

Palo Verde College

Program Outline Report

Program Basics

Program Title:	NON-CREDIT English as a Second Language II
Program Status:	Active from 2020-21 Fall (2020FA)
Department:	English As a Second Lang
Award Type:	Non-Credit Certificate of Completion (Credit)
Program/Catalog Description	The noncredit ESL program is tuition-free and is dedicated to the teaching of non-native speakers of English, enabling them to acquire the English language skills necessary to achieve a variety of social, academic, and vocational goals.
Control Number:	39494
Credential ID:	No value
Transferability:	No value
(SP01) Program TOP Code:	4930.87
(SP01) Program TOP Code:	English as a Second Language–Integrated
(SP02) Student Program Award:	Non-Credit award requiring from 288 to fewer than 480 hours
Maximum Credits:	0
Minimum Credits:	0
Curriculum Committee Approval Date:	03/19/2020
Board of Trustees Approval Date:	04/14/2020
External Review Approval Date:	04/14/2020

Proposal Details

Proposal Start:	2020-21 Fall (2020FA)
What changes have been made to the program:	No value
Program Justification:	Enhanced Funding Non-Credit Program.

Submission Rationale

- New Program

Program Requirements

NON-CREDIT English as a Second Language II (Total 0)
Complete the following number of credits: 0

ABE051 - Integrated ESL Skills level I	0
ABE052 - Integrated ESL Skills Level II	0
ABE053 - Integrated ESL Skills Level III	0
ABE054 - Academic Reading and Writing for ESL	0

Recommended Sequences

NON-CREDIT English as a Second Language II

Term 1 (Total 0)

NON-CREDIT English as a Second Language II ABE051 - Integrated Esl Skills Level I	0
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Term 2 (Total 0)

NON-CREDIT English as a Second Language II ABE052 - Integrated ESL Skills Level II	0
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Term 3 (Total 0)

NON-CREDIT English as a Second Language II ABE053 - Integrated Esl Skills Level III	0
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Term 4 (Total 0)

NON-CREDIT English as a Second Language II ABE054 - Academic Reading and Writing for ESL	0
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Program Outcomes

NON-CREDIT English as a Second Language II

PSLO	Performance
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1. Equipped with listening, speaking, reading and writing skills needed for employment or for entry into college level courses.	70
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Program Narrative

Narrative Item 1. Program Goals and Objectives

Program Learning Outcome: Non-native speakers of English who complete this certificate program will be equipped with listening, speaking, reading and writing skills needed for employment or for entry into college level courses.

This program is consistent with the college mission, which states, in part: "The College promotes student success and lifelong learning for a diverse community of learners." The ESL program achieves this goal by welcoming a diverse population of ESL learners who come to the United States from different countries, and by helping them integrate into their communities.

Narrative Item 2. Catalog Description

The noncredit ESL program is tuition-free and is dedicated to the teaching of non-native speakers of English, enabling them to acquire the English language skills necessary to achieve a variety of social, academic, and vocational goals.

Narrative Item 3. Program Requirements

Requirements	Dept. Name/#	Name	Hrs.	Sequence
Required Core	ABE 051	Integrated ESL Skills Level I	108	Yr 1, Fall
Required Core	ABE 052	Integrated ESL Skills Level II	108	Yr 1, Spring
Required Core	ABE 053	Integrated ESL Skills Level III	108	Yr 2, Fall
Required Core	ABE 054	Academic Reading and Writing for ESL	54	Yr 2, Spring
		Total required	378	

Program Student Learning Outcomes:

Upon successful completion of the non-credit ESL program the student will be:

1. Equipped with listening, speaking, reading and writing skills needed for employment or for entry into college level courses.

Proposed Sequence

Year 1

Fall-		Spring	
ABE 051	108 hours	ABE 052	108 hours

Year 2

ABE 053	108 hours	ABE 054	54 hours
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Year 1 Fall 108 hours lecture

Year 1 Spring 108 hours lecture

Year 1 total = 216 hours lecture

Year 2 Fall 108 hours lecture

Year 2 Spring 54 hours lecture

Year 2 total = 162 hours lecture

Program total = 378 hours lecture

Many of the students in Palo Verde College's ESL program are first generation, relatively recent immigrants. They are generally younger and aspiring to enter a profession (get a college degree) or obtain a certificate in to help them enter the work force more quickly. These students generally have higher educational levels.

Another cohort of students at the college is older and longer-term residents. Many of these individuals are returning to school after they have raised their children, are retired, disabled, unemployed or underemployed. They are learning English to fulfill a postponed desire, or they are pursuing retraining in some field. Their educational levels are lower than the aforementioned younger students.

A list of the college's student population includes but is not limited to: immigrant students who are learning English to better assimilate into American culture; U.S. citizens aspirants; students with career goals; Palo Verde High School ELD students who are concurrently enrolled at PVC; Palo Verde High School graduates who still need English development; International students, even though these types of students are very few; Arizona residents who need English language development; CALWORKS/GAIN students; and migrant students.

Chuckawalla State Prison and Ironwood State Prison, two correctional institutions located within the college district and which participate substantially in the college's educational programs, have a large population of non-English speakers who would benefit from ESL courses and the noncredit ESL certificate.

To date, all of the college's ESL courses have been offered as individual courses in a progressive sequence without providing students with a tangible goal, other than increasing English language proficiency. The implementation of the noncredit ESL certificate will provide that needed tangible goal. With the incentive to work toward attaining the certificate, students will be less apt to drop out, and their chances to successfully complete the program will be increased. This outcome, reduced dropouts coupled with increased completions, is consistent not only with the college's institutional goals, but also with the emphasis of the California legislature and Chancellor's Office on student completion and success.

Possessing English language proficiency is an absolute necessity for virtually all employment situations in California, and certainly in the Blythe and Needles areas, home to such industries as health care, hospitality, agriculture, light manufacturing, schools and local government. The noncredit ESL certificate will help students seeking employment in these and other industries by helping enhance their English language proficiency.

Proficiency in English as provided for in the noncredit ESL certificate will also give students a sense of achievement and will encourage them to pursue a college education, seeking other certificates and degrees.