Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

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Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	**English As A Second Language**	
Program Mission Statement:	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 and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially and personally.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Basic Skills, Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Personal Enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program

Academic Services and LR: # Faculty Served	Not applicable to our program	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	Not applicable to our program	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served	Not applicable to our program	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	28.57 (2011) – 27.26 (2009-10) = X 1.31	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	Not applicable to our program	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	18.29 (2011) – 15.20 (2009-2010) = X 3.09	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	Not applicable to our program	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	The average success rate of the targeted populations over the last three years is 80% compared with 80% for Asian and 83% and 84% for White	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African

	students. The success rates have remained the same for students of Asian ancestry, but declined for Filipino/a students from 79% to 72%, for students of European ancestry, from 84% to 83%, for students of African ancestry from 67% to 74% and Latino/a students from 72% to 65%.	Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgram Review/DeAnza_PR_Div_pdf/DeAnzaProgram ReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	Growth of student success has declined because of a number of reasons. First, due to budget reductions, classes have been cut almost 10%; therefore, students are taking longer to complete the ESL Program, which reflects on success rates. Also, ESL has lost much of its student support with the closing of Readiness. In addition, ESL has only one LinC—262 & 263—remaining after the cancellation of a 272-273 in 2011-2012. LinC classes offer essential peer, faculty, counseling, and academic support necessary for success at the developmental levels.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.
Closing the student equity gap:	Student success is enhanced when a program has consistent and widely agreed upon standards and expectations at each level. We continue to establish, revise and norm standards at and between levels. We will continue our discussions and workshops on teaching and learning. In addition to sharing materials and techniques, we continue discussions on how we can better serve the targeted populations in order to promote their success. We will continue our efforts to hire ethnically and culturally diverse faculty and look for cultural competency and ability/experience in working with the targeted populations. We will provide a variety of ways to deliver instruction, including using new language acquisition software and creating hybrid courses, especially LinC classes both within the ESL Program and across disciplines, for example, a LinC with ESL 5 and courses in Humanities and Social Sciences. We will continue to work closely with and promote instructional support programs, such as the Listening and Speaking Lab, the Writing and Reading Center, the Cross Cultural Partners Program, the ESL computer lab (AT103), and the LinC Program.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.

	We will continue to work closely with the Placement Office so that students are properly placed.	
Overall growth/decline in # students:	Enrollment at all dimension levels—ethnicity, gender, age-- has decreased from 7,190, in fiscal year 2009-10 to 6,192 in first part of fiscal year 2012. This overall enrollment decrease points to the fact that the ESL Program, while increasingly desirable for non-native speakers of English, especially international students, who number almost 30% of all ESL students and pay high rates of tuition per academic unit, has had to offer fewer sections, thus shutting students out of prerequisite courses.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	In response to State Accreditation requirements, the program is implementing SLO and the SLOAC as necessary. The implementation of both has lead to department discussion and an increased articulation between classes at a given level and the requirement of a completion of all courses at a given level before advancement onto the next. Additionally, a new portfolio process was instituted for ESL 263. This was done to assist in both standardization and assessment. Through the new portfolio process, the department has realized that lower levels within the program must be refined and modified to meet new needs of higher levels. Thirdly, out of the SLOAC process and the loss of Readiness two years ago, support workshops have been developed for ESL 251 and 253 from Title III funds. The development of these workshops has helped student success, but the loss of Readiness two years ago has left other gaps within the program that have not been filled. The damage caused by the loss of corequisite and support classes has been verified by the SLOAC process.	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.)
Progress in "Main Areas of Improvement"	No full-time faculty has been hired since 2007-2008. Our enrollment has continuously increased, until this last year when it dippped due to budget and section cuts, and we have had 2 full-time faculty retire. Due to growth and retirement, we should have 3 new full-time faculty positions. We also need to have more staff development opportunities for both full-time and part-time faculty. It is difficult to get funding for these	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	opportunities. Due to Measure C funding, all classrooms now have ELMOs, computers, Wifi and overhead projectors, so this goal has been successfully reached. Instructional support for ESL students has been reduced and/or become more limited. Our courses have lost all co-requisites causing an increase in demand for tutors, Writing and Reading Center, Listening/Speaking Lab, Cross Cultural Partners and Skill Workshops.	
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:		Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	Due to State Budget cuts, the ESL program has had instruction cut by 10%, been unable to hire full-time faculty, reduced staff development funds and lost important support services. This directly impacts how well we can serve our students. Longer waitlists are occurring and additional sections are not being allowed to open even when demand exists. Sections are being quickly cut weeks before the quarter starts even though they would most likely fill in the first week of the quarter. Instructors are being required to cover more extensive content with in the 11-week quarter since co-requisites are no longer available.	Assess the impact 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.
Enrollment Trends	In 2008-9 and 2009-10, enrollment with in the ESL Program increased. However, with the additional 5% instruction reduction implemented 2010-11, enrollment has been reduced. Because of the reduced number of sections, students are leaving. Many have heard from friends and classmates that they can't get classes at De Anza. This explains the downward trend. Moreover, once a student leaves a Community College,	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.

	it is unlikely that they will return to it. The ESL Program has a 92% retention rate. If we offer classes, students will take them, and they will stay in the college. De Anza as a whole is suffering because of cutting sections in ESL.	
V. A -Faculty Position Needed	1 Growth 2 Replacement	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed ==Only make request for staff if relevant to your department only.== ==Division staff request should be in the Dean's summary.==
Justification for Faculty/Staff Positions:	Full-time faculty member Zena Gray retired in Spring of 2010, for which IPBT approved a replacement position. At the same time, Readiness was closed, and Gregory Anderson was placed into our department to replace Zena Gray. We were assured from the Office of Instruction at that time that if Gregory Anderson moved into a dean position, we would be able to fill the vacant ESL faculty position through an open hiring process. In July 2011, Gregory Anderson assumed the position Dean of Learning Resources. When asked, we were told we would not be allowed to fill the ESL Department faculty position that Gregory vacated. In Winter 2011, ESL requested and presented a very valid argument for a growth position. After much discussion and review, the governing parties of the college awarded 11 positions (growth and replacement). Our department was told our position rated #12, and that we would be next in line for future growth positions. The ESL Department has not had a growth position since 2007, although our enrollment was steadily increasing until we faced budget and section cuts. ESL full-time faculty member, Claudine Poggi, is retiring Spring 2012. That will leave us with 11 full-time faculty. In 2008-2009, we had 14 full-time faculty. In 2009-2010, we had 13 full-time faculty. We are now down 3 full-time faculty. In 2008-2009 our Percent Full-Time FTEF was 50% and our PT/Overload FTEF was 12.49. In 2010-2011, our Percent Full-Time FTEF was 36% and our PT/Overload FTEF was 18.29. With the loss of Dina Poggi, the full-time/part-time ratio will continue to widen.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, ==include all== assessment data that supports a need for growth, etc.

	Lastly, the ESL Department greatly contributes to the college's basic skills mission as 94% of our classes serve basic skills students.	
Equipment Request	laser pointers in each smart classroom; adjustable ergonomic chairs with wheels in front of the computer station; white boards in L61, L31, L33; Expo markers for all faculty (less toxic, less smell, erase better); pencil sharpener in L47; sanitizing dispensers in the classrooms; microphone headsets for instructors; light switches next to the computer station; plus last year's request. The faculty are also requesting new projectors for rooms L47, L76, and L34. They are old and the projections are dim. Also, Craig notified the program that Measure C may have additional monies to update or refresh technology in classrooms. Faculty requested to update the designated ESL classrooms in the L Quad with whiteboards, make L83 a smart classroom, update some of the smart classrooms by installing new push button data boxes to include picture-mute, install dimmer light switches so faculty can dim lighting, and purchase laser pointers. The ESL Program requested equipment through Measure C monies last year but it was not forwarded by the dean.	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	The equipment has been assessed long before the SLOAC process; however, the SLOAC process has supported it.	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? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification	The equipment will enhance the processes and efficiency of teaching and learning and reduce health hazards for instructors, in terms of health issues: allergy problems caused by white chalk and back-pain issues if instructors don't have the proper seating support when using the computer.	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? Etc.
Facility Request	ESL faculty are requesting one to two small meeting rooms that fit four to six students and equipped with a computer, white board, and document camera, on the third floor of the ATC building, where instructors could meet students in small groups, outside office and class hours.	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

Facility Justification	To help students be more successful in their classes when they can get extra help from instruction in a small-group setting.	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? How does the request promote the college mission or strategic goals? Etc.
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? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	From the ESL Program's SLOAC work over the last year, especially regarding academic composition courses, the ESL program decided to raise the standards for one of our critical composition courses, ESL 263, which serves as an important foundation for success in higher level ESL composition courses, ESL 273 and ESL 005. For ESL 263, faculty increased the process of writing drafts and have decreased the number of major graded assignments. This change will promote the meta-cognitive processes of critical thinking, correct grammar usage, use of paraphrases, and the synthesis of reading and writing. The faculty also wanted to improve the paraphrasing process by reducing the number of paraphrases in the early assignments and increasing the paraphrases in the later assignments, hence scaffolding the assignment difficulty. Finally, faculty discussed increasing the four unit 263 class to a five units. 263 faculty pointed out that with the removal of the Readiness Program students are coming in to ESL 263 under-prepared and presses the need to make ESL 263 a five unit course.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	ESL program will continue to develop, revise and implement SLOACS and PLOACS and assessment results will be entered in Tracdat. Faculty will continue to do a comparative analysis of IR data. The program is continuing to review and adjust instruction and outcomes based on the results of portfolio processes.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:		APRU writer's name, email address, phone ext.