
WV English Second Language

Date: 01/18/2018

Strategic Initiative Type:
Program Review

Strategic Initiative Description:
This is the ESL Department's progress report to be submitted November 17, 2017. It should cover events during the academic year 2016-2017 and resource allocation requests for 2018-2019.

Program Review Progress Report

Primary Contact Information and Contributors

Who is the primary contact person for this Program Review Progress Report?

Sylvia Ortega, incoming Department Chair, Spring 2018

Please list the names of others who are collaborating on this Program Review Progress Report.

Gail Barta, Isabel Filiz, Ellen Goldman, and Ann Marie Wasserbauer

Notable Accomplishments or Changes

Please describe any notable accomplishments or changes in your program since its last program review.

South Bay Consortium for Adult Education (SBCAE) - CATESOL 2017 Panel Presentation

SBCAE member institutions include West Valley - Mission, San Jose City - Evergreen, and 5 area adult schools. The SBCAE ESL faculty work group presented on recent accomplishments. Our representative presented on a pilot ESL Bridge to College course which was collocated at CACE and West Valley College in 2016. The SBCAE provides an opportunity to network, share best practices, and collaborate.

ESL Awards of Completion - Students have earned 93 ESL Awards of Completion since its inception during Fall 2014. Students must complete all three skill strands at levels 964 or 65 to qualify.

International Partners Program - The ESL and COMM departments have successfully matched over 200 students/semester for a cultural and language exchange which fosters intercultural communication and awareness of diversity. ESL students reported gaining confidence in speaking English in casual conversation.

Goals and Objectives Progress Report

What were the program's 3-year goals and objectives stated in its last program review?

Goal C.1

Increase by 2% annually the percentage of ESL students who complete a degree-applicable ESL course (for five years starting 2013.) Increase student persistence from beginning-level ESL courses to transfer-level courses.

Activity:

Work with the College Research Office to collect data ethnicity/language background. Currently no data by language background is used for the Student Equity Report.

Activity C.1.1

Provide specialized orientations for all English language learners, designed in such a way that the speed and level of the English in the orientations is understandable to most beginning-intermediate language learners.

Expected Outcome:

The number of new and continuing ESL students completing orientations will increase.

Activity C.1.2

Conduct ongoing tours/visits and placement testing for English language learners from area adult schools.

Expected Outcome:

More adult school students will be familiar with WVC and more will visit the campus and enroll in classes.

Activity C.1.3

Provide supplemental instruction and real-time practice such as conversation groups in order to support students' learning processes in order to increase student retention and success.

Expected Outcome:

ESL students receiving supplemental instruction will improve their grades and complete their classes successfully.

Activity C.1.4.

Collaborate (the ESL and Counseling departments) to identify and select a counselor who can dedicate his/her time to helping English language learners and immigrant populations.

Expected Outcome:

The number of ESL students attending a consultation with a counselor will increase and the number of ESL students completing an educational plan will increase.

Activity C.1.5 Expand the Awards Completion Program (currently being implemented by the ESL department) to increase the number of students who complete the highest levels of ESL (all 964-level courses and also all transfer-level ESL 65-level courses).

Expected Outcome: Annual data will provide strong evidence of an increase in students' persistence from beginning-level ESL courses to transfer-level ESL courses.

How has your program progressed in meeting these goals? Discuss any challenges that you have faced so far. What still needs to be accomplished to meet these goals? What resources does your program need to help it fulfill its goals and objectives? Resources may include faculty, staff, space, facilities, equipment, etc. Resource allocation requests should be included in the table below.

PROGRESS IN MEETING GOALS:

Activity C.1.2 - The ESL department conducted tours/visits and placement testing for English language learners from area adult schools CACE, Santa Clara Adult Education, and Silicon Valley Adult Education. More adult school students have become familiar with WVC. An ESL faculty member

actively participates in the South Bay Consortium for Adult Education (SBCAE) and provides an orientation at ESL assessments.

Activity C.1.3 - The ESL Skills Lab provides supplemental instruction and real-time practice such as conversation groups in order to support students' learning processes in order to increase student retention and success. ESL students have received supplemental instruction. The lab hours available to students have been increased at both the ESL Skills Lab (2 hours/week) and the World Languages Lab (7.5 hours/week) Gca,38m m.n0 rg (retenostudents have been incre,73rg ())Tj 0 g ET BT 1 0 0 1 53 650.57 T5 /F3 10 Tf 0

What suggestions do you have that would support the effort to close the achievement gap in your program? What suggestions do you have that would support the effort to close the achievement gap at an institutional level?

The ESL department will work toward increasing student persistence from beginning-level ESL courses to transfer-level courses by providing supplemental instruction and real-time practice such as conversation groups in order to support students' learning processes, improve their study habits and deepen their understanding of course content in order to increase student retention and success.

WVC can close the achievement gap at an institutional level by supporting specialized orientations for all English language learners, collecting data on ethnicity and language background with regard to achievement, and supporting outreach efforts to create the pathways from Adult Education/Non-Credit to West Valley College.

Resource Allocation Requests

Resource Allocation Request Table

Resource Name	Resource Type	Requested Amount	Program/Institutional Goal	Specific Information Regarding Proposed Expense	Purpose/Action/Expected Measurable Outcome
Supplemental Instruction	Faculty				

Resource Name