

B. Executive Summary

In 1989, Los Angeles Valley College (LAVC) began offering noncredit ESL classes. The campus Citizenship Center also began to offer services at that time. In 1995 Learning Skills increased its course offerings to include Reading, English Fundamentals, Mechanics of Spelling, and Mathematics Fundamentals. Noncredit courses expanded in 2006 when SB361 enabled enhanced funding for ESL, basic skills, and vocational courses.

LAVC Continuing Education began as a distinct noncredit program within the college in 2008. Continuing Education provides student access to basic skills, life long learning, career preparation/ advancement, and college degree and transfer opportunities. In addition, Continuing Education supports the mission of the college in that it "... serves the community by providing... career-technical, foundational, transitional and continuing education programs... in an environment that fosters student success." Noncredit instruction serves as a key contributor to "open access" to all educational opportunities for many students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills, and access to higher education. Eighty-nine percent of students report that their experience in noncredit classes helped them to make a better life for themselves and their families (Student Survey, Spring 2010).

Continuing Education offers a variety of noncredit classes including those that are classified into the following nine legislated instructional areas: (1) English as a Second Language (ESL), (2) citizenship, (3) parenting, (4) basic skills, (5) programs for persons with substantial disabilities, (6) short-term vocational programs, (7) older adult programs, (8) family and consumer sciences, and (9) health and safety education. In addition, Continuing Education has a Citizenship Center to assist Legal Permanent Residents complete the naturalization process. The Center also provides individuals with an opportunity to upgrade their skills while preparing for the civics, English reading, writing, and speaking components of the naturalization test.

Continuing Education contributes to the LAVC community in three significant ways. First, it enables learning to be more accessible to students who want to improve their language and basic skills, prepare for vocational careers, succeed in the job market, transfer, and obtain an Associate degree. Classes are offered at the college on weekday mornings, afternoons, evenings, and Saturdays, allowing students the possibility to choose times that fit into their schedules. Evening noncredit classes are offered at Panorama High School to better serve students at LAVC's educational satellite. ESL students receive certificates approved by the State Chancellor's Office upon completion of specific courses. Each year Continuing Education celebrates student success by holding a Recognition Ceremony to honor their achievements. These activities help foster student retention and transfer to credit classes. Second, full-time faculty participates in shared governance at the college as members of on-campus and district committees, such as the LAVC Academic Senate and District Noncredit Discipline Committee. Third, Continuing Education has obtained local and state grants that coordinate activities with other campus programs and services.

Continuing Education began updating its course outlines and Student Learning Outcomes (SLOs) during the Fall 2009 semester. A SLO was written for each class. All class offerings and outlines have passed curriculum review. SLOs were and continue to be presented to the faculty as clear benchmarks of student performance. Continuing Education has also begun participation in the SLO Assessment Cycle Report. Findings from ESL classes were submitted during the Fall 09 semester. The goal is to have a report from each of the classes after this Spring 2010 semester.

The largest ethnic student group within Continuing Education is Armenian, followed by Latino, Russian, Iranian, Ukrainian, and various Asian cultures. Most are recent immigrants who are studying English. Their goals are diverse. Some seek training to learn a different career and begin a completely new life. Others

are professionals who for any number of reasons – political, family, and other – wish to continue their previous careers here in the United States. Many students take noncredit courses in preparation for credit classes. The shared goal of some students is to transfer to a four year institution. Still other students want to become citizens. Other students are here to prepare for jobs. Those students may participate in the Certified Nurse Assistant and Home Health Aide program; some take such classes as Microcomputer Literacy 1 and 2.

Continuing Education uses many forms of technology within the classroom. Students are offered the use of computers in two critical ways. First, students utilize desktop computers in a fixed laboratory. Noncredit computer classes are taught there. Second, students in designated ESL noncredit classes are given the opportunity to learn with and use laptop computers by way of 30 Computers On Wheels (COWs). With this technology, ESL students learn proper computer protocol in English as well as access to ESL software, such as PLATO for English and math. Some students have also been tested and polled using computer controlled remote clicker devices (*IClickers*) that allow them to respond to questions and retain their anonymity.

Continuing Education has two full-time faculty members, one with a specialty in English as a Second Language and the other with a specialty in the field of English as a Second Language and Basic Skills. In addition, there are thirteen adjunct professors whose specialties range from English as a Second Language, Linguistics, English, and other qualifying majors. Continuing Education has support staff working as Program Specialists and Student Workers. Recently, a Continuing Education Counselor has been added to the team for the first time. The counselor holds office hours and conducts meetings with students to discuss such topics as transition to credit classes, transfer to universities, job placement, and academic progress. In addition, the noncredit counselor makes in-class visits and conducts informal orientations. Her time is limited; therefore, a full-time Continuing Education counselor would be desirable.

Continuing Education works in partnership with campus programs and services, such as Admissions, Services to Students with Disabilities, and the Learning Center. In addition, the Library provides students with access to the computer lab in Bungalow 85, and Continuing Education has teamed up with the Writing Center to offer ESL noncredit students access to in-class tutors. Through this Embedded Tutoring project, credit students have an opportunity to gain classroom teaching experience and noncredit students get extra help.

The Continuing Education goals for the future are threefold. First, we strive to increase noncredit course offerings and services to meet the continuously growing student demand. The intent is to offer additional classes to serve the large ESL, basic skills, and older adult student population when the budget permits, as well as to expand the Citizenship Center in order to provide additional services to the many immigrant students within the community. At the forefront of this endeavor is online teaching. Both full-time instructors are now certified to teach online. Second, we will continue to offer classes at off-campus sites. Finally, we are always making our program and its services known to the community by expanding our webpage, adding instructor blogs, including photographs with student testimonials, offering community outreach, and updating class offerings.

C. Program Review

1. Introduction

Continuing Education/noncredit instruction offers students access to a variety of low and no cost courses that can assist them in reaching their personal and professional goals. Noncredit courses provide students with lifelong learning, college transfer, and career preparation opportunities. The program often serves as a first point-of-entry for many underserved students as well as a transition point to credit instruction. Noncredit courses are classified into the following nine legislated instructional areas:

- 1) Parenting
- 2) Elementary and secondary basic skills
- 3) English as a Second Language
- 4) Classes for immigrants
- 5) Education programs for persons with substantial disabilities
- 6) Short-term vocational programs with high employment potential
- 7) Education programs for older adults
- 8) Family and Consumer Science education programs
- 9) Health and safety education.

After successfully completing a series of classes, students will obtain a California Community Colleges Certificate:

Classes Successfully Completed	Certificates of Completion Earned
ESL Civics 10, 11, 12CE	ESL and Civics I
ESL Civics 13, 14, 15CE	ESL and Civics II
ESL 1, 2CE	English as a Second Language I
ESL 6, 7CE	English as a Second Language II
ESL 8, 9CE	English as a Second Language III
ESL 15, 16, 17CE	English as a Second Language IV
ESL 23, 24CE	English as a Second Language-Speech
Vocational Education 82CE, 83CE	Certified Nurse Assistant, Home Health Aid
Vocational Education 96, 98CE	Workplace Success: 30 Ways to Shine
Vocational Education 114, 115CE	Microcomputer Literacy
Basic Skills 80CE, 81CE	Basic Language Arts and Math

In addition to noncredit instruction, Continuing Education offers Learning Skills courses in Reading, English Fundamentals, Mechanics of Spelling, and Mathematics Fundamentals, as well as the following programs and services:

- Noncredit classes for adults are offered at Panorama High School, a satellite location.
- Counseling services are offered to noncredit students on Tuesdays for day students and Thursdays for evening students. The counselor visits classrooms and sees students individually to assist them in selecting classes and programs that meet their needs.
- The Citizenship Center assists Legal Permanent Residents including students and members of the community. The Center has helped many hundreds of legal permanent residents to become naturalized citizens of the United States. It provides ESL and Civics education to perspective applicants, and as a stakeholder of United States Citizenship and Immigration Services (USCIS), it is regularly updated on immigration laws and regulations. In addition, the Center provides

- citizenship and ESL classes;
 - assistance with the application process and various other immigration forms;
 - mock interviews;
 - information about U.S. history and civics;
 - United States Citizenship and Immigration Services (USCIS) approved naturalization handbooks and vocabulary cards;
 - workshop to guide LPRs in preparing and filing for citizenship with USCIS;
 - individualized assistance to LPRs in need of additional help completing the N-400 naturalization application; and
 - referrals to local community based organization and legal service providers for applicants with legal issues pertaining to the naturalization application process.
- The TANF Child Development Careers Project (recently renamed CDC-WORKs!) is housed within the Continuing Education facilities. The program provides support services, mentoring, and teacher permit processing services to students who receive cash aid or are former cash aid recipients and wish to pursue a career in Child Development. Out of 61 California campuses hosting CDC-WORKs!, LAVC has a great record in enabling students to earn State Permits in Child Development. Bonnie Rapp, the Program Facilitator, and Terry Teplin, the Director of LAVC's Child Development Center, were invited to address the Department of Education on March 29 and presented the collaborative that works so well in combining academics with training for student success. In addition to this achievement, LAVC student, Dawn Stevens, has earned the Program's Third Annual Ed Connolly Youth and Adult Services Scholarship out of a pool of participants from all hosting California community colleges. This scholarship has been given only 3 times, and an LAVC student has won it twice.
 - Employment Assistance is available for interested students who are interested in finding employment. For instance, employment opportunities, with competitive salaries, are available in hospitals and skilled nursing facilities for students who successfully complete the Certified Nurse Assistant and Home Health Aide programs.

The purpose for writing this program review is to engage faculty in discussion about Continuing Education; identify current and future curriculum needs; review course and certificate offerings; determine program strengths and areas for improvement; recognize technological, intellectual, and pedagogical developments; and consider future programmatic changes. In addition, the review process provides an opportunity for faculty to assess the nature and extent to which they are represented on campus. It also determines the degree of collaboration with on-campus departments and programs, as well as off-campus resources. The end result of the program review process is to enhance Continuing Education classes and services so that they better meet the needs of students and the community while adhering to the overall mission of Los Angeles Valley College.

2. History, Mission, and Philosophy

Since this is the first Program Review for Los Angeles Valley College Continuing Education, a history of Continuing Education both statewide and at the college level is provided below.

- **From where Continuing Education has come**

- ***The history of Continuing Education in California***

- The first adult school was established by the San Francisco Board of Education in 1856. This was followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. These first evening schools provided basic skills and vocational subjects, as well as English to immigrants. In 1907, the State Supreme court authorized city and high school boards to extend secondary education beyond the twelfth grade, establishing the first “Junior Colleges” in California. A new Division of Adult Education was formed in 1927 and a regulation requiring each adult education class to have an educational purpose was adopted.

The federal government promoted the Works Progress Administration (WPA), funding programs, including literacy, vocational training, parent education, and an educational training program for adults in 1933 as a way to provide jobs for teachers who were unemployed. Teachers went to Civilian Conservation Corps (CCC) camps and organized evening schools. In 1940, the federal government requested that adult classes provide training for workers in selected defense industries and reimbursed the state for the costs for the programs. Through May 1945, nearly 1 million California workers were trained in adult classes. In the post war period there was a renewed emphasis on parenting education and interest in homemaking education increased. New technologies such as electrical wiring, indoor plumbing, and appliances created demand for craft, architectural and design skills thereby increasing enrollment in homemaking classes. Citizenship classes began to focus on intercultural understanding between people of different nationalities. In 1954, the California report, Guiding Principles for Adult Education in California Publicly Supported Institutions, specified the responsibilities to both junior colleges and high school adult programs. These included supplemental and cultural classes, short-term vocational and occupational training, citizenship, English language development, homemaking, parental education, civic affairs, gerontology, civil defense, and driver education.

The Master Plan for Higher Education in California, 1960-75, was enacted by the Donahoe Higher Education Act. Among other recommendations, the 1960 Master Plan discussed the inadequacy of the term “adult education” in the context of higher education: “In all segments of higher education most of the students are adults by one definition or another, and all have assumed a certain amount of responsibility for their own programs of education. Therefore, the classification of ‘adult’ is inadequate as a description of the responsibility shared by all higher institutions to make learning a continuing process and to provide opportunities for intellectual development beyond the years of formal full-time college attendance. The various segments of higher education have used terms such as extension, extended-day, part-time, adult, evening classes, and continuing education to describe these programs. Each of these terms falls short of complete description of the functions considered in this chapter, but the general intent of these programs is best expressed by continuing education.”

In 1982, due to the passage of Proposition 13 and based on the state's fiscal crisis and recommendations from the Behr Commission, new legislation was passed that further restricted adult and noncredit instruction. An acknowledgment of funding disparities between the two systems of adult/noncredit instruction by the Behr Commission and by the Commission for the Review of the Master Plan called for “delineation of function” agreements between adult schools and community colleges. Community college noncredit reimbursements were reduced and categories for state support revised. 1990, SB 1874 consolidated adult education. The references to 13th and 14th grades were deleted from the Education Code. Noncredit instruction

and community services were added to the mission and functions of California Community Colleges. In 1997, the Orange County Unified School District sued the Rancho Santiago Community College District because the Community College District did not meet their responsibility to develop a “mutual agreement” prior to establishing new courses for adults. The mutual agreement requirement was established in law. The court found that a mutual agreement was not needed between K-12 and community colleges because the mission of the Community Colleges included noncredit instruction. This decision, later affirmed by the Court of Appeals, essentially nullified the state law.

In 2006 SB361 advanced through the legislative process. Although one part in a much larger bill, the legislation promised enhanced funding for certain noncredit career and college preparation courses putting apportionment for those noncredit courses closer to an equitable par with other college transfer and career-technical preparation efforts (*Noncredit at a Glance* distributed by California Community Colleges Chancellor’s Office, September 2006):

- **Its history at LAVC and how it relates to we do now**

In 1989, Los Angeles Valley College began teaching noncredit ESL courses for students receiving Aid to Families with Dependent Children (AFDC). During that time, the campus Citizenship Center also opened its doors to prospective U.S. citizens including students and community residents in need of citizenship preparation classes. The Center also provided immigration information and assistance filling out the N-400 naturalization application form.

Noncredit instruction for welfare recipients continued when AFDC was replaced by California Work opportunity and Responsibility to Kids (CalWORKs) in 1995. In addition to ESL and Civics courses, the curriculum was revised to include credit Learning Skills courses in Reading, English Fundamentals, Mechanics of Spelling, and Mathematics Fundamentals. No FTES was given to the college since classes were paid through the CalWORKs program. This changed in about 1999 when noncredit and credit classes were offered through Program 100. As a result, enrollment increased when all students in need of foundational skills took classes in ESL and Learning Skills.

In 2006, SB361 enabled noncredit courses to obtain enhanced funding for ESL, basic skills, and vocational instruction. LAVC Continuing Education began as a distinct noncredit program within the college in 2008. Additional noncredit courses were added including Certified Nurse Assistant, Home Health Aide, 30 Ways to Shine as a New Employee, Blueprint for Workplace Success, Microcomputer Literacy I and 2, ten courses/modules of Customer Service, Basic Language Arts, and Basic Math Skills. Today, Continuing Education is thriving despite the economic downturn, and it is our intent to increase course offerings, programs, and services within the next five years to meet the growing needs of the student population. Therefore, the long-term goal for Continuing Education includes expanding noncredit course offerings and current certificate programs to include all nine areas of noncredit instruction defined at the State level.

- **Mission and philosophy**

Mission

A significant part of the mission of LAVC involves offering “continuing education programs in an attractive and accessible learning environment that fosters student success.” The Continuing Education program fosters accessible learning environments with trained instructors who teach noncredit courses in the area of language acquisition and basic skills. A pilot tutor program that embeds tutors in the classroom for immediate assistance has been successful in promoting accessibility in a relaxed learning atmosphere. Current certificate programs offered through Continuing Education for language acquisition and basic skills include English as a Second

language I, II, III, and IV, as well as, English as a Second Language-Speech, ESL and Civics I and ESL and Civics II, along with Basic Language Arts and Math.

LAVC's mission also promotes "life-long learning," an element "necessary for success in the workplace and for advancing one's education, personal development and quality of life." Continuing Education classes promote life-long learning by offering basic training in computer applications as part of a Microcomputer Literacy Certificate program. Success in the workplace is promoted by professional training in the fields of health occupations and the Certified Nurse Assistant/Home Health Aid Certificate. In addition, the Workplace Success: 30 Ways to Shine Certificate trains students in job acquisition skills. Further, as an integral part of the Los Angeles Valley College community, Continuing Education provides students with a link from noncredit to personal, occupational, and further academic success.

Philosophy

We believe that noncredit instruction serves as a key contributor to "open access" for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills, and access to higher education.

- **What Continuing Education hopes to accomplish**

Continuing Education plans to expand course offerings with emphasis on the needs of students and the community in all nine areas listed below with emphasis on the needs of students and the community while including on-line courses and a sustainability focus. Our department hopes to address those needs in the following proprietary order:

1. ESL: Currently, most ESL classes have up to 90 students enrolled; therefore, ESL offerings should continue to grow out of the necessity for accommodating the large numbers of students enrolling in classes. Effective teaching will be enhanced when more class offerings can produce more appropriate class sizes. Two additional goals are to provide noncredit on-line classes for higher level students and to prepare noncredit ESL students for transition to credit classes.
2. Classes for immigrants: An ongoing need is for naturalization preparatory classes, especially in the San Fernando Valley where large numbers of immigrants live and work. Citizenship classes help students learn about the governing institutions and the role that citizens play in those institutions. To further assist immigrants, Continuing Education hopes to expand the Citizenship Center to assist a greater number of Legal Permanent Residents, many of whom go on to take ESL and credit classes.
3. Basic skills: Additional noncredit basic skills and Learning Skills classes need to be offered to accommodate the increasing number of foundational skills students taking these classes. An added value is that students who take basic skills classes are better prepared for credit classes and the job market.
4. Vocational: Continuing Education will refer students who successfully complete Computer Literacy 1 and 2 to CAOT classes. Also, due to the high demand for a retrained workforce, the Customer Service and Workplace Success programs will be offered to meet the needs of the current job market. Therefore, Continuing Education will utilize outreach and marketing efforts to promote these newly approved programs to on- and off- campus entities.
5. Parenting: Students can take this class concurrently with any other course to enhance their parenting skills. The course covers pertinent topics related to parenting, such as parenting

styles, coping with a divorce, and raising children. Since Valley College serves a large number of parent/students, Continuing Education will expand the parenting course offerings.

6. Older adults: An area of need that has not as yet been addressed is an ever-growing older adult population requiring skills and lifelong learning for better quality of life. Course offerings will include "Writing from Life Experiences" for those interested in memoir or reflective composition. Many older adults self-publish life accounts for the benefit of their children. This course could provide both instruction and constructive feedback for effective writing as well as publication information. "Literature Appreciation" would offer older adults a chance to read, react, and discuss great literature, including novels, short stories, and poetry. This class would offer personal and cultural growth through open discussions of analysis and critical approaches to literature, all aimed at enjoyment and enrichment. In addition to these offerings, PE courses in yoga will meet the needs of older adults by providing accessible exercise routines for enhancing vigor and mobility.
 7. Health and safety: The Physical Education department offers a noncredit physical fitness course (i.e. Health and Safety Education, 8CE: Physical Fitness), and Continuing Education has discussed with the department the possibility of expanding their course offerings. The noncredit courses would be especially valuable for the older adult population.
 8. Disabilities: Continuing Education has discussed the possibility of creating noncredit course(s) with the Services to Students with Disabilities (SSD) program. In so doing, students with substantial disabilities can repeat the course unlimited times without a grade.
 9. Family and consumer science: Continuing Education has as a goal to create a sustainability course addressing consumer education and responsibility.
- **How Continuing Education contributes to the LAVC community**

Continuing Education continuously and successfully contributes to the LAVC community in various ways. First of all, it is a beginning place to go for the immigrants who are new to the United States and need help with learning both the language and the culture of their new country. It provides these students with a unique opportunity to enroll in free open-entry/open-exit classes that give students the convenience and flexibility to attend classes whenever they can without any financial obligations. The ESL classes are aimed at providing language instruction combined with teaching about the American culture in such ways that make the students' acculturation process easier and less frustrating. In the classroom, they meet other people with similar difficulties and goals and they get the opportunity to share their concerns and exchange valuable information. Along with teaching the language and culture, our courses teach learning skills and critical thinking which are necessary for making a progress in education and personal development and for success in the workplace.

Some of the classes offered by noncredit programs prepare students for specific credit courses and programs offered at LAVC. For example, students who take noncredit Microcomputer Literacy classes acquire the skills and knowledge necessary to enroll in higher level computer related courses. Graduates of the Certified Nursing Assistant program are prepared to advance in their education and career by enrolling in Vocational Education Nursing classes. CDC-WORKS helps students identify pathways to child development careers and continue their education by enrolling in various degree and certificate programs offered by the LAVC Child Development Department. Citizenship classes help the students learn about the governing institutions and the role that citizens play in those institutions. They also develop systematic methods for reading, writing and thinking about their lives as compassionate and contributing members of LAVC community in particular and our society in general.

Students are encouraged to utilize campus resources in beneficial ways, and faculty and staff support, inform, and advise students. Specifically, Continuing Education contributes to the LAVC community by utilizing the following approaches:

- Continuing Education enables learning to be more accessible to students who want to improve their language and basic skills, prepare for vocational careers, succeed in the job market, transfer, and obtain an Associate degree. It also assists foreign professionals who want to integrate into the American job market.
- Full-time faculty participate in shared governance at the college as members of on-campus and district committees/groups, including Academic Senate, Departmental Council, Foundational Skills, Matriculation, STARS/Student Success, Sustainability, and Inter-Club Council, as well as the District Noncredit Discipline committee. In addition, adjunct and full-time faculty participate in Professional Development activities on a regular basis.
- Continuing Education has obtained local and state grants that coordinate activities with other campus programs and services. For over seven years, Continuing Education has received Job Development Incentive Funds from the California Community Colleges, Division of Economic and Workforce Development, to provide noncredit Certified Nursing Assistant and Home Health Aide classes to students. This has been a coordinated effort between Continuing Education and the Health Science Department. Most students who receive Certified Nursing Assistant and Home Health Aide licensures have transferred into the credit program to pursue careers in nursing and respiratory therapy.
- Continuing Education collaborates with other departments and programs on-campus to provide noncredit classes. Staff has collaborated with the Computer Application Office Technology (CAOT) and Child Development departments and Job Training to create noncredit computer literacy, parenting, and customer service courses.
- Continuing Education offers a variety classes and services, including ESL, Citizenship, Learning Skills, Computer Literacy, Parenting, Certified Nurse Assistant, Home Health Aid, and Customer Service courses, as well as counseling and job development services. Most courses are taught on-campus, which is advantageous to students because they have access to on-campus resources. In addition, students are able to enroll in most noncredit classes throughout the semester since most classes are open-entry/open-exit.
- Most ESL students receive certificates approved by the State Chancellor's Office upon completion of specific courses. Each year Continuing Education celebrates student success by holding a Recognition Ceremony to honor their achievements. The certificates are presented to students during the ceremony. College administrators, faculty, and staff are invited to attend and participate in the proceedings. This activity helps foster student retention.
- A noncredit counselor is available to day and evening students to provide them with academic, vocational, and personal support and to assist them in transitioning from ESL to credit classes.
- Referrals are provided to students with foreign degrees in order to help them obtain equivalency of their degrees and/or licenses to be able to integrate into the American job market and improve their community. These students usually take credit classes at the college to update their skills in their individual professions.

- Staff helps students with resume writing, interview techniques, employment seeking, and other skills to help them succeed in today's job market. Students also become familiar with LAVC's employment-related programs and services, such as job clubs and job fairs.
- Noncredit ESL classes are taught at Panorama High School. This helps the community by providing students with the skills and knowledge needed to gain entry-level employment on the path to more education and improved job skills. As an added value, this gives recognition to LAVC and in-turn helps to recruit additional students to improve their education.
- Computers Literacy classes are taught to ESL and English as a Native Language (ENL) students in a very comfortable setting with the intention of giving students the confidence to transfer into CAOT credit classes.

- **Logical and related goals and objectives**

Department Goals 2009-10	Action Plans	Measurable Outcomes
Increase noncredit course offerings to meet student demand	<p>Qualify faculty to teach online and write ESL and basic skills online courses</p> <p>Offer newly approved noncredit courses</p> <p>Submit new course outlines to the Curriculum Committee</p> <p>Continue assessment process and create new SLOs as new course outlines are developed</p>	<p>At least one instructor will be trained to deliver instruction for an online course</p> <p>At least one online course will be submitted for review to the Curriculum Committee</p> <p>At least two newly approved noncredit courses will be taught</p> <p>Two or more new courses will be submitted to the Curriculum Committee</p> <p>At least three ESL noncredit classes will be assessed and 100 percent of submitted SLOs will be approved</p>
Augment noncredit education by utilizing off-campus sites	<p>Continue to offer basic skills training for City employees, to be held at their downtown location</p> <p>Continue to provide ESL noncredit courses at the Panorama High School site</p>	<p>At least one basic skills training session will be offered in collaboration with the City of Los Angeles</p> <p>Two or more classes will be held at the Panorama site</p>
Strengthen awareness of Continuing Education classes and services	Continue to expand the webpage by adding instructor blogs, additional photographs and student testimonials;	<p>Two or more additions will be made to the webpage</p> <p>Increase student database by</p>

	update class offerings	25 percent
	Expand student database and use it to send mailers about classes	

- **What we might do to improve our courses and programs**

On the one hand, open enrollment policies, flexible classes, and a variety of course offerings make Continuing Education an excellent choice for students. Parents can take classes to develop skills needed to help their children succeed in school and life. Immigrants can learn how to actively engage in the economy and civic life. Persons with disabilities can develop ways to be self-sufficient. Students in need of foundational skills can access basic skills and ESL. Older adults can take noncredit classes as a way to keep active and healthy.

On the other hand, Continuing Education can be more beneficial to students by expanding its course offerings and certificate programs. The expansion of the program may be possible by effective collaboration with other departments within the college, such as Child Development and CAOT. Additional collaborations will enable us to provide more effective instruction by utilizing more resources and implementing technology into different programs offered by Continuing Education.

In addition, noncredit classes are open entry-open/open-exit courses that from a student's point of view do not have a traditional beginning and ending date. No grades or units are given for noncredit work. Therefore, the goal is to be part of helping to solidify a basis for accountability. Some of the more important aspects of success are that a noncredit student's success lies outside the boundaries of a semester. For instance, many students that take noncredit classes have goals in the area of civics. Some of these areas include: Life Skills, Cultural Norms, Civic Engagement, and Citizenship. These topics are a unique aspect of noncredit and set it apart from credit classes. As of now, there is no formal accountability measure for Life Skills, yet many noncredit students set their goals based on life skills attainment. Continuing Education feels that these successes need to be included somehow in the accountability data.

3. Program description

Continuing Education noncredit instruction offers students access to a variety of no-cost courses that can assist them in reaching their personal and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Although students may not need or desire unit credit, noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.

Program/ Certificate	Why does our program exist?	What do we hope to accomplish by having our program at LAVC?	From where has our program come?	What about its history and how it relates to what we do now?
ESL I, II, III, IV	Due to the continuously growing immigrant population in San Fernando Valley, there is a constant need for English as a second language instruction.	Our goal is to enhance formal full-time college attendance and to assist students in improving their English and acquiring education and career advancement opportunities.	The opening of learning skills classes in the 1990s has enabled us to separate ENL students from those who learn English as their second language. Today our program provides students with a link from noncredit to personal, occupational, and academic success.	In 1989, Valley College began ESL noncredit classes for AFDC students. In 1999, when noncredit and credit classes were offered through Program 100, ESL student enrollment noticeably increased. ESL class offerings have been expanding even further since 2006 when SB361 enabled noncredit courses to obtain enhanced funding for ESL. Today, our program continues to expand thanks to the constant growth of immigrant population in the area.
ESL Speech	Due to the continuously growing immigrant population in San Fernando Valley, there is a constant need for English as a second language instruction with an emphasis on conversation skills.	Our goal is to enhance formal full-time college attendance and to assist students in improving their English and acquiring education and career advancement opportunities.	The opening of learning skills classes in the 1990s has enabled us to separate ENL students from those who learn English as their second language. Today our program provides students with a link from noncredit to personal, occupational, and academic success.	In 1989, Los Angeles Valley College began ESL noncredit classes for AFDC students. In 1999, when noncredit and credit classes were offered through Program 100, ESL student enrollment noticeably increased. ESL class offerings have been expanding even further since 2006 when SB361 enabled noncredit courses to obtain enhanced funding for

				ESL. Today, our program continues to expand thanks to the constant growth of immigrant population in the area.
ESL and Civics	Because of the continuously growing immigrant population in San Fernando Valley, there is a constant need for English as a second language instruction with an emphasis on US history and government.	Our goal is to enhance formal full-time college attendance and to assist students in improving their English and acquiring education and career advancement opportunities. Civics classes also target the students who have goals in the areas of Life Skills, Cultural Norms, Civic Engagement, and Citizenship.	The opening of learning skills classes in the 1990s has enabled us to separate ENL students from those who learn English as their second language. In the beginning, we offered Citizenship through English classes, levels 1 through 6 which were later transformed into ESL & Civics. Today our program provides students with a link from noncredit to personal, occupational, and academic success.	In 1989, Los Angeles Valley College began ESL noncredit classes for AFDC students. In 1999, when noncredit and credit classes were offered through Program 100, ESL student enrollment noticeably increased. ESL class offerings have been expanding even further since 2006 when SB361 enabled noncredit courses to obtain enhanced funding for ESL. Today, our program continues to expand thanks to the constant growth of immigrant population in the area.
Certified Nurse Assistant/ Home Health Aide (CNA/ HHA)	The CNA/HHA program exist to train students who are interested in a short-term healthcare training, and also gives the students the opportunity to advance their carriers in Nursing.	We will assist in filling the need for healthcare professionals by training students in CNA/HHA and providing opportunities for career advancement.	CNA/HHA began as not-for-credit classes over ten years ago when the Valley College Health Science Department established it as an accredited program through the California Department of Public Health, Licensing and Certification Division.	CNA/HHA became noncredit courses over five years ago. In addition to earning State licensures, students earn a California Community Colleges Certificate of Completion after successfully completing both VocEd 82CE (CNA) and VocEd 83CE (HHA).
Workplace Success/ Customer Service	The programs provide essential training and skills to succeed in the job market. The curriculum addresses the changing needs	The objective is to enhance job readiness skills by providing customer service training for various industries. In the highly competitive	The programs were established due to the high demand in the community for soft skill training. Customer service is the key to a successful business	The program is new. Continuing Education will begin to offer courses in Summer 2010. Due to the economic downturn, more and more

	of the job market and current job trend. In addition to enhancing employment options, students take the program to gain confidence in everyday situations at school, at home, and in the community.	job market, these programs determine customer service needs in healthcare, retail sales and other fields. In addition, the programs provide the necessary training to enhance customer service skills.	and many small and large companies demand high customer service skills. Therefore, as the job market changes, employees need to retrain and enhance their employees' customer service skills.	people are seeking employment and need guidance related to obtaining and keeping a job.
Computer Literacy	The program exists to help basic skills students begin to understand technology. Also, the Microcomputer Literacy classes give students the opportunity to learn Word, the Internet, Excel, and PowerPoint.	The Computer Literacy courses give ESL and basic skills students the opportunity to understand the use of technology and learn various computer programs including Word, the Internet, Excel, and PowerPoint.	Computer Literacy 1 and 2 began this semester after Computer Technology in the Workplace was archived. Students can earn a Community Colleges Certificate after taking Computer Literacy 1 and 2.	Computer Literacy 1 and 2 became noncredit courses this semester. Students earn a California Community Colleges Certificate of Completion after successfully completing both courses.
Basic Language Arts and Math	Continuing Education Basic Skills classes provide students an access to basic skills training in the areas of language arts and math. These classes foster an accessible learning environment where students can gain and improve skills necessary to continue their education or enter the job market.	Our goal is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become productive and self-sufficient workers, family members, and citizens. By understanding and attaining basic skills students learn to clearly express and interpret knowledge and become effective speakers, writers, listeners and readers.	The original need for our program raised with the increase in the number of students who tested below GED category and didn't qualify to take the GED exam. These students were classified as ABE students and were placed in classes that prepared them for the exam. The development of successful GED and ESL placement tests enabled us to identify and separate ESL students from native speakers with a lack of basic language and math skills.	The goal of basic skills classes today is not very different from the one we had years ago when our first classes were offered. We continue to prepare students for college by helping them master basic academic skills and raise their own self-confidence and sense of personal responsibility, as well as interpersonal skills necessary for success in college-level courses.

a) Curriculum

▪ **Curriculum changes**

Current courses are meeting the needs of the student populations in the areas of noncredit ESL, ESL Civics, basic skills, vocational education, parenting, and physical education as well as credit Learning Skills. All such courses have recently been addressed and approved by the LAVC Curriculum Committee. Additional curriculum is being developed in the areas of vocational educational and older adults. Please refer to the following chart which details both current and planned courses:

Curriculum changes in the last five years

Subject Title	Abbreviation Course Number	Course Title	Date
Learning Skills	LS1	Reading	5-09
Learning Skills	LS1A	Reading	5-09
Learning Skills	LS1B	Reading	5-09
Learning Skills	LS1C	Reading	5-09
Learning Skills	LS2	English Fundamentals	5-09
Learning Skills	LS2A	English Fundamentals	5-09
Learning Skills	LS2B	English Fundamentals	5-09
Learning Skills	LS2C	English Fundamentals	5-09
Learning Skills	LS10	Mathematics Fundamentals	5-09
Learning Skills	LS10A	Mathematics Fundamentals	5-09
Learning Skills	LS10B	Mathematics Fundamentals	5-09
Learning Skills	LS10C	Mathematics Fundamentals	5-09
Learning Skills	LS4	The Mechanics of Spelling	5-09
Basic Skills	BSICSKL 80CE	Basic Language Arts	7-09
Basic Skills	BSICSKL 81CE	Basic Math Skills	7-09
ESL	ESL NC 001CE	English as a Second Language – Beginning I	4-07
ESL	ESL NC 002CE	English as a Second Language – Beginning II	4-07
ESL	ESL NC 006CE	English as a Second Language – 0	4-07
ESL	ESL NC 007CE	English as a Second Language – 1	4-07
ESL	ESL NC 008CE	English as a Second Language – 2	4-07
ESL	ESL NC 009CE	English as a Second Language – 3	4-07

ESL	ESL NC 015CE	English as a Second Language – 4	2-07
ESL	ESL NC 016CE	English as a Second Language – 5	2-07
ESL	ESL NC 017CE	English as a Second Language – 6	2-07
ESL	ESL NC 023CE	English as a Second Language – Speech 1	4-07
ESL	ESL NC 024CE	English as a Second Language– Speech 2	4-07
ESL Civics	ESLCVCS010 CE	ESL and Civics – 1	4-07
ESL Civics	ESLCVCS 011CE	ESL and Civics – 2	5-07
ESL Civics	ESLCVCS 012CE	ESL and Civics – 3	5-07
ESL Civics	ESLCVCS 013CE	ESL and Civics – 4	5-07
ESL Civics	ESLCVCS 014CE	ESL and Civics – 5	5-07
ESL Civics	ESLCVCS 015CE	ESL and Civics – 6	5-07
Parenting	Parent 020CE	Parent-and-Baby	4-08
Vocational Education	VOC ED 082CE	Certified Nurse Assistant	9-06
Vocational Education	VOC ED0 83CE	Home Health Aide Program	9-06
Vocational Education	VOC ED0 98CE	30 Ways to Shine as a New Employee	7-09
Vocational Education	VOC ED 096CE	Blueprint for Workplace Success	7-09
Vocational Education	VOC ED 114CE	Microcomputer Literacy I	7-09
Vocational Education	VOC ED 115CE	Microcomputer Literacy 2	7-09
Vocational Education	VOC ED 301CE	Public Sector Customer Service A: Introduction	7-09
Vocational Education	VOC ED 302CE	Public Sector Customer Service B: Communicating with People	7-09
Vocational Education	VOC ED 303CE	Public Sector Customer Service C: Team Building	7-09
Vocational Education	VOC ED 304CE	Public Sector Customer Service D: Attitude in the Workplace	7-09
Vocational Education	VOC ED 305CE	Public Sector Customer Service E: Values and Ethics	7-09
Vocational Education	VOC ED 306CE	Public Sector Customer Service F: Time Management	7-09
Vocational Education	VOC ED 307CE	Public Sector Customer Service G:	7-09

		Stress Management	
Vocational Education	VOC ED 308CE	Public Sector Customer Service H: Conflict Management	7-09
Vocational Education	VOC ED 309CE	Public Sector Customer Service I: Decisions and Problem Solving	7-09
Vocational Education	VOC ED 310CE	Public Sector Customer Service J: Managing Change	7-09

Curriculum changes that are currently being done as a result of this review

Vocational Education	VOC ED	Financial Literacy: Fundamentals
Vocational Education	VOC ED	Financial Literacy: Application

Curriculum changes to be made in the near future

Vocational Education	VOC ED CE	Medical Insurance Billing Program 1
Vocational Education	VOC ED CE	Medical Insurance Billing Program 2
Vocational Education	VOC ED CE	Exam Preparation for Law Enforcement Candidates
Older Adults	OLD ADL CE	Computer Literacy 1 for Seniors
Older Adults	OLD ADL CE	Computer Literacy 2 for Seniors
Older Adults	OLD ADL CE	Literature for Enjoyment
Older Adults	OLD ADL CE	Writing from Life Experiences
Older Adults	OLD ADL CE	Creating Art for Your Home
Older Adults	OLD ADL CE	Practical Spanish

- **Comments and recommendations from advisory board/university representatives**
 Since we are a program, not a department, we do not have an overseeing advisory board; however, we have had grants with servicing advisory boards. Continuing Education has, therefore, worked with advisory boards in the past to exchange program information and gain input. Those advisory boards have been a collaboration among Kaiser Permanente Hospital, Valley Presbyterian Hospital, and the Valley College Health Science Department. Some suggestions from healthcare members have been to work on improving students' interview skills and provide job readiness workshops as well as English, math, and spelling classes
- **Supporting documents**
 Please refer to appendices for the Five Year Grid, SLO forms, and Curriculum Committee sign off sheet

b) Student Learning Outcomes (SLOs)

Program SLOs and certificate programs

Certificate	Describe your ongoing efforts at developing and assessing the Program SLOs.	How do your Program SLOs connect with the College Wide SLOs?	Describe your ongoing efforts at developing and assessing the Course SLOs.
ESL I, II, III, IV	By assessing the outcomes of single class SLOS, the Continuing Education Program can later view those outcomes together and make changes within the specified programs that affect the overall Program Student Learning Outcomes.	<u>Communication skills</u> are a focal point in the Continuing Education Program. Noncredit ESL classes teach students speaking, listening, comprehension, reading, and writing skills that will prepare them to become productive individuals in the surrounding community. In addition, students are taught through content topics. such as sustainability, health, and employment how to be socially responsible and thus develop a sense of global awareness.	For the Spring 2010 Semester instructors for the following classes have agreed to participate in the Student Learning Outcome Assessment Cycle by completing one assessment for each of the following classes, ESL 6CE, ESL 7CE, ESL 8CE, ESL 9CE, and ESL 15CE.
ESL Speech	In the future, we will develop and add more Speech classes. In this way, the program would be able to assess more speech classes and more accurately define what the student need is.	<u>Reasoning skills</u> are important to the noncredit ESL students' learning experience. By learning how to ask appropriate questions, students begin to take the steps needed to later collect and evaluate information. These reasoning skills will allow them to live and succeed in the world around them.	For the Spring 2010 Semester the instructor for the following class has agreed to participate in the Student Learning Outcome Assessment Cycle by completing one assessment for ESL 24CE.
ESL and Civics	By assessing the outcomes of single class SLOS, the Continuing Education Program can later view those outcomes together and make changes within the specified programs that affect the overall Program Student Learning Outcomes.	<u>Global awareness</u> is important in understanding history and civics. By learning about the United States Government, students learn that their lives are impacted by greater social, cultural and political changes and in turn grow and understand how to live within those changes.	For the Spring 2010 Semester instructors for the following classes have agreed to participate in the Student Learning Outcome Assessment Cycle by completing one assessment for each of the following classes ESLCVCS 11CE, ESLCVCS 12CE, ESLCVCS 13CE, ESLCVCS 14CE, and ESLCVCS 15CE.
Certified Nurse Assistant/ Home Health Aide	Instructors prepare students to qualify and take the state- mandated exam for licensure in CANA/HHA.	<u>Social responsibility and personal development</u> impacts healthcare studies. By understanding responsibilities and practicing the theories associated within this branch of the healthcare system, students develop a sense of social responsibility, develop as a person and gain reasoning skills that are put to use within the workplace.	Once developed SLOS will be presented to instructors who- will help to further refine and develop them.

Workplace Success	This new class will be evaluated further after initial data is collected and analyzed.	<u>Social responsibility and personal development</u> are important for workplace success. By learning how to get and keep a job, students learn responsibility for their own lives, actions and well-being.	SLOS will be further developed by taking part in the Student Learning Outcome Assessment Cycle.
Microcomputer Literacy	By assessing the outcomes of single class SLOS, program SLOS will be further developed.	<u>Communication skills</u> are a focal point in the Continuing Education Program. By learning to use computers students will take away valuable communication skills that will help them to succeed in the information age.	By keeping up to date with higher levels of education and workplace computer competency requirements, course SLOS for this class will be periodically updated.
Basic Language Arts and Math	By revising existing course outlines, The Continuing Education Program will make sure that students develop basic skills which are relevant to success in their communities.	<u>Communication skills</u> can empower foundational skills students. By understanding and attaining basic skills students can clearly express, and interpret knowledge by writing, speaking, listening and reading.	For the Spring 2010 Semester the instructor for the following class has agreed to participate in the Student Learning Outcome Assessment Cycle by completing one assessment for BSICSKL 80CE
Customer Service	Evaluation pending first class to be taught in summer 2010.	<u>Communication skills</u> are essential for customer service. Program. Learning how to better service customers of different cultures will help students to develop better communication skills, understand the process by which individual culture shapes society, and participate within that society.	Evaluation pending first class to be taught in summer 2010.

c) Students

▪ **Who are your students?**

The Continuing Education student population is diverse. A large part of it is represented by recent immigrants who are enrolled in noncredit ESL classes. Sixty-nine percent of students desire to improve their English skills; 27 percent are taking classes in order to find a job. Many of them have family goals, such as helping their children with homework and communicating with the children's teachers. Eighty percent report that their degree or diploma was earned outside the U.S. There are also students who plan to continue their education in 2- or 4-year degree programs. Noncredit civics classes are primarily attended by students who prepare for their naturalization exam. Most of them have advanced English skills and are enrolled in the classes to expand their knowledge of U.S. history and the Constitution. Certified Nurse Assistant students pursue licensures to work as nursing assistants or earn certification as a preliminary step to Registered Nursing programs. The students in basic skills classes are there to enhance their reading, writing and math skills for credit classes and the job market. Finally, the vocational classes are comprised of people who seek short-term training to earn certificates that will allow them to enter the job market.

▪ **How many students does your program serve?**

For Spring 2010, noncredit day ESL classes (i.e., morning, afternoon, and Saturday) serve 735 students. Evening classes serve 376 students, and the Panorama Campus outreach site serves 102 students in two evening classes. The total number of ESL students is 1,213. The vocational and foundational classes serve 360 students. These courses include Certified Nurse Assistant, Microcomputer Literacy, and Basic Language Arts. The credit Learning Skills classes serve 113 students. The total number of students served by Continuing Education for the Spring semester is 1,686.

▪ **Overall, how do students perceive your program(s)?**

▪ **What do students want from your classes/programs?**

Continuing Education students' needs vary depending on the program and classes they are attending. For example, ESL students' main need is to develop their English skills for personal, career or educational goals. The most common educational goals are improving English skills and obtaining a noncredit certificate through Continuing Education. Their more specific needs include improving their speaking, listening, writing and reading skills. Most noncredit ESL classes are structured in ways that attend to all those needs, and as a result, all students find the time spent in class useful and functional. Besides these classes, Continuing Education offers speech classes that are designed to develop students' conversation skills, such as the knowledge of English idiomatic and colloquial words and expressions as well as cultural aspects of successful communication. Overall, students want classes with a smaller number of students which will allow them to get more individualized instruction.

▪ **What classes are students interested in taking?**

According to the survey, 46 percent of noncredit students have demonstrated interest in taking online ESL classes. Most students were interested in taking ESL, ESL Speech, and ESL Civics. Since the demand for CNA certificates is larger than class offerings, we have waiting lists that are constantly updated. In addition, the basic skills students expressed an interest in noncredit mechanics, art, and business.

▪ **How do students perceive the facilities and equipment in your program?**

Students find the office environment inviting and appealing and the office hours convenient and flexible. This was indicated by 74 percent of students. Eighty-four percent found the office to be easy to access, and for those who are offsite there is staff available

to answer phone calls and return emails in a timely basis. As instructors report, students expressed a desire to use more multimedia. The campus televisions are too small for the large bungalows, and they do not have DVD players. This need is compensated by the Computers on Wheels and IClickers that instructors utilize for smaller classes (up to 30 students). Students enjoy working with computers and IClickers. They see such use as expanding their technical abilities. Students at Panorama High School have a distinctly better perception of facilities and equipment because the school building is new and has central air conditioning, and the classrooms are equipped with new large televisions, DVD players and overhead projectors that are regularly utilized by the instructors for various activities.

- **What do students think about the level of instruction in your program?**

According to the survey, 97 percent of students find that noncredit classes have helped them improve their ability to use English. Eighty-four percent found that classes are offered during convenient days and times during the weekday mornings (Monday through Friday), afternoons, evenings, and Saturdays. This gives students the possibility to choose the times that fit into their schedules. Among the accomplishments, 84 percent of students indicated that taking noncredit classes has helped them to better understand people of different cultures and backgrounds and communicate with them more effectively and comfortably. Intercultural communication and mutual respect has been encouraged by instructors. Eighty-five percent of students confirm that they developed not only specific English skills but critical and analytical thinking skills and study skills in general, which certainly helped them to become independent lifelong learners. Overall, the class instruction is perceived as constructive and productive, and the primary reasons for missing classes are: (1) illness, (2) work commitment, (3) transportation, and (4) childcare.
- **How relevant are classes/program to students' lives?**

The program is very relevant to students' lives: 86 percent of students indicated that their experiences in noncredit classes helped them find a job. Instructors confirm that students found jobs or advanced in their current jobs while taking classes, which verifies that the classes are relevant to their lives. Students feel more comfortable at helping their children with homework and communicating with their children's teachers in English. The opportunity to study with people from different cultural and linguistic backgrounds helped them become more comfortable in their everyday social interactions outside the classroom. Also, instructors report that as a semester progresses, students become more and more enthusiastic about working in groups with students of linguistic and cultural backgrounds different from their own.
- **What are students' attitudes and opinions about on-line learning?**

Thirty percent of noncredit students indicated that they like on-line learning. It is probable that most students who are interested in online classes are higher-level ESL students. These findings validate our decision to offer advanced online ESL classes in the near future. Full-time instructors are working on creating and designing those courses. The only concern the students have regarding online learning is their own computer skills and level of comfort at using the computer as a learning tool. As a response to this issue, Microcomputer Literacy classes are offered for beginning and intermediate users. Also, first online classes will be hybrid which means students will get an opportunity to meet the instructor in a traditional classroom setting and clarify all the questions and inquiries they might have.

- **How do students rate resources relevant to your department and program(s)?**

According to student feedback, the Continuing Education office environment is inviting and welcoming and the staff is supportive and cooperative. The students also responded that the office is easy to access and the office hours are convenient and flexible. One of the resources most commonly utilized by the students is counseling. Seventy percent of students agree that the information the counselors gives is helpful and informative. As for the technology resources, students enjoy working with Computers on Wheels (COWs), IClickers and multimedia projector that instructors utilize in their classes and provide positive feedback on such use. They also offer positive feedback on the use of multimedia projector, which allows them to watch educational videos in class.

Students at Panorama High School have expressed a positive perception of classroom resources, since the school building is new and the classrooms are equipped with recent and efficient tools, such as large televisions, DVD players and overhead projectors. These tools are effectively used by the instructors for various purposes, such as educational video and audio activities and speaking and listening exercises.

Another campus resource the program has implemented is the Writing Center which has initiated the embedded tutoring pilot project. The students' feedback confirms that having a tutor in class makes a difference in the learning process. Students get more individualized assistance and more opportunities to answer specific questions about the material being studied. As a result, students' overall level of comfort and opportunities to succeed are higher than in classes without embedded tutors.

- **Success, retention, recruitment, number of degrees/certificates awarded in the last five years, and plans to sustain and increase enrollment.**

Success

According to the Student Survey, 89 percent of students report that their experience in noncredit classes helped them to make a better life for themselves and their families. The increase of the number of students enrolled in noncredit classes reaffirms that the program is successful and well established in the community. Open-entry/open-exit courses and non-grading practices may contribute to student success. Students have the opportunity to learn about noncredit classes from various sources, including schedule of classes, friends and family and local media. The program also has a large number of students who, despite optional attendance, regularly attend classes and demonstrate a high level of motivation and determination to succeed. They complete classes with noticeable progress and achieve success through movement from one class level to the next. In addition, over the past year, the Continuing Education Program at LAVC has been involved in the creation and vetting of rubrics for the CB21 code. This is a code that effectively places noncredit ESL and Civics classes at eight levels below the first transferable class in a given content area. At the same time, LAVC Continuing Education helped to construct rubrics that vet ESL class content on different campuses and line those classes up based on content and objectives rather than course numbers. In this way it will be possible to track students from one campus to the next and follow their progression.

Retention

Currently, retention is achieved through the following strategies:

- Noncredit ESL, basic skills, and vocational programs are certificate-based. Students understand that they need to continue on to the next level in order to earn a certificate. They receive written information that describes what the certificates are and how they are earned.

- The campus Counseling Department sends students that placed into noncredit ESL levels to the Continuing Education office.
- The Continuing Education counselor makes special visits to the ESL classes. During these visits, students are given information about certificates, services, and programs that are offered through Continuing Education. At this time, students make appointments to see the noncredit counselor outside of class time.
- Finally, the SLO process fosters retention. Assessment and instituting improvements based on assessment are at the heart of the SLO process. Continuing Education is taking part in the complete SLO Assessment Cycle. By creating rubrics and scoring class projects with them, instructors in noncredit classes are using the gathered data to better understand: how to deliver material, where to make changes in curriculum, and what is important to noncredit students.

Recruitment

Recruitment efforts involve providing classroom and community presentations and distributing flyers and brochures to on- and off-campus programs and services. To a large extent, recruitment is done by word-of-mouth. Currently and in the past, Continuing Education has had high enrollment. For Spring 2010, more than five sections of noncredit ESL classes are closed, with a maximum enrollment of one hundred students in each. In addition, new students arrive at the Continuing Education office daily. As is often the case, ESL, Certified Nursing Assistant, and Home Health Aid classes are full; therefore, students leave contact information on a waiting list that can be several pages long. The Citizenship instructor, Lilly Gevorgian, has been instrumental in recruiting permanent Legal residents. On December 12, 2009, Lilly brought representatives from the United States Department of Immigration and Naturalization Services to the LAVC campus. Students learned first-hand about the naturalization process, the new naturalization test, and rights and responsibilities of U.S. citizenship; a “mock” interview also was performed.

Number of degrees/certificates awarded in the last five years

Within the Continuing Education Program, there are nine programs. Five of these are certificated ESL programs. Two are ESL Civics programs, one is Certified Nurse Assistant/Home Health Aide, and the last is Microcomputer Literacy. From 2008 to 2009, Continuing Education awarded 116 ESL completion certificates, 43 ESL and Civics completion certificates, 30 Certified Nurse Assistant completion certificates, and 27 Microcomputer Literacy program completions.

Plans to sustain and increase enrollment

Continuing Education is sustaining its enrollment in several different ways. Embedded tutoring is a pilot project in association with the LAVC Writing Center. Each semester, teachers choose one or two successful students to work in the Writing Center and in noncredit ESL classrooms as tutors. Students give general writing and grammar help to other students. Students are given a stipend and are required to take no less than six units of coursework while they are tutors. The embedded tutoring project helps to sustain enrollment in two ways. First, by serving as a tutor, students’ English skills are reinforced and they do better in other classes and thus stay at Valley College. Second, since students are required to take six units, they become encouraged to bridge the gap between noncredit and credit classes thus increasing the enrollment within the greater campus community.

In addition, Continuing Education strives to increase noncredit course offerings and services to meet the continuously growing student demand. The intent is to offer additional classes to serve the ESL, basic skills, and older adult populations when the budget permits, as well as to expand the Citizenship Center in order to provide additional services to the many

immigrant students within the community. At the forefront of this endeavor is online teaching. Both full-time instructors are now certified to teach online. Second, Continuing Education will continue to offer classes at off-campus sites. Finally, Continuing Education plans to let its services be known to the community by expanding its webpage, adding instructor blogs, including photographs with student testimonials, offering community outreach, and updating class offerings.

d) Faculty and Staff

▪ Faculty, full-time and adjunct, who teach in the programs

All adjunct and full-time instructors exceed the minimum qualifications to teach noncredit courses:

○ Lynne Brower, full-time

Academic preparation: M.A., Art Therapy, Loyola Marymount University; B.A., Art and Education credential, University of California, Los Angeles (UCLA).

Relevant experience: Continuing Education and CalWORKs Director, Los Angeles Valley College; Academic Senate Member, District Noncredit Discipline Committee Member.

Areas of specialization: Basic Skills

Professional development activities: Participated in Opening Day; the Association of Community and Continuing Education (ACCE) conference; Latino Fair, Panorama Mall; Faculty Staff Meetings; LAVC Citizenship Department of Homeland Security Fair; and LAVC Continuing Education Student Recognition Ceremonies.

Website Statement

My father immigrated to Los Angeles from Russia. My mother, the daughter of immigrant parents, fondly spoke of her days attending Theodore Roosevelt High School, which opened its doors in East Los Angeles in 1923. At a very early age, I remember living near Venice Beach. At that time less expensive housing attracted many immigrants. However, when my dad purchased a business in City Terrace, our family was inexplicably drawn back to East L.A. Like most of East L.A., City Terrace was once considerably more diverse, with large Jewish, Japanese, and Mexican populations. Major thoroughfares included City Terrace Drive and Eastern Avenue. We lived on City Terrace Drive, above the market where my father had his business. I attended City Terrace Elementary School and Woodrow Wilson Middle School.

Growing up in East L.A. had a profound affect on my life. It was a phenomenal multicultural experience that greatly influenced who I am today and the work I do at Valley College – that of educating many first generation students of varied ethnic backgrounds. Similarly, I was the first in my family to attend a university. I thank my parents for supporting me in that endeavor.

Eventually my family moved near Valley College where I attended UCLA. At first I majored in Education and then changed to Art. I am so glad that I followed my dream and majored in what I loved doing – painting, drawing, and studying art history. Later I earned a master's degree in Art Therapy from Loyola Marymount University. Now, as Director of Continuing Education, I am helping many first generation college students get an education so that they may follow their dreams.

○ Lilit Davoyan, full-time

Academic preparation: M.A., Linguistics, California State University, Northridge (CSUN); B.A., English and Russian, with an emphasis on teaching languages to speakers of other languages, CSUN.

Relevant experience: ESL instructor, Los Angeles Valley College

Areas of specialization: ESL and linguistics

Professional development activities: Attended annual Continuing Education department meetings, and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention.

Website Statement

One of the most vivid memories of my childhood is the little library in my hometown in Armenia where I loved to spend hours and hours looking through books and magazines. Later, throughout my school years, our family lived in two other countries, and, along with learning English, I also learned Russian and Ukrainian languages and found a great pleasure in reading books in these languages. I remember very well the excitement of going to a new library and discovering new authors and books in my new languages.

By the time I graduated from high school and was admitted to university I knew that books and languages were my passion and I had to choose a profession that would allow me to share my passion with others and help them discover the wonderful world of learning a new language. This is why I decided to pursue a Bachelor's degree in English and Russian with an emphasis on teaching these languages to speakers of other languages. In 2006 I also received a California Teaching Credential and a Certificate of Teaching English as a Second Language. Another year later, in 2007, I graduated from California State University, Northridge with a Master of Arts degree in Linguistics. Both my undergraduate and graduate diplomas are distinguished with honor thanks to my passion for books and education, hard work and the constant support of my family.

My own diverse cultural and linguistic backgrounds have initiated my interest towards world cultures and languages and a desire to learn about them through direct communication and research. I'm glad that teaching at Los Angeles Valley College gives me the opportunity to communicate with people from various backgrounds because along with teaching I also learn from them and share experiences with them. I'm also glad that the educational and career path I once chose has enabled me to have this wonderful profession today. I strongly encourage all my current and future students to pursue education and make their dreams come true, since a teacher's best reward is students' success.

o **Amadeo Quilici, full-time**

Academic preparation: M.A., Literature, Mills College; B.A., English Literature and Mandarin, University of California Santa Barbara; A.A., Liberal Studies, Butte Community College

Relevant experience: ESL and Learning Skills instructor, Los Angeles Valley College

Areas of specialization: ESL and Learning Skills

Professional development activities: Meetings and conferences related to ESL, basic skills, and technology

Website Statement

Learning for me began in June, 1988, when I stepped onto the Butte Community College Campus in Oroville, California. I didn't know then that I would develop a love for language. Like many of my students at Los Angeles Valley College, all I did know was that there was a place for me in education and it was my responsibility to find it. In a short time, I had an Associates Degree in Liberal Studies, a wedding ring on my finger, and enough gas money to drive down I-101 to the University of California at Santa Barbara where I would begin my study of English Literature and Mandarin.

After my first year at UCSB, I was so taken with the Chinese language that I took a summer off work and went to study in an intensive language program at Tsing Hua University, Beijing, in the People's Republic of China. I returned from abroad and set into my studies vigorously. I graduated from the University of California Santa Barbara on December 14, 1996.

Soon after leaving Santa Barbara, I chose to attend graduate school at Mills College in Oakland, California. I was impressed with the rigorous literature program and also the fact that there were so many visiting writers at Mills. I jumped at the opportunity to work with and know the writers that produced the literature that I loved. At Mills, I was immersed in the writing culture and came to understand it as a vital part of our world community as a whole. I received an MFA in English and Creative Writing from Mills College on May 15, 1999.

The students at Los Angeles Valley College have given and continue to give me the opportunity to share and pass on the gift of language. Each semester brings a fresh group of students who will temper and forge the skills of writing and language and use them to change not only themselves but the world around them. I am so grateful to have the joy of knowing these amazing people.

Recently I returned to school after a four year absence, this time as a post baccalaureate in the TESL, Education program at California State University, Northridge. While studying for my certificate there, my son Aidan Quilici arrived.

This is what I thought I knew.

Education is finite. It's not. If the seed is planted correctly, we never stop learning. Whether it's through the knowing eyes of sixty ESL students all with individual hopes and dreams, built on the promise of a new country and life, or from the wondrous eyes of my now two-year-old son brimming with possibility, we never stop learning. If I can instill this idea in my students, then I feel my time at Valley College has been well spent.

- **Ian Lewis, teaches Learning Skills classes as part of his full-time load**

Academic preparation: M.A. in Education and various other credentials

Relevant experience: Many years in remedial education; experience in learning disability teaching and program design

Areas of specialization: Math classes for underprepared students; designing instruction for students with learning difficulties

Professional development activities: Coursework and workshops/conferences in technology for instruction.

○ **Miriam Aintablian, adjunct**

Academic preparation: M.A. in Linguistics/TESL, CSUN; Clear California Multiple Subject Teaching Certificate; B.A. in Elementary Education

Relevant experience: ESL instructor at Los Angeles Valley College since 2008

Areas of specialization: ESL and ESL Speech

Professional development activities: LAVC Opening Day, Continuing Education department meetings, and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention

Website Statement

For my family, the American Dream began in Chicago, Illinois in September, 1979 when we moved to this country. I remember the struggles that my parents faced as they were trying to adapt to this new culture. As a child, I would play the role of “ESL Teacher” so that I can help my parents improve their English skills.

I have always been fascinated with meeting and learning about people from various cultures. One summer while I was working on my Bachelor’s Degree in Education, I served as a volunteer ESL Teacher in Armenia. That experience verified my decision of wanting to teach. After graduation, I worked as a first grade teacher for five years. Even though I loved working with young students, I would always remember my experience working with ESL adults in Armenia and hoped to one day have that opportunity again.

In September 2005, I got married to a wonderful man and moved to Los Angeles.

I decided that this was a perfect opportunity to finally pursue my dream of becoming an ESL Teacher. I enrolled as a student in the Linguistics/TESOL Master of Arts program at California State University Northridge, from which I graduated in May, 2008.

It has been a pleasure working as an ESL Instructor at Los Angeles Valley College. Even though I am the instructor, I find myself learning something new every day due to the fact that I get the chance to meet people from all over the world. I hope to inspire my students as much as they inspire me. I realize that learning a new language is not an easy task; thus, I hope to make the experience as comfortable and fun for all of my students.

○ **Rosie Aydedjian, adjunct**

Academic preparation: M.A., Public Administration, CSUN; B.A., Sociology, CSUN; A.A., Liberal Studies, Los Angeles Valley College

Relevant experience: A master’s degree and two-plus years of occupational experience related to computer literacy at LAVC

Areas of specialization: Microcomputer literacy

Professional development activities: Attended annual Continuing Education meetings and recognition ceremonies, citizenship day activities sponsored by the Department of

Homeland Security, and professional development computer training sessions; participated in welcome day activities for new students and on-campus health fair activities

Website Statement

After graduating high school I attended Los Angeles Valley College and majored in Liberal Arts. My goal was to become an elementary school teacher. While attending college, I worked as a teacher's assistant at Erwin Street Elementary School. In this capacity, I was assigned to work with second graders. After three years of working, and enjoying every minute of it, the principal offered me a position as an Early Childhood Associate with the Hand-in-Hand program which was funded by the State. This job gave me the opportunity to work with children individually.

After leaving Erwin Street Elementary School, I received my Associate of Arts Degree in Liberal Arts from Los Angeles Valley College and transferred to California State University, Northridge (CSUN) and majored in Sociology (Social Welfare). At the same time I applied for a job at the Los Angeles Valley College CaWORKs program. This program introduced me to new opportunities for advancement.

On May 2003, I graduated from CSUN with a bachelor's degree in social welfare. Immediately after that, I became a Program Specialist at Los Angeles Valley College. This new position opened a variety of opportunities and experiences. As a result, I decided to continue my education in a master's degree program in Public Administration.

Currently, I work at the Continuing Education Department as an instructor of Microcomputer Literacy. I enjoy working with people from different cultures and backgrounds. Determination, Perseverance, and the desire to learn new things have challenged me to complete the Master's in Public Administration Program at CSUN.

○ **Renee Baez, adjunct**

Academic preparation: M.A., Bilingual Bicultural Studies with a TESOL component, CSUN; B.A., Spanish, CSUN; and A.A., Spanish and Child Development, Los Angeles Mission College.

Relevant experience: Spanish instructor at CSUN and Chicano Studies, ESL, Learning Skills, and Computer Literacy courses at Los Angeles Mission and Valley Colleges.

Areas of specialization: Basic skills, primarily ESL.

Professional development activities: Attended Opening Day; the Association of Community and Continuing Education (ACCE) conference; Latino Fair, Panorama Mall; Job Fair, Los Angeles Valley College (LAVC); Job Fair, Pacoima Community Center; February Staff Meeting; California Placement Association, Citrus College; LAVC Citizenship Department of Homeland Security Fair; Sexual Harassment Prevention; and LAVC Continuing Education Student Recognition Ceremony.

Website Statement

My mother always said that I was born with a book in my hands. Ever since I remember, I loved education. When I was only three years old, I begged my parents to send me to the country school with my older brother who at that time was in first grade. After a lot of

convincing, the teacher accepted me in her class and let me borrow one of her books to take home. I still recall the very distinct smell of that book and the brilliant yellows of its cover. I learned to read and write using that precious book. With constant use, it was all worn out. I recollect feeling very embarrassed when I returned it to my dear teacher. Soon after that, I went to live with my aunt in Bogota to finish my education, but I returned every summer vacation to my first school to teach the children how to read and write.

One day, I decided to come to the United States on vacation. It was such a good experience that I decided to stay and go to school to learn English. My first formal English classes were at Los Angeles Mission College where I had very dedicated teachers who guided me into the Credit Program. I graduated with an Associate degree in Spanish and Child Development. Then, I transferred to California State Northridge to obtain a Bachelor's degree in Liberal Studies and Spanish and a Master's degree in Bilingual Bicultural Education with a TESOL component. I taught Spanish at California State Northridge. I also taught subjects such as Chicano Studies, English as a Second Language, Literacy for adults, and Computers at the college level.

I am very proud to have worked with specially funded programs, such as Career Pathways and Women in Construction. Also, I directed the Literacy in the Native Language Program during the Amnesty days and the Bilingual Expressway Project which helped foreign professionals to integrate into the United States job market. Now, I am very fortunate to work with the Continuing Education Program at Los Angeles Valley College in the capacity of Community Liaison and ESL instructor. Throughout my career in education, my students have given me great satisfactions when I see them achieving their goals. I think the best way to summarize the way I feel about my career is to use a quote from the very famous motivational speaker Les Brown, "Help others achieve their dreams and you will achieve yours."

o **Kevin Butler, adjunct**

Academic preparation: Masters Degree in TESOL (in progress) Alliant University (May 2010); Cross-cultural Language and Academic Development (CLAD) Certificate (Feb. 2010); Masters Degree in TESOL from Anaheim University (June 2008); Masters Degree in Education from Pepperdine University (May 1993)

Relevant experience: Twenty years of professional experience teaching at various levels of education, including K – 12, adult schools, and community colleges; taught ESL, citizenship, learning skills, developmental communications with the Los Angeles Community College District, since August 2000; and taught basic skills/general education and GED test preparation with Mid Wilshire Education and Career Center, a Los Angeles Unified Adult Division school since October 2004;.

Areas of specialization: ESL Civics

Professional development activities: Participated in various professional growth activities, including taking additional coursework that has lead to earning a Masters in TESOL, a TESOL certificate and a second Masters in TESOL (in progress); participated in various school community organizations and activities, including Shared Decision Making Council, Academic Chairperson, WASC Accreditation, curriculum development, and various cultural events.

- **Andres Cruz, adjunct**

Academic preparation: M.A., Linguistics, UCLA (to be completed by Fall 2010); B.A., Linguistics, with TESL and Central American Studies components, CSUN;

Relevant experience: Noncredit ESL instructor at Los Angeles Valley College and ESL instructor at College of the Canyons.

Areas of specialization: ESL and linguistics

Professional development activities: Attended annual Continuing Education department meetings, and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention

Website Statement

I was born in Santa Ana, El Salvador. I share my story with thousands of Central Americans who were forced to migrate due to one of the bloodiest civil wars in the history of Latin America.

I took ESL classes at Abraham Freeman Occupational Center in downtown, Los Angeles and soon developed an interest in English grammar. In the spring of 2000, after two years of ESL, I graduated and also earned a GED diploma.

In the fall of 2000, I started attending Santa Monica College to work on an Associate Degree. It was at SMC where I developed a vast appetite for first and second language acquisition. Then, in 2005, I transferred to The California State University at Northridge to begin working on my BA in Linguistics. While attending CSUN, I began working as an ESL tutor at Los Angeles Mission College, which triggered my passion for teaching ESL. In 2007, I graduated from CSUN with a BA in Linguistics and two minors: TESL and Central American Studies. In 2007, I began teaching ESL at Los Angeles Valley College. Currently, I also teach ESL at College of the Canyons.

I am in the process of earning my Masters from UCLA. Eventually I would also like to work with the indigenous communities of Central America to research more in-depth the Nahuatl language of El Salvador. Teaching ESL is my life. I struggled learning English, adapting to a new culture and new ethos. Therefore, my mission is not only to walk into a classroom and facilitate second language acquisition but also to share my story with those who have also struggled finding a voice of their own in a new country.

- **Lily Gevorgian**

Academic preparation: M.A., Public Administration, CSUN; B.A., Sociology, CSUN; A.A., Office Administration, Los Angeles Valley College

Relevant experience: A master's degree and two-plus years of occupational experience related to computer literacy at LAVC

Areas of specialization: Microcomputer literacy

Professional development activities: Attended annual Continuing Education department meetings and professional development in-service meetings.

Website Statement

Coming from an immigrant family, who migrated from Armenia, I know how hard it is to learn a new language and to find necessary resources to survive in a new country. Growing up and dealing with all the barriers that my family and I faced when we first relocated, made me develop an interest in helping people who are trying to adapt to changes and who are from different cultures. After finishing high school, I attended Valley College where professors gave me the confidence to move forward in reaching my dreams. I graduated with an Associate in Arts Degree in Office Administration and transferred to California State University of Northridge majoring in Sociology. During my studies at the university, I started working at Los Angeles Valley College as a tutor. I earned my Bachelors of Arts Degree in Sociology and just recently finished my Masters Degree in Public Administration.

Currently, I am working as a Citizenship/ESL Program Specialist and as an ESL Civics Instructor. Throughout the last twelve years I have held various positions at Los Angeles Valley College, ranging from student tutor, to program specialist and instructor.

Throughout all my education and work experience the focus of my attention was not just to learn how to help community members, but also educate people about the importance of education in their lives.

○ **Dory Higgins, adjunct**

Academic preparation: School of Respiratory Therapy, UCLA and Santa Monica College; Registered Respiratory Therapist; Registered Nurse, Santa Monica College; Licensed Vocational Nurse, Santa Monica College

Relevant experience: Certified Nurse Assistant and Home Health Aide instructor at LAVC; Medical Terminology instructor at West Valley Occupational Center; staff registered nurse at Barlow Respiratory Hospital in Whittier

Areas of specialization: Certified Nurse Assistant and Home Health Aide

Professional development activities: Attended annual Continuing Education Recognition Ceremony and professional development meetings related to health sciences

○ **Greg Kappy, adjunct**

Academic preparation: M.A., Sociology and B.A., English, University of Florida

Relevant experience: ESL

Areas of specialization: ESL and basic skills

Professional development activities: Attended annual Continuing Education department meetings and various professional development in-service trainings

Website Statement

My father once told me the more we have the more responsibility we have to share. Those words, combined with my artist mother's penchant for the obscure, have inspired me to develop a classroom that facilitates not only learning, but creativity and the confidence to dream.

My fascination for words led me to a B.A. in English at the University of Florida, an education I partially funded by slinging orange pie in a Micanopy eatery. The Yearling

restaurant was known more for its alligator fritters, but waiting tables in a restaurant named after a Pulitzer Prize winning novel made the poor tips and queasy fare more palatable.

After graduating, I stoked my curiosity about people by earning an M.A. in sociology. I scored a job in a secured psychiatric facility (prison) as a Behavioral Program Specialist (I served chow). Behind those walls, I found people whose problems were worse than anything I could ever complain about. I gave them my ear and drank in their stories. At the time, I was also making extra money as a basketball referee. One day, a fan told me I seemed like a straight shooter and would I like to give teaching a try? I said I had neither a credential nor any relevant experience. He said I was hired.

An “at-risk” program for Gainesville middle schoolers was my home for the next several years. On the first day, they told me the predicted dropout rate for these students was 100 percent. Those were odds I refused to believe. We didn’t move mountains in that classroom, but we sure tried. I did however write a grant to fund publication of a journal of student fiction. What my students may have lacked in formal writing ability they more than made up for with stories that contained enough heart to fill a thousand volumes.

I eventually left Gainesville for Los Angeles in search new challenges. Suddenly everyone around me spoke Spanish and I didn’t know how to say Hola. Fueled by my desire to actually interact with my fellow Angelinos, I had the wild idea to travel to Spain and enroll in a Spanish immersion class. In Barcelona I discovered that learning another language wasn’t about words; it was about opening doors to the rest of the world. Motivated by my experience, I vowed that when I returned home I would dedicate myself to returning the favor. Los Angeles is a city rich with people and cultures. I’m humbled to have the opportunity to help even one person open one door.

o **Bonnie Rapp, adjunct**

Academic preparation: M.A., English, TESL certificate, CSUN; B.A., English, CSUN; and A.A., English, LAVC

Relevant experience: 1995 to present, Learning Skills and ESL instructor, LAVC; 1982 to 1995, English and ESL instructor L.A. Pierce College

Areas of specialization: Basic Skills and ESL

Professional development activities: Attended annual Continuing Education Recognition Ceremonies, department meetings, and various professional development in-service trainings

Website Statement

I was born in Charlotte, North Carolina, but I have made LA my home, with occasional wanderings back to the peace of country and southern talk. It has always been my pleasure to connect with people from all over the world, those whom I teach and those who have taught me about the value of difference, the universality of dreams.

Some say teachers are born. Personally, I never wanted to teach until I was asked to co-teach a writing class. I went prepared to hate the job, but when I walked to the front of the class and looked out at all those curious faces, I knew I’d found my vocation. Since then, I have taught English and English as a Second Language for LA Pierce and Valley

Colleges, and even Teaching English as a Second Language to prospective teachers at UCLA Extension. When I began teaching at LA Valley College in 1995, I had only 13 students in a program that grew to serve hundreds.

Today, I have a variety of tasks, all aimed at making LA Valley College the community's resource for education, training, and personal growth. One task I especially enjoy is assisting Child Development majors on their quest to become preschool teachers by obtaining a State Permit in Child Development. Perhaps you share this goal. If so, come by to speak to me in Bungalow 13. I'm available by phone at (818) 947-2539 or (818) 710-4370. My email is rappbm@lavc.edu

- **Shelley Seltzer, adjunct**

Academic preparation: M.A., Applied Linguistics, TESL certificate, UCLA; B.A., Anthropology, UCLA

Relevant experience: ESL instructor at LAVC and Santa Monica College

Areas of specialization: ESL

Professional development activities: Attended annual Continuing Education department meetings and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention

- **Norma Smith, adjunct**

Academic preparation: M.A., Education (TESL), University of the Philippines; B.A., English, University of the East, Philippines

Relevant experience: ESL instructor at Los Angeles Valley and City Colleges

Areas of specialization: ESL

Professional development activities: Attended annual Continuing Education department meetings, and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention

- **Lila Steinberg, adjunct**

Academic preparation: M.A., Teaching English as a Second/Subsequent Language, CSUN; B.A., Linguistics, with TESL certificate, CSUN

Relevant experience: ESL instructor at LAVC

Areas of specialization: ESL

Professional development activities: Attended annual Continuing Education department meetings, and the Teaching English to Speakers of Other Languages (TESOL) Annual Convention

Website Statement

Language is the most fascinating peculiarity of the human species. Words, carefully crafted, can help us express our deepest feelings, describe our experiences, analyze our values, and manifest our visions. As speakers and writers, we constantly seek to improve

our communication with others. I believe this pursuit is not only a vital part of any academic career, but an essential component in our personal development.

I grew up with books. Reading and writing were always a pleasure for me. I began writing poetry, short stories and songs at a young age, and my sisters and I loved to write and perform vaudevillian variety shows for my parents in the living room - often posting construction paper and crayon flyers with the curtain time on the kitchen door.

At thirteen, I began my first attempt at Conversation Analysis when I started charting and diagramming the humorous exchanges at the bus stop among my schoolmates. When I later discovered that this bizarre practice was actually part of a scientific field, I knew Linguistics was for me. At Los Angeles Valley College I received the support and educational foundation to transfer to California State University, Northridge where I received a B.A. in Linguistics in June 2005. At CSUN I worked with international students in the Intensive English Program, designing and teaching five week courses in TOEFL speaking and university matriculation. The excitement and gratification of this experience inspired me to continue my studies in ESL. After I received my TESL certification, I traveled to Cuzco, Peru, where I lived and taught English for three months. I am currently pursuing an M.A. in TESL (Teaching English as a Second/Subsequent Language) at California State University, Northridge.

Beginning a new life in a new country can be a daunting adventure. Learning a new language as an adult requires both personal determination and a welcoming classroom environment. Teaching ESL at Valley College is about much more than just grammar, pronunciation and punctuation. Although these are essential, the classroom provides the opportunity to find common ground, to share goals, to laugh together and learn about the world through our experiences, and to encourage each other to chase our dreams. I am honored to be a part of this adventure.

▪ **Staffing pattern for the program(s)**

Even though the ratio of part-time to full-time faculty is 75 to 25 percent, all adjunct faculty exceed minimum qualifications of B.A. degrees by holding M.A.s in their respective disciplines. Standards have been established and reinforced through staff retreats, meetings, SLO assessments, and reports. Both full and part-time instructors have a vested interest in the curriculum they teach and in the students' learning process. To elaborate on just a few of the well-trained adjuncts, two have completed the UCLA Ph.D. program in Linguistics while another has been accepted into the UCLA Ph.D. Linguistics program. One instructor has been honored as an outstanding teacher by the Teaching English to Speakers of Other Languages (TESOL) Association. Recently, one adjunct Learning Skills instructor was invited to present student achievements to the California Department of Education.

It goes without saying that the program needs and will actively pursue full-time faculty positions to meet the recommended ratio.

▪ **List and describe any additional support staff**

- Denise Grzesiak is the Continuing Education counselor. At present she is with our students for seven hours a week. This is the first time that the noncredit program has had a counselor, and it has been an outstanding experience for the students, faculty, and staff. Ms. Grzesiak provides individual counseling and classroom visitations for the noncredit students. During classroom visits, she gives students an overview of the college resources including information about credit programs (i.e., certificates, associate degrees, and transfer). She encourages them to continue with their ESL studies so that

they will enhance their English skills and transition to credit courses. She also provides counseling to non-ESL students taking noncredit vocational and basic skills classes. In addition, she coordinates her activities with the counseling department and presents information to the foundational skills committee.

- Lilit Gevorgian: Works as a Citizenship/ESL Program Specialist at the Continuing Education Citizenship Center. She provides assistance to prospective United States citizens, students, and members of the community. Services include Department of Homeland Security (DHS) citizenship preparation; noncredit Civics and English as a Second Language classes; assistance filling out the citizenship application; and immigration information.
- Rosie Aydedjian works as a Program Specialist and has been employed at Valley College since 2001 to coordinate the Job Development Incentive Fund grant, funded through the California Community Colleges, Division of Economic and Workforce Development. Ms. Aydedjian collaborates with the campus health science department, as well as local hospitals and other healthcare facilities. She coordinates activities designed to upgrade skilled technical workers and to link participants to the nursing field by creating a career ladder, where entry levels include Certified Nurse Assistant and Home Health Aide on the path to education, training, and employment as Registered Nurses and Respiratory Therapists.
- Asya Davtyan started as an ESL student, and now she is working at LAVC in the Continuing Education Office as a Program Assistant. She is working on an associate degree with the thought of transferring to UCLA in order to go to medical school. She speaks Armenian, Russian, English, and French. She wrote on the website: "I came to this country three years ago without speaking any English. It was very hard at first, but when I attended noncredit ESL classes at Los Angeles Valley College, communicating in English became easier for me. Those classes were very helpful. After a year, I took credit courses at Valley College. I decided to major in the medical field. Since I was a child I have dreamed of becoming a medical doctor. I wanted to make my patients healthy and happy. While studying at Valley College, I have met a lot of nice people, who have helped me to adapt to changes in a new country."

Her duties in the office include providing and collecting testing material for ESL students who need to be placed in noncredit classes and maintaining a database for noncredit ESL students. In addition, she provides students with information, such as class schedules, class locations, and registration and enrollment procedures and refers basic skills students to various campus resources, such as the counseling department and credit programs.

▪ **Do you have enough full-time faculty and/or staff to fully facilitate student success in your courses and program(s)?**

There are two full-time faculty members within The Continuing Education Program. The full-time instructors begin each semester with twenty five hour a week in class teaching blocks. ESL noncredit classes are continually full. There are most often waiting lists for these classes that continually grow throughout the semester. A given noncredit ESL class has sixty or more active students each day at four days a week per class. In addition to twenty five hours of in-class time, full-time noncredit faculty also serve students by actively participating on committees such as, Matriculation, Sustainability, and STARS. Faculty members also work within the Noncredit Office and complete professional development requirements. Such large classes would be better served by additional full-time faculty. In this way classes could be

reduced in terms of numbers of students. Students would have better access to instructors in smaller classes and get more one-on-one help. By adding additional full-time faculty, students would receive additional content and instruction to prepare for credit classes they might take later.

In addition, Denise Grzesiak is the continuing education counselor. At present she is with students for seven hours a week. Since Denise's hours are limited, there is only a small window of opportunity for noncredit students to utilize her skills. Ideally, a full-time noncredit counselor would be available to students throughout the day, both in the office and online.

The SFP Specialist is responsible for the Citizenship Center. The individual informs applicants about the naturalization process, including the time line and necessary documentation required to submit along with their applications. They are informed about the U.S. Citizenship and Immigration Services (USCIS) regulations for certain disabilities and the Medical Exemption Form (N-648), the fee waiver option available to low-income applicants, and other USCIS forms pertaining to naturalization. Each applicant is given an intake form that determines their eligibility for naturalization. Copies of Legal Permanent Cards are kept for case preparation. Those with criminal records are referred to Neighborhood Legal Services for further assistance. Additional services include offering suitable photos as part of the naturalization process, assistance with certified mailing of the application and/or e-filing. Legal Permanent Residents are provided with USCIS study questions and other supporting materials as well as a USCIS approved naturalization handbook and vocabulary cards approved by USCIS. Mock interviews are conducted and information about U.S. history and civics provided. In partnership with Neighborhood Legal Services, clinics are conducted on a monthly basis to provide information to citizenship applicants and enhance community awareness. Services are also provided for tutoring and other special needs. Several hundred students are serviced each semester.

Such a substantial demand for citizenship services justifies a need for an additional SFP Citizenship Specialist who would be available in the office to assist Permanent Legal Residents. Funding would be obtained through ongoing Citizenship grants from the California Department of Education. Additional assistance for Citizenship would also help the program develop stronger partnerships with local organizations and continue establishing itself as a dependable citizenship resource in the community. In sum, the position would contribute to the value and effectiveness of the citizenship program, which would without doubt facilitate student success.

▪ **How the structure may affect the program and the performance of your students.**

The noncredit ESL classes are linked together in a number of ways which form a greater structure to better serve students. First, the content within noncredit ESL classes is carefully correlated so that students within a given ESL class build reading, speaking and writing skills that they will in turn use in the next ESL Noncredit class. To assure that each class is synchronized to the next noncredit instructors gather at the beginning of each semester and discuss any changes that they plan on making to content, such as text books, readers, test preparation, and civics objectives. Because noncredit instructors take the time to make sure that each class builds off the previous, students feel as if they are better supported. Students who use information they learned in ESL 7CE again in ESL 8CE are more likely to remember the content and make use of it in their daily lives. In addition, many students work directly with out counselor Denise Grzesiak who makes sure that they have a clear academic plan to follow. Sometimes this plan involves programs that Continuing Education is a part of. Other students may have different plans for their futures that take them elsewhere on campus. Finally, noncredit students are awarded certificates at the end of each fall semester at the

Continuing Education Program Culmination. This helps students to achieve a sense of completion, and the certificates help them to feel more confident about moving on to higher levels and credit classes.

In addition, the Continuing Education Noncredit Program makes special efforts to include all of its adjunct instructors in program activities. This includes making adjunct professors part of the Student Learning Outcome Assessment Cycle Report, reserving room for them at program meetings and asking them for input, sending blanket emails during the semester to make sure that classes are going well, and including them as speakers in The Continuing Education Program Culmination at the end of the year.

- **Create a staffing plan for the next five years.**

2011	2012	2013	2014	2015
Personnel to include · 1 Director · 1 FT Counselor · 2 FT Instructors · 16 PT Instructors · 2 SFP Staff · 1 Program Assistant	Personnel to include · 1 Director · 1 FT Counselor · 3 FT Instructors · 17 PT Instructors · 2 SFP Staff · 1 Program Assistant	Personnel to include · 1 Director · 1 FT Counselor · 3 FT Instructors · 17 PT Instructors · 2 SFP Staff · 1 Program Assistant	Staff to include: · 1 Director · 1 FT Counselor · 4 FT Instructors · 17 PT Instructors · 2 SFP Staff · 1 Program Assistant	Evaluate staffing plan and modify accordingly

To figure your full-time/part-time faculty ratios or percentages

1. Your department's typical FTE Fall semester allocation:	8.00
2. The number of full-time faculty members in your department:	2
3. The FTE for reassigned time for your Chair assignment	0
4. The FTE for any other faculty reassignments in your department	0
5. Add together #3 and #4	0
6. Subtract #5 from #2 (this is the amount of FTE taught by full-time faculty)	2
7. Divide #6 by #1 and then multiply by 100 (this is the percent of FTE taught by full-time faculty)	25
8. Subtract #7 from 100 (this is the percent of FTE taught by hourly rate faculty)	75

e) Facilities, Equipment, and Technology

- **List the dedicated facilities (offices, classroom, etc.) used by your department.**
Dedicated facilities used by the Continuing Education program include the program's office and classrooms. The office is located in the south-west part of the LAVC campus, in Bungalow 13, with Burbank Boulevard being the closest major street. Admissions and Records and other Student Support services refer new and returning students to the office when they have specific questions about noncredit class schedules, registration appointments and enrollment issues. Here they can also meet with the citizenship program specialist, the counselor and instructors during their office hours. The office also serves as the main meeting place for formal and informal faculty meetings. For larger events, such as the Student Recognition Ceremony, Continuing Education uses LAVC's Monarch Hall. Continuing Education classes are currently primarily held in bungalows which are scheduled for destruction by the end of 2013. At that point the program will move to new facilities that may better accommodate our office and classroom needs.
- **List the specific equipment, technology and materials used by your department.**
Continuing Education program has various types of technology, equipment, and materials in the office and in the classrooms. They are being used by our staff and faculty members for different reasons. Equipments and technology are very essential now. They have emerged as a powerful tool for Continuing Education program. Use of modern equipment and technology in ESL classrooms affect change in student learning and teacher pedagogy. It is also promotes better communication between the students and teacher. Because of this class becomes more interesting for the students and they understand the material a lot better. Continuing Education program uses the following equipment, technology, and materials. Our office uses the following equipment, technology and student resource centers.

Continuing Education program uses the following equipment, technology, and materials:

Equipment

- Computers
- Printers
- Copy machine
- Fax machine
- Scanner for tests
- Telephones
- TV
- Video
- DVD
- Audio – CD player

Technology

- Clickers
- COWs (Computers on wheels)
- Plato
- Overhead projectors

Materials

- Textbooks
 - Easy Microsoft Office Word Excel and Power Point
 - All clear Listening and Spiking Level 3
 - Voices of Freedom
 - Center Stage 3, 4
 - Foundations
 - Oxford Picture Dictionary
 - Express Ways
 - Life Skills
 - Grammar in context

- Flash cards
- Study guide
- Map
- Plato
- Computers
- Printers
- Copy machine
- IClickers
- Scanner
- Textbooks by name
- Fax

▪ **Do facilities and equipment meet or exceed minimum needs?**

The facilities and equipment meet the minimum needs. However, it is expected that programs, such as noncredit adult ESL, citizenship, and basic skills, and vocational classes will continue to grow in the very near future. Our current facilities are housed in bungalows which are expected to be demolished in 2013. When this happens, the program will need a place about twice the size of the present location for the office, and more climate-controlled classrooms, space and storage room to better serve the students and to accommodate the current and projected classes and new staff. The Continuing Education office also needs to have a place where students can feel comfortable. In addition, space and storage room is needed for approximately ten instructors to consult with students and prepare their classes. Space is needed to assess students and for general meetings with the community, students and staff.

The Computer Lab, which is at the moment in Bungalow 85, has capabilities and equipment to teach about thirty students at a time. This lab is equipped with one desktop computer on each station which allow for individual hands-on instruction and access to computer applications program, PLATO, and the Internet. However, in response to expected growth of the Continuing Education population, bigger facilities, more technological equipment, and more instructors will be needed in the near future.

▪ **List and describe any needed changes or improvements in facilities and equipment.**

The Continuing Education Program is committed to the use of technology within the classroom. In addition to the equipment that we already use, we need an anchor system in bungalow 74 that would secure our computers on wheels cart so that it would be readily accessible to the instructors who teach at night. We would also need a plug in outlet that could handle the power supply needed to recharge the computers after each use. In addition, internet access is necessary to use our laptop computers, so we will need internet access in the various bungalows that our instructors teach in. Also, the bungalows are in need of cleaning. The carpets need to be vacuumed and shampooed or possibly replaced. The blinds in the windows are either broken or bent and do not help to block out excessive sunlight. Many of the white boards need to be cleaned with a chemical solution as they are stained and smudged. If possible, a new door should be installed in bungalow 74 as the existing one is falling apart from termite infestation.

▪ **Resources**

The following offices and other spaces are used by Continuing Education:

- Writing center – students are referred to the Writing for additional assistance
- Learning center – individual students are referred to the Learning Center for tutorial assistance
- Computer lab – the noncredit Microcomputer Literacy classes are taught in computer labs

- Library – Continuing Education shares the computer lab in B 85 with the library

The following technology and equipment are used on a regular basis by instructors and staff:

- Computers
- Printers
- Copy machine
- Computers On Wheels (COWs)
- Scanner for tests
- Clickers
- Overhead projectors
- Television, video, and DVD

▪ **What do we have; what do we need; what would we like to have?**

- We have a facility that lacks accommodating space for all certificated and staff members. Space is needed for two full-time instructor offices.
- As mentioned above, the equipment and technology utilized by the Continuing Education programs meet the minimum needs of the program. However, the program continuously strives to expand and improve its facilities, equipment and materials so that it can better serve students. Currently, all of the program’s office space and classes are held in bungalows which are scheduled for demolition by the end of 2013. At that time the program will move to newer facilities where it can have better classrooms as well as accommodating space for all certificated and staff members. Having 12-hour per week classes that are also open-entry/open-exit requires bigger classrooms that can fit a large number of students.
- Continuing Education has the Computers on Wheels (COWs) and is planning to use them with the Plato software. Plato Learning is an Internet based system which allows integrating multiple aspects of the educational process through a single online interface. Those aspects include delivering engaging classroom content and instruction; standards and curriculum management; custom course creation and publishing, data analysis and reporting. It has been proven to be a successful educational tool and can be productively used for teaching English to speakers of other languages. Continuing Education has initiated collaboration with the IT department at LAVC to prepare the Computers on Wheels for use with the Plato. As soon as the compatibility issue is resolved instructors can begin using the Plato in the classroom.
- The program also has a webpage on the LAVC website with information about the services, ESL classes, faculty and staff, etc. The website is currently being improved and updated, and we are planning to add materials, such as photographs, student testimonial and links to additional ESL websites. As indicated by the Student Surveys, 43 percent of students do not know if the webpage is easy to use; therefore, the goal is to make more students aware of the webpage as a valuable source of information. The website is a major source of information about the program and its functionality and effectiveness are essential to our general success.

▪ **Create a plan for the next five years.**

	2011	2012	2013	2014	2015
Facilities	Continue instruction in bungalows and	Plan to move to new facilities;	Move to new facilities	Expand off-site locations	Evaluate facilities and modify

	provide classes at Panorama High School	expand use of computer labs			accordingly
Equipment	Provide Internet access in classrooms; update computer equipment	Plan for state-of-the-art equipment for new facility	Provide a safe space in classrooms for storage of equipment	Upgrade equipment as needed	Evaluate equipment and modify accordingly
Technology	Provide two on-line hybrid classes; encourage instructors to utilize the LAVC portal; enhance the classroom environment by utilizing digital resources to bring information to students and instructors	Increase the number of instructors teaching on-line classes; utilize digital devices like DVD players, PC notebooks, and interactive whiteboards	Enhance the Continuing Education webpage; continue to encourage instructors to utilize technology in the classroom	Continue to expand the webpage by adding instructor blogs, etc.	Evaluate technology and modify accordingly

f) Campus Partners and Resources Utilization

List each on-campus and off-campus resource and the nature of your partnership with them. Examples of on-campus resources:

- √ **Library:** Located in the office of Continuing Education, the Child Development Careers-WORKs Program contributed more than 45 children's books for student use at the library.
- √ **Computer and other Labs:** The computer lab, located in Bungalow 85, is used by both the Library and Continuing Education. The Library provides orientations, and Continuing Education offers noncredit Microcomputer Literacy 1 and 2 classes. The morning and afternoon computer classes are held Tuesday through Thursday from 11:20 to 3:25 and Friday from 8:00 to 9:55.

Teaching computer classes in Bungalow 85 has been very helpful to beginning level students. Many are individuals who are receiving unemployment and need to obtain computer training; others are ESL students of all levels. Students obtain hands-on computer experience utilizing a competency-based instructional approach. After successfully completing instruction, many students are then able to take credit CAOT and CSIT classes.

- √ **Tutoring Services:** Continuing Education makes use of the Writing Center for its instructional support and tutoring services. Several classes visit the Writing Center to orient students about services. This has proved to be a beneficial resource for enabling students needing basic skills. In addition, in fall 2009 Continuing Education partnered with the Writing Center to start an embedded tutoring pilot project which aims at providing extra support and assistance to students in noncredit ESL classes. Tutors were provided for morning and evening classes of various levels (Entry Level, Levels 1, 2 and 3). In entry level classes, the majority of students have no or little English skills and they begin from the very basics, such as the alphabet, numbers, simple conversational words and phrases. As a rule, students at this language level need extra individual attention, one-on-one assistance and continuous encouragement. However, because of the large size of the class, the instructor doesn't always have the time to provide individualized instruction for each student. Therefore, having a tutor in the classroom is a great asset in instructing, assessing and evaluating student learning.

As a part of the instruction, students are often asked to participate in pair and group activities. This helps them develop not only language skills but also social and communication skills. However, many students, especially during the first weeks of class, feel intimidated to actively participate in such activities. Having a tutor in class is helpful in encouraging partner and group work, as well as promoting use of English during these activities. Also, due to the demographics of our city, the majority of the students are speakers of Spanish and Armenian and speakers of other languages (Arabic, Thai, etc.) are at the risk of isolating themselves from the rest of the class which might result in frustration and feelings of loneliness. Therefore, it is critical to help them cooperate with the rest of the class and feel a part of the community. The tutors are helpful in encouraging them to engage in various activities with their classmates and, as a result, feel more comfortable and less isolated. In higher level ESL classes, students who work with tutors have the benefit of small group or one-on-one assistance with writing and editing paragraphs and essays, as well as practicing longer conversations with more complex vocabulary and grammar. These tutoring sessions are tailored to individual students' learning styles and levels of understanding and provide a closer monitoring of student success.

Students are also referred to the Learning Center to enhance math skills and for assistance with academic areas other than writing. Noncredit students in need of enhanced reading skills are referred to the campus Reading Center.

√ **Student Support Services**

One of our goals is to inform and prepare students for a transition to credit classes. Therefore, we continuously share information about available student support services, such as EOPS, SSD, and CalWORKs. We inform students about the eligibility requirements for EOPS and encourage them to enroll in classes and orientation processes necessary to qualify for their services. Another student support service available to our students is SSD which provides specialized instruction and educational accommodations to students with disabilities. Their services and accommodations include enrollment assistance, student educational planning, special parking privileges, tutoring referrals, and others. When a potential SSD student is identified, he/she is referred to their counselor who works closely with the student to identify the educational limitation(s) of the student and recommend effective support services and accommodations accordingly. We also inform students that the CalWORKs program enhances and supports the success of students/parents who are low-income and receive TANF assistance. Other support services that students are referred to include tutoring/study skills, academic progress monitoring, and transfer assistance.

We realize that in this process of educating and referring students to the proper services, counselors play a vital role. Many of our students are initially referred to our program by the Counseling Department in the Admissions Office and once they enroll in noncredit classes, they are able to make appointments and discuss their concerns with the Continuing Education counselor. Thanks to the counselor, our students are well aware of the services mentioned above as well as the Financial Aid services available on campus. Many students do not need financial aid since our classes are free; however, the counselor, as well as instructors, tell them about the services available to them when they are ready to transfer to credit classes. In Continuing Education, we believe that knowledge empowers our students and the more information they obtain from us, the better prepared they will be for their future academic lives, and of course, this knowledge gives them confidence and an immense motivation to continue their studies in credit programs.

Continuing Education offers referrals to vocational and academic programs to assist students in their educational and career planning. Students have access to additional student services, which include the following:

Child Development Center

The Child Developing Center is available for preschool and school age children of student parents. Fees are calculated using a sliding scale base on family income and on family size.

L.A County Sheriff's Office

The L.A County Office of the Sheriff functions seven days a week to offer students service-oriented policing and crime prevention. Continuing Education works with the Sheriff's office to provide guards to ensure a safe environment at the Panorama High School outreach site.

Job Training

Job Training has trained and placed more than 18,000 job seekers in new positions while providing skills and training upgrades to over 15,000 incumbent workers in a variety of courses, thus providing the vehicle for students/workers to promote to the next level of their career ladders. Continuing Education partners with Job Training to provide preliminary basic skills to Certified Nurse Assistant/Home Health Aide students

The Family Resource Center

The Center provides family support services to LAVC students, staff and faculty, as well as

community members who have children. In collaboration with the Child Development Center and Family Resource Center, a noncredit Parent-and-Baby course will be taught in the Fall.

Financial Aid

Continuing Education students who are planning to transfer to the credit classes are given information about Financial Aid and fee waivers. Also, students are encouraged to enquire about scholarships, Pell grants, and tax learning credit (TRA) which gives tax credit relief for educational expenses. This form is called the 1098 T and is required by law to be mailed every year to all students who paid enrollment fees.

Additional Student Support Services

The Puente project at Valley College helps students to succeed academically in order to transfer to the university and become recognized leaders and scholars. The Teacher Preparation Academy provides support to students who want to become elementary school or special education teachers. Students work in a cohort in order to have the opportunity to network and to have study groups and lifelong career contacts. The counselor informs interested Continuing Education students about these programs.

√ **Professional Development/STARS**

Continuing Education adjunct and full-time instructors take advantage of teaching resources and professional development events offered by the Professional Development Center of LAVC. They all fulfill their annual professional development obligations by meeting and exceeding professional growth expectations. The majority of the instructors attend LAVC annual Opening Day as well as Continuing Education department meetings every semester. They also regularly attend computer training workshops on using technology and LAVC online resources (e-mail, LAVC portal, etc.) to support student learning. Our two full-time instructors, Amadeo Quilici and Lilit Davoyan, have completed Etudes training on campus and are fully certified to teach online classes. One of the instructors, Lilit Davoyan, is on the STARS committee which allows us to stay well informed of STARS events and encourage our instructors and students to attend them. We have attended workshops on effective communication in the classroom, examining class and race and enriching classroom instruction with a variety of resources to engage and motivate students. Most of our ESL instructors regularly attend the Teaching English to Speakers of Other Languages (TESOL) Annual Convention.

Respond to the following:

- **How does your department interact with other entities on campus and make use of campus resources?**

Continuing Education interacts with other disciplines on a regular basis as it designs courses to meet the needs of students. Noncredit courses can be taken on their own or concurrently with credit courses. The noncredit Microcomputer Literacy courses were developed in collaboration with the CAOT department. Completion of the courses results in a California Community Colleges Certificate.

In addition to partnering with the Child Development Department to create the noncredit Parent-and-Baby course, Continuing Education has partnered with other departments, such as CAOT, Administration of Justice, and Music, as well as Job Training. Another important collaboration has been between Continuing Education and the Health Science Department in producing career focused curriculum. When completed, Certified Nurse Assistant and Home Health Aide courses are not only part of a certificate program but a career path. This serves Continuing Education students who want to go into the health field immediately as well as

those who chose to continue on the nursing path to take credit courses and become Respiratory Therapists or Registered Nurses.

Counseling and admissions refers students to Continuing Education on an ongoing basis. CalWORKs enrolls participants into our classes.

▪ **What partnerships and resources on campus support or enhance your program(s)?**

As part of the Job Development Incentive Fund grant, from the California Community Colleges Workforce Development Division, the LAVC Health Science Department has partnered with Continuing Education to design and teach Certified Nurse Assistant and Home Health noncredit courses. The grant provided a comprehensive program to upgrade skilled technical workers and to link participants to the nursing field by creating a career ladder, where entry levels include Certified Nurse Assistant/Home Health Aide, Medical Coding, and Clerical Healthcare professions, where workforce shortages impact the competitiveness of employers. The project increased participation in short-term training activities on the path to education, training, and employment as Registered Nurses and Respiratory Therapists.

The CDC-WORKs! Program collaborates with the campus Child Development Center to offer training for state permits in Child Development. The program facilitator and center director partner to attend various state program conferences and present to the California Department of Education. This partnership also allows for guest lecturers for students who are majoring in Child Development.

▪ **How do various faculty or classes utilize the resources on campus, and how does your program(s)/departments utilize off-campus resources/partnerships?**

Continuing Education has joined the sustainability movement on-campus. Two of its instructors are green ambassadors having taken *Sustainable Works*, a district sponsored training program at Valley College. As a five year goal, it is our intent to embed sustainability components within the noncredit course outlines.

Adjunct and full-time instructors take advantage of teaching resources offered by the Professional Development Center. We make use of Instructional Media Services. Instructors are able to attend professional conferences (e.g. TESOL) because of the college's reimbursement.

▪ **Describe sponsorship of campus wide or public exhibitions or demonstrations, involvement with student or community clubs, etc.**

- Homeland Security involvement with students and the community
- Annual Continuing Education Recognition Ceremony to highlight student achievement and distribution of certificates. Last year over 200 students attended the ceremony.
- Director of Continuing Education is the faculty advisor of Hillel and assists with campus-wide events.

▪ **Describe and assess the current library resources with respect to your program(s).**

The library offers a store of books for both research in the health and child development as well as accessible offerings for both basic skills and ESL.

▪ **Describe the current student and academic support services utilized by students in your courses and programs.**

Among student support services that are effectively utilized in our programs are counseling, career/transfer center, bookstore, and Admissions and Records center. Many students are

referred to us by the Counseling Department in the Admissions Office. Once these students are placed in ESL classes they can make appointments with the Continuing Education counselor. The counselor also makes regular visits to the classes to introduce the students to our department and share information about the services, certificates and programs that are offered through Continuing Education. The students get constant support from the Admissions and Records Office where they register for new classes, move from one class to another, and obtain official transcriptions. Our instructors at the outreach Panorama High School site have developed an ongoing collaboration with Admissions which allows them to register and enroll new students off campus. The Panorama site has also been developing a successful partnership with the bookstore to provide books for the outreach program students.

Those students who are seeking to obtain an AA degree, or enroll in one of many certificate programs at LAVC, are referred to the career/transfer center where they can access a library of information on careers and colleges, get career counseling and career assessments as well as attend workshops on such topics as "How to Transfer", "Deciding on a Major", etc.

Instructional support services, such as the library, Writing Center and tutoring programs are also used effectively in our courses and programs. The instructors constantly encourage students to use library resources for their homework assignments as well as any additional studies they want to conduct. Thanks to this encouragement and regular referrals to the library, most of our students have a college library card and use the library on a regular basis.

The Writing Center is efficiently utilized by higher level ESL students who need help with their homework assignments, study questions, essay topics and reading materials. They get help in developing their study skills, as well as grammar and vocabulary, through individualized feedback and interactive practice with tutors. Our collaboration with the Writing Center has resulted in an embedded tutoring pilot project which aims at providing extra support and assistance to students in noncredit ESL classes. The project was started in September 2009 and has been successfully carried out through the Fall 2009 and Spring 2010 semesters. Our hope is that the project will develop and expand in future semesters providing our students with the individual assistance, continuous support and encouragement they need to develop and sustain successful academic performance.

- **Discuss whether or not the current services are adequate to meet the needs of students.**

We are now seeing students without the ability to read or do simple lessons that involve reading. To meet this growing need, Continuing Education has played an integral role in advancing foundational skills on this campus through participation in the Foundational Skills Committee. "The Los Angeles Valley College's Foundational Skills Committee was established to address the California Community College Basic Skills Initiative (CCCBSI). The CCCBSI focuses on 'the need to provide basic skills, and by extension English as a Second Language (ESL), education to students underprepared for college-level work...'" (LAVC website).

- **Faculty on advisory**

Since we are a program, not a department, we do not have an overseeing advisory board; however, we have had grants with servicing advisory boards. Continuing Education has, therefore, worked with advisory boards in the past to exchange program information and gain input. Faculty from the Health Science Department has attended advisory meetings. They stated that they want to continue collaborating with us to enhance the Certified Nursing

Assistant courses, which is a two-pronged design. The first prong, Employment Survival Skills, uniquely developed for Valley College, is a 32-hour section covering topics, such as work ethics and successful work habits, to prepare participants for entry into the workforce and provide them with practical tools and skills for success in the workplace. The intent is to work with the nursing department to create a noncredit Employment Survival Skill course.

- **Additional resources needed**

Quite often ESL instruction involves multimedia. In addition to having computers on wheels, it is our goal to provide instruction to students using smart classrooms. This would include having internet access in each room along with built in multimedia projectors and electronic projection screens. A sound system and television/DVD player within the noncredit classrooms would enable instructors to use many types of media and provide additional chances for understanding to students.

Many of the desks in our bungalows are very old and made of metal and wood. Large numbers of them are bound together in rows and do not allow for any sort of free movement. Modern plastic and ceramic desks would provide comfortable seating for our students and make the classroom environment more conducive to learning.

4. Needs Analysis and Recommendations

- **Curriculum**

Among the program's key curriculum needs is increasing course offerings in an effort to meet the nine legislated noncredit instructional areas offered within the California Community College System. Such courses include basic skills, ESL, citizenship and others. New course outlines need to be developed and submitted to the Curriculum Committee for approval. Areas that need new outlines are Older adults, family and consumer studies, health and safety and programs for people with disabilities.

- **Faculty and staff**

Additional full-time faculty would make it possible to open more classes and thus reduce the number of students in each class. As the students report, they would like to have more opportunities for individualized instruction and one-on-one help.

Having a full-time noncredit counselor who would be available to students throughout the day would increase students' opportunities to fully utilize the counselor's support. It would help to create a bond between students and the counselor and would encourage students to make appointments and talk with the counselor about any questions they might have regarding their academic life and career.

Having a Specially Funded Program (SFP) Specialist in the citizenship program would make it possible to assist students in a faster and more effective way. It would also leave more time for faculty and staff to attend to other imperative needs of the program. An SFP Specialist would also be instrumental in creating and developing collaboration with community organizations.

- **Facilities and equipment**

The office lacks sufficient space for faculty and staff. It needs additional space and desk, since the two full-time instructors are currently sharing a desk which makes it difficult for them to work in the office at the same time. As for the classrooms, they need bigger televisions with DVD players and portable overhead projectors.

- **Campus resources**

Long-term partnerships with such campus resources as the Writing Center, Learning Center and Library need to be continued and expanded. Also, Continuing Education has joined the sustainability movement on-campus; therefore, among our current needs is to embed sustainability components within the noncredit course outlines. Two instructors have already joined *Sustainable Works*, a district sponsored training program at Valley College, and the program recommends other instructors to join it as well.

- **Ongoing professional training**

All of the Continuing Education program staff and faculty continuously participate in departmental and college faculty meetings as well as professional development events such as seminars, workshops and conferences on and off campus. However, those experiences are usually limited to the local events only, since attending events in other cities and states requires additional funding. As a part of ongoing professional training, the program has been encouraging the faculty to complete online teacher training sessions offered at LAVC. These sessions train instructors to teach online classes using the Etudes educational platform. Instructors learn to use the tools for teaching, learning and collaboration with other educators, and expanding educational opportunities to learners.

5. Action Timeline

Goal/Needs/Objectives	Tasks/Actions	Time Frame	Participants
<i>What, in general, needs to be done</i>	<i>What activities must take place to reach these goals/needs/objectives?</i>	<i>When will these activities be done?</i>	<i>Who will do these activities?</i>
<p>Increase course offerings in an effort to meet the following nine legislated noncredit instructional areas offered within the California Community College System:</p> <ol style="list-style-type: none"> 1. Parenting 2. Basic skills 3. ESL 4. Citizenship 5. Education programs for persons with substantial disabilities 6. Vocational programs 7. Older adults programs 8. Family and consumer sciences 9. Health and safety education. 	<ul style="list-style-type: none"> • Submit to the Curriculum Committee course outlines in the areas of vocational programs and basic skills; these are areas in which course outlines have previously been submitted. • Submit course outlines in the following areas not previously submitted: Older adults, family and consumer studies, health and safety, and education programs for persons with substantial disabilities. • Offer newly approved noncredit courses. • Qualify at least four additional faculty to write and teach noncredit online courses. • Continue assessment process and create new SLOs as new course outlines are developed. • Present the possibility of having two additional full-time instructors. 	<p>Fall 2012</p> <p>Fall 2014</p> <p>Spring 2014</p> <p>Spring 2013</p> <p>Fall 2014</p> <p>Fall 2014</p>	<p>Lynne Brower, Director</p> <p>Lynne Brower, Director</p> <p>Lynne Brower, Director</p> <p>Adjunct faculty</p> <p>Instructors and Bonnie Rapp, SLO Coordinator</p> <p>Lynne Brower, Director</p>
<p>Augment noncredit education by utilizing off-campus sites and encouraging community involvement.</p>	<ul style="list-style-type: none"> • Provide at least three additional ESL courses at Panorama High School. • Propose offering basic skills training for City employees 	<p>Spring 2013</p> <p>Fall 2011</p>	<p>Full-time and adjunct instructors</p> <p>Adjunct instructor</p>

Enhance services for noncredit students and strengthen awareness of Continuing Education classes.	<ul style="list-style-type: none"> • Present the possibility of having a full-time counselor. 	Fall 2011	Lynne Brower, Director
	<ul style="list-style-type: none"> • Develop an additional Continuing Education brochure. 	Spring 2011	Continuing Education staff
	<ul style="list-style-type: none"> • Continue to expand the webpage by adding instructor blogs, more photographs and student testimonial; update class offerings 	Fall 2011	Lilit Davoyan and Amadeo Quilici, full-time instructors
	<ul style="list-style-type: none"> • Expand student database and use it to send mailers about the classes. 	Fall 2011	Asya Davtyan, Program Assistant
	<ul style="list-style-type: none"> • Expand Citizenship Center and offer bimonthly citizenship clinics for legal permanent residents. 	Fall 2011	Lily Gevorgian, Citizenship Coordinator and Rosie Aydedjian, SFP Specialist

6. **Appendices:** Please refer to the documents attached on the following pages.