Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)
Section II: Overall student enrollment and success
Section III: Equity
Section IV: Assessment Cycle
Section V: Resource requests

In TracDat. <mark>Limit narrative to 100 words; bullet points encouraged</mark>

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:		(LA) English As a Second Language
	Program Mission Statement:	"What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html)	Our Program Learning Outcomes are: 1. Orally communicate effectively and comfortably with native speakers in academic and social settings. 2. Produce standard academic writing at the college-entry level. 3. Demonstrate comprehension and analytical reading skills. 4. Listen effectively in a variety of academic, personal and vocational situations. In accordance with the College's Institutional Core Competencies (ICC), the mission of the ESL Department is to provide immigrant, international, and other students whose first language is not English with a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially, and personally.

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I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Basic Skills
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool. Leave blank if not applicable to your program.	N/A
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.edu/ir/program_review/program-review.17-18.html . or access within the program review tool. Leave blank if not applicable to your program.	N/A
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool. Leave blank if not applicable to your program.	N/A
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool. Leave blank if not applicable to your program	NA/
I.B.5.	Strategies to Increase Awards	If applicable to your program, list strategies (1., 2, 3. . . .) that you department uses to increase the number of ADT degrees, AA/AS degrees, and certificates awarded to	N/A

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		students.	
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Identify areas for program improvement in order to address student equity gaps. Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports: https://www.calpassplus.org/LaunchBoard/Home.aspx Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	N/A
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Site additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A

I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet http://deanza.edu/ir/program_review/program-review.17-18.html	26.1 (-1.6% over the past 5 yrs)
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes	N/A
I.E.3	Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? Refer to your program review data sheet. http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.	Full-time faculty: 35.8 (14% over the past 5 yrs) Part-time faculty: 54.1% (-15% over the past 5 yrs)
I.E.4	# Staff Employees	State number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	N/A
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	N/A
	Enrollment		

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II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.	• The ESL Department Enrollment numbers have been on a slightly downward trend of -4.7% over a five-year period from 2013 -2018. • Our student population is aging with our 25-39 year age group increasing from 29% to 34% over the five year period 2013-2018
II.B	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	• There were no significant changes by ethnicity in student success rates over the last three years. • Our targeted group for success increased from 70% to 79% over the five year period from 2013-2018 • Our non-targeted group for success increased from 81% to 86% over the five year period from 2013-2018 • Our female student population increased its success rate from 54% to 57% over the five year period from 2013-2018; however, our male student population decreased its success rate from 46% to 43% • In the 20-24 age range, success rates decreased from 47% to 41% • In the 25-39 age range, success rates increased from 30% to 34%
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)	• The California Community College Chancellor's Office pushed for community colleges to offer enhanced, non-credit college preparatory courses. In response, the ESL department is planning to implement mirrored ESL non-credit courses in five levels (ESL 200-ESL 260s). In response to AB 705, the department is looking at the placement process to ensure that ESL students are appropriately placed.
	Equity		
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	Looking at the data for 2017-18, what is the percentage enrollment of African American, Latinx, Filipinx, and Pacific Islander students in your program compared to their population of the college as a total (refer to the http://deanza.edu/ir/program_review/progra	The percentage enrollment of *African Americans* in 2017-2018: • ESL Department: 2% • De Anza College: 4% The percentage enrollment of *Latinx* in 2017-2018: • ESL Department: 4%

		m-review.17-18.html or access within the program review tool)?	- De Anza College: 25% The percentage enrollment of *Filipinx* in 2017-2018: - ESL Department: 1% - De Anza College: 7% The percentage enrollment of *Pacific Islander* in 2017-2018: - ESL Department: 0% - De Anza College: 1%
III.A.2	Targeted Student Populations: Growth and Decline	What enrollment trends have you seen over the last **5** years for African American, Latinx, Filipinx, and Pacific Islander students in your program? Explore enrollments by ethnicity and other student characteristics within the program review tool.	Enrollment trends over the last 5 years in ESL Program: *African American:* percentage enrollment has remained the same: 2% (with an exception of 2015/16, when it was 1%) *Latinx:* percentage enrollment has remained in the range of 4%-6% (6% in 2013/14; *5%* in 2016/17; 4% in 2014/15, 2015/16 and 2017/18;) *Filipinx:* the percentage enrollment increased from 0% in 2013/14, 2014/15, 2015/16 to 1% in 2016/17 and 2017/18 *Pacific Islander:* percentage enrollment has remained the same: 0% between 2013/14 and 2017/18
III.B.1.	Closing the Student Equity Gap: Success Rates	What are the success rates reported on your **2017-18** Program Review Data sheets for each of the following populations? - African American: - Latinx: - Filipinx: - Pacific Islanders: - Asian: - White: Refer to the http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.	Success rates reported on **2017-18** ESL Program Review Data sheets for the following populations: *African American*: 75% *Latinx*: 82% *Filipinx*:73% *Pacific Islanders*:50% *Asian*: 85% *White*: 86%
III.B.2	Closing the Student Equity Gap: Withdrawal Rates	What are the withdraw rates (list withdraw rates from **2017**-18 Program Review Data sheets) for each of the following populations? - African American: - Latinx:	The withdraw rates from 2017-18 ESL Program Review Data sheets for the following populations: *African American*: 11% *Latinx*: 6% *Filipinx*:9% *Pacific Islanders*:0% *Asian*: 5%

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		• Filipinx: • Pacific Islander: • Asian: • White: Refer to the http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.	• *White*:6%
<mark>III.B.3</mark>	Closing the Student Equity Gap: 2017-18 Gap	List the success gap reported on the Program Review Tool or Program Review data sheet between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for each of the last five years: 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order.	The success gap reported on the Program Review data sheet between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for each of the last five years: 2013-14 a)African ~~American~~ + Latinx + Filipinx + Pacific Islander: 50% b)Asian + White: 13% * Success gap: 37% 2014-15 a)African ~~American~~ + Latinx + Filipinx + Pacific Islander: 26% b)Asian + White: 13% * Success gap: 13% 2016-17 a)African American + Latinx + Filipinx + Pacific Islander: 28% b)Asian + White: 13% * Success gap: 15% 2017-2018 a)African American + Latinx + Filipinx + Pacific Islander: 26% b)Asian + White: 11% * Success gap: 15%
<mark>III.C</mark>	Action Plan for Targeted Group(s)	What strategies/activities do you plan to implement to further close the gap. List as 1, 2, 3, ... For each strategy/activity provide the groups of students and point person(s)	1. Update content approach- culturally relevant and sensitive curricula and course materials (particularly updating novels, texts, writing assignments that focus on underrepresented/groups of colo immigrants, POCs) 2. Update training for faculty through workshops/retreats encouraging conversation around equity,

		responsible for implementation.	diversity, and disaggregated data 3. Create ESL certificate that promotes student success, goals, and course completion

III.D	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help?
		• Professional Development – what areas?
		• Enhanced support for students
		• Departmental Collaborations
		• Best Practices
		• Coaching/Consultation
			• <u>Enhanced support for students</u>: co-requisites, evening tutoring for working students, evening computer labs hours.
			
			• <u>Departmental Collaborations with the following departments:</u>
			  a) English Department - to ensure correct placement of ESL students into ESL program and to tailor student support for the individual learning needs of students at different levels of language learning
			  b) Counseling - to ensure proper guidance of ESL students in course selection appropriate for their academic and career goals
			  c) Assessment - to ensure correct placement of ESL students into ESL program
			  d) Outreach - to ensure access to ESL classes to students who participate in DSS and Outreach programs
			  e) CTE – to ensure success of language learners in various CTE programs such as auto tech, nursing, child development
			
			• <u>Financial Resources for:</u> faculty workshops and collaborations, adjunct faculty compensation for active participation in ESL program initiatives and updates; funds to keep computer labs and tutoring centers open in the evenings.

III.E. Yes/ No Box	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices to help facilitate student success?	YES
III.F. Drop down box with goals	Integrated Plan goals: current student equity data and action plan	Please note: In order to be considered for Equity, Basic Skills and Student Success & Support Programs (SSSP) funding, current student equity data and action plan must be reported and at least one of the Integrated Plan goals must be identified. Choose one or more. Insert the 5 goals (drop down menu) listing the 5 Integrated Plan Goals. • Improve transfer and graduation rates for disproportionately	<u>Identified Integrated Plan Goals for ESL Program:</u> 1. Improve transfer and graduation rates for disproportionately impacted students. 2. Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. 3. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap 4. Develop relationships in the local high schools and within the community to improve college readiness of entering new students, especially into the ESL enhanced non-credit classes

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		impacted students.	
		• Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates. • Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. • Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap • Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students	

	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled "XXX PLOAC Work" and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a	• In accordance with the guideline from ACCJC, if an area does not offer a certificate or degree, the area does not need to assess program level outcomes. The ESL Department currently does not offer a certificate or degree.

		second time before the Comprehensive Program Review in Spring 2019.	
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled "XXX SLOAC work-Active Only" and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	• SLOAC: 47/47 (100%)
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	• Due to budget cuts, District required the division to cancel classes that didn't have at least 20 students enrolled even before each term started. As a result, 11 sections were cancelled in Fall 2018 and 11 sections in Winter 2019, for a total of 22 sections.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://deanza.edu/ir/program_review/program-review.17-18.html	• Our enrollment decreased by 6% from 2013-14 to 2017-18. • However, it has decreased by about 20% since the beginning of the 2018-19 academic year, which is very alarming. Since it is not clear if the drop in enrollment is largely due to the early cancellations or other factors, we would like to see a comparison of enrollment before and after the cancellations.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Vacancy (Two FT positions)
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	While we understand that IBPT has eliminated all vacant positions for 2018-19, we would like to go o record and state our need for two FT positions when the budget climate improves. • One faculty member retired in 2018 and another one will retire at the end of this academic year. Thus, we need two FT faculty positions to replace these vacancies. • In 2017-2018, the ESL Department's full and part-time faculty load was 35.8 (FT) versus 54.1%

			(PT), far below the 75% standard for full-time load in California community colleges.
			• We are creating enhanced noncredit ESL courses. • We will collaborate with CTE programs on campus such as Auto Tech and Early Child Development and develop non-credit ESL classes that would support language learners in those programs to ensure their success in achieving their goals. • In response to state initiatives, the department is partnering with local adult schools to forge pathways for immigrant language learners to transition from adult education to our course offering in the College. In order to attract students, we would like to offer a certificate of English proficiency that can enhance their opportunity to achieve their personal, vocational, or academic goals. • Because of a faculty shortage, current FT faculty members are overburdened with an unreasonabl workload, given the fact that the department offers eight levels of classes from basic skills to transfer and a total of 15 different courses. In addition, we need more faculty members to undertake the demanding job of implementing AB 705 and offer enhanced non-credit courses. In order to accomplish the goals stated above, as well as continue the work of on-going articulation, alignment, and curriculum development, it is critical that the department be at its full capacity.
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	None
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	None
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested	Over $1000
V.E.2	Equipment Title, Description, and Quantity	• Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. • Did this request emanate from a SLOAC or PLOAC process?	• A new document camera for L24, and new projectors for L33 and L34. The lack of brightness o the equipment makes it challenging to project images clearly and negatively impacts students' comprehension of class material. • All ESL classrooms in L-Quad (L31-36, 65, 83) to have black boards replaced by white boards o all three walls. • HDMI connectors for laptops in L-Quad (L31-36)

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		• Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .)	
V.E.3	Equipment Justification	• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? Refer to mission: https://www.deanza.edu/about-us/mission-and-values.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf	• In addition to health hazards and allergy problems black board present to instructors and students, the need for replacement and improvement of equipment directly emanates from the SLO assessment process conducted during the 2017-2018 school year, and it would benefit all ESL students and faculty. • While completing SLO reflection for 234 in the fall of 2017, the instructors noted the importance of having classrooms compatible with language instruction. It is imperative that instructors have access to both white boards, projectors, and good document cameras when teaching ESL classes. Visual input is vital during language acquisition as most students, especially those at the lower level classes, struggle to understand content and instruction. Thus, if ESL students can clearly see words spelled in different colors on white boards and have written instructions to class assignments, the teaching and learning process is not only efficient but also equitable. • Many faculty members use their own laptop in the classroom and must be able to connect it to the classroom computer. They need HDMI connectors to be able to do so. • The ESL department is responsible for assisting the college to reach its mission of communication and expression. The population the ESL department serves is comprised of immigrants who face many life and learning challenges due to their limited language ability. Thus, providing all ESL students with well-equipped and properly working equipment in classrooms will assist in reducing the barriers they face and support the students to communicate and express themselves faster and more efficiently.
V.F.1	Facility Request	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.	• Request dual light switches for all ESL classrooms in L-Quad (L31-36).
V.F.2	Facility Justification	• Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility?	• Without proper lightning (dual switches that allow front lights to be turned off while projectors are on), students struggle visually to comprehend the material projected on the screen. • During SLO work for 234, it was observed that oral presentations, a key component of all listening and speaking ESL classes, cannot be conducted properly when all lights are on because there is no enough contrast of light for proper visualization. However, if all lights are turned off, concentration on presentations is heavily reduced as the classes become too dark. • The instructors who participated in SLO work for 234 concluded that the SLOs had only met their success target because all instructors involved in the assessment taught their classes outside of the L-Quad where proper lighting assisted their students during class instruction and presentation. • Due to lack of language ability, ESL students are already at a disadvantage. They struggle to understand basic instruction, to comprehend the speech of other classmates, and to successfully

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			complete class tasks. Thus, providing them the proper classroom setting and equipment is necessary for the ESL department to fulfill its equity mission and fully support the needs of our underserved population.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	• We continue to need and request stipends of $150 for adjunct faculty to fully participate in each departmental norming session, equity training, and curriculum development, department retreat. (20x$150=$3000) • Since 54% of our classes are taught by part-time instructors, it is necessary to ensure their participation in norming sessions and class discussions. • During norming sessions, the participants discuss not only similar standards for the classes, but also equitable teaching practices that support student success. • Without uniform standards and important discussions about equity, students may reach the next level class unprepared or may simply fail a class. Thus, norming work is essential and needs to be fairly compensated to ensure full faculty participation. • Additionally, the ESL department is in the process of creating and offering enhanced non-credit classes. Once implemented, these classes would give all members of the community, regardless of their financial background, opportunities to enhance their language skills and achieve their academic, vocational, and personal goals. The participation of part-time faculty in the process of curriculum development and implementation is vital to ensure the non-credit offerings reflect the broad perspectives of our diverse teaching faculty as well as reach its goal of supporting the community in a fair and equitable way.
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	• Assistance working with all counselors on campus to discuss how the ESL program best serves most English language learners coming to De Anza as we implement AB 705. • Finding and training tutors to work with our enhanced noncredit students to improve their chance of success in courses and movement through the ESL course sequence. • Support for an assessment project that will assess the persistence and success of our enhanced noncredit students. • Support for an assessment project that will that will assess outcomes of AB 705 implementation.
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	• We plan to implement mirrored ESL credit/enhanced noncredit courses in all sections of courses at 5 levels in our ESL sequence: ESL 200, ESL 234, ESL 244, ESL 251, ESL 252, ESL 253, ESL 261, ESL 262, ESL 263
V.J.	"B" Budget Augmentation	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.h	• Marketing materials to promote enhanced noncredit ESL classes in the community, especially at adult education facilities. 1,000 color pieces printed at De Anza Print Services = $295 • Attendance for three ESL faculty to attend the Academic Senate for California Community Colleges (ASCC) 2019 Career and Noncredit Education Institute in San Diego in April 2019. This money would be used in case a faculty member has already used or plans to use their allotted

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		tml and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf

State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.

If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary". | conference funds, or conference funds are unavailable.

Conference fee, airfare, hotel for 3 nights = $820 per faculty X 3 = $2,460 total. |
| V.K..1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf | • Stipends for part-time faculty to participate in meetings, workshops and retreats to address the needs of enhanced noncredit students and ensure their success in courses and movement through the ESL sequence.

20 faculty X $150 = $3,000

• Stipends for part-time faculty to participate in course and sequence norming sessions.

20 faculty x $150 = $3,000

total = $6,000 |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need | • We need to familiarize all faculty on the needs of this new enhanced noncredit population, adjust our teaching and develop support systems.
• The data shows that faculty members need to work on norming and articulation between levels to address areas that fall short of our student learning outcomes.
• Because the department offers 13 core ESL courses at 8 sequential levels, taught by a large number of faculty, it is challenging to know whether all SLOs are being met and to what degree. Thus, in order to provide more equitable teaching standards and to truly meet our SLOs, consistent norming and articulation sessions are a necessity.
• Part-time faculty involvement is particularly essential as the department works to formulate and implement an equity plan as well as participate in incorporating the core competencies, such as information literacy and civic engagement, into the ESL curricula.
• Adjunct faculty comprises over 54.1% of the department's teaching workforce. Their participation and involvement are crucial to student success, the quality of our instruction, and growth of the program. Thus, we need to have stipends in place to enable our adjunct faculty to become active participants in all departmental initiatives and undertakings. |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the | • With the added resources, we can successfully implement AB 705 and begin to offer enhanced noncredit ESL classes. In doing so, we can better serve our student populations and promote student success. We will meet the College's requirements to address De Anza's vision of equity, social justice, and civic engagement. |

April 14, 2019

		assessments showing the results of receiving the requested resources over the last five years?"	
	Submitted by:	APRU writer's name, email address, phone ext.	Linda Yee (yeelinda@deanza.edu, x5517) with contributions from Marcy Betlach, Pati Carobus, Christine Chai, Michele DuBarry, Kathy Flores, Clara Lam, Charles Lee, Maria Marin, Craig Norman and Iva Tracey.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	3/4/2019