

Non-Credit
English as a Second Language

LAKE TAHOE COMMUNITY COLLEGE

Comprehensive Program Review 2016

SUBMITTED BY: Maxine Alper

DATE: June 14, 2016

SECTION 1: EXECUTIVE SUMMARY

The US Department of Health and Services concluded that it takes an adult with native language literacy and no prior English instruction between 500-1000 hours to satisfy basic needs, function on the job, and interact on a limited basis through English. Our current design allows for a minimum of approximately 288 hours of instruction per academic year and a maximum of 576. The Non-Credit English as a Second Language (NCESL) program at Lake Tahoe Community College strives to assist non-native English speaking students to become proficient in English in the minimum time possible. The program is designed as a series of sequential courses, ranging from Low Beginning through Advanced levels, providing instruction in listening, speaking, reading and writing. We also offer courses in Pronunciation, ESL Computers, ESL Math, US Citizenship and High School Equivalency preparation in English and Spanish.

Most of our students are in two categories: ESL adults with basic literacy deficiencies and adults who were well educated in their home countries but need help with their English skills. The program strives to be sensitive to the needs of both our student population and of our community with respect to curriculum and scheduling. The NCESL program faces similar enrollment struggles as the college as a whole. In the past, we saw a constant influx of immigrants moving to the South Lake Tahoe area who needed classes. As immigration has tightened, we have seen a decrease in the numbers of students needing basic level English. The NCESL program faces challenges as our students work in tourist areas with entry level, seasonal jobs with difficult work hours.

The NCESL program collaborates with several community and LTCC partners. Classes are held at the Family Resource Center as well as Barton University. In addition, the CONNECT Community Education program at LTCC has held workshops in ESL for our local population. NCESL is also partnering with the Adult Education Block Grant (ADVANCE) program to develop supplemental classes for non-native speakers.

Recently the NCESL program has undergone significant curricular changes in order to better meet the needs of students. The hours of the courses and the levels were adapted to better allow student access and a smooth transition through the different levels. Courses in Pronunciation, ESL Math, ESL Computers and High School Equivalency preparation are now being offered.

Almost all of the goals in the previous program review were met successfully. As many of the goals are ongoing, they are included here.

The goals of the program are:

1. Focus on student success in reaching their English language goals.
 - a. Establish and revise courses which will address academic and vocational needs of our second language learners.
 - b. Establish a learning environment which will meet student needs and improve the retention and persistence rates of students in the ESL program.
 - c. Continue working on the ESL certificate.

2. Continually assess student and community needs
 - a. Implement competency and skill-based assessment systems which will ensure accurate placement of non-credit students.
 - b. Provide classes at different hours to accommodate work schedules.
 - c. Explore providing childcare for students.
 - d. Have ESL courses in locations easily accessible to students by public transportation and walking.
3. Enhance the use of technology in the classroom.
 - a. Provide a computer lab for student use at the Family Resource Center.
 - b. Provide adequate staff development activities for adjunct faculty to further enhance their teaching techniques and provide excellence in teaching.

SECTION 2: INTRODUCTION AND PROGRAM HISTORY

INTRODUCTION

The Non-Credit English as a Second Language (NCESL) Department at Lake Tahoe Community College is committed to providing a comprehensive, student-centered, language-acquisition program to non-native speakers throughout the Lake Tahoe Community College District. The High School Equivalency preparation courses are also included in this program.

The Non-Credit ESL (NCESL) program is designed as a series of courses from Low Beginning through Advanced levels of English proficiency. The sequential curriculum, based on an integrated set of student learning outcomes, provides instruction through each strand of learning: listening, speaking, reading and writing. In addition, we offer courses in US Citizenship, ESL Pronunciation, ESL Computers and ESL Math. The program is designed to meet students' needs and meet them where they are in terms of their language abilities. Students can learn English for everyday use as well as transition to the English Basic Skills credit courses and other college level credit courses. Students learn to apply learned oral and written skills into their personal lives, at the workplace, and in academic settings. Students develop proficiency in the English language for multiple purposes delivered through a variety of teaching methodologies. Inherent in this program is the importance of developing critical thinking skills crucial to learning a second language and academic skills, along with meeting community needs and vocational challenges. This program addresses both the practical and academic needs of our limited English proficient community. With the rapid growth of technology, the program strives to balance interpersonal and written skills and the use of technology by offering the ESL students classes in basic computer skills for .25 units. The High School Equivalency courses are offered in both English and Spanish.

UNDERSTANDING OUR STUDENTS

Most of our students are in two categories: ESL adults with basic literacy deficiencies and adults who were well educated in their home countries but need help with their English skills. The immediate goals at LTCC have been to improve program placement, expand services, and easing transitions from ESL instruction to high school equivalency or college degree and job training programs.

The adult ESL learners are 18 years or older and may be refugees, immigrants or permanent residents. They are engaged in a variety of instructional outcomes including survival, employment, citizenship, high school equivalency, and further education.

Some of the students are Generation 1.5 Learners; non-native English speakers who have been educated in the US and graduated from a US high school but still need additional English instruction, especially in writing. Their English language is very advanced, but they make errors in their writing that are different than native English speakers in their developmental or beginning composition classes.

ESL Literacy learners have limited prior education and literacy in their native language. Their oral English may be minimal or fluent. While ESL Literacy students may be placed with literate students for part of their instruction, they need additional instruction focused on learning to read and write.

FACILITIES AND SCHEDULING

The program strives to be sensitive to the needs of both our student population and of our community with respect to curriculum and scheduling. The NCESL faculty and staff actively support and encourage a student-centered environment. In June 2011, after surveying students, the NCESL classes moved from the former Al Tahoe Elementary school to the main LTCC campus because the Al Tahoe site presented many challenges. At Al Tahoe the students liked the ease of access and being in a dedicated ESL space. However, having classes on the LTCC campus gives the students an identity as LTCC students, allows for use of technology in the classroom, and offers the opportunity to become more familiar and comfortable with the campus and the possibility of moving onto credit classes.

An important partner with the NCESL program is the Family Resource Center, located next to Bijou Community School. Two classes per quarter are held at this site in the mornings allowing students to drop off their children at Bijou Community School and then go to class.

Because bus service is difficult in the winter months, students requested that classes be held in the mornings at the area of the "Y" during the Winter. As a result of this need, the NCESL program now partners with Barton University to hold classes in one of their classrooms in the Winter quarter.

In the Fall 2015 and Winter 2016 quarters, NCESL partnered with LTCC's CONNECT program and designed a course for the South Tahoe Public Utility District. This course was specifically designed for their employees who needed assistance in basic English and Math. It was a very successful collaboration and STPUD has asked to repeat it.

STAFFING

Faculty

All NCESL classes are taught by adjunct faculty. The program regularly employs approximately 7 Adjuncts per quarter. When the ESL program at Lake Tahoe Community College was developed and through 2010, there was a full-time faculty presence in the ESL program. Upon the resignation of the FT faculty, in 2005, the coordination of the program was moved to a part-time adjunct position of 15 hours per week.

Program Technician Due to budget cuts, in 2012, the NCESL Program Technician position was cut from 20 hours a week to 5 hours a week. It has been impossible to cover the workload in that amount of time. In 2015-16 the position received an additional 15 hours a week through the SSSP grant to assist students and to develop, implement and administer a more formal orientation program for the ESL students.

Registration and Assessment

The budget includes funding for registration technicians. We have been able to use work study students to assist in registration, thus saving some funds.

We have been using the CELSA assessment tool, as approved by the state of CA. LTCC is in the process of moving to a new Common Assessment tool for Math, English and ESL. This move will allow NCESL to be aligned with the English assessments.

Counseling

A part-time bilingual counselor provides counseling services to students. This position works to assist students with their course schedule and to transition students to the Credit college courses.

CURRICULUM CHANGES

After the last Program Plan (CPR), the program restructured the ESL courses. Courses had been given 144 hours per quarter for 4 evenings a week. Attendance was sporadic as students were not attending 4 times a week. We moved the core grammar classes to 72 hours per quarter at 2 times a week. However, these classes were really set up for a 16 week and not a 12-week course.

In 2013, the program underwent many changes. Four levels for ESL were restructured into 5 levels in order to provide students with a better chance to complete the class within the timeline of a quarter. Three new courses were developed; ESL Pronunciation, ESL Math and ESL Computers and were offered in the 2014-2015 academic year. There also are courses in ESL Literacy and ESL Housekeeping.

In the future new short term courses in areas such as conversation and writing to allow students more flexibility and to target difficult areas will be developed. Responding to student requests for further pronunciation work, the NCESL program will be working to create a second level of the Pronunciation course. In addition, the possibility of developing courses that support the ESL students and supplement the existing credit courses in Culinary, Early Childhood Education, Healthcare and Hospitality are being considered. The department is currently working with the ADVANCE program to ascertain if it makes more sense to coordinate

NCESL courses with that program. The Citizenship class is being updated and the department is looking into the possibility of offering this course occasionally in Spanish.

The high school equivalency program has made significant changes to align with the Common Core standards adopted by the State of California. As a result, the courses in English and Spanish were updated. The ESL/GED program is also partnering with the ADVANCE to better serve the needs of the students. Through the efforts of this program, LTCC is now a high school equivalency testing site. The first cohort of Spanish speaking students took parts of the test at LTCC in the Spring1016 quarter. Students have consistently requested more assistance in basic Math. As a result, the ESL program is partnering with ADVANCE to offer summer ESL Math classes.

An ESL Certificate of Completion has been developed and approved by the Chancellor's office. At this time, the department is working with Enrollment Services to develop a plan to track students to be able to begin offering this certificate.

MARKETING

The traditional methods used by the college to reach students are not as effective in reaching the ESL students. We have found that fliers and word of mouth are our most effective tools. We send fliers home to LTUSD students, put fliers in businesses around town, use doorknob hangers and also go to gatherings of potential students to talk with them about ESL classes.

CHALLENGES TO THE PROGRAM

The NCESL program faces similar enrollment struggles as the college as a whole. In the past, there was a constant influx of immigrants moving to the South Lake Tahoe area who needed classes. As immigration has tightened, there has been a decrease in the numbers of students needing basic level English.

As a tourist area, many entry level jobs are seasonal with non-traditional work hours. This fact, coupled with the fact that many NCESL students work several jobs leads to sporadic attendance in classes and may hinder the proficiency and/or mastery of a particular class. Because of this, many students want to repeat a course in order to master the content. At this point, students can repeat, but there is a possibility that this could change in the future.

Many of the non-native English speakers are undocumented and as such are not eligible for state or federal assistance. In order to take credit classes, they must pay out-of-state fees, which are very prohibitive.

DATA TRENDS

The following information shows the FTES and Duplicated Headcount. The data listed for F2F Duplicated Headcount for 2011-2011 and 2011-2012 is incorrect as it refers to part of the year and not the total year. The Duplicated Headcount has remained steady. The increase in sections is due to expanded curriculum offerings, however, not all courses are offered every quarter.

The NCESL program does not offer any degrees. An ESL Certificate of Completion has been developed and approved by the Chancellor's office and we are working to develop a plan to track students to be able to begin offering this certificate

Table 1

2014-15 ANNUAL PROGRAM REVIEW

English As a Second Language

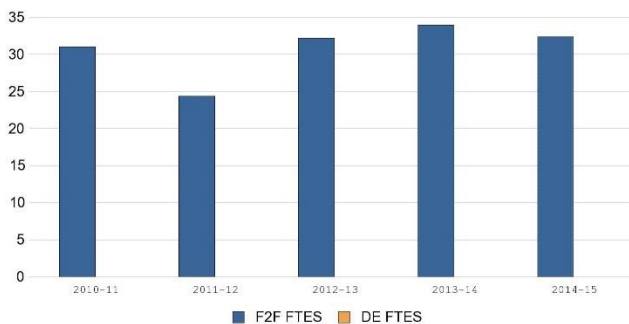


ENGLISH AS A SECOND LANGUAGE SUMMARY

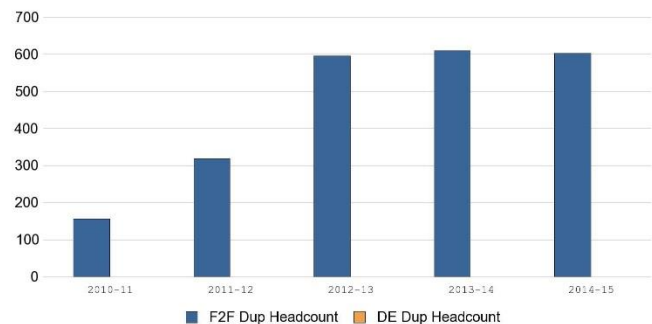
This report contains data from Academic Year (AY) 2010 to 2014. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2010-11	22	22	0	31.01	31.01	0.00	156	156	0
2011-12	25	25	0	24.37	24.37	0.00	319	319	0
2012-13	24	24	0	32.20	32.20	0.00	595	595	0
2013-14	23	23	0	33.96	33.96	0.00	610	610	0
2014-15	28	28	0	32.34	32.34	0.00	602	602	0
4-Yr Chg (10-11 to 14-15)	27.3%	27.3%	---	4.3%	4.3%	---	285.9%	285.9%	---
1-Yr Chg (13-14 to 14-15)	21.7%	21.7%	---	-4.8%	-4.8%	---	-1.3%	-1.3%	---

RESIDENT FTES



DUPLICATED HEADCOUNT



Office of Institutional Research and Planning (OIRP)

2014-15 ANNUAL PROGRAM REVIEW

English As a Second Language

2014-15 COURSE STATISTICS

ENGLISH AS A SECOND LANGUAGE PRODUCTIVITY* (2014-15):

% FULL TIME INSTRUCTORS** (2014-15):

0%

% ADJUNCT INSTRUCTORS** (2014-15):

100%

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
ESL-555	U.S. Citizenship	1	0.0%	0%	100%	20.0	20.0	0.0%		0.63	77	0.07	383.34
ESL-561	ESL, Level 1	4	0.0%	0%	100%	22.0	22.0	0.0%		5.03	528	0.30	586.67
ESL-562	ESL, Level 2	5	0.0%	0%	100%	24.8	24.8	0.0%		7.34	729	0.40	607.29
ESL-563	ESL, Level 3	7	0.0%	0%	100%	21.3	21.3	0.0%		7.72	880	0.50	586.67
ESL-564	ESL, Level 4	2	0.0%	0%	100%	21.0	21.0	0.0%		2.63	252	0.10	840.00
ESL-565	ESL, Level 5	3	0.0%	0%	100%	24.0	23.7	0.0%		3.64	424	0.05	2,826.67
ESL-582A	ESL: Introduction to Computer	2	0.0%			11.0	11.0	0.0%		0.26	129	0.00	---
ESL-591A	ESL: Math	1	0.0%			9.0	9.0	0.0%		0.69	54	0.00	---
ESL-592A	ESL: Pronunciation	3	0.0%			25.3	25.3	0.0%		4.40	433	0.00	---
Total		28	0.0%	0%	100%	21.5	21.5	0.0%		32.34	3,505	1.42	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
			---					0.0%					---
Total			---					0.0%					

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.

Office of Institutional Research and Planning (OIRP)

Table 2

Table 3

As noted below, the demographics are constant with the majority of our NCESL students being female, Hispanic and between 25-49 years of age.

2014-15 ANNUAL PROGRAM REVIEW

English As a Second Language

DEMOGRAPHICS

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
Male	51	36.7%	68	33.5%	119	35.4%	106	33.1%	118	41.5%
Female	88	63.3%	130	64.0%	217	64.6%	213	66.6%	166	58.5%
Unknown	0	0.0%	5	2.5%	0	0.0%	1	0.3%	0	0.0%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%
Asian	11	7.9%	19	9.4%	21	6.3%	11	3.4%	19	6.7%
Hispanic	126	90.6%	174	85.7%	298	88.7%	295	92.2%	251	88.4%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	0.3%	0	0.0%	0	0.0%
White Non-Hispanic	1	0.7%	6	3.0%	10	3.0%	12	3.8%	6	2.1%
Two or more races	0	0.0%	0	0.0%	2	0.6%	1	0.3%	2	0.7%
Other	0	0.0%	0	0.0%	1	0.3%	0	0.0%	4	1.4%
Unknown	1	0.7%	4	2.0%	3	0.9%	1	0.3%	1	0.4%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
Age < 25	25	18.0%	53	26.1%	73	21.7%	48	15.0%	42	14.8%
Age 25 - 49	99	71.2%	126	62.1%	219	65.2%	236	73.8%	200	70.4%
Age 50 +	15	10.8%	24	11.8%	44	13.1%	35	10.9%	42	14.8%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%

	2010-11	2011-12	2012-13	2013-14	2014-15
Median Age	34	34	35	35	36
Youngest	17	16	13	12	16
Oldest	64	65	73	66	68

Office of Institutional Research and Planning (OIRP)

SECTION 3: PROGRAM MISSION AND SLOS

The NC ESL Program at Lake Tahoe Community College is committed to providing non-native speakers the necessary courses to achieve English language proficiency in order to survive in a predominately English speaking environment. In addition, non-native speakers will gain the ability to effectively perform in the workplace, to better understand and appreciate cultural diversity, and to successfully persist and advance in their academic and vocational education. This includes social services, primary and secondary education as it relates to their children's needs, and participatory democracy.

NCESL Program SLOs

Student Learning Outcomes for the program are:

- Communicate effectively in the four modalities of listening, speaking, reading and writing, using the Simple Present through Conditional tenses, as well as important grammatical elements such as phrasal verbs and prepositions.
- Demonstrate knowledge of US culture by participating in civic responsibilities such as filling out IRS, census and social security forms.
- Recognize and demonstrate an understanding of the cultural diversity within the US including Native American, African American, Latino/a, and Asian.

NCESL Course Level SLOs

This is the first year that course level SLOs were assessed. The course level SLOs were revised to more accurately reflect course objectives, content and curriculum. Thus far, the students have achieved a high level of mastery.

SECTION 4: PROGRAM GOALS AND OBJECTIVES

FUTURE PLANS

Curriculum

The NCESL program will be developing short term courses in areas such as conversation and writing to allow students more flexibility and to target difficult areas. Based on student requests, the NCESL program staff will be creating a second level of the Pronunciation course. In addition, the possibility of developing courses that support the ESL students and supplement the existing credit courses in Culinary, Early Childhood Education, Healthcare and Hospitality is being explored. We are working with ADVANCE to see if it makes more sense to coordinate these courses with that program. The Citizenship class will be updated and the possibility of offering this course occasionally in Spanish will be explored.

Assessment and Orientation

The assessment tool used in NCESL placement is looking to move to the State recognized Common Assessment. This move allows us to coordinate ESL assessments with the English department as well as use Chancellor approved assessments making placement more accurate and user friendly.

A new orientation for the NCESL students is in the works and the development of an easy-to-use online orientation which will include important program information and align with the orientation and student educational plan goals of LTCC is in process.

Many of our students are not comfortable with using computers or email, but they do utilize social media sites. We are creating an ESL Facebook page to communicate more effectively with our students.

GOALS OF THE PROGRAM

The program was successful in meeting almost all of the goals in the previous program review. As many of the goals are ongoing, they are included here.

The goals of the program are:

1. Focus on student success in reaching their English language goals.
 - a. Establish and revise courses which will address academic and vocational needs of our second language learners.
 - b. Establish a learning environment which will meet student needs and improve the retention and persistence rates of students in the ESL program.
 - c. Continue working on the ESL certificate.
2. Continually assess student and community needs
 - a. Implement competency and skill-based assessment systems which will insure accurate placement of non-credit students.
 - b. Provide classes at different hours to accommodate work schedules.
 - c. Explore providing childcare for students.
 - d. Have ESL courses in locations easily accessible to students by public transportation and walking.
3. Enhance the use of technology in the classroom.
 - a. Provide a computer lab for student use at the Family Resource Center.
 - b. Provide adequate staff development activities for adjunct faculty to further enhance their

teaching techniques and provide excellence in teaching.

CPR Objective: 1 of 3	Responsible Individual(s) And/or Department(s)	Timeline for Completion
Focus on student success in reaching their English language goals.		
Representative Activities		
a. Establish and revise courses which will address academic and vocational needs of our second language learners.	ESL Coordinator	Ongoing
b. Establish learning environments which will meet student needs and improve the retention and persistence rates of students in the ESL program.	ESL Coordinator LTCC Administration	Ongoing
c. Continue working on the ESL certificate.	ESL Coordinator Director of Enrollment Services Director of Institutional Effectiveness	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (if quantitative)
Students will have an effective program of language acquisition and an atmosphere which will allow for increased student success.	FTES, SLOs, students receiving certificates.	
Resources and Budget Implications	Estimated Funding Required	Timeline
Course development	Within current budget	Ongoing
Curriculum development	Within current budget	Ongoing
Certificate development	Within current budget	Ongoing
Strategic Issue	Strategic Goal	Objective
2. To support students' learning, success, and the timely completion of their educational goals.	5. Clear and effective pathways toward completion.	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their

		educational and professional goals.
CPR Objective: 2 of 3	Responsible Individual(s) And/or Department(s)	Timeline for Completion
Continually assess student and community needs		
Representative Activities		
a. Implement competency and skill-based assessment systems which will insure accurate placement of non-credit students.	ESL Coordinator	Ongoing
b. Provide classes at different hours to accommodate work schedules.	ESL Coordinator LTCC Administration	Ongoing
c. Explore providing childcare for students.	ESL Coordinator LTCC Administration	Ongoing
d. Have ESL courses in locations easily accessible to students by public transportation and walking.	ESL Coordinator LTCC Administration	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (if quantitative)
Students will be accurately placed in classes and have classes in locations and times to accommodate their schedules which will allow for increased student success.	FTES, SLOs	
Resources and Budget Implications	Estimated Funding Required	Timeline
High program quality, retention of students, student success	Within current budget, except for childcare	Ongoing
Strategic Issue	Strategic Goal	Objective
1. To maximize college accessibility, particularly for those in the community who have been historically underserved and underrepresented in higher education.	2. Start right	2.2 Ensure newly entering students have the information, resources and tools to be successful prior to the first day of class.

CPR Objective: 3 of 3	Responsible Individual(s) And/or Department(s)	Timeline for Completion
Enhance the use of technology in the classroom		Ongoing
Representative Activities		
a. Provide a computer lab for student use at the Family Resource Center.	ESL Coordinator LTCC Administration	Ongoing
b. Provide adequate staff development activities for adjunct faculty to further enhance their teaching techniques and provide excellence in teaching.	ESL Coordinator LTCC Administration	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (if quantitative)
Facilitate opportunities for completing educational and professional goals		
Resources and Budget Implications	Estimated Funding Required	Timeline
Possible trickle down of LTCC computers	Possible LTCC staff time	Ongoing
Strategic Issue	Strategic Goal	Objective
4. To ensure college financial, human, technology and facilities resources are sufficient to meet the evolving educational needs of the community.	10. Vibrant and sustainable learning spaces	10.1. Establish a robust technology infrastructure and support that reflects proactively the evolving needs of students, faculty and staff students' timely completion of their educational and professional goals.

SECTION 6: APPENDICES

Included in the Appendix are any Annual Program Review (APR) updates and attending Annual Unit Plans (AUPs) from the five-year program review cycle preceding the CPR.

Save

Print

Department/Program: ESL

Academic Year (AY): 2015-2016

Date Completed: 3/6/2015

ANNUAL UNIT PLAN (AUP) - WORKSHEET

In the Table below, describe the "Actions" that your department plans to take during the 2015-16 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College's Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of)
– 5.1 5.2 7.2	1.a.,b.,c.,d 10.a.,b.	ESL 1	- Citizenship course update - GED course update - Develop new curriculum for supplementing existing credit courses in Culinary, Childcare, Healthcare and Hospitality	Assist students to achieve academic goals when repeatability becomes limited	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	New courses	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	1 of 6
– 2.2 3.1 3.2	2.b. 8	ESL 1	- Develop student orientation - Revise placement evaluation, coordinating with the English evaluation	Increased student success	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	Within existing budget	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	2 of 6
– 1.1. 2.5 5.1	6.	ESL 1	- Continue working on the ESL Certificate	Facilitate opportunities for completing educational and professional goals	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	Within existing budget	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	3 of 6

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of)
- 3.1	1.c.	ESL 1	- Create procedure for dropping students	Assist students to achieve academic goals when repeatability becomes limited	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	Within existing budget	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	4 of 6
- 1.1 5.1 8.2	7.a.,b.,c.,d.	ESL 1	- Explore collaborative opportunities within the community for expanding ESL classes	Increase opportunities for work, increase student success students will be better prepared.	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	Unknown	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	5 of 6
- 2.2 3.2	1.a.,d.	ESL 1	- Investigate possibilities of offering literacy and citizenship classes in Spanish	Prepare students for success in ESL classes	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input checked="" type="radio"/> OT	New courses	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	6 of 6
-					<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT		<input type="radio"/> OTO <input type="radio"/> On-Going	of 6