment and orientation holds
• digitized the listening portion of the ESL test

Program Review-Related Accomplishments
ESL Program Review for 2012-2013
Timely completion of all Routine Course Reviews

College-Related Accomplishments
Members of the ESL Department voted to participate in the Student Success Plan and College Promise Pathways by adopting Supplemental Learning Activities into the Department curriculum.
The Department continues to research academic strategies and programs for meeting the college-wide needs of Generation 1.5 students.

Curriculum-Related Accomplishments
Timely submission of Routine Course Reviews
Participation in periodic revision of the placement rubrics for the Accuplacer Assessment Inventory
The ESL Department continues to contribute to the college placement process by participation in English Department placement readings.
ESL faculty fulfilled Student Learning Outcome/Assessment obligations in a timely manner.
Linguistics I and ESL 150 have been developed for inclusion with other linguistics classes for an AA degree program within the department.
Revision of ESL 810 into two grammar support classes for the academic writing series
Increased ESL reading offerings to 12 classes at 4 levels

Faculty-Related Accomplishments

The faculty continues its tradition of robust leadership and participation in college service activities. In the 2012-13 academic year, the ESL Department was represented on the following standing college committees, ad hoc committees, interdepartmental committees, and external related committees and organizations:

Academic Senate
Academic Senate FACE Committee
Faculty Professional Development Coordinator
Curriculum Committee
Course Evaluation Subcommittee
Enrollment Management Oversight Committee
College Promise Pathways Coordinating Committee
Promise Pathway Symposiums
CPP Post-Secondary Success Committee
ADGE Curriculum Subcommittee
Seamless Education Leadership Council
FTLC Subcommittee
Preparation for College Committee
Counseling Initiative Committee
Post-Secondary Success Group
Student Success Committee: Language Arts Representative
2012 Flex Day planning committee targeting diversity, equity, and inclusion
Academic Senate Committee on Committees
New Faculty Mentoring Program
Excellent Teacher Award recipient
Friends of Languages Scholarship/Fundraising Committees
CCA Council and Committees
College Health and Wellness Committee
LBCC Equity/Diversity Committee
Due Process Committee
Associate Vice-President of the PCC Selection Committee
Promotion of Career Readiness and ESL programs via social media
EEO Representatives on Selection Committees
Honors Coordinator
Honors Teaching and Learning Symposia
Honors Transfer Council of California
National Collegiate Honors Council
Level Coordination of ESL Pre-Academic, Academic, and CTE Tracks
Union Faculty Organizing Committee
LBCC Foundation Scholarship Committee
READ Department Selection Committee
SLO Officer and TracDat Specialist
Fall 2012 Flex Day Planning Committee Project targeting diversity, equity, and inclusion
ESL Department Book Sale Committee for Scholarship Fundraising
Workshop Presentations on ESL student issues

2013-2014 Accomplishments:

Student Success Accomplishments

Enrolled 2578 students into the ESL classes.
Tested 1050 students
New student orientation: 762 students
Follow up: 845/645 Orientation: 53 students going to academic or vocational track
Awarded 115 certificates of completion to students who completed the ESL 845, ESL 645 and the 270-series of classes.
Total certificates awarded to ESL 845 students: 56
Total of certificates awarded to ESL 645 students: 50
Total of certificates awarded to ESL 270s students: 9
Hired 3 LTEs and 5 student assistants to provide registration, testing and enrollment services to students during the day and night shifts.
Extended ESL office hours to 9 pm during peak registration times in October, December, January, May, July and August.
Translated the application for admissions and the entry procedures to the ESL program into Spanish Introducted 17 non-credit classes in the summer session with over 600 students enrolled.
Introduced an 8-week session of six classes in October 2013 with an average of 200 students enrolled.

Program Review-Related Accomplishments
College-Related Accomplishments
Members of the ESL Department participated on the Student Success Committee and College Promise Pathway Committee. The Department continues to research academic strategies and programs for meeting the college-wide needs of Generation 1.5 students.

The ESL Department carried out an extensive local community outreach to increase the number of students participating in the non-credit state-approved certificate program as on-going support for the college-wide drive to increase the number of LBCC FTES (ongoing).

Organized “Know your College/Know your Colleagues” series in which 3 ESL faculty members presented
Increased ESL student enrollment in LBCC Honors program from 0% – 60%.
Quadrupled Honors student population
Diversity of Honors students increased from 5% - 85%
25 students participated in juried research conference and over ½ of participants were published in a juried journal
2 Academic excellence scholarships were awarded to conference participants.
50% of Rotary Honors scholarships are ESL students
Created an Honors Program Club (THE) lead by ESL students
Created a Major & Career Exploration & Speaker Series of which 25% of the speakers were non-native English speakers
Established a college transfer mentoring system for LBCC students transferring to 4-year universities.

Curriculum-Related Accomplishments
ESL faculty fulfilled Student Learning Outcome/Assessment obligations in a timely manner and continued emphasizing not only the Assessment phase but also the Closing the Loop phase.

Timely submission of Routine Course Reviews
Participation in periodic revision of the placement rubrics for the Accuplacer Assessment Inventory
Contribution to the college placement process by participation in English department placement readings.
Fulfillment of Student Learning Outcome/Assessment obligations in a timely manner
Development of Linguistics I for inclusion with other linguistics classes toward an AA degree program within the department
Revision of ESL 810 into two grammar support classes for the academic writing series

Faculty-Related Accomplishments
Preparation for College Committee (problem: double citation-should be single citation) Counseling Initiative Committee (problem: double citation-should be single citation) Representation on LBCC Title V grant application committee ESL faculty ad-hoc group

The faculty continues its tradition of robust leadership and participation in college service activities. In the 2013-14 academic year, the ESL Department was represented on the following standing college committees, ad hoc committees, interdepartmental committees, and external related committees and organizations:

Academic Senate
Academic Senate Committee on Committees
Academic Senate FACE Committee
Accreditation / Faculty co-chair / Standard III.A.: Human Resources Senate Executive Committee (2012 – 2014)
ADGE Curriculum Subcommittee
Associate Vice-President of the PCC Selection Committee
Hiring Committee for ESL Instructor, which led to the hiring of one instructor
CCA Council and Committees
College Health and Wellness Committee
College Promise Pathways Coordinating Committee
Course Evaluation Subcommittee
CPP Post-Secondary Success Committee
Curriculum Committee
Ed.D. in Educational Psychology from USC: Dissertation: Designing equity-focused action research: Benefits and challenges to sustained collaboration and organizational change
Due Process Committee
EEO Representatives on Hiring Committees
Enrollment Management Oversight Committee
Faculty Professional Development Coordinator
Friends of Languages Scholarship/Fundraising Committees
FTLC Subcommittee
Honors Coordinator
Honors Teaching and Learning Symposia
Honors Transfer Council of California
Institutional Research Advisory Committee.
LBCC Equity/Diversity Committee
LBCC Foundation Scholarship Committee
Level Coordination of ESL Pre-Academic, Academic, and CTE Tracks
National Collegiate Honors Council
Projects/ Strategies and Resources Needed

Project/ Strategy: Transfer/Graduation Preparation
Increase student completion rates in ESL courses to prepare students for certificate, degree, and transfer-level courses.

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - A. Human Resources
RESOURCES - B. Fiscal Resources
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
Within the Academic Strand of the ESL Department, there are now four Reading courses to complement the four writing classes. Each writing course now has an accompanying reading course, as the latter also builds academic language skills (Maloney, 2003; Perin & Goldstein, 2008; Washburn, Liew, & McTigue, 2009). The English, Reading and Speech Departments offer sequential courses that are required for transfer and/or graduation. Similar sequential courses in the ESL department should accordingly be aligned with these other departments’ offerings.

Responsible Parties: ESL Department Head, Division Dean, English Department Head, Reading Department Head, Speech

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: English for Academic Purposes

Other Area impacted by this goal/project/strategy: Other

If Other select above, please specify: English, Speech, Reading, Counseling, Curriculum, SLO

1. Related Resources Needed

Resources Needed name: Faculty Request

Resources Needed Description: To meet the needs of transfer-level students, the ESL department needs to hire more full-time faculty.

Resource Requested Category: New Positions (Faculty, Classified, Management)

If requesting faculty, specify number: 4
List Faculty requests by priority & discipline:
ESL Composition specialist
ESL Reading specialist
ESL Instructor
ESL Instructor

Estimated Cost:
400000

Additional Comments:
The number of full-time faculty is 12 for the ESL Department, and not all adjunct faculty specialize in teaching transfer-level reading and writing courses. Because of the preparation demands of transfer-level composition and reading courses, full-time faculty are better suited to provide high-quality feedback to assist students in meeting the Student Learning Outcomes of the Courses. In addition, when adjunct faculty teach transfer level composition and reading courses, they are not available for office hours which are extremely important for high level academic students.

School/ VP Decision re Resource Needed:
NEW

Project/ Strategy: Access for Learning Opportunities
Improve access to transformative English language learning opportunities in response to community needs and demographics

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - A. Human Resources
RESOURCES - B. Fiscal Resources
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status:
In Progress
Start Date (use 8/1/year - see help text):
08/01/2012
End Date (use 7/31/year - see help text):
07/31/2015

Rationale:
The ESL department has seen drastic cuts to its program despite continuous need for ESL instruction in the greater Long Beach community at a time when most other departments at LBCC have been experiencing record enrollment levels. Therefore, there is a demonstrated need to offer courses that are more responsive to student needs, or ESL students will be forced to attend other community colleges or interrupt their studies altogether. The ESL Department must be supported in the effort to develop new classes in ESL and Linguistics; maintain the non-credit program, develop state-level vocational certificates and academic (AA) degree programs, apply enrollment management techniques that include scheduling, marketing, matriculation, and assessment; make resource requests for more faculty and classified employees; examine program dissemination to community; continue involvement in placement testing. (including Accuplacer input and placement test readings with Matriculation and members of the Reading and English departments.) Furthermore, the Department will continue to support a certificate for completion of the ESL 640/840, for it will serve students and provide the college with enhanced (BSI) funding available from the state for CDCP certificates. Thus, the reactivation or reinstating of the 643, 644 and 645 courses has already been accomplished. This will allow students who complete the 640 series to receive a non-credit course certificate.

The ESL Services Specialist is needed in the evening to assist and supervise student workers with enrollment and other related activities. In order to fill in the evening ESL classes and maximize the enrollments, bilingual temporary workers and student assistants are needed to assist the continuing, returning and new students enroll during the periods of priority, open and late registration each semester. Since the 800 and 600 series of classes are designed for the lowest levels of the ESL program and the students at these levels do not understand much English and are computer illiterate, the ESL Services Specialist and the student assistants would help them with the following online procedures: completing the application for admissions (30 questions per applicant), creating email accounts - when students do not have one, resetting students’ domain passwords, proctoring the ESL placement test, distributing the test results during the orientation sessions, choosing the appropriate class numbers, releasing A&O holds, enrolling students in the selected classes and explaining information in Spanish or Khmer related to their class schedules. About 80 percent of the students at these low levels are Hispanic. For the current fall semester, a budget of around $7,000 was allocated to hire the temporary workers and the student assistants to cover the extended hours of the ESL student services office at night during 5 weeks.

The COLLEGE FACTS page from the 2014 Student Handbook shows that LBCC is designated as a Hispanic-serving institution where Hispanic/Latino constitute 46% of its student population. Statistics prove the need to hire bilingual Spanish staff who can introduce the Latino students into the college system so they can study and learn English.
1. Related Resources Needed

Resources Needed name: Make resource requests for more faculty and classified employees.

Resources Needed Description: To provide access for students’ learning opportunities, the Department will make resource requests for more faculty and department-level classified employees. Four faculty members and one classified staff member (Reinstate the Part time Evening ESL Services Specialist.)

Resource Requested Category: New Positions (Faculty, Classified, Management)

If requesting faculty, specify number: 4

List Faculty requests by priority & discipline:
- ESL Composition specialist
- ESL Reading specialist
- ESL Instructor
- ESL Instructor

Estimated Cost: 400000

Additional Comments: Since 2014, the number of full-time faculty is 12. Furthermore, ESL students are best served by classified staff who are bilingual in languages that reflect their linguistic diversity. This means that the ESL Department needs more highly-trained classified staff to support those who are already serving the Department. This also means that the Department needs to have its Instructional Associate back to full time (100%) to assist students in the ESL Learning Center and its evening ESL Services Specialist in the ESL Office to assist students with registration, enrollment, etc. and supervise student workers who will also be assisting students with these processes to facilitate student access to learning.

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Generation 1.5

Identify Generation 1.5 students’ unique linguistic and academic needs.

EMP GOAL supported (hold CTRL to select multiple)*:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- RESOURCES - A. Human Resources
- RESOURCES - B. Fiscal Resources
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: In Progress
Rationale:
With a large number of Generation 1.5 students in the ESL department, it is important to identify their needs and devise a plan that can meet their needs. These needs can be divided into 2 groups- academic and student services.

Responsible Parties: ESL Department Faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: English for Academic Purposes

Other Area impacted by this goal/project/strategy: Other

If Other select above, please specify: Counseling, Assessment, Matriculation/ Orientation

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Project/ Strategy: ESL Student Success

Improve students’ retention, completion, and persistence in ESL courses.

EMP GOAL supported (hold CTRL to select multiple)*:

COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - A. Human Resources
RESOURCES - B. Fiscal Resources
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
Currently, a significant percentage of ESL students at LBCC have chosen the academic track to earn a degree and/or transfer to a four-year institution. Moreover, an increasing number of students have enrolled in the ESL Vocational Certificate series of classes. The ESL Department needs to make the necessary adjustments to enable its students to be more successful as they earn certificates that strengthen their place in the workforce, (whether they are joining the workforce or continuing to advancing in their careers) obtain degrees from Long Beach City College, and transfer to four-year institution.

Responsible Parties: ESL Faculty, Department Head, Division Dean, Vice President of Academic Affairs, Dean of Counseling,

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: English for Academic Purposes, English for Career Readiness, and English for Workforce Development
Project/Strategy: ESL Learning Center
Increase completion, retention, and success rates for students.

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - A. Human Resources
RESOURCES - B. Fiscal Resources
RESOURCES - C. Facilities and Technology Plans
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/Strategy Status: NEW
Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
In the past, the ESL Department has always had an ESL Learning Center in BB 231. However, during the remodeling of the AA and BB wings, the ESL Learning Center was moved to LL216 to share space with the Open Access Lab. This new arrangement did not work out for the Learning Center because there was no longer an autonomous Center whereby instructors were able to monitor students’ work and provide them with the teaching to address their needs. Any attempt to privatize sections of the Open Access Lab created disruption for other students who were not ESL. In addition, ESL students were intimidated to speak English in the environment of native speakers of English. Therefore, they were not going to the Open Access Lab in large numbers like when they once frequented the ESL Learning Center in BB231. At the end of spring 2014, the Department was asked to move the ESL Learning Center from LL216. At the moment, the ESL Learning Center has been temporarily relocated to LL211, where the Center shares space with LAR. It is not certain that the Center will be able to secure the space for a permanent Learning Center.

Responsible Parties: ESL Faculty, Department Head, School Dean, Vice President of Academic Affairs

Campus supported by this goal/project/strategy: PCC

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: English as a Second Language

Other Area impacted by this goal/project/strategy: Facilities

If Other select above, please specify: significant room space needed to house 28 student computer work stations preferably in the LL building

1. Related Resources Needed

Resources Needed name: A large room for 28 computers and release time for a full-time instructor & inst. assoc.
Resources Needed Description: One large room, 28 computers (including hardware and software) at $1,000 each totaling $28,000, 20% release time for one full-time faculty member, and one 100% full-time instructional associate

Resource Requested Category: Other (please provide details in "additional comments" section)

Estimated Cost: 30000

Additional Comments: Positions for faculty and instructional associate and new computers with hardware and software.

In the past, the ESL Department has always had an ESL Learning Center. More recently, however, the Learning Center was combined with the Open Access Lab in LL216 when construction began in the BB building. This new arrangement has not worked out for the Learning Center because there is no longer an autonomous Center whereby instructors are able to monitor students’ work and provide them with the teaching to address their needs. Any attempt to privatize sections of the Open Access Lab creates disruption for other students who are not ESL. In addition, ESL students are intimidated to speak English in the environment of native speakers of English. Therefore, they are not going to the Open Access Lab in the numbers when they once frequent the ESL Learning Center.

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Employ more full-time faculty to comply with the 75/25 ratio

The Department has hired only two full-time faculty since 2005 but has lost two to resignation to become administrators and three to retirement without replacement compensation for all five faculty members. Thus, the number of full-time faculty falls short of the 75/25 ratio.

EMP GOAL supported (hold CTRL to select multiple)*:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- RESOURCES - A. Human Resources
- RESOURCES - B. Fiscal Resources
- RESOURCES - C. Facilities and Technology Plans
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: NEW

Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
Since the majority of ESL courses are still taught by adjunct faculty (far more part-time to full-time faculty ratio), the dearth of full-time faculty has an obvious detrimental impact on departmental operations, including committee representations, development of SLOs, SLO assessments, SLAs, DLAs, new course development, routine course reviews, etc. In addition, adjunct faculty members are not available to hold office hours for the majority of ESL students. This is completely unjust to the ESL student population. Being able to meet with your instructor for advisement and feedback is a critical part of the college educational experience to engender student retention, completion, and success.

Responsible Parties: School Dean, Department Head, Hiring Priorities Committee

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: ESL

Other Area impacted by this goal/project/strategy: Human Resources
1. Related Resources Needed

Resources Needed name: Full-time faculty salaries, benefits, etc.
Resources Needed Description: Salary and all benefits for each faculty position

Resource Requested Category: New Positions (Faculty, Classified, Management)
If requesting faculty, specify number: 4
List Faculty requests by priority & discipline:
- ESL Composition specialist
- ESL Reading specialist
- ESL Instructor
- ESL Instructor

Estimated Cost: 400000
Additional Comments: Since 2005, the number of full-time faculty had decreased from 19 to 11. However, the Department hired a full time faculty member staring for the academic year 2014-15. The Department still needs to hire at least four full-time faculty members over the next three years. There are justifiable needs to hire two instructors who can teach reading and two who can teach writing credit and non-credit ESL courses because the Department has mostly adjunct faculty teaching these courses. All ESL courses are vital for success in English 1, other academic courses, transfer, and certificates. Therefore, these courses should be taught by full-time faculty who can hold office, advise students, and engage them in the complete college experience.

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Full-time faculty office computers, monitors, printers, and software
Increase effectiveness of faculty for instruction of ESL students

EMP GOAL supported (hold CTRL to select multiple)*:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- RESOURCES - C. Facilities and Technology Plans

Project/ Strategy Status: NEW
Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
Faculty computers and software are out of date and often do not work properly. In order to keep up with current trends in technology, the department needs to review its equipment, including computers, software, scanners, and printers.

Responsible Parties: ESL Faculty, Department Head, School Dean, Vice President of Academic Affairs

Campus supported by this goal/project/strategy: PCC
Specify if project/strategy is for dept or program: Department
Name of program or area of concentration: ESL
Other Area impacted by this goal/project/strategy: IITS (Instr & Info Tech Svcs)
1. Related Resources Needed

Resources Needed name: Review of current equipment and software, plus additional funds to upgrade, replace, or add to ensure

Resources Needed Description: Possible replacement of computers, printers, and scanners. In addition, possible purchase of software. Division will be requested to upgrade Sanako software in technology labs (EE 204/205) plus school license for Turn it In software for the writing program. Costs are not available for these two items.

Resource Requested Category: New equipment

Estimated Cost: 10000

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Oral Fluency Development Program

Develop oral fluency in High-Intermediate to Advanced Nonnative and Dialect Speakers of English. Development of a fluent oral communications profile necessary for success in academic and workplace environments by improving student mastery of pronunciation, listening, and speaking skills.

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - C. Facilities and Technology Plans
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: NEW
Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2016

Rationale:
Bilingual or multilingual fluency requires proficiency in the reading, writing, listening, and speaking skills of a target nonnative language. In the English as a Second Language Department, post ESL 845 instruction includes multiple levels of reading and writing that effectively prepare students for the comprehension and creation of written communications in college and the workplace. Opportunities to develop oral language and aural receptivity, however, are limited for the high-intermediate language learner in the department. The result of such an imbalance is that many students’ oral communications remain substandard or underdeveloped even when they are otherwise prepared for integration into an English speaking environment.

Contemporary brain research on adult nonnative language development has underscored the need for intentional training in aural and oral skills. This project is designed to address the lack of such training by

Implementing and/or re-writing existing courses in accent reduction, conversation, and speech communications
Developing a new course in listening and note-taking skills
Creating interdepartmental credit opportunities for ESL students in Communication Studies and Theatre Arts

To be successful, the project requires upgraded technology as well as dedicated faculty.

Responsible Parties: ESL Faculty, Department Head, School of Language Arts Dean, Vice-President of Academic Affairs

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department
1. Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>Upgrade of hardware and software in EE204</th>
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| Resources Needed Description: | 1. Creative Labs Chatmax 720 Headsets w USB cable (40 units: $2000.00)  
2. Sanako Headset USB cords (20 units: $800.00)  
3. 90 degree USB adapters (40 units: $200.00)  
4. Dell B5460dn Laser Printer (1 unit: $1100.00)  
5. Sanako Installation and Training Study 700 System ($2100.00) and/or professional upgrade of recording software as needed with training ($10,000.00)  
6. Replacement of non-functional laptops ($6000.00) |
| Resource Requested Category: | Other (please provide details in "additional comments" section) |
| Estimated Cost: | 22200 |
| Additional Comments: | An intensive oral communications training program designed to improve adult language fluency is particularly dependent upon stimulating the brain’s auditory cortex. The development of synapse formation in the speech and language centers of the brain directly relates to the auditory sequential processing and sensory integration that evolve from clarity of input and repeated exposure to stimuli. By upgrading the software and hardware available in EE204 for recording and listening activities and by offering a sufficiency of learning opportunities, students will be able to engage in the kind of active intentional learning that will lead to proficient oral fluency. |
| School/ VP Decision re Resource Needed: | NEW |