

Bakersfield College

Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Faculty Request Form | <input checked="" type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input checked="" type="checkbox"/> ISIT Form | <input checked="" type="checkbox"/> M & O Form | <input checked="" type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

I. Program Information:

Program Name: English for Multilingual Students

Program Type: Instructional Non-Instructional

Program Mission Statement: The English for Multilingual Students Department at Bakersfield College provides quality education to meet the needs of its diverse student population in a supportive environment.

We will accomplish our mission by:

- Responding to student and community need by offering a variety of reading, composition, grammar, and listening/speaking courses to students with a wide range of language ability.
- Understanding and addressing the needs of our diverse student population which ranges from generation 1.5 students to international students and recent immigrants.
- Establishing strong connections with our business communities by offering courses that improve the language capabilities of employees through academic classes
- Remaining vigilant in responding to the current and future environment and striving to meet the continued growth of the Hispanic population in the community.
- Promoting tolerance and patience with all of our stakeholders by providing culturally sensitive instruction and a nurturing educational environment.

Program Description: Describe how the program supports the mission of Bakersfield College

In support of the Core Learning Processes and Strategic Initiatives, the English for Multilingual Students Department at Bakersfield College

- Makes students the central focus of its program and communicates high expectations through active learning within a communicative, collaborative environment;
- Provides a variety of instructional approaches to accommodate diverse learning styles and offers prompt and appropriate feedback to students;
- Fosters critical thinking, questioning skills, and independent learning in all students;
- Offers reading, writing, and listening/speaking classes supporting EMS students' advancement to transfer level English courses and fulfillment of prerequisites required by certain departments;
- Provides training and mentorship to writing consultants in the Writing Center;
- Develops and regularly reviews Student Learning Outcomes for all of its courses.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

N/A

II. Program Assessment:

a. How did your outcomes assessment results inform your program planning?

Fall semester 2012, we assessed SLOs from both writing and reading courses, and adjusted curriculum:

- Due to the 86% success rates in ESL 60 of SLO #2, (producing multiple draft essays that are organized with a clear thesis, details, and conclusion), we are continuing with the portfolio final assignment (rather than an in-class final essay exam, or FEE).
- In ENSL B50, 92% of students were able to successfully master MLA format, SLO #2. Measuring this SLO using the multiple draft synthesis essay assignment using outside sources will be continued.
- In ENSL B70, 62.5% of students passed the SLO assessment that measured their ability to respond in paragraph form to a given topic. This outcome needs improvement, and is being discussed. Perhaps a portfolio such as the one used in ENSL B60 will be used in ENSL B70 as well.
- Both ENSL B31 and B61 students were quizzed on their development and acquisition of college-level vocabulary, and 82% and 76% were successful respectively. Vocabulary development and assessment will continue as this is important for multilingual students to be successful in content area courses.
- In ENSL B51, summarizing passages was assessed, and 80% of students were successful; this is an important skill for students in any course, and instruction and practice in summarizing will continue and be increased.
- In 2013-2014, PLO assessment will be focused on the Reading course sequence; “evaluating and analyzing expository essays and literature through the use of critical thinking techniques.”

b. How did your outcomes assessment results inform your resource requests this year?

- In order to demonstrate and assess effective writing and increase student engagement in class, as well as teach MLA format in class, technology was requested – and granted. Both LA 222 and the Language Lab (LA 225) now have mounted projectors, document cameras, and computers. These have greatly enhanced efficiency in the classroom as well as improved student engagement. Students can interact with the written word, they can produce and share their own writing, and instructors can quickly bring up and show relevant videos and websites, such as InsideBC. Student engagement and faculty satisfaction increase student success and retention.

c. Note any significant changes in your program’s strengths since last year.

- Retention remains high at 90.8%. (See attached trend data.) Faculty provide continuous support to students both inside and outside of class with one-on-one contact. Instructors retain students with care and individual attention, and high numbers of students visit the Writing Center for support as well. The department also maintains standards by holding norming sessions for writing class instructors who help students understand expectations.
- Compressed/Stacked classes (LRNC 505 and LRNC 507) were very successful compared to semester length classes. Over three semesters:
 - ESL 70: 53% vs. LRNC ESL 70 82% with same instructor,
 - ESL 60: 61% vs. LRNC ESL 60 77% average of two instructors,
 - ESL 50: 81% vs. LRNC ESL 50 94% with the same instructor.
- In addition, quantitative feedback showed high satisfaction of Learning Communities among students; “I liked having the continuity by coming every day to class. I also like that I knew almost all of my

classmates. I like to spend time doing homework in groups.” “I really enjoyed taking two classes in one.” “I like the course a lot even though it could be stressful at times, but if one stays persistent then there should be no excuse for anyone to fail.”

- Success rates are increasing for students in the English for Multilingual Department, reaching 68.2% in 2012-2013. Looking at persistence rates of students who enter ESL courses and reach transfer level English 1A within 6 years, students in our EMS department are doing nearly 10% better than the state average and better or as good as comparable community colleges. (See IV. e. and attached Student Success Scorecard data.) We have attained a higher success rate even with a higher percentage of Hispanic students who tend to have lower success rates than other ethnicities.
 - BC ESL student persistence rate: 32.3% (with 53.9% Hispanic students)
 - Modesto ESL: 8.9% (with 39.7% Hispanic students)
 - Grossmont ESL: 33.9% (with 27.0% Hispanic students)
 - Statewide ESL: 23.9% (with 35.9% Hispanic students)

The persistence rate of ESL students has increased steadily since 2004-2005 (28.0%), when the formula for success started being tabulated in the same way it is now. More work needs to be done with males, however, as their success rates (26.8%) fall below those of females (35.0%), but their success is steadily increasing as well. Because the success rate for Hispanics (29.8%) falls below that of other ethnic groups, targeted programs for Hispanics and males could help all the students in the department. With continued individual attention and emphasis on excellence, success rates should continue to grow.

- Language Lab utilization has increased. In 2011-2012, usage was 40-50 hours/month; last year the lab was booked from 10-3pm MTWR, and many evenings from 6-8pm. This is more than double the usage of the previous year.
- Author visits: Sonia Nazario, author of *Enrique’s Journey*, and Reyna Grande, author of *Across a Hundred Mountains*, were invited by department instructors to the main campus and the Delano campus respectively, to lecture and meet with EMS students. These were life-changing experiences for our students and increased engagement, making reading and writing more relevant to their lives.

d. Note any significant changes in your program’s weaknesses since last year.

- Achieving full enrollment in one of the Learning Communities (LRNC 505, a compressed/stacked class of ESL 70/ESL 60) was difficult. This is easy to explain; English for Multilingual Students, especially those just coming in to the system, cannot find LRNC because in Banner it is not listed under ENSL. It is in its own category. Those enrolling in LRNC 507 are already students, have navigation skills, and have instructors who tell them how to enroll. Those new LRNC 505 students looking for ENSL B70 do not look under LRNC for ENSL. It makes no sense to do so. It is a problem with Banner, but is reflected as our Department weakness. It needs to be fixed in Banner – listed under ENSL, not LRNC.
- A dearth of part-time faculty: we may be in growth mode now, but we cannot add a single section since there is no adjunct pool due to CSUB not offering the MATESOL degree. This has been a continued problem; EMS Department adjunct faculty are already maxed out and cannot teach any more than they already do. In fact, substituting has even become a problem with the new regulations. We need a full-time position to rectify the problem; departmental productivity is 61% contract, 5% overload, 27% adjunct, and 6% summer. With one more full-time position, we would have some breathing room for adding classes.
- The current placement measure is not very accurate; it impacts success rates, especially in writing classes. An essay assessment would be more accurate. The C-6 Common Assessment, which includes an

essay portion, was highly anticipated as a solution, but there appear to be major glitches – instructors piloted the ESL test before Fall 2013, but it did not work as intended; no feedback or scores were assigned, no diagnostic test was given. More work is needed on the Common Assessment before it is used with students.

- Content Review – prerequisites are needed for lowest level courses. This will be addressed during Curriculum Review.
- The gap in Reading courses between ESL 51 and ESL 31: this has been addressed; EMS B52 is pending in CurricuNET to comply with CB21 Coding.
- Low success rates in ESL 60 have been addressed by using the portfolio instead of the final essay exam. This has helped significantly because it removed the high-stakes, high affective filter test of the FEE with the multiple draft, multiple assignment portfolio. (86% success rate of this SLO assessment, Fall 2012)

e. If applicable, describe any unplanned events that impacted your program.

- All students in the EMS Department are underprepared, given that English is not their first language. However, since we were forced to delete ENSL B80, the course four levels prior to transfer, extremely unprepared students, those who place below our lowest course, ENSL B70, have nowhere to go, so they get dumped into ENSL B70 and have difficulty succeeding, dramatically affecting our success rates in that course. Our department also gets students who have failed ACDV twice or English twice, so advisors find EMS to be a dumping ground. They are NOT actual multilingual students, but they end up in ENSL B70 or ENSL B60, often bringing a negative attitude, making the situation difficult for the instructor as well as the student in question and the others in the class.
- In addition, some students are taking LRNC 505 at the last minute in order to fulfill Financial Aid or athletic unit requirements because the course is eight units. This is inappropriate as the course is designed for multilingual students, not native speakers who are on athletic teams or simply want Financial Aid. Their failures or negative attitudes toward the class affect our departmental success rates as well as their own success. Finally, counselors and advisors should not be placing athletes into EMS courses simply for the units.

III. Technology and Facilities Analysis

a. Has your program received new or repurposed technology in this cycle?

- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?

We requested and received a short-throw projector in LA 222, a room used mostly by EMS instructors. The projector has been used daily since instructors have been able to connect laptops to the projector rather than wheel a cart (when available) down the hall and into the room, and set it up. Students have become engaged with PowerPoint presentations, websites, and documents as they are projected onto the white board in order to promote direct interaction with the material. Effectiveness of daily multimedia use can be seen in increasing departmental success rates. More technology was added in the summer, 2013, in the way of a computer in LA 222, a short-throw projector in LA 225, and document readers in both rooms. These should enhance instructor satisfaction and efficiency even further, as well as student engagement, especially since students will be able to see what is projected on the screen over the computer monitors or other outdated equipment in the classroom.

- ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
- iii. How might other areas use this technology?

LA 222 is used by other disciplines, and the language lab, LA 225, is shared by FL/ASL; both instructors and students will be able to benefit greatly from the projector by showing PowerPoint presentations, websites, and videos. In addition, the document reader will allow instructors and students to work directly in the textbook or on other documents. Efficiency and engagement should increase in all departments.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?
Computers in the Language Lab, LA 225 have been replaced. This will contribute to student success because all students can be at a computer station at the same time – during class! Last year, there were always several computers down at the same time whenever a class was in session, making it extremely difficult to hold class or ask students to take online exams if a class had more than 25 students.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity)
Basically, demographics have not changed significantly except that the number of Hispanics has increased 2% in the last year and 5%, (from 75% to 80%) since 2009 (the 2008 data includes FIELD courses, a program that was discontinued). Also, the number of females has increased 2% since last year and since 2009.
- b. Changes in enrollment (headcount, sections, course enrollment and productivity)
Enrollment has increased only slightly since 2009, increasing by only 65 students. However, the department is doing more with less; in 2009, there were 62 sections, but only 56 sections in 2012-2013. We have increased the number of students per class from 21 to 25 since 2009. FTES is up from 2009 (185), at 191, FTEF is 15.1, and FTES/FTEF is 12.7, which has not changed much since last year (12.8). When compared to 2009, FTES/FTEF may be lower (13.5 vs. 12.7), but the assumption is that it has to do with more classes being taught by adjunct and as overloads. The solution to this would be to hire another fulltime faculty member.
- c. Success and retention for face-to-face, as well as online/distance courses
Retention has historically remained high, and in 2012-2013 was 90.8%. Success increased over the previous year, to 68.2% (up from 61.3%). That is quite a jump, but over the past 4 years, it has tended to fluctuate between 58.7% and 68.2%. This is most likely due to the fact that this is a small department, with a small sample (56 sections). One or two classes with low success rates can make quite a difference. No online classes are offered.
- d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

Most EMS students are Allied Health majors (119 AS, 194 Cert). However, students are earning degrees and certificates in many other majors, as well (Business, English, Social and Behavioral Science, Liberal Studies, Liberal Arts). Because EMS students are not in one particular area, they choose diverse degrees.

Degrees that many students choose, but are not represented in the data, and **should** be included in the future are: Child Development, Art, Math, PE, and Industrial Technology.

e. Other program-specific data (*please specify or attach*)

Success rates in the BC English for Multilingual Students department have been above the state average, as shown by the Statewide Community College Scorecard: **32.3%** as opposed to the statewide average of **23.6%**. Also, success rates in the **English** Department at BC are **29.8%**, lower than the EMS department. In other words, EMS students at BC are doing better at persisting to transfer level classes than native speakers. In addition, although BC has 53.9% Hispanic students, and our department has over 80 % Hispanic students, statewide, that demographic is only 35.9%. This number is significant because in the cohort tracking, Hispanic students are not succeeding as well as other ethnicities (29.8%). Nevertheless, the EMS Department is still helping our students succeed at nearly 10% greater than the state average (California Community College Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=521#home>).

Specific course success rates in EMS can improve, but the rates are comparable to native speakers, if not better. The EMS **Writing** sequence has three levels prior to transfer, ENSL B50, B60, and B70. The following are success rates for specific course cohorts: http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

- ENSL B50 (one level prior to transfer) students' success rate (reaching transfer level in six years) is 44.7%, and 31.5% then pass transfer level English 1A.
- ENSL B60 students' success rate is 35.4%, and 17.7% then pass English 1A.
- ENSL 70 students' success rate is 16%, and 11.8% then actually pass English 1A.

In the **Reading** sequence, the EMS department has two courses below transfer, but the state website mistakenly lists them as one and two levels prior to transfer: ENSL B51 and B61. In actuality, B61 is three levels prior to transfer.

- ENSL B51 (two levels prior to transfer) students' success rate is 91%, and their success in ENSL B31, the transfer level ENSL class, is 93%. Of those Reading students, 30% took English 1A, and 100% of those students were successful.
- ENSL B61 (three levels prior to transfer): 16% succeed, and 11.8% succeed in transfer level English 1A. These are students who can enter BC with placement scores at or near the bottom of the chart.

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Strategic Goal 2: Communication by creating a collaborative culture and a positive climate by providing students with a positive image of learning English. Remove stigma of ESL and more accurately reflect the community and population non-dominant English speakers by changing the name of the department. Progress on Goal: Changed the name of the department from English as a Second Language (ESL) to *English for Multilingual Students* (EMS).

Completed: 9/5/13 (Date)

Revised: 9/5/13 (Date)

Comments on Goal 1: The name of the department has been changed to English for Multilingual Students, but the courses in CurricuNET have not been changed yet. They will be changed in 2013-2014 with Curriculum Review.

Previously Established Goal 2: Strategic Goal 1: Improve student success by bridging the gap between basic skills and transfer level reading courses. Comply with CB21 Coding in the ESL reading sequence by implementing pilot reading course, EMS B52, Spring 2013

Progress on Goal: Currently the course is pending in CurricuNET.

Completed: _____ (Date) Revised: 9/5/13 (Date)

Comments on Goal 2: After approval, EMS B52 will be offered Fall 2014.

Previously Established Goal 3: Strategic Initiative: Improving Student progression and course completion. Increase number of students successfully advancing through department sequence of writing courses, ENSL B60, B50.

Progress on Goal: Success and persistence rates are improving in ENSL B60 and B50. (See attached data.)

Completed: _____ (Date) Revised: 9/5/13 (Date)

Comments on Goal 3: With the implementation of the portfolio in ENSL B60, and the synthesis essay in ENSL B50, success rates and persistence rates in writing classes have improved. (See attached data.)

Previously Established Goal 4: Improve Student success by evaluating and improving the matriculation process. Implement Program Level Outcome Assessments for Writing Fall 2012, and Reading, Fall 2013 by assessing and inputting results in CurricuNET..

Progress on Goal: PLO Assessments for Writing were completed Fall 2012. PLO Assessments for Reading will continue in Fall 2013 and Spring 2013.

Completed: 12/6/12 (Date) Revised: 9/5/13 (Date)

Comments on Goal 4: PLO Assessments were not entered into CurricuNET because ESL is not an official program according to Title V and CurricuNET.

Previously Established Goal 5: Student Success: Evaluate and improve matriculation process in order to retain students in lowest level reading and writing classes by implementing more accurate placement measures.

Progress on Goal: C-6 Common Assessment is being piloted in order to find a more accurate and student-friendly statewide assessment measure, and faculty from English for Multilingual Students have been instrumental in helping develop the measurement. However, it is still in progress.

Completed: _____ (Date) Revised: 9/5/13 (Date)

Comments on Goal 5: So far, this is not a satisfactory measurement; it is in progress.

New Goal 1: implement strategic initiative of enhancing communication with external constituents by creating and promoting a recruitment video for English for Multilingual Department to be broadcast on the BC TV channel and

posted on the BC website, InsideBC, and other websites. The video will use student voices along with interviews with faculty.

Progress on Goal: Video is in production.

Completed: _____ (Date) Revised: 9/5/13 _____ (Date)

Comments on New Goal 1: In progress. Due to be finished Fall 2013.

New Goal 2: Implement strategic initiative of communication, enhanced collaboration, consultation, and communication within the college and with external constituents by offering a four-week Intensive English Program for International students in the summer of 2014. Such a program will help grow our department as well as bring funding to the college, which will stay on our campus.

Progress on Goal: In the planning stages.

Completed: _____ (Date) Revised: 9/5/13 _____ (Date)

Comments on New Goal 2: Department is collaborating with Shohreh Rahman in counseling to begin in China, Saudi Arabia, and Korea. EMS faculty is writing specific curriculum for the program.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
ENSL B70		X				
ENSL B60		X				
ENSL B50		X				
ENSL B31		X				
ENSL B52	Pending					
ENSL B51		X				
ENSL B61		X				
ENSL B21	X					
ENSL B22	X					
ENSL B71CD		X				

*NOTE: Although most courses are not due for review until 2014-15, the department will review them in 2013-14 so that they can be revised and renamed English for Multilingual Students, EMS, to coincide with the name of the department.

- b. List courses that are proposed for addition. EMS B52

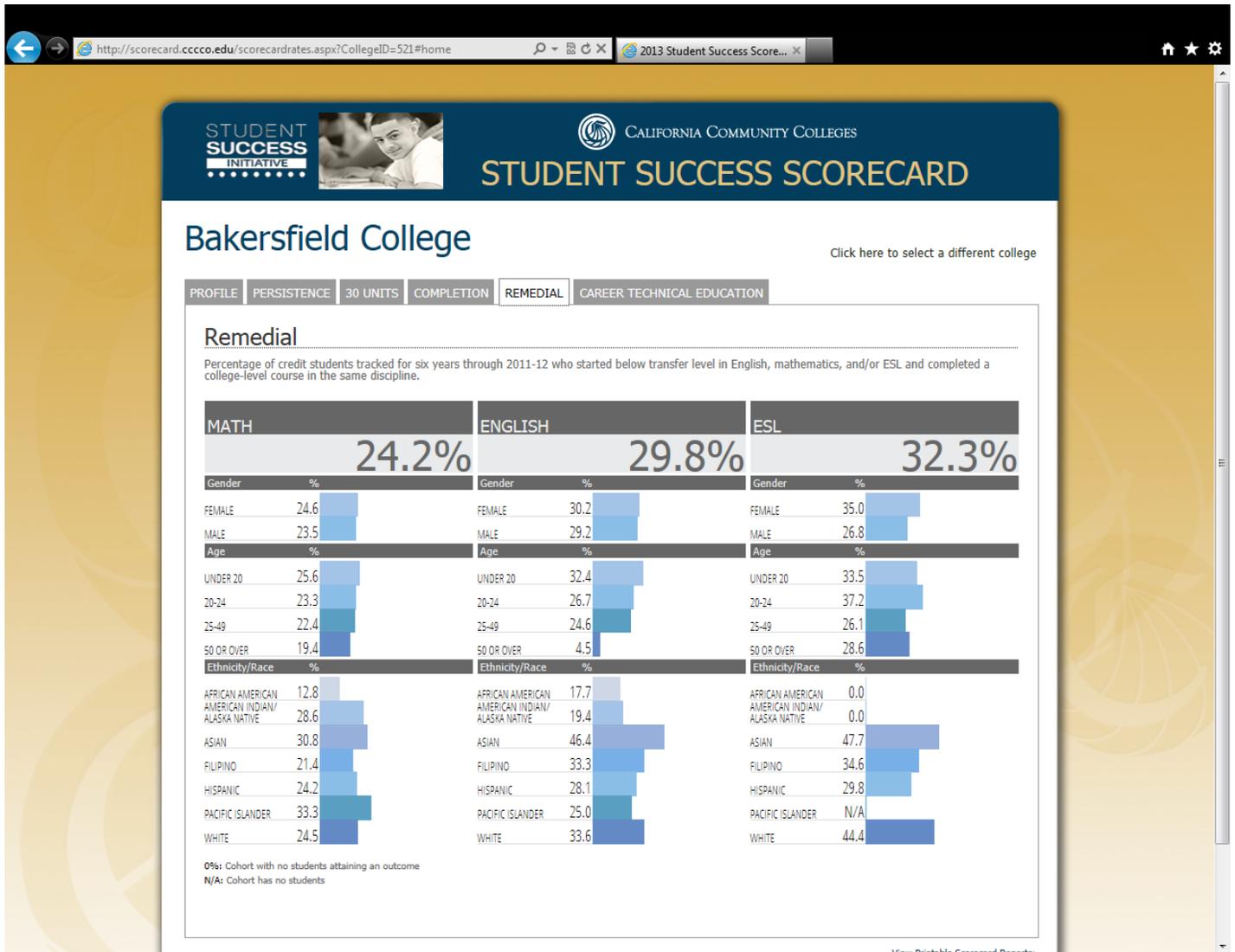
- c. List courses that are proposed for deletion. ESL B71CN, ESL B71AN, ESL 71BAB, ESL B80, ESL B61N (all pending in CurricuNET
- d. List any changes the program has made to online/hybrid/distance education courses. N/A
- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable. N/A

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

Persistence and success rates in the English for Multilingual Students program are better than state averages and comparable college ESL success rates, but they can be better. A proposal for an intervention program targeting Hispanic students in EMS to improve success rates just 2-3% would greatly improve overall EMS student success rates given that the Hispanic students make up 80% of the EMS student population.

Appendix A: California Community Colleges Student Success Scorecard:



Statewide

[Click here to select a different college](#)

- PROFILE
- PERSISTENCE
- 30 UNITS
- COMPLETION
- REMEDIAL**
- CAREER TECHNICAL EDUCATION

Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
25.9%		38.1%		23.6%	
Gender	%	Gender	%	Gender	%
FEMALE	27.0	FEMALE	39.7	FEMALE	24.7
MALE	24.3	MALE	36.2	MALE	21.9
Age	%	Age	%	Age	%
UNDER 20	28.7	UNDER 20	42.8	UNDER 20	46.4
20-24	24.4	20-24	32.7	20-24	32.7
25-49	23.0	25-49	30.1	25-49	15.7
50 OR OVER	16.6	50 OR OVER	22.5	50 OR OVER	8.7
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	14.1	AFRICAN AMERICAN	24.3	AFRICAN AMERICAN	21.3
AMERICAN INDIAN/ ALASKA NATIVE	19.4	AMERICAN INDIAN/ ALASKA NATIVE	26.1	AMERICAN INDIAN/ ALASKA NATIVE	24.2
ASIAN	41.2	ASIAN	56.5	ASIAN	30.2
FILIPINO	31.2	FILIPINO	46.1	FILIPINO	29.5
HISPANIC	23.9	HISPANIC	34.5	HISPANIC	17.0
PACIFIC ISLANDER	19.8	PACIFIC ISLANDER	34.9	PACIFIC ISLANDER	26.1
WHITE	30.2	WHITE	41.6	WHITE	25.4

0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students



CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

Modesto Junior College

[Click here to select a different college](#)

- PROFILE
- PERSISTENCE
- 30 UNITS
- COMPLETION
- REMEDIAL**
- CAREER TECHNICAL EDUCATION

Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
16.6%		24.6%		8.9%	
Gender	%	Gender	%	Gender	%
FEMALE	17.2	FEMALE	26.4	FEMALE	6.9
MALE	14.9	MALE	22.0	MALE	13.6
Age	%	Age	%	Age	%
UNDER 20	18.5	UNDER 20	28.6	UNDER 20	22.2
20-24	17.2	20-24	23.3	20-24	7.7
25-49	14.9	25-49	15.0	25-49	7.3
50 OR OVER	0.0	50 OR OVER	5.9	50 OR OVER	0.0
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	7.8	AFRICAN AMERICAN	13.6	AFRICAN AMERICAN	0.0
AMERICAN INDIAN/ ALASKA NATIVE	0.0	AMERICAN INDIAN/ ALASKA NATIVE	0.0	AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	30.2	ASIAN	31.9	ASIAN	15.7
FILIPINO	27.3	FILIPINO	15.4	FILIPINO	0.0
HISPANIC	16.7	HISPANIC	23.7	HISPANIC	6.3
PACIFIC ISLANDER	23.5	PACIFIC ISLANDER	42.1	PACIFIC ISLANDER	0.0
WHITE	15.4	WHITE	26.3	WHITE	16.0

0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

[View PDF \(Non-credit\)](#) [View Printable Scorecard Report](#)



CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

Grossmont College

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- PROFILE
- PERSISTENCE
- 30 UNITS
- COMPLETION
- REMEDIAL**
- CAREER TECHNICAL EDUCATION

Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
35.0%		39.3%		33.9%	
Gender	%	Gender	%	Gender	%
FEMALE	39.6	FEMALE	41.4	FEMALE	33.3
MALE	28.4	MALE	36.8	MALE	35.3
Age	%	Age	%	Age	%
UNDER 20	36.9	UNDER 20	43.6	UNDER 20	25.0
20-24	32.1	20-24	34.0	20-24	12.5
25-49	34.5	25-49	26.7	25-49	38.5
50 OR OVER	46.7	50 OR OVER	22.2	50 OR OVER	37.5
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	22.8	AFRICAN AMERICAN	31.7	AFRICAN AMERICAN	100.0
AMERICAN INDIAN/ ALASKA NATIVE	27.8	AMERICAN INDIAN/ ALASKA NATIVE	39.1	AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	49.0	ASIAN	50.6	ASIAN	22.2
FILIPINO	37.8	FILIPINO	51.5	FILIPINO	0.0
HISPANIC	34.8	HISPANIC	34.6	HISPANIC	30.0
PACIFIC ISLANDER	32.1	PACIFIC ISLANDER	31.4	PACIFIC ISLANDER	N/A
WHITE	37.2	WHITE	40.4	WHITE	37.9

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

[View Printable Scorecard Report](#)

Request for Classified Position for 2014-2015

ONE POSITION PER FORM

- X New Position (not in the current 2013-2014 budget)
- Replacement Position (in current 2013-2014 budget)
- Conversion Position (from grant to general funds not in current 2013-2014 budget)
- Formerly Eliminated Position (not in the current 2013-2014 budget)

Position Requested: _____ Computer Lab Assistant for LA 225 (Language Lab) _____

ESL	1-19	10
Dept/Area	number of hour per week	number of months

Brief Abstract: (How does position impact present area status, affect workload reduction, impact students or provide support/services?)

The Language Lab (LA 225) is not used to its full capacity. There are 30 stations that could be used by students if a technician were monitoring the lab at the teacher station when classes were not using the lab, which is generally M-R, 3-6pm and Fridays, 8-12. This would address student need by providing access and support services, and increasing facility usage.

Rationale and Applicability to College Strategic Goals: (**Substantiate recommendations with data and the guidelines listed in the Budget Decision Criteria document and College Strategic Goals.** Does this need fulfill a compliance/mandated position, i.e. State, Federal, regulatory boards, contracts? Does this need address grant partnership commitments and/or critical community needs?)

Some ESL students still do not have computers at home (and many do not have internet or printers), so this would provide necessary access and help them be successful, addressing college goal #1, student success. (1.6: increasing the percentage of students who successfully complete pre-collegiate ESL courses).

Improve use of facilities: Currently the language lab is used six hours a day, often not M-R 3-6 or at all on Fridays. This would achieve the budget decision criteria of creating a learning environment that promotes student success and maximizing the usage of an existing facility to enhance study-research space.

Impact on FTES/Student Support: (Include how having the position or not having the position impacts FTES, services to students.

Having a Lab Tech for the Language lab will increase access to computers, helping students complete courses, increasing FTES by improving retention and success of current students.

Total Cost: (Include salary, benefits, office space, furniture, computer, etc.)

Salary \$	Range 38 (\$16.15 at 1-19 hours)
Benefits \$	\$1068.70
Computer/office space etc. \$	
(as appropriate and indicated in APR)	None
Total Amount	\$13,342.70