Assessment Plan

Yuba Community College District

YC - English as a Second Language Program Recommendations

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Program Description: Enrollments have declined. We believe this is primarily due to the state and local economic downturn, which has resulted in cutting many courses from our program offerings, and has forced many students to seek any type of employment just to survive rather than attend school or relocate to other areas with better employment options.

The ESL department has developed SLOs for twenty-two (22) of its courses and added four (4) more in Fall 2011. We will continue to monitor, review, and revise both our assessment tools and course objectives as necessary every semester.

The ESL department determined that assessing its integrated series courses only for writing was more useful for SLO assessment purposes, so we began in Fall 2011 to narrow the assessment of these courses only to a writing test. Instructors of these courses will continue to also assess reading in addition to our SLO objectives.

The department continues to have only two full-time faculty for the entire department due to a senior faculty member who has already retired.

On a negative note, a major drawback has been the reduction of both the day and evening ESL course offerings because of budgetary issues both statewide and at Yuba College. We've had to cut our evening program offerings by doubling up some sections. This will not only affect individual student progression through the ESL program but will most likely distort ARCC data in that regard as well.

Likewise for our day course offerings, we are only offering one writing course at our level four (4) due to mandatory compression of our course offerings. This is an attempt to ensure that students at that level will have at least one course at their level to take rather than skip the level. However, many students at this level will also enroll in either a higher or lower level for other skills to gain a full load, which hinders efficient progression through our program. One reason for this is that students need a full load in order to maintain their financial aid. Additionally, we will continue to rotate course offerings at levels five (5) and six (6) because of this unwelcomed "compression of our program."

Despite our efforts to expand our adjunct pool, it was necessary to let all three newly hired adjuncts go because of lack of classes to offer them.

The ESL department in collaboration with the English and Reading Departments began piloting integrated reading and writing courses at ESL levels 7 and 8; i.e., 116A and 116B, in Fall 2011. One ESL faculty member is part of the Reading Task Force which has been selected by 3CSN's Acceleration in Progress team to work with 22 other community colleges also undertaking this direction. Data collection has begun and will continue to ascertain the effectiveness of this direction on student success and retention.

Year of Review: 2011-2012

Type of Review: Annual Update

Executive Summary: Student enrollment in ESL courses continues to decline, resulting in the combination of different levels of courses into one class or the rotation of different levels over several semesters. The effect of these undesirable changes to the curriculum negatively affect students because: 1) they end up taking courses which are inappropriate for their speaking and writing skills, 2) they risk losing their financial aid due to lack of units, 3) ARCC data are distorted in combined classes, 4) students will take longer to progress through the ESL program due to rotation of required classes.

Despite only having two full-time, tenured professors (and the reduction of the adjunct pool by three instructors), the ESL Department has managed to continue assessing its SLOs, making appropriate modificaitons to the curriculum based on assessment data, and collaborating with English and Reading Departments to pilot integrated reading and writing courses at ESL levels 7 and 8. Data collection has begun in these new courses, and the department will determine the instructional effectiveness of these integrated courses on student retention and success.

Major recommendations include the revision of the numbering system of non-credit (500 series) courses to better match them with their corresponding credit courses, the installation of "smart" technology in 1021 and 1022 to enhance instructional effectiveness, and the reduction of noise levels from the HVAC system in rooms 1021 and 1022.

Future Goals and Program We continue to work on SLOs by monitoring, modifying and adjusting our curriculum and assessment tools as

Direction: necessary. We will narrow the assessment of our integrated series to assessment of writing only. We also developed and administered SLOs for our Listening/Pronunciation series in Fall 2011.

We are planning to revise the numbering system of our non-credit courses (500 series) in order to match them with their corresponding credit courses. Additionally, this will make ARCC reporting more accurate at this level as well as assisting our counseling department to more easily identify students taking noncredit courses and thereby facilitate their accurate placement within our program.

Recommendation: Non-Credit Revision

We are working on revising our non-credit series courses numbering system to match the numbering system of our corresponding credit courses.

Year(s) Requested: 2011-2012
Recommendation Priority: 3. High Priority
Supporting Evidence: Would improve student placement and tracking through the various levels of non-credit ESL courses.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Begin rewriting in Spring 2012	N/A	ESL Department	Yes
Type: Curriculum/SLO			

Recommendation: Smart Equipment

Install Smart Equipment in rooms 1021 and 1022

Year(s) Requested: 2011-2012
Recommendation Priority: 3. High Priority
Supporting Evidence: Unable to display printed material without copying or reproducing.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Include in program review and forward to appropriate parties			Yes
Type: Equipment/Technology			

Recommendation: HVAC

Reduce noise level from H/AC systems in Rooms 1021 and 1022.

Year(s) Requested: 2011-2012
Recommendation Priority: 3. High Priority
Supporting Evidence: The situation was reported and a used H/AC from Clear Lake was installed to replace the previous system. While the temperature conditions have improved, the system continues to be quite noisy and disruptive to the lectures and communications between instructors and the students.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Forward to appropriate committee.			Yes
Type: Facilities			