

(Including Reedley, Madera, and Oakhurst Campuses)

English as a Second Language Program Review Self-Study Revision

May 2, 2014

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### Program Review Self-Study: Instructional Programs

Please respond to the following statements in order. They are designed to create a thread of narration.

**I. General Information**

A. List the Instructional Area(s)

English as a Second Language

B. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

493087 ESL 260: Low-Beginning Reading, Writing and Grammar

493086 ESL 260LS: Low-Beginning Listening and Speaking

493087 ESL 261I: Beginning Reading, Writing, and Grammar

493086 ESL 261LS: Beginning Listening and Speaking

493087 ESL 264: High-Beginning Reading, Writing, and Grammar

493086 ESL 264LS: High-Beginning Listening and Speaking

493087 ESL 265: Low-Intermediate Reading, Writing and Grammar

493086 ESL 265LS: Low-Intermediate Listening and Speaking

493085 ESL 266R: Intermediate Academic Reading and Vocabulary

493084 ESL 266W: Intermediate Academic Writing and Grammar

493086 ESL 266LS: Intermediate Listening and Speaking

493085 ESL 226R: High Intermediate Academic Reading

493084 ESL 225W: High Intermediate Academic Writing

4931 VESL 265: Understanding & Using Vocational English

4931 VESL 265LS: Understanding & Using Vocational Oral Skills in English

C. General description of program(s) or service(s) offered.

ESL courses were offered primarily at the Reedley College main campus during this review period. Both the Reedley College ESL program and the Madera Center ESL program experienced an enrollment decline during this time. Evening ESL classes at the Reedley College main campus were reduced in number on a large scale and by the fall of 2009 they were discontinued at the Madera Center. At the Madera Center, ESL courses at the ESL 265 level (4 levels below transfer) were offered in fall semesters of 2007 and 2008 while ESL 266LS and ESL 266W (3 levels below transfer) were offered in the spring semesters of 2008 and 2009 only and subsequently cancelled for low enrollment during the economic downturn when FTES targets for the College were reduced. The adjunct instructor, Junko Ueno, has reported that many of the students were studying Child Development and Head Start began to offer ESL instruction at the time of the enrollment decline.

It is worth noting that the demographics of Madera mirror those of the Reedley College main campus. While enrollment overall has been a challenge in ESL, there appears to be a need for ESL at the Madera Center, particularly at the higher levels.

Include:

C1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

Full-time: Nancy Frampton, Felisa Meter, David Nippoldt

Part-time: none

Student Aide: 2 (funded through Basic Skills Initiative)

**Staffing Summary**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** | **Total Division Budget**  **For the 5th year**  **2011-212** | **Percent of Division 2011-2012** |
| Administrators |  |  |  |  |  | 1 | 0% |
| Full - Time Faculty | 3 | 3 | 3 | 3 | 3 | 36 | 8.33% |
| Adjunct Faculty | 14 | 13 | 12 | 9 | 6 | 82 | 7.32% |
| Classified |  |  |  |  |  | 3 | 0% |
| Students – XXO | 4 | 1 | 0 | 0 | 0 | 16 | 0% |
| Students – Fed. Work Study | 2 | 2 | 2 | 0 | 1 | 2 | 50% |
| Total | 23 | 19 | 17 | 12 | 10 | 140 | 7.14% |

C2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

ESL 260 (8 units): Low-Beginning Reading, Writing and Grammar

ESL 260LS (4 units): Low-Beginning Listening and Speaking

ESL 261I (8 units): Beginning Reading, Writing, and Grammar

ESL 261LS (4 units): Beginning Listening and Speaking

ESL 264 (8 units): High-Beginning Reading, Writing, and Grammar

ESL 264LS (4 units): High-Beginning Listening and Speaking

ESL 265 (8 units): Low-Intermediate Reading, Writing and Grammar

ESL 265LS (4 units): Low-Intermediate Listening and Speaking

ESL 266R (4 units): Intermediate Academic Reading and Vocabulary

ESL 266W (4 units): Intermediate Academic Writing and Grammar

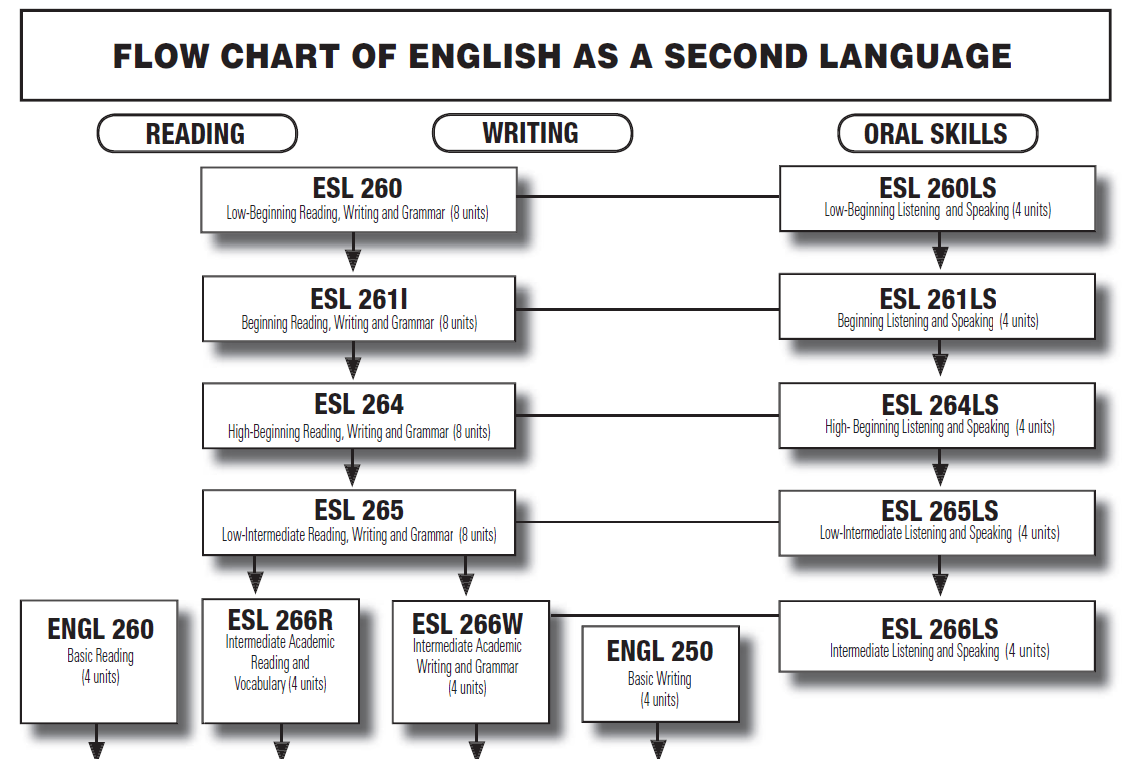
ESL 266LS (4 units): Intermediate Listening and Speaking

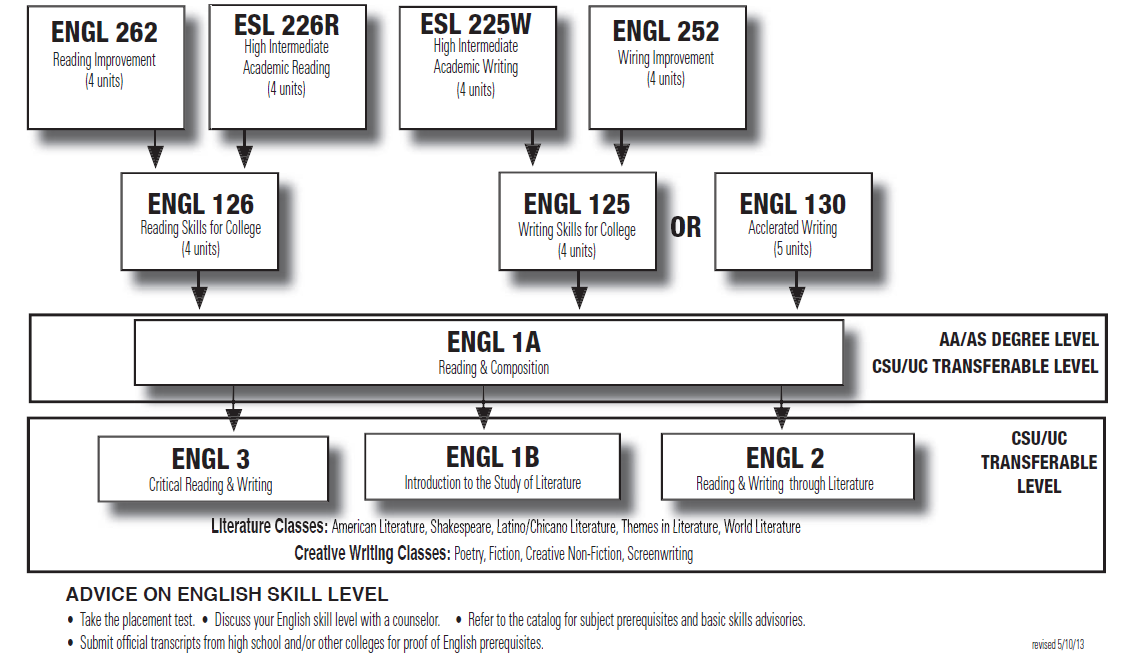
ESL 226R (4 units): High Intermediate Academic Reading

ESL 225W (4 units): High Intermediate Academic Writing

VESL 265 (4 units): Understanding & Using Vocational English

VESL 265LS (4 units) Understanding & Using Vocational Oral Skills in English





C3. list of degrees and certificates;

none

C4. brief facilities overview;

ESL classes are scheduled in various classrooms. Instructors rely on the in-class instructor’s computer, data projector, and audio equipment sufficient for clear listening throughout the classroom. Classes are also scheduled in the ESL Computer Lab. ~~Three~~ There are 31 stations in LAL 1 including instructor station. Each station requires ESL-specific applications and durable headphones with an integrated microphone. When classes are not in a computer lab, they are held in classrooms equipped with computers, projectors and speakers. As the Reading and Language Department-designated classrooms have become impacted, increasingly ESL classes are held in non department-designated classrooms. The ESL Computer Lab additionally accommodates foreign language as well as other classes.

C5. equipment requirements including ongoing maintenance requirements and costs;

Scheduled computer replacement for ESL Computer Lab (LAL 1); periodic replacement of ESL computer lab professional quality headphones with microphones ($4500).

C6. supply requirements, if any.

typical office supplies

D. Mission, Strategic Plan, and Educational Master Plan

D1. Describe how your program supports the College Mission Statement. Give a few specific examples.

“Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.”

The ESL program provides a *student-centered environment* featuring high-quality learning opportunities, content-based instruction, communicative language teaching methodologies, collaborative learning, and differentiated instruction. The ESL program facilitates *basic skills enhancement* through real-life, personal, social workplace, and academic contexts. Further, ESL students contribute to the *diverse local and global community* as immigrants, international students and long-term English learners (Generation 1.5).

The ESL program supports Reedley College ESL students in developing their English skills. Students go on to complete associate degree programs, career technical programs, and transfer-level courses. ESL students are an integral part of the Reedley College “global community”.

D2. Describe how your program supports the College Strategic Plan. Give a few specific examples.

Strategic Direction 3: Teaching and Learning Excellence

Goal: Reedley College will provide innovative learning opportunities to improve student success and completion.

Objective 3.1: To meet the needs of students and the community the college offers instructional programs that provide basic skills, transfer preparation, career technical education and lifelong learning opportunities.

Reedley College ESL courses were offered in the daytime and evening during this review period. Additionally, new ESL courses at two levels below transfer were implemented in the spring of 2012, creating an appropriate pathway to success for ESL students. For example, basic skills and lifelong learning has been emphasized through contextualized instruction about real-life situations and circumstances, collaborative learning, and computer-assisted language learning. Additionally, several adjunct training workshops focused on methods of instruction, materials familiarization, computer applications, and assessment during this review period, all contributing to increased instructor engagement and sharing. Students of ESL advance to CTE programs, transfer to universities, and learn English for life skills applications, including lifelong learning.

D3. Describe how your program supports the College Educational Master Plan. Give a few specific examples.

Recommendation 2 states, “The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College.” Based on the District Academic Senate Ad Hoc Placement Test Committee recommendations to adopt the Accuplacer placement test for language arts and ESL, Reedley College established initial cut scores for the Accuplacer ESL in the 2011 - 2012 academic year. In addition, in the spring 2012 semester, ESL reading and writing courses were offered at two levels below transfer, parallel to ENGL 262 and ENGL 252. Additionally, the provision of dual-roster (credit/noncredit) opportunities will result in an “expansion of services for those students enrolled at the College,” resulting in greater access to the community.

E. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

**Previous Program Recommendations**

| **Recommendation** | **Status** | **Outcome** |
| --- | --- | --- |
| 1. Course outline review | completed | Common format used across the curriculum; careful review of sequence of courses; adopted California Pathways level descriptors |
| 2. Program Learning Outcome Evaluation | ongoing | All course and program outcomes were evaluated at least once by May 2011. Assessment and evaluation continues. |
| 3. Student Survey | Student Success Committee did not proceed with their survey as we expected. We considered administering a survey in Fall 2012. However, due to substantial course cancelations, access to students was diminished making the value of the data limited. | No longer viable. |
| 4. New Curriculum Development | completed | **FA2011** ESL 225W & ESL 226R approved (2 levels below transfer;  **SP 2012** RC administration of Accuplacer ESL at Reg To Go for placement through ENGL 1A |
| 6. Institutional Outreach | Incomplete. An outreach plan was piloted in Spring 2012. (The intent was for outreach to be annual. However, there was no follow up in 2012-2013.) | **High school outreach completed** **Spring 2012**: ESL faculty and department chair met with ESL instructors and administration at Reedley, Dinuba, Kingsburg, Fowler, Selma, Sanger, Orange Cove, and Parlier High Schools.  **Adult school outreach in progress** **Spring 2012**: ESL faculty met with adult schools in service area. |
| 7. Professional Development for ESL Adjunct Faculty | BSI funding is no longer available for this activity. Workshops have not occurred since Spring 2011. | Faculty has continued to serve as resources for adjunct faculty as needed. |

**II. Quantitative Analysis**

These data provides an initial and important framework for review of programs and the program as a whole.

Please note that these data should be integrated with the qualitative analysis, and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the institutional researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below. Include in the analyses:

* Significant fluctuations
* Impact of trends on Program
* Possible data elements to support this analysis
* Total Enrollment
* Enrollment by Demographics: age, gender, & ethnicity
* Retention
* Success
* Program Mark Analysis Report
* FT/PT Enrollment Status
* WSCH/FTEF
* Number of Degrees/Certificates Awarded
* Perkins Core Indicators (if career-technical education program)
* Additional Data

**SCCCD FT-PT Enrollment Status**

Enrolled students are categorized as full-time or part-time based upon total registered units at any location (FCC, RC, or NC).

|  |  |  |
| --- | --- | --- |
| Student Achievement Data Definitions | | |
| Terms | **Measures** | **Excludes** |
| GPA | Grade point average of all students who received a letter grade of A, B, C, D, or F | Grade notations of |
| Success Rate | Number of students who pass the course with a grade of A, B, C, CR, or P | Grade notations of D, F, NC, NP, I, W, and X |
| Retention Rate | Number of students who remained in the course to receive a grade | Grade notations of W and X |
| Attrition Rate | Number of students who dropped out of the course to receive a grade of W | All grade notations except W |

**FTE/FTES TRENDS**

In the event that there were no FT Faculty or no Part Time Faculty load assigned in a semester, the ratio will contain a “0”. The number opposite the “0” will indicate where the load was assigned and also indicates the actual load hours for the semester.

**The following tables reflect enrollment for those students who were enrolled in ESL Courses**

**ENROLLMENT TRENDS**

**HEADCOUNT (Unduplicated)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| REEDLEY  COLLEGE | **232** | **215** | **161** | **175** | **179** | **209** | **202** | **193** | **120** | **130** |
| MADERA  CENTER | **11** | **12** | **14** | **8** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**ETHNICITY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| African-American/  Non-Hispanic | **0.4%** | **0.9%** | **-** | **-** | **-** | **-** | **2.1%** | **1.3%** | **-** | **-** |
| Asian/Pacific Islander | **5.6%** | **4.5%** | **4.4%** | **2.8%** | **1.8%** | **2.9%** | **1.4%** | **2.9%** | **5.6%** | **3.5%** |
| Hispanic | **92.2%** | **91.7%** | **91.0%** | **91.1%** | **85.0%** | **88.7%** | **90.8%** | **89.3%** | **80.8%** | **79.9%** |
| Race/Ethnicity Unknown | **1.8%** | **2.1%** | **4.7%** | **6.1%** | **12.1%** | **8.4%** | **5.5%** | **6.0%** | **12.1%** | **15.8%** |
| White/ non-Hispanic | **-** | **0.7%** | **-** | **-** | **1.1%** | **-** | **0.2%** | **0.5%** | **1.4%** | **0.8%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Hispanic | **86.7%** | **100.0%** | **90.9%** | **100.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| Race/Ethnicity Unknown | **13.3%** | **-** | **9.1%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**GENDER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Female | **68.2%** | **71.4%** | **77.3%** | **79.9%** | **73.4%** | **71.7%** | **60.8%** | **69.6%** | **67.3%** | **69.5%** |
| Male | **31.8%** | **27.2%** | **22.7%** | **20.1%** | **26.6%** | **28.3%** | **38.7%** | **29.3%** | **32.7%** | **29.0%** |
| Unreported | **-** | **1.4%** | **-** | **-** | **-** | **-** | **0.5%** | **1.0%** | **-** | **1.5%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Female | **93.3%** | **83.3%** | **63.6%** | **62.5%** | **-** | **-** | **-** | **-** | **-** | **-** |
| Male | **6.7%** | **16.7%** | **36.4%** | **37.5%** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**AGE CATEGORY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| 19 or Less | **6.6%** | **4.5%** | **2.5%** | **1.4%** | **8.4%** | **6.1%** | **9.7%** | **4.2%** | **13.6%** | **8.9%** |
| 20-24 | **26.0%** | **23.4%** | **24.0%** | **22.0%** | **27.7%** | **23.6%** | **22.4%** | **22.3%** | **22.9%** | **20.5%** |
| 25-29 | **13.9%** | **14.2%** | **14.3%** | **15.9%** | **14.5%** | **13.8%** | **17.7%** | **16.0%** | **17.3%** | **15.1%** |
| 30-34 | **14.1%** | **16.1%** | **19.3%** | **15.3%** | **11.9%** | **12.5%** | **11.1%** | **13.4%** | **11.2%** | **15.1%** |
| 35-39 | **15.7%** | **18.0%** | **12.8%** | **14.8%** | **11.6%** | **12.0%** | **11.3%** | **13.1%** | **8.4%** | **13.9%** |
| 40-49 | **16.7%** | **17.3%** | **21.2%** | **22.6%** | **18.2%** | **23.6%** | **21.4%** | **23.3%** | **22.4%** | **22.8%** |
| 50+ | **6.4%** | **6.6%** | **5.9%** | **8.1%** | **7.7%** | **8.4%** | **6.5%** | **7.9%** | **4.2%** | **3.9%** |
| Not Reported | **0.6%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| 19 or Less | **-** | **-** | **9.1%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| 20-24 | **6.7%** | **8.3%** | **9.1%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| 25-29 | **13.3%** | **8.3%** | **18.2%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| 30-34 | **40.0%** | **8.3%** | **9.1%** | **12.5%** | **-** | **-** | **-** | **-** | **-** | **-** |
| 35-39 | **6.7%** | **25.0%** | **13.6%** | **25.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| 40-49 | **20.0%** | **41.7%** | **40.9%** | **50.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| 50+ | **13.3%** | **8.3%** | **-** | **12.5%** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**UNIT LOAD**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| FULL TIME | **93.0%** | **93.4%** | **90.3%** | **91.6%** | **93.9%** | **92.4%** | **94.0%** | **95.5%** | **86.9%** | **95.4%** |
| PART TIME | **7.0%** | **6.6%** | **9.7%** | **8.4%** | **6.1%** | **7.6%** | **6.0%** | **4.5%** | **13.1%** | **4.6%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| FULL TIME | **46.7%** | **41.7%** | **9.1%** | **12.5%** | **-** | **-** | **-** | **-** | **-** | **-** |
| PART TIME | **53.3%** | **58.3%** | **90.9%** | **87.5%** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**MARK ANALYSIS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| CR/P | **72.8%** | **79.4%** | **78.2%** | **79.9%** | **83.4%** | **74.7%** | **78.6%** | **70.4%** | **74.8%** | **78.8%** |
| I | **0.6%** | **-** | **-** | **-** | **0.8%** | **0.2%** | **0.2%** | **-** | **0.5%** | **-** |
| NC/NP | **17.9%** | **14.2%** | **15.6%** | **12.0%** | **12.1%** | **20.9%** | **12.2%** | **24.9%** | **20.1%** | **18.5%** |
| RD | **-** | **-** | **-** | **-** | **-** | **-** | **4.1%** | **-** | **-** | **-** |
| W | **8.7%** | **6.4%** | **6.2%** | **8.1%** | **3.7%** | **4.2%** | **4.8%** | **4.7%** | **4.7%** | **2.7%** |
| Total Grades | **503** | **423** | **321** | **359** | **379** | **407** | **434** | **382** | **214** | **259** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| CR/P | **93.3%** | **66.7%** | **81.8%** | **75.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| NC/NP | **6.7%** | **25.0%** | **13.6%** | **25.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| RD | **-** | **-** | **4.5%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| W | **-** | **8.3%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| Total grades | **15** | **12** | **22** | **8** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**STUDENT ACHIEVEMENT INDICATORS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| SUCCESS | **72.8%** | **79.4%** | **78.2%** | **79.9%** | **83.4%** | **74.7%** | **82.0%** | **70.4%** | **74.8%** | **78.8%** |
| RETENTION | **91.3%** | **93.6%** | **93.8%** | **89.7%** | **96.3%** | **95.8%** | **95.0%** | **95.3%** | **95.3%** | **97.3%** |
| ATTRITION | **8.7%** | **6.4%** | **6.2%** | **10.3%** | **3.7%** | **4.2%** | **5.0%** | **4.7%** | **4.7%** | **2.7%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| SUCCESS | **93.3%** | **66.7%** | **85.7%** | **75.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| RETENTION | **100.0%** | **91.7%** | **100.0%** | **100.0%** | **-** | **-** | **-** | **-** | **-** | **-** |
| ATTRITION | **-** | **8.3%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**FTE/FTES**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Contract  (Fac. Workload) | **3.11** | **3.18** | **3.21** | **2.82** | **3.21** | **2.82** | **3.21** | **2.82** | **3.00** | **3.02** |
| Part Time  (Fac. Workload) | **4.89** | **4.89** | **4.89** | **5.18** | **5.19** | **3.48** | **4.32** | **4.35** | **2.01** | **1.47** |
| Extra Pay  (FT Fac. Workload) | **0.24** | **0.83** | **0.54** | **0.63** | **0.24** | **0.63** | **0.24** | **0.63** | **0.43** | **0.36** |
| FTEF | **8.24** | **8.90** | **8.64** | **8.63** | **8.64** | **6.93** | **7.77** | **7.80** | **5.44** | **4.85** |
| FTES | **90.07** | **82.63** | **69.11** | **73.38** | **70.19** | **82.45** | **81** | **79.06** | **40.35** | **45.5** |
| FTES per FTEF | **10.93** | **9.28** | **8.00** | **8.50** | **8.12** | **11.90** | **10.42** | **10.14** | **7.42** | **9.38** |
| WSCH per FTEF | **327.92** | **278.53** | **239.97** | **255.09** | **243.72** | **356.93** | **312.74** | **304.08** | **222.52** | **281.44** |
| FT:PT LHE Ratio | **0.64:1** | **0.65:1** | **0.66:1** | **0.54:1** | **0.62:1** | **0.81:1** | **0.74:1** | **0.65:1** | **1.49:1** | **2.05:1** |

Data Source: Reedley College and the North Centers Office of Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Part Time  (Fac. Workload) | **0.47** | **0.57** | **0.57** | **0.57** | **-** | **-** | **-** | **-** | **-** | **-** |
| FTEF | **0.47** | **0.57** | **0.57** | **0.57** | **-** | **-** | **-** | **-** | **-** | **-** |
| FTES | **2.34** | **3.3** | **3.64** | **1.74** | **-** | **-** | **-** | **-** | **-** | **-** |
| FTES per FTEF | **4.98** | **5.79** | **6.39** | **3.05** | **-** | **-** | **-** | **-** | **-** | **-** |
| WSCH per FTEF | **149.36** | **173.68** | **191.58** | **91.58** | **-** | **-** | **-** | **-** | **-** | **-** |
| FT:PT LHE Ratio | **0:0.47** | **0:0.57** | **0:0.57** | **0:0.57** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Reedley College and the North Centers Office of Institutional research

English as a Second Language courses were offered nearly exclusively at the Reedley College campus during this program review period. Madera Center offered one ESL section during each of the first four semesters. Madera offerings were discontinued due to low enrollment. Courses were not offered at the Oakhurst site.

**HEADCOUNT**

ESL Headcount trends are significantly unlike the overall headcount trends for the College. While the College experienced stable and slightly increased enrollment over the program review period, the ESL program saw a marked decline. The standard data set for ESL along with some additional data helps explain what transpired at Reedley College as well as at the Madera Center. (See table: HEADCOUNT (Unduplicated))

**Evening Course Reductions**

ESL course offerings in the evening were severely reduced over the program review period. Reedley College has traditionally offered two sections of each ESL course, one section in the daytime and one section in the evening. During this review period, evening courses were cancelled at the beginning of the semester when they were low enrolled. (See Table II.A.1 - ESL Course Cancellations Fall 2006 – Spring 2012.) Because the sequence of courses was interrupted, those students remaining in the evening program were unable to advance through the ESL sequence and stopped taking courses, reducing enrollment even further. This situation was compounded over the semesters until only one ESL level was offered in Spring 2012 (and no evening ESL courses have been offered in subsequent semesters.)

Madera Center ESL Center courses offered Fall 2007 through Spring 2009 were exclusively evening classes. These courses were cancelled due to low enrollment, reduced FTES targets, and the economic downturn in general.

**Table II.A.1 - ESL Course Cancellations Fall 2006 – Spring 2012**

X = Course Cancellation

PM & Saturdays Sections

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F 06 | S 07 | F 07 | S 08 | F 08 | S 09 | F 09 | S 10 | F 10 | S 11 | F 11 | S 12 |
| 260 |  | X |  |  |  |  |  |  |  |  | X | X |
| 260LS |  | X |  |  |  |  |  |  |  |  | X | X |
| 261I |  |  | X |  |  |  |  |  |  |  | X |  |
| 261LS | X |  | X |  |  |  |  |  |  |  | X |  |
| 264 |  |  |  |  |  |  |  | X |  |  |  | X |
| 264LS |  |  |  |  |  |  |  | X |  |  |  | X |
| 265 |  |  | X |  |  |  |  |  | X |  |  | X |
| 265LS |  | X | X |  |  |  |  |  | X |  | X | X |
| 266R |  |  |  | X |  |  |  | X |  | X | X | X |
| 266W |  |  |  |  |  |  |  |  |  | X | X | X |
| 266LS |  |  |  | X |  |  |  | X |  | X | X | X |

Daytime Sections

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F 06 | S 07 | F 07 | S 08 | F 08 | S 09 | F 09 | S 10 | F 10 | S 11 | F 11 | S 12 |
| 260 |  |  |  |  |  |  |  |  |  |  | X | X |
| 260LS |  |  |  |  |  |  |  |  |  |  | X | X |
| 261I |  |  |  |  |  |  |  |  |  |  |  |  |
| 261LS |  |  |  |  |  |  |  |  |  |  |  |  |
| 264 |  |  |  |  |  |  |  |  |  |  |  |  |
| 264LS |  |  |  |  |  |  |  |  |  |  |  |  |
| 265 |  |  |  |  |  |  |  |  |  |  |  |  |
| 265LS |  |  |  |  |  |  |  |  |  |  |  |  |
| 266R |  |  |  |  |  |  |  |  |  |  |  |  |
| 266W |  |  |  |  |  |  |  |  |  |  |  |  |
| 266LS |  |  |  |  |  |  |  |  |  |  |  |  |
| 225R |  |  |  |  |  |  |  |  |  |  |  |  |
| 225W |  |  |  |  |  |  |  |  |  |  |  |  |

Madera PM Sections

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F 07 | S 08 | F 08 | S 09 | F 09 | S 10 | F 10 | S 11 | F 11 | S 12 |
| ESL 265 | X |  | X |  | X | X | X | X | X | X |
| 266LS |  | X |  | X | X | X | X | X | X | X |
| 266W |  | X |  | X | X | X | X | X | X | X |

**Daytime Course Reductions**

ESL course offerings in the daytime were reduced starting Fall 2011 (and have been significantly reduced in subsequent semesters.) Course rationing driven by budget constraints resulted in ESL 260 and ESL 260LS being canceled prior to the beginning of the semester. These courses make up the lowest level in the ESL sequence, which is especially vulnerable in the Fall semester since prospective ESL students at this level do not have priority registration and have limited access to an ESL counselor during the summer months.

There were no daytime course offerings at the Madera Center during this review period.

As courses historically have been cancelled for low enrollment, it is appropriate to look at possible reasons for a decline in enrollment. There are multiple complex factors affecting enrollment in the ESL Program at Reedley College. At the outset, if should be recognized that there are distinct subgroups of students with in the ESL Program, and enrollment factors are different for each group.

International students are one of these groups of students. Nearly all the students in the SEED Program and the many of the Egyptian students in the NESA program were enrolled in ESL courses for one or two semesters. These students have been an asset to the ESL courses. However, these programs have been discontinued and no longer contribute to enrollment of ESL courses.

Students from local high schools are a growing subgroup within the ESL Program. Historically, the ESL Program has enrolled few students from area high schools. Prior to the implementation of the AccuplacerESL during this program review period, Reedley College made no attempt to identify second language students who were matriculating from area high schools. Now, these students are better identified through the assessment process each time the College offers the placement tests at the high school. As result, more and more recent immigrants matriculating from local high schools are enrolling the ESL Program.

Older immigrants, those who are not United States high school graduates, have historically been the majority of students in the ESL program. The decreased enrollment in the program has come primarily from this sector. The ESL faculty has identified a number of factors leading to low enrollment among these students.

Low-enrollment in ESL is not isolated to Reedley College. The nation-wide decline in the immigration to the United States has resulted in a state-wide decline in community college ESL across California. While the impact varies by region and demographics, other colleges have been affected, some severely, in regard to enrollment.

State funding for adult school ESL programs has become unstable and uncertain. Many adult schools, including those in our service area, have seen drastic cuts to their programs. As a result, there is an expanding articulation gap between the adult school course offerings and those of the Reedley College ESL program. In other words, fewer students are academically prepared to enroll in ESL classes at Reedley College.

The weak economy continues to impact immigrant students. Historical College enrollment trends that are linked to the economy tend to be inverse for ESL enrollment. (See “Efficiency (WSCH/FTEF)” in Appendix B.) A fragile economy severely impacts immigrant families, a factor that has contributed to low enrollment in the ESL program.

It is likely that technology is a barrier for immigrant students who want to enroll at Reedley College. Applicants need computer skills and the ability to access technology in order to complete the matriculation process. Many immigrant students have no experience with computers. Many do not have a computer in their home, and of those that do, not all have Internet access. The move toward a computer-based matriculation process is a barrier for some prospective ESL students.

Likewise, potential students are faced with linguistic barriers. Area residents are coming to Reedley College to learn English, yet they are faced with very limited access to multilingual services to assist them in the matriculation process. The new student orientation, for example, as well as the placement test language branching questions (which lead the student to the AccuplacerESL test) are only in English. Furthermore, potential students have very limited access to bilingual counselors.

Changes in financial aid eligibility requirements have impacted enrollment in ESL classes. Effective Fall 2012, students must have a high school diploma or GED to qualify for financial aid. Historically, significant numbers of ESL students have not have a GED or a high school diploma and were reliant on financial aid. Perhaps this is the single greatest reason for the decline in enrollment of older immigrant ESL students, who, in the past, made up the majority of students in the ESL program. By instituting a dual roster (credit/noncredit) enrollment option, the model that the ESL faculty is proposing, these students would be able to continue their ESL studies while fulfilling their financial aid eligibility requirements.

ESL faculty participates in ongoing in outreach and articulation with area adult schools, high schools, and private ESL providers, resulting in an understanding of the local landscape of adult ESL and the pathways for students to enroll at Reedley College. Some area adult schools and Proteus, a nonprofit organization offering ESL classes in Dinuba, have begun to see a resurgence of enrollment at the lower levels. Their course offerings are only in the evening, and there are currently waitlists for classes. We unaware of any daytime ESL classes offered at these levels.

The AB86 Planning Grant will potentially change the dynamics of adult ESL. Regional consortia are bringing together Community College districts and adults schools for the purposes of (1) identifying gaps and duplication of services, and (2) developing a regional plan to better serve adult learners. ESL is one a being addressed by the grant. Both Nancy Frampton and David Nippoldt are serving on the Area 2 subcommittee for the SCCCD Consortium. A final regional comprehensive plan is due in March, 2015. Faculty engagement is crucial.

A consistent practice of documenting inquiries of prospective students needs to be in place among counselors. By documenting students’ language level and gathering contact information, from walk-in inquiries, the College can begin to understand the need more specifically.

**Enrollment Trends in First-time, First-term Students**

Additional research conducted by the Reedley College Office of Institutional Research reveals the impact of the enrollment decline of the ESL program. (See Table II.A.2.) The research identified that from Fall 2008 through Fall 2011, the three lower levels of Reedley College’s ESL program were the entry points for the majority of first-time, first-term students when compared to the higher three levels. Before both the daytime and evening sections of the lower level classes were canceled in Fall 2011, 84% - 87% of new students were placed into the lowest three levels of the program. These three levels are not offered in the Fall 2013 schedule of courses. Since a comprehensive ESL program is valuable to both the community and the College, the immediate challenge is to establish innovative, viable, and sustainable pathways for low level ESL students to matriculate and succeed at Reedley College.

**Table II.A.2 - First Time, First Term Students at RC Who Enrolled in ESL-260, ESL-261I, ESL-264, ESL-265, ESL-266W, or ESL-266R by Headcount and Success Rate**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | # Enrolled  Fall 2008 | % Successful  Fall 2008 | # Enrolled  Fall 2009 | % Successful  Fall 2009 | # Enrolled  Fall 2010 | % Successful  Fall 2010 | # Enrolled  Fall 2011 | % Successful  Fall 2011 |
| ESL-260 | **19** | **78.95%** | **41** | **92.68%** | **36** | **80.56%** | **-** | **-** |
| ESL-261I | **9** | **77.78%** | **13** | **84.62%** | **15** | **80.00%** | **21** | **90.48%** |
| ESL-264 | **8** | **100.00%** | **12** | **91.67%** | **10** | **80.00%** | **10** | **70.00%** |
| ESL-265 | **4** | **100.00%** | **3** | **100.00%** | **3** | **66.67%** | **8** | **75.00%** |
| ESL-266R | **1** | **100.00%** | **2** | **100.00%** | **4** | **50.00%** | **6** | **50.00%** |
| ESL-266W | **1** | **100.00%** | **4** | **25.00%** | **3** | **33.33%** | **2** | **50.00%** |
|  | **45** | **85.71%** | **75** | **88.00%** | **71** | **76.06%** | **47** | **76.60%** |

\*\* # Enrolled = Headcount enrollment and is duplicated which is how 41 first time first term students produce 45 enrollments (Fall 2008 example)

**Ed Master Plan – The Need for a Comprehensive ESL Program**

Even before course cancellations, the 2009-2010 Reedley College Educational Master Plan recommendation #2 recognized the need for a comprehensive ESL program to serve the needs of the community. The data shows that the ESL program is less comprehensive today than in 2010 and less able to serve the diverse needs of the service area.

***Ed Master Plan – Recommendation #2***

Utilizing information provided in the Age and Ethnicity Profile Table (External Environmental Scan section), Race and Ethnicity Profile data (Internal Environmental Scan section) and Baseline Curriculum Fall 2008 Table (Program of Instruction section), the College should analyze the apparent disparity between the number of students enrolled in English as a Second Language classes and the need for such classes among the service area population and consider appropriate actions. The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College.

**ETHNICITY**

Reedley College enrollment was consistently about 60% Hispanic and 22% White/Non Hispanic. With a target population of non-English speakers, the ESL courses had an even greater preponderance of Hispanic students, ranging from 80% to 92% across the review period, with Asian/Pacific Islanders next at 2% to 6%, and very few White/Non Hispanic students. When the Madera Center offered ESL classes, its student population was 87% - 100% Hispanic. Given the demographic similarities between the Reedley College and Madera Center, the Madera Center should consider offering ESL courses to support student success.

**GENDER**

The general enrollment at Reedley College was consistently around 55% female throughout the reporting period. The ESL courses had a higher percentage of females, ranging from 61% to 80%. In the semesters that ESL courses were offered at the Madera Center, the trend was similar, ranging from 63% to 93% female.

**AGE CATEGORY**

Reedley College ESL students were notably older than the general student population. Whereas students age 19 and less made up 27% to 35% of the general student population, the ESL population in this age category ranged from 1% to 14%. In most semesters, ESL students were balanced across the age categories from age 20 to 39. Notably, the age category of 40 to 49 was consistently high, ranging from 17% - 24% during the reporting period. Data from the Madera Center ESL enrollment is limited. However, the majority of students at that campus fell in the age category of 40 to 49 years.

**UNIT LOAD**

The general enrollment at Reedley College was consistently around 50% full time throughout the reporting period. The ESL courses had a higher percentage of full-time students, ranging from 87% to 96%. In the semesters that ESL courses were offered at the Madera Center the percent of full-time students ranged from 9% to 47%.

**MARK ANALYSIS**

All courses in Reedley College ESL program are scored on a Pass/No Pass basis. Pass rates ranged from 70% to 83% during the review period. Data from the Madera Center ESL classes lacks the depth needed to draw significant conclusions.

**STUDENT ACHIEVEMENT INDICATORS**

**Success**: The Reedley College success rates ranged from 63% - 67% over the review period. The ESL success rate ranged from 70% - 83%. Because of the low number of students in ESL at the Madera Center, the data trends cannot be reliably identified.

**Retention**: The Reedley College retention rates range from 87% - 91% over the review period. The ESL retention rate ranged from 90% - 97%. Data from the Madera Center ESL classes lacks the depth needed to draw significant conclusions.

**Attrition**: The overall attrition rate for the College ranged from 9% to 13%, with a trend toward less attrition. The ESL attrition rate ranged from 3% - 10% with a similar downward trend. Conclusions cannot be draw from the limited data on the Madera Center ESL classes.

**FTS/FTES**

The average WSCH/FTEF ratio for Reedley College is above 400 with a noticeable increase in efficiency toward the end of the program review period. The ESL program has lower numbers ranging from 222.52 to 356.93. No particular trend in is apparent in the ESL data, and the FTEF did not change over the program review period. The low WSCH/FTEF efficiency measure is a reflection of low enrollment. Historical enrollment trends for RC ESL students are not the same as the overall RC student population. The downturn in the economy is one area where this difference can be observed. For many immigrant adults in our service area, education is a luxury reserved for strong economic times. While our College sees an enrollment surge in a bad economy, the ESL Program is likely to see a decline because education is no longer an option for many of our students. Another significant factor impacting the ESL Program was the financial aid eligibility policy change in July 2012, where a high school diploma or GED became the new requirement. Historically, a proportionately high number of ESL students have not had a diploma or GED. This puts Reedley College out of their reach.

B. If your program offers over 50%\* online courses, use the provided comparative data to analyze any major differences in online versus face to face for:

* Enrollment
* Retention
* Success
* Program Mark Analysis
* GPA

\*Programs offering under 50% online courses may submit a comparative data request to the Institutional Researcher.

Reedley College offers no online ESL courses.

C. Analyze how the program’s historical funding patterns have impacted the program

Funding for the ESL program is nearly entirely in the areas of salaries and benefits. These have followed normal and expected trends. A notable exemption is 2011 – 2012 when many classes were canceled and the need for adjunct faculty reduced.

**Budget Summary**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** | **Total Division Budget**  For the 5th year  **2011-2012** | **Percent of Division 2011-2012** |
| **Salaries** | $400,304 | $419,404 | $405,043 | $406,759 | $344,236 | $3,468,011 | 9.93% |
| **Benefits** | $83,751 | $87,389 | $83,915 | $88,105 | $84,845 | $968,941 | 8.76% |
| **Instructional Supplies** |  |  |  |  |  |  |  |
| XX0 | $556 | 0 | $635 | $81 | $394 | $4,085 | 9.65% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Non-Instructional Supplies** |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | 0 | $343 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Operating Expenses** |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | 0 | $4,708 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Equipment** |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | $772 | $800 | 96.5% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |

**III. Student Learning Outcomes**

A. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

Catalog Brochure Website

Articulation/Transfer Agreements Other: RC SLO and Assessment Blackboard

B. Include the hyperlink for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<http://scccd.blackboard.com/webapps/blackboard/execute/content/file?cmd=view&mode=designer&content_id=_1948844_1&course_id=_23199_1>

C. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

SLO assessment has resulted in some important improvements in the ESL courses. In ESL 266R, assessment results revealed that knowledge of metacognitive processes of reading were being weighted too heavily in assessment. This led to the adoption of a new reading text series across the levels that is better suited for the course outcomes and assessment that is based on performance rather than metacognition. SLO assessment in the ESL 266W writing class resulted in the development of standard rubrics for instructional purposes in that class and eventually across the levels of instructions. SLO assessment in the listening and speaking classes made faculty aware of the deficit in assessing spoken English. This resulted in the development of standardized oral assessment interviews in each of the listening and speaking classes. These interviews hold students more accountable for their learning.

D. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

Program SLOs are the same as the highest level courses in the ESL program. With the addition of ESL 225W and ESL 226R in the last semester of the program review period, the highest level courses have changed, and thus the PLOs are changing. Students place into the program at various levels, so the influence of the program sequence is not necessarily reflected in the program outcomes. It is evident, however, that students entering the ESL program from high schools lack grammar skills needed for reading and writing when compared to those who come up through the ESL sequence. In the future, each SLO will be assessed twice during the program review period unless a higher frequency is warranted. While we experienced stable learning outcomes during Cycle Three, we are anticipating erratic results in the coming semesters due to the instability in our program. Many students have been improperly placed due to a lack of lower level courses. Likewise, anecdotal reports and other data suggests that the AccuplacerESL is placing students too high.

E. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

The ESL faculty is proposing that new grammar courses be added based on identified pedagogical need determined by Fall 2012 SLO assessment. It is evident that students matriculating from high schools—a new subset of ESL students our program—substantially have underperformed compared to adult immigrants who have advanced from lower levels of the RC ESL program, specifically with regard to grammar knowledge and performance.

The addition of these courses is not related to increasing enrollment. The faculty plans to offer grammar courses at levels where the enrollment is stable. An effective date of Fall 2015 is targeted.

**IV. Qualitative Analysis**

Please note that these data should be integrated with the qualitative analysis, and SLO assessment to help support your Summary Statements and Goals

A. Describe future trends unique to your area that are likely to influence your discipline. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

A number of factors have contributed in recent years to an overall decline in the number of ESL students, leading to course cancelations. A lack of course offerings in ESL impacts the College overall, its standing in the community, and individuals in the community it is charged to serve.

**Political (local ordinances, state or federal legislation, Title 5, Ed Code):**

Funding from local school districts for ESL adult education programs has declined as the State budget has decreased and less funding has been allocated for K-12, which is also the funding base for adult education. The impact of Proposition 98 (2013), the Governor’s proposal on streamlining services provided by community colleges and adult education programs remains uncertain, as does that of the 2012 Student Success Task Force recommendations.

**Economic (Labor Market Data, District Fact Book, Advisory Committees):**

Traditionally, when the economy is strong, the ESL program at the College has thrived. Likewise, when the economy is weak, ESL enrollment has decreased. The College at large exhibits the inverse trend. This review period coincides with an economic recession and high unemployment. These conditions make it difficult for immigrants to pursue ESL coursework, contributing to the overall enrollment decline in ESL enrollment.

**Sociological (migrant population, single parents, aging population trends):**

Recent research shows there is a steady decline in the number of undocumented immigrants entering the U.S. (“Net Migration from Mexico Falls to Zero – and Perhaps Less,” Pew Research Center: Hispanic Center, 2012.) However, this decline likely has little impact on the community college credit ESL student population since law requires that these students be legal residents with few exceptions.

**Technological (access, security, ethics):**

Increasing numbers of ESL students have access to technology at home. However, most students in the ESL program at Reedley College are not adept at using computers and software for educational purposes. An increased reliance on technology for the matriculation process may be a barrier for some prospective ESL students wanting to enroll at Reedley College. Technology support, in instructional applications as well as the matriculation process, is necessary for this segment of the student population.

**Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education):**

Fall 2012 marked the beginning of the GED or high school diploma requirement for eligibility for financial aid. ESL faculty know anecdotally that significant numbers of ESL students have not have a GED or high school diploma and yet were reliant on financial aid. It is likely that this regulation has contributed to the enrollment decline in ESL courses.

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

* Major course revisions
* Course deletions
* New courses
* Revised or new options within a program
* Proposed new programs
* Distance education/hybrid courses
* Enrollment trends
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

With the implementation of the AccuplacerESL late in the Fall 2011 semester, the program has experienced a increase of ESL students coming from high schools in relation to older adult immigrant students. The high school student place into the in the higher three levels of the program. As a result, the ESL 265 and ESL 265LS courses, in particular, will require materials that more appropriately reflect the diverse demographics of ESL students, including Generation 1.5 and adult immigrant students. Furthermore, SLO assessment indicates that the students coming from the high schools have a weak foundation in grammar when compared to ESL students who have come up from lower levels in the Reedley College ESL program. To address these deficits, the ESL faculty plan to create grammar and editing courses at high intermediate to advanced levels.

The ESL faculty is aware of research and best practices resulting from the Basic Skills Initiative as well as the acceleration movement and plan to make curricular changes based on some of these. One primary area of focus will be on decreasing the number of units of individual courses, a change that should counter the tendency for higher unit courses to exclude some potential students because of their work schedules, personal responsibilities desire to be part-time enrolled or need to expedite their studies. All ESL courses in the revitalized ESL program will be content-based, utilizing contextualized methods and materials that promote acceleration. Specifically, all 8-unit courses will be reduced in number of units. At four levels below transfer, the 8-unit course will be split into a separate Reading course and a separate Writing course parallel to subsequent ESL levels and parallel to the Reading and Composition sequence. At lower levels, the 8-unit courses will be reduced to 6 units. The revitalized ESL program mirrors other accelerated programs around the state and combined with dual-roster delivery represents current best practices on many levels.

To serve students at the lower levels, concerted action must be taken. If courses are to be offered at these levels in the future, they must be viable and sustainable. This means that courses must maintain sufficient enrollment. They must circumvent the numerous identified causes for low enrollment while ensuring rigor and standards that lead to success and persistence. Therefore, in terms of curricular changes, the ESL faculty will ~~consider~~ develop~~ing~~ noncredit courses parallel to ~~the lower level~~ credit courses. Dual roster courses could then be offered with credit and noncredit students in the same classroom. While such a plan will develop some new enrollment opportunities, the effects and implications—for students, the ESL program, and the College—are not entirely clear.

A consistent practice of documenting inquiries needs to be in place among counselors. By documenting students’ language level and gathering contact information, from walk-in inquiries, the College can begin to understand the need more specifically.

In addressing the revitalization of ESL program at Reedley College, the ESL faculty has asked how other community colleges are responding to low enrollment. The faculty’s goal has been to identify models that might be suitable or adaptable for Reedley College and would best serve our community.

Through AB 86, college faculty across the state are collaborating with adult schools, charting the course for serving adult learners. As mentioned earlier, while the impact of this planning grant is uncertain, there remains the potential of significant change in coming years. This mandate will undoubtedly influence the future at Reedley College.

Colleges with large ESL have absorbed low enrollment by cutting course sections. Other colleges, such as Glendale College, have invested in the recruitment of international students in order to increase enrollment in ESL.

Fresno City College ESL program, also impacted by low enrollment, is attempting to increase enrollment by offering hybrid online courses, taking classes off site, and collaborating with English faculty to identify improperly placed students.

Some colleges, including College of the Sequoias and Monterey Peninsula College, offer dual roster (credit/noncredit) courses. This means that noncredit students enroll in the credit class as noncredit students. The instructor has two rosters but teaches one curriculum. Students without a diploma or GED can register for noncredit classes. Noncredit students experience what a credit class is like and strengthen their skills before entering the credit pathway. Colleges have found the dual roster model to be a transitional pathway from adult school to college credit classes. Unfilled seats in the credit classroom can be populated by noncredit students while the rigor of the noncredit classes remains on par with the credit classes.

The revitalized ESL program will include high school, adult school, non-profit as well as community outreach along with a sustainable mechanism through Student Services that provides prospective students the means to document their interest in ESL studies, including contact information. The ESL program will be a dual-roster (credit/noncredit) program that provides pathways from the high schools as well as the adult schools and the community at large.

C. Discuss how your program meets the needs of the College’s diverse student, including

C1. High-quality instruction of varying delivery modes and teaching methodologies

The ESL program utilizes state-of-the-art delivery modes and instructional methodologies which meet the needs of its diverse student population. Faculty actively participate in training opportunities through @One Training, CATESOL (California Association of Teachers of English to Speakers of Other Languages) and TESOL, Inc. (Teachers of English to Speakers of Other Languages) as well as local training opportunities such as the Saroyan Chapter of CATESOL, Reedley College technology training workshops, and Basic Skills Initiative trainings in the Central Valley, such as workshops on Habits of Mind. Two of the three full-time faculty are certified in online instruction and the third is enrolled in a certification program. One faculty member has received training in Reading Apprenticeship, a program intended to train content faculty in methods of facilitating reading instruction through mainstream coursework. Additionally, the faculty has participated in Webinars and discussion lists which have provided resources and information valuable to instruction. The faculty has brought in publisher representatives for training on relevant nuances of technological components of materials that have been adopted. Faculty utilize Blackboard and multimedia such as PowerPoint and other visual and audio media in their instruction, and student-centered instruction is a priority. During this review period, full-time faculty provided training to ESL adjuncts on materials utilization, software applications in the classroom, and student assessment in the classroom with funding for adjuncts through the Basic Skills Initiative. The faculty has trained student workers to work with the ESL students in building computer literacy requisite for academic survival. Finally, the faculty met with English composition faculty to norm and discuss developmental as well as ESL student writing.

C2. Appropriate breadth, rigor, sequencing, and completion time.

The faculty has worked with statewide as well as local and regional programs aimed at aligning instruction and expediting completion time. These include the CB21 coding project, a Basic Skills Initiative, as well as the CCC ESL Test Development Project and the Summer 2012 ESL Summit at Canada College, all funded and overseen by the Chancellor’s Office. These have helped inform the Reedley College course level descriptors and affirmed that the courses are in line with statewide norms in the curricular sequence.

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications

N/A

E. Describe what your program has done to create links with support services or other instructional programs, if any.

Over the program review period, the Basic Skills Initiative funded three projects which call for institutionalization at this juncture. The first project is the provision of a bilingual ESL/Basic Skills counselor. The second is the funding of student workers in the ESL Computer Lab. As students come to the ESL program with limited computer literacy, this type of training is embedded into the ESL program and helps address the technology needs common among immigrant students, preparing them for transition to collegiate level instruction. Embedded tutoring, a third project, allowed tutors to attend ESL classes for which they tutored. This was a highly successful progress. The Student Success Committee deemed these projects institutionally viable based on their positive impact. The ESL faculty has requested that funding for a limited number of student workers be institutionalized through program budget provisions.

Over the years, the ESL program has moved away from Federal Work Study funding of ESL student workers to assist ESL students with technology challenges. More recently the program has relied on Basic Skills Initiative funding of computer lab ESL student workers, and it has experimented with a variety of models. The ESL faculty has come to appreciate the fact that experienced ESL student workers are more familiar with the curriculum, materials, software and methods of instruction that ESL tutees are navigating. Yet, as the computer lab has become impacted as other disciplines are using it, it has become increasingly difficult to offer Open Lab access in the ESL Computer Lab.

Given that ESL faculty has worked with the Writing Center in training tutors, it has come to realize that the oversight of ESL student workers might well be incorporated under the Writing Center in order to streamline services. The ESL faculty is interested in identifying grammar and editing resources specific to ESL that can be made available to tutors for their work with ESL tutees. Further, the ESL faculty appreciates interactions with Composition faculty about the needs of ESL students in writing.

The ESL faculty and department chair also worked closely with the Matriculation and Outreach Coordinator to research, prepare, and implement the AccuplacerESL. During this review period, the ESL faculty was able to better understand the matriculation process for ESL students, including misplacements that result in students taking English rather than ESL classes. The validation and adjustment to cut scores was postponed from Fall 2012 to Summer 2013. While some preliminary data has been compiled, the complete validation research is needed to complete this project.

The ESL faculty also met with the Counseling faculty to inform them of the new levels of ESL, types of ESL students, and the consequences of placing students without having them take the placement test. Counselors need to be kept abreast of factors that influence multiple measure placement, including changes in the ESL curriculum and linguistic issues in our shifting in the student population. Most recently ESL faculty met to discuss the matriculation challenges of placing Generation 1.5 students. We further anticipate a need to discuss pathways for adult school students and any concerns on the part of counselors.

ESL faculty worked with the Tutorial Center and the Writing Center. ESL students regularly used the Tutorial Center, and faculty assisted in the identification and recommendation of appropriate tutors. The ESL faculty met with the Writing Center tutors to discuss the unique nature of ESL writing, to answer tutor questions, and to discuss ways of working with the student population in supporting their writing development.

F. Describe any community or other institution partnerships or collaboration of which your program has had a part.

The ESL faculty developed an annual outreach plan which was piloted in Spring 2012. (See Appendix C – Site Visit Reports.) In Spring 2012, the ESL faculty and department chair visited the local feeder high schools as well as the adult schools in the area in order to share information about respective ESL programs and to discuss the new AccuplacerESL test. Preparation for this effort involved ESL faculty consultation with the English Language Coordinator from Fresno County Office of Education on the various levels of classification and reclassification of English Learners (ELs) in the public school system. The ESL faculty was better able to understand how students who were not classified as ELs in high schools might test in to ESL at the College due to problems with the placement system in the public schools. The high schools visited were: Dinuba, Fowler, Kingsburg, Orange Cove, Parlier, Reedley, Sanger, and Selma. The adult schools visited were: Kings Canyon Adult School (Reedley and Orange Cove), San Joaquin Valley Charter School (Parlier), Sanger Adult School, and Selma Adult School. During these visits, faculty discussed the stigma often associated with being an ESL student in high school. Faculty was also able to identify a significant gap between the levels of courses offered at the adult schools and those in the College ESL program, a gap that has widened with the cancelation of lower levels of instruction. In addition, nearly all adult school classes are offered in the evening and the College now offers no evening ESL classes creating another gap in articulation to the College. Today adult immigrants in the College’s service area whose English skills are nominal have few options in learning English. The barriers for adult school students hoping to transition to the College are great.

The ESL faculty regularly cooperates with the Reedley College Office of Outreach in facilitating class visits from prospective ESL students in the Community Based English Tutoring (CBET) a grant-funded parent ESL program through Kings Canyon Unified School District, Parlier Adult School, Sanger High School, and other potential feeder programs. Additionally, the program has cooperated with the Ag and Natural Resource Department by providing ESL language support for the USAID-fund SEED and NESA programs during the review period.

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

The ESL program at Reedley College has experienced changes in the demographics of its student population, changes in the complexity of technology required of students, and an overall decline in enrollment. As high school students have begun to enter the higher levels of the ESL program, curricular needs have shifted. The process of SLO assessment has led to important changes in instruction and learning in the program. It has also revealed the need for new curriculum to serve the changing demographics in the ESL program. While ESL students have increasing access to technology in general, they continue to need support to effectively use these tools to improve their success. With placement testing, registration, and mandatory orientation all online, it is important that the College address the technological as well as the linguistic barriers ESL students face. Faculty collaboration with Reedley College student support services and outside agencies such as feeder schools has proved valuable in facilitating the matriculation of new ESL students. ~~While the causes of the decline in ESL enrollment are complex, it is clear that adult immigrant students now have very limited access to courses at Reedley College~~. Given the complexities of the decline in ESL enrollment at Reedley College, it is imperative that faculty work closely with Student Services, feeder high schools and adult schools, and with nonprofit organizations to optimize access for potential ESL students in the Reedley College service area.

As the Madera Center demographics mirror those of Reedley College, it is recommended that Reedley College consider the need for ESL instruction at the Center. Given that the Madera Adult School has a relatively robust daytime and evening program at the lower levels, it is highly likely that higher levels of ESL course offerings are more appropriate for the Madera Center.

B. Based on the conclusions above, complete the table below. List goals in priority order, including learning outcomes-related goals. Add/delete rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **~~Goal(s)\*~~**  ~~(please provide the page number(s) where this goal is substantiated)~~ | **~~Activities/Facilities/Curriculum/~~**  **~~Equipment Necessary to Accomplish Goals~~** | **~~Resources Needed, Include Estimate Costs~~** | **~~Proposed Timeline~~** |
| ~~1. Facilitate matriculation of ESL students. (pp.6, 21-24)~~ | ~~a. Determine AccuplacerESL cut scores based on validation data~~  ~~b. Conduct high school outreach to facilitate ESL student matriculation~~  ~~c. Conduct adult school outreach to facilitate ESL student pathways~~  ~~d. Conduct community outreach to non-profit organizations engaged in ESL instruction~~  ~~e. Familiarize academic counselors curricular changes~~ | ~~N/A~~ | ~~a. Fall 2013~~  ~~b. 2013 - 2017~~  ~~c. 2013 - 2017~~  ~~d. 2013 - 2017~~  ~~e. 2013 - 2017~~ |
| ~~2. Create a sustainable and accessible ESL course sequence.~~  ~~(pp.6, 13-14, 20-21, 23)~~ | ~~a. Evaluate the feasibility of dual roster courses at lower levels~~  ~~b. Evaluate the feasibility ESL reading and writing courses one level below transfer~~ | ~~N/A~~ | ~~a. 2013 – 2015~~  ~~b. 2014 - 2016~~ |
| ~~3. Develop new ESL curriculum (pp.19, 20-21)~~ | ~~Create grammar and editing courses at high-intermediate and advanced levels~~ | ~~N/A~~ | ~~2013 - 2015~~ |
| ~~4. Facilitate access to technology for ESL students (pp. 5, 21, 23)~~ | ~~a. Institutionalize hiring of student workers for the ESL Computer Lab~~  ~~b. Facilitate technology support in the matriculation process~~  ~~c. replacement of worn headsets with durable, professional quality headsets with microphones~~ | ~~a. $3,000~~  ~~b. N/A~~  ~~c. $4500~~ | ~~a. 2013 - 2017~~  ~~b. 2013 – 2017~~  ~~c. 2013 - 2015~~ |
| ~~5.~~ ~~Review and revise course outlines (p.29)~~ | ~~Review and revise course outlines~~ | ~~N/A~~ | ~~Spring 2015~~  ~~See Curriculum Revision Timeline~~ |
| ~~6.~~ ~~Assess course and program SLOs (p.28)~~ | ~~Assess course and program SLOs~~ | ~~N/A~~ | ~~2013 – 2017~~  ~~See SLO Outcome Assessment Timeline~~ |
| ~~7. Assess the feasibility of ESL instruction at the Madera Center (pp.8-12, 14-16~~ | ~~a. Consult feeder high schools and Madera Adult School~~  ~~b. Institutional research on demographics and ESL enrollment patterns~~ | ~~a. N/A~~  ~~b. research support~~ | ~~a. 2013 – 2015~~  ~~b. Spring 2013~~ |
| ~~8. Maintain and support the ESL program (pp.5, 21, 24, 29).~~ | ~~ESL assessment, placement, and registration; classrooms appropriately equipped for ESL instruction; ESL course curriculum; appropriate instructional equipment, software applications, and supplies for the ESL Computer Lab.~~ | ~~Coordination of matriculation, registration, and class schedule development, cost unknown.~~  ~~Instructional equipment and materials, $400 per year~~ | ~~Fall 2013 – Spring 2018~~ |

**Revised Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal(s)\***  (please provide the page number(s) where this goal is substantiated) | **Activities/Facilities/Curriculum/**  **Equipment Necessary to Accomplish Goals** | **Resources Needed, Include Estimate Costs** | **Proposed Timeline** |
| 1. Determine and refine AccuplacerESL cut scores based on validation data (pp. 7, 24, 30, 82) | Institutional research | researcher’s time | Spring 2013; Fall 2014 |
| 2. Create an institutional mechanism for documenting the need for additional levels of course offerings for prospective students (pp. 18, 27, 28, 81, 84) | Sustainable interest list with prospective student contact information; user training and implementation | Admissions & Records and Counseling personnel time | Fall 2014 – Spring 2015 |
| 3. Create dual roster (credit/noncredit) courses in order to address low enrollment (pp.17, 27-28, 81, 84-85) | Research to determine best practices for ESL dual-roster curriculum; Conduct site visits and meetings at colleges with existing programs; Write new course outlines; Create Certificates of Completion for eligibility for enhanced noncredit apportionment | faculty time; mileage | Fall 2013 – Fall 2014 |
| 4. Form a RC instructional and Student Services team to determine and employ the resources needed to support dual roster (credit/noncredit) ESL instruction (pp. 28, 32, 85) | Research to determine best practices for ESL dual-roster curriculum; Conduct site visits and meetings at colleges with existing programs; research best practices; implement matriculation and student support processes | faculty time; student services time; mileage; unknown expenses | Fall 2014 – Fall 2016 |
| 5. Conduct high school outreach to facilitate ESL student matriculation (pp.8, 17, 33, 81) | Site visits; Promotional and informational materials; flyers for student folders on Advising Day | faculty time; mileage expense $160; printing expenses $150 | 2012 - 2017 |
| 6. Conduct adult school outreach to facilitate ESL student pathways (pp.8-9, 17-18, 27, 33, 83) | Site visits; AB 86; Promotional and informational materials | faculty time; mileage expense $120; printing expenses $50 | 2012 - 2017 |
| 7. Conduct community outreach to non-profit organizations engaged in ESL instruction (pp.17, 28, 33, 81, 83-84) | Site visits; Promotional and informational materials | faculty time; mileage expense $50 | 2012 - 2017 |
| 8. Identify and minimize linguistic barriers in the matriculation process in order to increase ESL enrollment (pp.17, 32, 80, 85) | Addressing linguistic barriers for potential ESL student (mandatory orientation in English, placement test language questions only in English, etc.) | unknown | 2013 – 2017 |
| 9. Identify and minimize technology barriers in the matriculation and registration process in order to increase ESL enrollment (pp.17, 26, 29, 31-32, 80, 85) | Addressing technology barriers for potential ESL student (such as online orientation, online schedule of courses, online registration, etc.) | unknown | 2013 – 2017 |
| 10. Familiarize RC academic counselors curricular changes (pp.30, 84) | Promotional and informational materials for counselor advising binders | faculty time; counselor time | 2012 - 2017 |
| 11. Develop new ESL grammar curriculum (pp. 24, 26, 79) | Based on SLO assessment, create grammar courses at high-intermediate and advanced levels | faculty time | 2014 - 2015 |
| 12. Institutionalize hiring of student workers for the ESL Computer Lab and/or Writing Center (pp.29, 30) | Annual budget request; hiring and supervision of student workers | $3,000 | 2012 - 2017 |
| 13. Assess the feasibility of ESL instruction at the Madera Center (pp.3, 20, 32, 78) | Consultation with feeder high schools and Madera Adult School; Evaluation of institutional research on demographics and ESL enrollment patterns | researcher’s time | Spring 2013 |
| 14. Maintain and support the ESL program (pp.5) | ESL assessment, placement, and registration; classrooms appropriately equipped for ESL instruction; ESL course curriculum; appropriate instructional equipment, software applications, and supplies for the ESL Computer Lab. Replacement of worn headsets with durable, professional quality headsets with microphones. | Coordination of matriculation, registration, and class schedule development, cost unknown.  Instructional equipment and materials, $400 per year; headsets $4500 one-time expense | 2013 – 2017 |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

**Note: Summary Statements are needed for each campus, if applicable.**

### Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2013-2014 | ESL 264, ESL 264LS  ESL 225W\*, ESL 226R\* | To be determined |
| Year 2  2014-2015 | ESL 260, ESL 260LS, ESL 266W, ESL 266R, ESL 266LS\* ESL 261I, ESL 261LS, ESL 265, ESL 265LS | To be determined |
| Year 3  2015-2016 | ESL 264, ESL 264LS  ESL 225W\*, ESL 226R\* | To be determined |
| Year 4  2016-2017 | ESL 260, ESL 260LS, ESL 266W, ESL 266R, ESL 266LS\* ESL 261I, ESL 261LS, ESL 265, ESL 265LS | To be determined |
| Year 5  2017-2018 | **PROGRAM REVIEW REPORT WRITING YEAR**  **(program to use 2013-2017 assessments in report)** | No assessments conducted during program review report writing year. |

\* Effective Fall 2013, ESL Program Outcomes will change. Program Outcomes are represented by the SLOs at the highest level classes. SLOs for ESL 225W and ESL 226R will replace ESL 266W and ESL 266R, respectively, as Program SLOs.

### Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| **Course** | **Semester revision to be submitted** | **Person responsible for revision** |
| ESL 260 | Spring 2015 | David Nippoldt |
| ESL 260LS | Spring 2015 | David Nippoldt |
| ESL 261I | Spring 2015 | David Nippoldt |
| ESL 261LS | Spring 2015 | David Nippoldt |
| ESL 264 | Spring 2015 | David Nippoldt |
| ESL 264LS | Spring 2015 | David Nippoldt |
| ESL 265 | Spring 2015 | David Nippoldt |
| ESL 265LS | Spring 2015 | David Nippoldt |
| ESL 266R | Spring 2015 | David Nippoldt |
| ESL 266W | Spring 2015 | David Nippoldt |
| ESL 266LS | Spring 2015 | David Nippoldt |
| ESL 225W | Spring 2015 | David Nippoldt |
| ESL 226R | Spring 2015 | David Nippoldt |
| VESL 265 | Spring 2015 | David Nippoldt |
| VESL 265LS | Spring 2015 | David Nippoldt |
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### Appendix A: Insert All Course Assessment Reporting Forms Here.

**Course/Departmental Assessment Report for Instruction**

**Note to Program Review Committee:** Prior to the existence of this Course/Departmental Assessment Report for Instruction form, the ESL faculty developed and used a reporting form for each SLO. As a result , the following represents a summary of the assessment and discussion for the ESL program. Full details of each SLO assessment and discussion can be found on the RC Student Learning Outcomes and Assessment Blackboard site. Hyperlinks to the data have been provided for each course.

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 260** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172511_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 260-A read and understand in low-beginning texts.

SLO ESL 260-B write simple sentences at the low-beginning level.

SLO ESL 260-C recognize and use low-beginning grammar structures.

SLO ESL 260-D Upon complete of this course, student will be able to perform essential language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 260LS** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172512_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 260LS-A Upon completion of this course, students will be able to listen and understand spoken English at the beginning level

SLO ESL260LS-B Upon complete of this course, student will be able to communicate orally at the low-beginning level.

SLO ESL260LS-C Upon complete of this course, student will be able to perform essential language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 261I** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172513_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 261I-A. read and understand beginning-level texts.

SLO ESL 261I-B student will be able to write sentences and basic paragraphs at the beginning level.

SLO ESL 261I-C recognize and use beginning grammar structures.

SLO ESL261-D student will be able to perform basic language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Reading scores were low. The text was new to the course 2010FA. We recognize that the reading level is challenging for students. The testing method may have affected the score negatively. Consider a paper version of the test or offering the reading on paper while student give answers on Blackboard. Consider some class previewing activities of the text before students begin taking the test. In general, students have low literacy level in L1. The *Reading Explorer* series are academic texts. Supplementary readers for the series have been ordered by the library and may be used in future classes. The SLO will be evaluated again soon with these things taken into consideration.

Faculty are satisfied with results of other SLOs.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Please see discussion in #11, above.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 261LS** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172514_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL261LS-A Upon complete of this course, student will be able to listen and understand spoken English at the beginning level

SLO ESL261LS-B Upon complete of this course, student will be able to communicate orally at the beginning level.

SLO ESL261LS-C Upon complete of this course, student will be able to perform basic language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 264** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172515_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 264-A Upon completion of this course, students will be able to read and understand high beginning texts.

SLO ESL 264-B Upon completion of this course, students will be able to write paragraphs at the high-beginning level.

SLO ESL 264-C Upon completion of this course, students will be able to recognize and use high-beginning grammar structures.

SLO ESL264-D Upon complete of this course, student will be able to perform basic language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

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1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 264LS** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172516_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL264LS-A Upon complete of this course, student will be able to listen and understand spoken English at the high-beginning level

SLO ESL264LS-B Upon complete of this course, student will be able to communicate orally at the high-beginning level.

SLO ESL264LS-C Upon complete of this course, student will be able to perform basic language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 265** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172517_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL265-A Upon completion of this course, student will be able to read and understand low-intermediate texts.

SLO ESL265-B Upon completion of this course, student will be able to write unified paragraphs at the low-intermediate level.

SLO ESL265-C Upon completion of this course, student will be able to recognize and use low-intermediate grammar structures.

SLO ESL265-D Upon complete of this course, student will be able to perform basic computer and word-processing tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 265LS** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172518_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 265LS-A Upon completion of this course, students will be able to listen and understand spoken English at the low-intermediate level

SLO ESL265LS-B Upon complete of this course, student will be able to communicate orally at the low-intermediate level.

SLO ESL265LS-C Upon complete of this course, student will be able to perform basic language-learning computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 266R** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172520_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 266R A Upon completion of this course, students will be able to read and understand intermediate academic texts.

SLO ESL 266R-C Upon completion of this course, students will be able to identify the basic elements of intermediate fiction texts.

SLO ESL 266R B. Upon completion of this course, students will be able to demonstrate critical reading in intermediate texts.

SLO ESL 266R D. Upon completion of this course, students will be able to demonstrate an understanding of vocabulary in intermediate texts

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
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Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Please see #11 above.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 266W** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172519_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 266W-A. Upon complete of this course, student will be able to write basic academic essays at the intermediate level

SLO ESL 266W-B Upon complete of this course, student will be able to identify and correct common ESL writing errors at the intermediate level.

SLO ESL266W-C Upon complete of this course, student will be able to perform basic academic computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Generally, the curriculum and methods of instruction are successful in achieving the student learning outcomes. Faculty not satisfied with the result of SLO B. Test will be studied and revised. Students will be tested with new instrument in the fall of 2011.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Please see #11 above.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 5/20/2011**
2. **Contact Person: David Nippoldt**
3. **Department: ESL**
4. **Course Name and Number: ESL 266LS** [Additional data can be found by following this link.](http://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1172521_1&course_id=_23199_1)
5. **Assessed Course SLO(s):**

SLO ESL 266LS-A Upon completion of this course, students will be able listen and understand spoken English at the intermediate level.

SLO ESL 266LS-B Upon completion of this course, students will be able to communicate orally at the intermediate level

SLO ESL266LS-C Upon complete of this course, student will be able to perform basic academic computer tasks

1. **Describe your assessment timeline, including a rationale for your decision:**

For courses with satisfactory results, assessment will occur approximately every fourth semester. Courses with concerns, new courses, or major curricular changes will be assessed more frequently. This time sequence will provide sufficient data at for the five-year program assessment.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

For most SLOs, we consider success to be an average score of 70% or higher. Secondarily, we also consider what percent of students have a score of 70% or over.

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The curriculum and methods of instruction are successful in achieving the student learning outcomes.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Please see #11 above.

### Appendix B: Insert All Program/Degree/Certificate Assessment Reporting Forms Here.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: August 31, 2012**
2. **Contact Person:      David Nippoldt**
3. **Instructional Program:****English as a Second Language**
4. **Assessed Program/Degree/Certificate SLO(s):**

266R-A read and understand intermediate academic texts.

266R-B demonstrate critical reading in intermediate texts.

266R-C identify the basic elements of intermediate fiction texts.

266R-D demonstrate an understanding of vocabulary in intermediate texts.

266R-E perform basic academic computer tasks.

266W-A write basic academic essays at the intermediate level.

266W-B identify and correct common ESL writing errors at the intermediate level.

266W-C perform basic academic computer tasks.

266LS-A. listen and understand spoken English at the intermediate level.

266LS-B. communicate orally at the intermediate level.

266LS-C. perform basic academic computer tasks.

1. **Describe your assessment timeline, including a rationale for your decision:**

     All ESL 266-level course SLOs have been assessed at least once. Assessment is generally on a two year cycle. Two years is frequent enough to keep abreast of changing needs of students. It also allows time for adjusting curriculum and methodology.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

xCommunication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

xCritical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| xItem analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  xAssignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  xDirect observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  xCapstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** (See ESL 266-level course assessments)
2. **What is your expected level of achievement for measuring success?**

**70%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Reading: Faculty has been concerned that the assessment does not reflect the authentic reading task. Adjustments in test administration have been in response.

Grammar: Early assessment tool did not reflect well the materials covered. Now the instrument is better replicates course materials.

Writing: Rubrics have been developed that are now used in all sections. Prior to the rubrics, instructor used individually developed assessment.

Listen/Speaking: Common rubrics for speaking have been created and used across sections. A common listening test is also used.

Adjunct faculty have been trained on the use of assessment tool and reporting for SLO results.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

xResults are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

xOther: Two higher level courses in reading (ESL 226R) and writing (ESL225W) have been taught since spring 2012. Using the SLOs for these courses as program outcomes will be considered during program review.

*Provide a brief description with a timeline for changes:*

### Appendix B: ESL Program Review Action Plan

**Background**

The ESL Program Review Self-Study for the 2007–2012 period originally was submitted to the Program Review Committee in Fall 2013 semester. The Committee determined that the report did not show significant revision in regard to an earlier request for changes from the Committee. The Committee asked the ESL faculty to give an oral presentation during 10th week of the Spring 2014 addressing the needs of the programs. The oral presentation was given on March 21, 2014. Additionally, the ESL faculty was to submit a revised report in the 15th week that includes an appended action plan addressing the Committee’s original comments.

The purpose of this action plan is (1) to address specifically the comments and questions of the Program Review Committee and (2) to the present a plan of action to address low enrollment in the ESL Program.

**Addressing Committee Comments**

***ESL Courses at Madera Center***

**Committee Comment or Question:** Why were there no courses in Madera after 2009?

**Response**: One section of one ESL course was offered in the evening during the first four semesters of the program review period. Jim Chin, Dean of Instruction reports the ESL courses were no longer offered due to the economic downturn, low enrollment in the ESL courses, and reduced FTES targets for the College. Junko Ueno, the adjunct ESL instructor for the Madera ESL courses, reports that many students were in Child Development. Head Start began their own ESL classes for these students, drawing students away from the Madera Center.

Why offer classes at the Madera Center now? Students in the ESL Program at Reedley College have been nearly all Hispanic. Demographics of the Madera Center mirror those of Reedley College almost identically, suggesting an unmet need in Madera. (Demographics of Willow International and Oakhurst are markedly different.) Starting in Fall 2013, ESL Reading and ESL Writing at two levels below English 1A have been offered at the Madera Center. There is now one full-time ESL instructor in Madera.

***Student Learning Outcome (SLO) Assessment***

**Committee Comment or Question:** How often will SLOs be assessed?

**Response**: Each SLO will be assessed twice during the program review period unless a higher frequency is warranted. While we experienced stable learning outcomes during Cycle Three, we are anticipating erratic results in the coming semesters due to the instability in our program. Many students have been improperly placed due to a lack of lower level courses. Likewise, anecdotal reports and other data suggests that the AccuplacerESL is placing students too high.

**Committee Comment or Question:** How does the program justify new curriculum with low enrollment?

**Response:** The ESL faculty is proposing that new grammar courses be added based on identified pedagogical need determined by Fall 2012 SLO assessment. It is evident that students matriculating from high schools—a new subset of ESL students our program—substantially have underperformed compared to adult immigrants who have advanced from lower levels of the RC ESL program, specifically with regard to grammar knowledge and performance.

The addition of these courses is not related to increasing enrollment. The faculty plans to offer grammar courses at levels where the enrollment is stable. An effective date of Fall 2015 is targeted.

***Efficiency (WSCH/FTEF)***

**Committee Comment or Question:** ESL shows a decrease in efficiency when the College is increasing. This needs to be addressed.

**Response**: Since the FTEF did not change over the program review period, the low WSCH/FTEF efficiency measure is a reflection of low enrollment. Historical enrollment trends for RC ESL students are not the same as the overall RC student population. The downturn in the economy is one area where this difference can be observed. For many immigrant adults in our service area, education is a luxury reserved for strong economic times. While our College sees an enrollment surge in a bad economy, the ESL Program is likely to see a decline because education is no longer an option for many of our students. Another significant factor impacting the ESL Program was the financial aid eligibility policy change in July 2012, where a high school diploma or GED became the new requirement. Historically, a proportionately high number of ESL students have not had a diploma or GED. This puts Reedley College out of their reach.

***Low Enrollment***

**Committee Comment or Question:** What are the factors for low-enrollment?

**Response**: There are multiple complex factors affecting enrollment in the ESL Program at Reedley College. At the outset, if should be recognized that there are distinct subgroups of students with in the ESL Program, and enrollment factors are different for each group.

***International students*** are one of these groups of students. Nearly all the students in the SEED Program and the many of the Egyptian students in the NESA program were enrolled in ESL courses for one or two semesters. These students have been an asset to the ESL courses. However, these programs have been discontinued and no longer contribute to enrollment of ESL courses.

***Students from local high schools*** are a growing subgroup within the ESL Program. Historically, the ESL Program has enrolled few students from area high schools. Prior to the implementation of the AccuplacerESL during this program review period, Reedley College made no attempt to identify second language students who were matriculating from area high schools. Now, these students are better identified through the assessment process each time the College offers the placement tests at the high school. As result, more and more recent immigrants matriculating from local high schools are enrolling the ESL Program.

***Older immigrants***, those who are not United States high school graduates, have historically been the majority of students in the ESL program. The decreased enrollment in the program has come primarily from this sector. The ESL faculty has identified a number of factors leading to low enrollment among these students.

***Factors Leading to Low Enrollment***

Low-enrollment in ESL is not isolated to Reedley College. The nation-wide decline in the immigration to the United States has resulted in a ***state-wide decline in community college ESL*** across California. While the impact varies by region and demographics, other colleges have been affected, some severely, in regard to enrollment. (How other colleges are addressing low enrollment will be discussed later in this document.)

State funding for adult school ESL programs has become unstable and uncertain. Many adult schools, including those in our service area, have seen drastic cuts to their programs. As a result, there is an ***expanding articulation gap*** between the adult school course offerings and those of the Reedley College ESL program. In other words, fewer students are academically prepared to enroll in ESL classes at Reedley College.

The ***weak economy continues to impact immigrant students***. Historical College enrollment trends that are linked to the economy tend to be inverse for ESL enrollment. (See the previous discussion regarding Efficiency (WSCH/FTEF).) A fragile economy severely impacts immigrant families, a factor that has contributed to low enrollment in the ESL program.

It is likely that ***technology is a barrier*** for immigrant students who want to enroll at Reedley College. Applicants need computer skills and the ability to access technology in order to complete the matriculation process. Many immigrant students have no experience with computers. Many do not have a computer in their home, and of those that do, not all have Internet access. The move toward a computer-based matriculation process is a barrier for some prospective ESL students.

Likewise, potential students are faced with ***linguistic barriers***. Area residents are coming to Reedley College to learn English, yet they are faced with very limited access to multilingual services to assist them in the matriculation process. The new student orientation, for example, as well as the placement test language branching questions (which lead the student to the AccuplacerESL test) are only in English. Furthermore, potential students have very limited access to bilingual counselors.

***Changes in financial aid eligibility requirements*** have impacted enrollment in ESL classes. Effective Fall 2012, students must have a high school diploma or GED to qualify for financial aid. Historically, significant numbers of ESL students have not have a GED or a high school diploma and were reliant on financial aid. Perhaps this is the single greatest reason for the decline in enrollment of older immigrant ESL students, who in the past made up the majority of student in the ESL program.

**Committee Comment or Question:** How do you assess the need for which level of courses to offer? How does data inform scheduling?

**Response**: There is a significant amount of anecdotal evidence that ***Reedley College is turning away potential ESL students*** because we are not offering the appropriate levels of instruction. On numerous occasions, Reedley College counselors, members of the community, and students have asked that Reedley College restore the lower level classes to better serve the community. Yet, methodically documenting the need is a challenge. However, here are several helpful actions that can be taken.

A ***consistent practice of documenting inquiries*** needs to be in place among counselors. By documenting students’ language level and gathering contact information, from walk-in inquiries, the College can begin to understand the need more specifically.

ESL faculty participates in ongoing in ***outreach and articulation*** with area adult schools, high schools, and private ESL providers, resulting in an understanding of the local landscape of adult ESL and the pathways for students to enroll at Reedley College. Some area adult schools and Proteus, a nonprofit organization offering ESL classes in Dinuba, have begun to see a resurgence of enrollment at the lower levels. Their course offerings are only in the evening, and there are currently waitlists for classes. We unaware of any daytime ESL classes offered at these levels.

The ***AB 86 Planning Grant*** will potentially change the dynamics of adult ESL. Regional consortia are bringing together Community College districts and adults schools for the purposes of (1) identifying gaps and duplication of services, and (2) developing a regional plan to better serve adult learners. ESL is one area being addressed by the grant. Both Nancy Frampton and David Nippoldt are serving on the Area 2 subcommittee for the SCCCD Consortium. A final regional comprehensive plan is due in March, 2015. Faculty engagement is crucial.

**Revitalizing the ESL Program**

**Committee Comment or Question:** How can this program be revitalized?

**Response**: In trying to answer this question, the ESL faculty has asked how other community colleges are responding to low enrollment. The faculty’s goal has been to ***identify models*** that might be suitable or adaptable for Reedley College and would best serve our community.

Through AB 86, college ***faculty across the state are collaborating with adult schools***, charting the course for serving adult learners. As mentioned earlier, while the impact of this planning grant is uncertain, there remains the potential of significant change in coming years. This mandate will undoubtedly influence the future at Reedley College.

Colleges with large ESL have absorbed low enrollment by ***cutting course sections***. Other colleges, such as Glendale College, have invested in the recruitment of international students in order to increase enrollment in ESL.

***The Fresno City College ESL*** program, also impacted by low enrollment, is attempting to increase enrollment by offering hybrid online courses, taking classes off site, and collaborating with English faculty to identify improperly placed students.

Some colleges, including College of the Sequoias and Monterey Peninsula College, offer ***dual roster credit/noncredit courses***. This means that noncredit students enroll in the credit class as noncredit students. The instructor has two rosters but teaches one curriculum. Students without a diploma or GED can register for noncredit classes. Noncredit students experience what a credit class is like and strengthen their skills before entering the credit pathway. Colleges have found the dual roster model to be a transitional pathway from adult school to college credit classes. Unfilled seats in the credit classroom can be populated by noncredit students while the rigor of the noncredit classes remains on par with the credit classes.

**Action Plan to Address Low Enrollment**

The intent of this section of the document is to present a plan of action to address low enrollment in the ESL Program. These are the program goals along with the activities, time frame, and rationale that relate to increasing enrollment in the ESL Program.

1. ***Determine and refine AccuplacerESL cut scores based on validation data***. (Spring 2013; Fall 2014)

The AccuplacerESL was implemented during the program review period. There are two major advantages to this test. Now Reedley College can better identify students matriculating from high schools who are best served in ESL classes. Secondly, while high school students may be directed to the AcculplacerESL through home language questions, the test can place students into English courses beyond the ESL sequence. These courses include English 125, 126, and 1A.

There is increasing evidence that cut scores for the AccuplacerESL need to be adjusted. A validation study was completed by the Reedley College institutional researcher in Spring 2013 that concluded that the current cut scores are appropriate. The study was based, however, on a notably low number of students. Additionally, high school counselors report that more of their ESL students are now placing into English 1A. Preliminary data from Fall 2014 placements show that a disproportionate number of students who took the AccuplacerESL placed into English 1A compared to those who took the Accuplacer. This is a notable departure from what has been the norm in recent years.

The faculty believes that when cut scores are properly adjusted, more students matriculating from area high schools will be placed into ESL classes. More importantly, students will more likely be successful in their academic pursuits if they are initially placed into appropriate classes.

2. ***Conduct high school outreach to facilitate ESL student matriculation***. (2013 – 2017)

Since Spring 2012, the ESL faculty has met with high school administration, counselors, and ESL faculty. These meetings will continue regularly through the next program review period, and serve to familiarize key high school personnel with the ESL placement test, curriculum, and pathways to English 1A. The high schools are provided with promotional and informational materials, including flyers for student folders for Advising Day. The conversations focus on the pathways to success for high school ESL students at Reedley College.

**Recent Visits**

Madera Service Area High School Outreach

* January 7, 2014 Madera HS Counselors
* February 7, 2014 Madera HS ESL Teachers
* February 13, 2014 Madera HS South Counselors
* February 24, 2014 Madera HS South ESL Teachers

Reedley College Service Area High School Outreach

* February 24, 2014 Parlier HS ESL Teachers, Counselors, Admin
* February 24, 2014 Reedley HS Counselors
* February 26, 2014 Reedley HS ESL Teachers
* March 6, 2014 Orange Cove HS ESL Teachers, Admin
* March 11, 2014 Dinuba HS ESL Teachers, Counselors
* March 12, 2014 Fowler HS ESL Teachers, Counselors
* March 14, 2014 Kingsburg HS ESL Teachers, Counselors
* March 21, 2014 Selma HS ESL Teachers, Counselors

3. ***Conduct adult school outreach to facilitate ESL student pathways***. (2013 – 2017)

Both adult schools and Reedley College have experienced significant disruption in course offerings in recent years due to the recent economic downturn. Since Spring 2012, the ESL faculty has met with adult school administration and ESL faculty. The purpose of these meetings is to discuss and understand the content and levels of course offerings at both institutions so that gaps in course offering can be identified.

The SCCCD Consortium for AB 86 provides another import venue for these articulation discussions. Both Nancy Frampton and David Nippoldt are participating in this discussion during the spring and summer of 2014. Adult schools representing Reedley, Dinuba, Selma, Sanger, Central, and Madera are also part of the consortium. The outcome of AB 86 is to understand the gaps and duplications in adult education services and to develop a plan to better serve adult learners in the service area.

**Recent Visits and Future Meetings**

Madera Service Area Adult School Outreach

* December 17, 2014 Madera AS Administrators
* January 30, 2014 Central AS Administrator
* March 10, 2014 Madera AS ESL Teachers

AB 86 Meetings

* October 29, 2013 SCCCD, Clovis Regional Town Hall Meeting
* April 4, 2014 SCCCD, Clovis AB 86 SCCCD Consortium
* May 7, 2014 SCCCD, Clovis AB 86 SCCCD Consortium, Area 2 Workgroup
* May 16, 2014 SCCCD, Clovis AB 86 SCCCD Consortium, Area 2 Workgroup
* June 9, 2014 SCCCD, Clovis AB 86 SCCCD Consortium

4. ***Conduct community outreach to nonprofit organizations engaged in ESL instruction***. (2013 – 2017)

Proteus, Incorporated is a nonprofit organization serving immigrants in the Central Valley. ESL and citizenship classes are among the services they offer at their Dinuba site. On March 26, 2014, ESL faculty met with Proteus staff to discuss our programs. Proteus offers ESL lower level ESL classes with a focus on citizenship and life skills. Their evening-only program is full with a waiting list. The conversation focused on the pathways to success for students potentially interested in studying at Reedley College. Meetings with Proteus and other nonprofit organizations will continue regularly through the next program review period. It should be noted that Proteus is a community-based organization participating in AB 86.

5. ***Familiarize RC academic counselors with curricular changes***. (2013 – 2017)

Counselors need to stay up-to-date with the various changes in the ESL program so they can best serve ESL students. The ESL faculty shares in the responsibility to keep the counselors informed through regular informational meetings. Topics include: the implementation of the AccuplacerESL, including the language branching questions; the parallel pathways of ESL and developmental English to transfer level English (1A); and familiarization with the characteristics of ESL and generation 1.5 students for consideration as part of multiple measures in placement. When counselors are well informed, they can better direct students to appropriate courses and programs. ESL faculty presentations at counseling meetings on this topic took place in Spring 2012 and Spring 2014.

6. ***Create an institutional mechanism for documenting the need for additional levels of course offerings for prospective students***. (Fall 2014 – Spring 2015)

Patterns of enrollment for students matriculating from area high schools are well documented with testing data. However, the decline in enrollment in the ESL Program has come primarily in the demographic of older immigrants who have not graduated from high school in the United States. Reedley College receives inquiries from potential ESL students, but we are not currently offering the appropriate levels of instruction for many of these students, nor are the inquiries tracked.

One way to document the need for ESL classes is to implement an institutional mechanism to document phone and walk-in inquires for ESL classes. Then a consistent practice of documentation will need to be carried out by counselors. By documenting students’ language level and gathering contact information, we can begin to understand the community need more specifically, and have sufficient information to take a data-driven approach to revitalizing the program.

7. ***Create dual roster (credit/noncredit) courses in order to address low enrollment***. (Fall 2013 – Fall 2014)

The dual roster (credit/noncredit) program is a model that can serve to increase ESL enrollment at Reedley College. This model offers older immigrants without a diploma a no-cost option to enroll at Reedley College and experience the rigor of credit bearing courses. At the same time, the College can receive apportionment at the enhanced ESL rate.

The introduction of a noncredit course option for ESL students is a significant change and represents a major undertaking. Research to determine best practices for and ESL dual-roster curriculum have been conducted by the ESL faculty over the past months.

Also important are site visits and meetings at colleges with existing programs. The College of the Sequoias has had such a program for several years, and on March 25, 2014, ESL faculty, with other representatives from Reedley College met via Polycom with COS ESL faculty and administration to hear how the dual roster (credit/noncredit) program was implemented. Further meetings with COS are being planned.

Noncredit curriculum is needed for the dual roster (credit/noncredit) course offerings. To be effective, the noncredit course outlines need to be identical to their corresponding credit outlines in virtually every way. During the Spring 2014 semester, ESL faculty wrote and received curriculum committee approval for thirteen noncredit course outlines. The faculty will create a Certificates of Completion in order to qualify for enhanced noncredit apportionment.

8. ***Form a RC instructional and Student Services team to determine and employ the resources needed to support dual roster (credit/noncredit) ESL instruction***. (Fall 2014 – Fall 2016)

Because noncredit students will enter Reedley College in a nontraditional way, the ESL faculty anticipates that there will be unique student service needs. Therefore, the faculty proposes the formation of an instructional and student services team to determine the matriculation process and student support needs. By researching the best practices for noncredit student programs through site visits and meetings with colleges such as College of the Sequoias, which has a dual roster (credit/noncredit) program, Reedley College will be able to implement matriculation and support processes for noncredit students effectively.

9. ***Identify and minimize linguistic barriers in the matriculation process in order to increase ESL enrollment***. (2013 – 2017)

Students coming to Reedley College for ESL instruction do not have a command of the English language. These potential students, however, in the process of matriculation, are faced with a series of tasks that require the use of English. ESL faculty recognizes that there are specific linguistic barriers that need to be minimized to encourage enrollment in ESL courses. Barriers include a mandatory orientation in English and placement test language branching questions only in English. As College policies and state mandates continue to change, accessibility for non-English speakers needs to be taken into consideration.

10. ***Identify and minimize technology barriers in the matriculation and registration process in order to increase ESL enrollment***. (2013 – 2017)

The processes of matriculation and registration at Reedley College assume that potential students have skills to navigate technology and access to computers and the Internet. However, consistent with research on the digital divide, ESL faculty has observed that the traditional students in the Reedley College ESL program do not have experience with technology. It is presumed, therefore, that the heavy reliance on technology is overwhelming for potential students, and as a result, they are not enrolling. Reedley College needs to better understand these barriers and minimize them whenever possible.

### Appendix C: Site Visit Reports

**Reedley College**

**High School Visit**

High School: Orange Cove High School

RC ESL Faculty: Felisa Meter Date: March 15, 2012

Contact Person: Administration: Paula Preheim Title: Learning Director

E-mail: Preheim\_p@kcusd.com Phone Number: (559) 626-5900

Instruction: Gloria Valencia Title: Department Chair (ELL)

E-mail: valencia\_g@kcusd.com

Marisol Flores Title: Academic Coach (ELL)

E-mail: flores\_m@kcusd.com

Counseling: Cecil Trinidad Title: Counselor

E-mail: trinidad\_c@kcusd.com

Information Provided: (Check all that apply.)

\_X\_\_\_ Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

\_X\_\_\_ California Pathways Descriptors (common language for articulation with the high schools)

\_X\_\_\_ ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

\_X\_\_\_ ESL Flow Chart (available in digital form)

\_X\_\_\_ RC Map (available in digital form)

\_X\_\_\_ Copies of the next semester’s ESL schedule, if available.

+ Links to syllabi and curriculum outlines requested by the high school team present at the meeting.

Questions about H.S. ESL Program:

Number of teachers: 4

Number of non FEPs in this year’s senior class: 12

Number of non FEPs in this year’s class who will get a diploma:0

Questions & Discussion:

The visit to Orange Cove High School lasted 45 minutes, and the high school team and I met in a conference room by the main office. The learning director and teachers were very happy that I had come to share information about the Accuplacer ESL and the new ESL coursed, ESL 225W and ESL 226R. They had had no idea that when Steve Jones and John Fitzer came to their high school in February their students had been taking both tests. No one had been informed. Now they understand how it works, and they seem to have calmed down.

They seem to also agree that it is a good idea to have had created ESL 225W and ESL 226R for those students that do not place into English 125 and 126. The Learning Director, Ms. Preheim, the Academic Coach, Ms. Flores, and the Department Chair, Ms. Valencia, all wanted more information about all hour higher level ESL courses. Therefore, on March 16, I emailed them links to syllabi and curriculum outlines.

**Important Request from the Orange Cove High School Team:**

The high school team is very interested in receiving data related to how their students placed according to the Accuplacer/Accuplacer ESL. In addition, they would like to take a look at some items from both tests to compare and contrast.

I mentioned the change in “Ability to Benefit” as of July 1, 2012, and Ms. Flores at Orange Cove High School would like to have documentation about this new law. I would also suggest we take a copy next time we visit a high school.

**Reedley College**

**High School Visit**

High School: Fowler High School

RC ESL Faculty: Felisa Meter Date: March 21, 2012

Contact Person: Administration: John Agler Title: English/ESL Department Chair

E-mail: jagler@fowlerusd.org Phone Number: (559) 834-6160

ELD Coordinator: Haron Lopez

E-mail: hlopez@fowlerusd.org

Instruction: Jennifer Horner Title: Teacher

E-mail: jhorner@fowlerusd.org

Counseling: Ramon Murillo Title: Counselor

E-mail: rmurillo@fowlerusd.org

Information Provided: (Check all that apply.)

\_X\_\_\_ Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

\_X\_\_\_ California Pathways Descriptors (common language for articulation with the high schools)

\_X\_\_\_ ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

\_X\_\_\_ ESL Flow Chart (available in digital form)

\_X\_\_\_ RC Map (available in digital form)

\_X\_\_\_ Copies of the next semester’s ESL schedule, if available.

+ Links to syllabi and curriculum outlines requested by the high school team present at the meeting.

Questions about H.S. ESL Program:

Number of teachers: 2 + 1 coordinator

Number of non FEPs in this year’s senior class: 29

Number of non FEPs in this year’s class who will get a diploma: 3

Questions & Discussion:

The visit to Fowler High School lasted an hour, and the high school team and I met in Mr. Agler’s classroom. The staff was very happy to share information about the Accuplacer ESL and the new ESL courses, ESL 225W and ESL 226R. Mr. Murillo even had Accuplacer and Accuplacer ESL placement scores Steve Jones had recently sent. All the staff had been aware of those scores and all agreed that their ELD students had been correctly placed, from the lowest in ESL 260 to the highest in English 1A.

They seem to also agree that it is a good idea to have had created ESL 225W and ESL 226R for those students that do not place into English 125 and 126. Most students at Fowler High School placed onto English 125/126.

**Important Request from the Fowler High School Team:**

A-

The high school team would like Dilia Gutierrez, our ESL counselor, to visit Fowler High School before Register-to-Go on April 25 to help their ESL students (5) with the following:

* Registration counseling
* Mini-workshop in Spanish and English on the use of Webadvisor, District e-mail, and eSARS

If it is impossible for Dilia Gutierrez to go to Fowler High School, they are willing to bring all their students as a group to Reedley College.

B-

Jennifer Horner would like to visit one of our evening ESL sections. I suggested ESL 261I; we do not have many choices. I have already started making arrangements with Carole Ogawa.

**Reedley College**

**High School Visit**

High School: Reedley High School

RC ESL Faculty: Felisa Meter Date: March 27, 2012

Contact Person: Administration: Eduardo Perez Title: Head Counselor

E-mail: perez-ed@kcusd.com Phone Number: (559) 305-7100

Instruction: A. Sanchez Title: Teacher

E-mail: sanchez-a@kcusd.com

Counseling: Noe Mendoza Title: Counselor

E-mail: mendoza-n@kcusd.com Phone Number: (559) 305-7100 Ext 2230

Information Provided: (Check all that apply.)

\_X\_\_\_ Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

\_X\_\_\_ California Pathways Descriptors (common language for articulation with the high schools)

\_X\_\_\_ ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

\_X\_\_\_ ESL Flow Chart (available in digital form)

\_X\_\_\_ RC Map (available in digital form)

\_X\_\_\_ Copies of the next semester’s ESL schedule, if available.

+ Links to syllabi and curriculum outlines requested by the high school team present at the meeting.

Questions about H.S. ESL Program:

Number of teachers: 3

Number of non FEPs in this year’s senior class: 23

Number of non FEPs in this year’s class who will get a diploma: 7 + 1 (Results have not come in yet as of 5/3/12)

Questions & Discussion:

The visit to Reedley High School lasted a little less than an hour, and the high school team and I met in Mr. Perez’s office. The staff was very happy to share information about the Accuplacer ESL and the new ESL courses, ESL 225W and ESL 226R. The staff had not been aware of scores and the Accuplacer ESL exam, which their students had not taken this year, exam for a few that had gone themselves to the Reedley College campus after it had been administered in the Reedley H.S. site.

They seem to also agree that it is a good idea to have had created ESL 225W and ESL 226R for those students that do not place into English 125 and 126.

Mr. Sanchez suggested I contact Mr. Keith Merrihew to arrange a visit to the Reedley Adult School.

SUGGESTIONS:

Mr. Perez suggested we visit the senior ELD classes at the beginning of the school year, perhaps September, bring one or two young Reedley College students, and talk about our program.

**Reedley College**

**High School Visit**

High School: **Sanger High School**

RC ESL Faculty: **Nancy Frampton** Date: **March 28, 2012\_\_**

Contact Person: Administration: **Pete Munoz**  Title: **Assistant Principal**

E-mail:  **pete\_muñoz@sanger .k12.ca.us** Tel.:**(559) 875-7121 #7237**

Instruction: **Lisa Maglic** Title:**Curriculum Support Provider**

E-mail: **lisa\_maglic@sanger.k12.ca.us** Tel.: (559) 524-7360

Information Provided: (Check all that apply.)

**X** Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

**X** California Pathways Descriptors (common language for articulation with the high schools)

**X** ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

**X** ESL Flow Chart (available in digital form)

**X** RC Map (available in digital form)

**X** Copies of the next semester’s ESL schedule, if available.

Questions about H.S. ESL Program:

Number of teachers: **1 full-time ELD & sheltered instruction**

Number of non FEPs in this year’s senior class: **23**

Number of non FEPs in this year’s class who will get a diploma: **all (2 pending CAHSEE scores)**

Questions & Discussion:

Sanger High School would like to know how many of their students placed into ESL at Reedley College on the recent Accuplacer ESL test. They are requesting a presentation to 8 students in senior sheltered English at 9 AM.

The minority of students who are classified as ELs at Sanger High School are actually recent immigrants from Mexico. Most are EL Lifers, Generation 1.5 who speak English with friends and Spanish at home. They have no foundation in the Spanish language.

Out of the discussion came the observation that there are large numbers of female Latina students succeeding and large numbers of male Latino students in remedial courses.

Sanger High School currently has blended levels of ELD due to decreases in the number of recent immigrants. This is the first year that there were no new ESL students from Mexico at the beginning of the school year. In October, three came in after the delayed grape picking season.

**Reedley College**

**High School Visit**

High School: Kingsburg High School

RC ESL Faculty: Felisa Meter Date: April 12, 2012

Contact Person: Head Counselor: Marlene Pavlina Title: Counselor

E-mail: mpavlina@kjuhsd.k12.ca.us Phone Number: (559) 897-5156

ELD Teacher: Mrs. Crass Phone Number: (559) 897-5156

Information Provided: (Check all that apply.)

\_X\_\_\_ Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

\_X\_\_\_ California Pathways Descriptors (common language for articulation with the high schools)

\_X\_\_\_ ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

\_X\_\_\_ ESL Flow Chart (available in digital form)

\_X\_\_\_ RC Map (available in digital form)

\_X\_\_\_ Copies of the next semester’s ESL schedule, if available.

Number of teachers: 1

Number of non FEPs in this year’s senior class: 2

Number of non FEPs in this year’s class who will get a diploma: 1

Questions & Discussion:

The visit to Fowler High School lasted less than a half an hour. The head counselor, Mrs. Pavlova, and I met in her office. She was happy to learn about the Accuplacer ESL and the new ESL courses, which she knew nothing about. She suggested that next year during orientation Reedley College outreach and counseling staff explain to students how important it is for them to be truthful in answering the three questions in the Accuplacer test, and how it is not going to “count against them” in any way. Students should understand that the ESL courses or path are meant to help them develop the skills that will make them successful college students.

She also seems to agree that it is a good idea to have had created ESL 225W and ESL 226R for those students that do not place into English 125 and 126. Very few students in Kingsburg High School placed below English 125/126.

**Reedley College**

**ESL Outreach**

**High School Visit**

High School: Parlier High School

RC ESL Faculty: Felisa Meter

Date: May 1, 2012

Contact Person: Administration: Diana Paz Title: Head Counselor

E-mail: [dpaz@parlierunified.org](mailto:dpaz@parlierunified.org) Tel: 559-646-3573

Information Provided: (Check all that apply.)

\_\_X\_\_\_ Describe the new Accuplacer ESL protocol that will identify ESL students for transition to RC.

\_\_X\_\_\_ California Pathways Descriptors (common language for articulation with the high schools)

\_\_X\_\_ ESL Brochures (with contact information for Mia Navarro, ESL Matriculation Point Person)

\_\_X\_\_\_ ESL Flow Chart (available in digital form)

\_\_\_\_X\_ RC Map (available in digital form)

\_\_X\_\_\_ Copies of the next semester’s ESL schedule, if available. (*Fall 2012 Schedule of Classes*)

Questions about H.S. ESL Program:

Number of teachers: \_\_\_4\_\_\_

Number of non FEPs in this year’s senior class: \_\_15

Number of non FEPs in this year’s class who will get a diploma: \_\_8

Questions & Discussion:

I had to come without an appointment because it had been impossible to contact her either by phone or e-mail. Ms. Paz did not have too many questions and there not seemed to be that many points of discussions. It was a surprise for Ms. Paz to see me standing in front of her.

My impression of Parlier H. S. overall was that it was greatly understaffed.

### Dean/Manager Program Review Sign-Off

After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the English as a Second Language Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary |  |  |
| Mission, Strategic Plan, and Ed Master Plan support |  |  |
| Previous goal status/outcome |  |  |
| Quantitative analysis in support of goals |  |  |
| Funding/budget summary |  |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations |  |  |
| Goals |  |  |
| SLO timeline |  |  |
| Curriculum Revision timeline |  |  |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Reedley College Program Review Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary | One or more sections are incomplete | All sections are complete and accurate | All sections are complete and accurate with analysis which support’s program’s goals |
| Mission, Strategic Plan, and Ed Master Plan support | One or more sections are incomplete | All sections are complete and exhibit support | All sections are complete, supportive with analysis which supports program’s goals |
| Previous goal status/outcome | Incomplete | Completed | Completed with some degree of depth |
| Quantitative analysis in support of goals | Sections are incomplete or poorly executed | Sections are complete and data analyzed | Analysis of data supports the program’s goals |
| Funding/budget summary | Incomplete | Completed | Completed with some degree of depth |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program’s goals |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Sections are incomplete or poorly executed. | Program completed all sections with at least some degree of critical thought. | Program analyses sections in support of program’s goals. |
| Goals | Incomplete, including no page numbers | Complete, including page numbers | Complete, including page numbers |
| SLO timeline | Incomplete | Complete | Complete |
| Curriculum Revision timeline | Incomplete | Complete | Complete |

### Program Review Committee Response To Programs’ Drafts

Program: Click here to enter text.

Date: Click here to enter text.

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions/comments as you revise your final report.

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary |  |  |  |
| Mission, Strategic Plan, and Ed Master Plan support |  |  |  |
| Previous goal status/outcome |  |  |  |
| Quantitative analysis in support of goals |  |  |  |
| Funding/budget summary |  |  |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |  |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations |  |  |  |
| Goals |  |  |  |
| SLO timeline |  |  |  |
| Curriculum Revision timeline |  |  |  |

**(OVER)**

### Committee Comments

|  |  |
| --- | --- |
| Program Review Section | Comments |
| General information, including staffing summary | Click here to enter text. |
| Mission, Strategic Plan, and Ed Master Plan support | Click here to enter text. |
| Previous goal status/outcome | Click here to enter text. |
| Quantitative analysis in support of goals | Click here to enter text. |
| Funding/budget summary | Click here to enter text. |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Click here to enter text. |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Click here to enter text. |
| Goals | Click here to enter text. |
| SLO timeline | Click here to enter text. |
| Curriculum Revision timeline | Click here to enter text. |

Your oral presentation will take place on: Click here to enter text.

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

### Program Review Substantiation Scoring Sheet

To be completed by the Program Review Committee members

Program: Click here to enter text.

|  |  |  |  |  |  |  |  |  |  |  |
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|  | | | | | | | | | |  |
| **Rating Scale** | **1**  **Unsubstantiated within the report** | **2**  **Minimally substantiated within the report** | | **3**  **Substantiated within the report** | | | | | **4**  **Well substantiated within the report** |  |
| **Goal** | | | **1** | | **2** | **3** | **4** | **Comments** | |  |
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| **General Comments** | | | | | | | | | |  |
| Click here to enter text. | | | | | | | | | |  |