PROGRAM REVIEW UPDATE 2016-2017

Program: ESL

Division: Arts and Humanities

Date: 10/10/16

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

- Since 2014 there were significant demographic changes in our program: 10% decrease in the Latino population, 10% increase in the Asian population.
- Since 2014 there were significant changes in student performance: 9% increase in success rate, and 3% increase in course completion rate.
- The enrollment fill rate has increased 3%.
- Beginning with the Fall 2014 semester, all grammar classes utilize a standardized final exam. Revision of grammar exams based on SLOs continues.
- Beginning with the Fall 2015 semester, ESL classes are no longer late-start which continues to affect student enrollment.
- One full-time faculty member will retire at the end of this academic year. We have requested a replacement position.

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B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

Achievements connected to goals from our last PRU:
- We have increased department meetings and collaboration, including adding department meetings on Flex-day and posting minutes from meetings on the updated ESL website.
- We have requested an additional full-time faculty member again.
- We are now receiving remuneration for the grading of incoming student assessments.
- The ESL program coordinator has met with the Outreach Specialist to increase community outreach to boost enrollment, particularly in the evening sections.
- The number of ESL students aware of Tutorial Services has increased, especially because of class visits to the Tutorial Center and presentations by Pauline Trummel.
- We have created a "new hire packet" of materials to facilitate the integration of new instructors into the department.
 - We have continued to modify and create standardized exams across the program and improve the implementation and analysis of these exams.

Achievements not connected to goals from our last PRU:
- We created a new ESL Student Handbook which students receive at the ESL Orientation and which is accessible through the ESL website.
- We created a new ESL informational commercial. The commercial is on the ESL website.
- In partnership with the dedicated ESL Counselor, we have revised the ESL Orientation to allow more time for students to register for classes during the orientation.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

--Students now receive more consistent material and assessment across the sections and throughout the program, particularly in the grammar courses.
--Enrollment is increasing as a result of improved outreach and recruitment.
--Students have struggled to adjust to the new non-late-start status of all ESL classes, and we are seeing many students attempting to add courses well into the third week of instruction. However, these students have benefitted from the flexibility of instructors.
--Students should be receiving better and more consistent information and guidance as a result of our improved communication and coordination with Student Services.
--Student access has been mostly maintained by our continued ability to offer classes during both daytime and evening hours.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

--The inability to offer late-start courses significantly impedes student access to our courses and places significant demands on faculty. In addition, the loss of classroom space because of the demolition of buildings on campus has further forced us to change the days and times when courses are typically offered. We are concerned about the impact this will have on a large percentage of our students.

- We were unable to hire a student assistant to help with ESL Orientation, but there is an ESL instructor present to help at every ESL Orientation now.

- The ESL Open House done in partnership with the non-credit program was less successful because it was not targeted specifically for the needs of ESL students. We believe this had a significant impact on our enrollments for fall.

E. What are your most important plans (either new or continuing) for next year?

- Increase department meetings and collaboration.
- Hire a replacement full-time faculty member.
- Have monthly meetings with the International Student Program to improve communication.
- Increase community outreach to boost enrollment, particularly in the evening sections, especially through mailers sent out to students who have assessed.
- Explore the possibility of creating an ESL informational commercial in multiple languages.
- Revise the information students are given post-assessment.
- Update the ESL website including vetting old and new study links, and creating a place to house department meeting minutes.
- Map CAI competencies to courses and vet mapping.
- Explore the possibility of creating non-credit bridge courses in partnership with the Chabot College ESL department and area Adult Schools.
- Revise the research projects required in all Reading and Writing courses including scaffolding, creating example assignments, piloting and analysis.
- Revise SLOs in eLumen and create reading specific SLOs.
- Continue to modify and create standardized exams across the program and improve the implementation and analysis of these exams
- The library is an essential resource on campus. Having access to the library and a robust database through the library is important for not only every ESL student, but every student on campus. The ESL department supports the institutionalization of funding for the library throughout the entire academic year including evenings, weekends and summer.
- A centralized "Academic Support" center is desired, where the Integrated Learning Center/Open Math Lab, RAW center, Tutorial center, and Computer Lab (and possibly Math X and/or Library), are all located in the same building, to better serve our students. This facility has been discussed in Math's program reviews and in Task Force meetings since 2013. As a result of not having this central facility, there is a redundancy of support and our current support is spread too thin. This would be a great asset to our students as a "One-stop" shop for assistance in their classes across disciplines.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*

- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

H. Instructional programs: Did your program meet its program-set standard for successful course completion? _X___yes _____no

(This data can be found here: http://goo.gl/Ssfik2**)**

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: ESL 130B
Course SLO: Students will be able to name the verb forms (base form, past form, past participle form and present participle form) for the verbs on the list of most common 0-1000 words.
Describe the quantitative or qualitative results: Meetings with ESL instructors show that instructors have seen a significant improvement in student success of this SLO through successful homework completion, and on quizzes and exams.
Discuss any actions taken so far (and results, if known): The verb list given to students was revised. Homework assignments targeting this skill were improved as was access to an online answer key. Quizzes testing students' understanding of the SLO were revised.
Discuss your action plan for the future: Continue analysis and revision of classroom assignments, activities and exams to support student success for this SLO.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).

2. In the left column, write the program learning outcomes you have drafted for your program.

3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:																
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**															
1.																
2.																
3.																
4.																
5.																
6.																

1. Did you make any changes to your existing mapping? (circle one)

      Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

    a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?

    b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?