Program Review Report

Yuba Community College District

YC - English as a Second Language Program Recommendations

Program Description: The Yuba College ESL Program offers courses designed to help non-native speakers of English develop a variety of language skills - listening, speaking, reading, writing, and grammar - at proficiencies ranging from beginning to advanced. The program prepares students to succeed in courses in other disciplines both academic and vocational, in the workplace and in society in general.

Due to the budget cuts, our entire course offerings have all been reduced to only basic skills course offerings; i.e., reading, writing, and grammar, and two out of six sections of listening and pronunciation. Also, we have been forced to rotate our course offerings at levels 5, 6, and 7. This interferes with students' language acquisition and has resulted in us not being able to enforce prerequisites and often having multi-level skill abilities offered in one section. This reduction has also affected our vocational (VESL) course offerings, which were designed to help ESL students succeed in specific vocational courses, attain jobs, and advance in the world of work.

Because of having to rotate our course offerings at levels 5, 6, and 7, the department now offers one writing course at levels not having all skills offered. 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.

Furthermore, our enrollments have declined. Whereas we had 1,889 students in 2007, we now have 950 in 2012, which is a 50% reduction. 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 (1) to seek any type of employment just to survive rather than attend school, or (2) to relocate to other areas where better employment options are available.

Another result of budget cuts and low enrollments (besides limiting our day time program offerings) has been a reduction of our evening course offerings, which have been reduced to two courses, each one now being two levels integrated together. For example, 215 and 225 are offered in one course and 235 and 245 in another.

The department continues to have only two full-time faculty and six adjunct instructors. We don't foresee requesting any new faculty in the near future. 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.

One ESL faculty member became part of a multi-disciplinary basic-skill Yuba College team (English, Reading Instructional IA, ESL) which was selected to participate in 3CSN's Acceleration in Progress Project for a year to work with 22 other community colleges also undertaking this direction to study and learn how to implement best practices in an accelerated track to achieve maximum retention and success. Thereafter, In line with Recommendation 5.1 of the Student Success Task Force "Community Colleges will support the development of alternative basic skills curricula and incentivize colleges to take to scale successful model programs for delivering basic skills instruction," the ESL department in collaboration with the English and Reading Departments helped create and began piloting integrated reading and writing courses at ESL levels 7 and 8; i.e., 116A and 116B, in Fall 2011. Data collection has begun and will

continue to ascertain the effectiveness of this direction on student success and retention. Despite the English Department electing to take a more accelerated track and drop all their developmental track offerings below 105, the ESL department faculty did not feel this was conducive to ESL student success, but has retained the integrated 116A and 116B courses and still implementing a backwards design similar to English 105 to ensure improved preparedness of this population when they mainstream from this level.

Professional Development:
Professor Parsafar published a paper entitled "Syntax, Morphology, and Semantics of Persian Prepositions" which compares prepositions in a variety of languages in The Journal of the International Society for Iranian Studies published by Routledge, England.

Professor Hulin will complete the Fullerton Post-secondary Reading and Learning Certificate Program in December 2012, giving her minimum qualifications to teach reading. She remains a part of the Reading Task Force whose purpose is to examine, evaluate, and re-envision Yuba College's reading program, which has diminished to only two isolated courses being offered.
All professors and some adjuncts continuously and actively engage in staff development via state and national conferences, journals and the ESL listserv, flex workshops (both as presenters and/or participants).
Professor Parsafar is currently serving on the Diversity Committee and Staffing Committees. Professor Hulin continues to serve on the BSI committee and is now serving as Co-Chair (and minute taker) alongside Erik Cooper.

Year of Review: 2012-2013

Type of Review: Self-Study (4-year review)

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 language skills, 2) they risk losing their financial aid due to lack of units, 3) students will take longer to progress through the ESL program due to rotation of required classes, and 4) ARCC data are distorted in combined 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 Direction: In a perfect world, we would have both an academic and vocational track in our ESL program. We would like to start with our English for Work series because we know that we can get enough enrollment. To ascertain our students vocational desires and needs, we would like to administer surveys for other vocational courses, such as ECE, Healthcare, Auto, Welding, etc., which correspond to Yuba Colleges CTE offerings. Additionally, not rotating our level 5 and above courses would add more consistency to our program and ensure students' achievement of these respective SLOs as well as progression in their language acquisition. If we could offer all courses at all levels, we would be able to

enforce our prerequisites as well.

Curriculum & SLO Assessment Summary : The ESL department has developed SLOs for all the courses that we have been teaching. We will continue to monitor, review, and revise both our assessment tools and course objectives as necessary every semester. When the time comes that we are able to offer any of our currently inactive courses, we will develop more SLOs and the respective assessment tools.

Based on previous SLO findings, we narrowed the assessment of our integrated series to assessment of only the the writing skill. We also developed and administered SLOs for three of our Listening/Pronunciation series in Fall 2011 and Fall 2012. Additionally, we altered our lower-level assessment picture prompts to reflect more diversity as requested by some of our instructors.
Student Learning - Success and Retention Data:

Based on the data obtained via the Yuba College program review data set, the success rate of our ESL population has increased from 50.9% in 2007-2008 to 62.2% in 2011-2012, while the average success rate for the college has been 69.5%.

As for the retention rate of our ESL population, even though enrollment has been decreasing since 2007, our student retention rate has increased from 67.2% in 2007-2008 to 83.9% in 2011-2012, while the average for the college has been 87.4%.

We continue to monitor, modify, and adjust our curriculum and assessment tools as necessary based on our SLO results as well as adjust SLOs as needed.

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC - English as a Second Language Program Recommendations - Smart Equipment - Install Smart Equipment in rooms 1021 and 1022 **Year(s) Requested:** 2011-2012 **Request Date:** 09/28/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Unable to display printed material without	**Plan of Action:** Include in program review and forward to appropriate parties. Work with Dean Mills to develop a budget and plan to develop a smart lab. **Type:** Equipment/Technology **Budgetary Impact:** Unknown at this time. **Perkins Eligible:** No **Location:**		

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
copying or reproducing. In light of our recent duplication budgets being substantially reduced, this would enable instructors in these classrooms to display as opposed to copy all material show to students.	YC Marysville Campus **DE Related:** No **HSI Related:** No		
YC - English as a Second Language Program Recommendations - 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 (SLO, WSCH, etc.):** Would improve student placement and tracking through the various levels of non-credit ESL courses.	**Plan of Action:** Completed, but waiting for a change of heart of State legislators concerning approval of new non-credit courses. **Type:** Curriculum/SLO **Budgetary Impact:** N/A **Perkins Eligible:** No **Location:** Yuba College - All **DE Related:** No **HSI Related:** No	09/28/2012 - Revision of our non-credit series courses' numbering system was in fact done in Fall 2012 and submitted via the college's new Curricunet system. However, we were shortly thereafter advised by our dean that the state has stopped approving any new non-credit courses. Despite these not being new courses but merely an attempt to align these courses' numbering system with their corresponding credit courses for ease in student placement and data collection, this is now in suspension in our Curricunet system. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013 08/31/2012 - Parviz is working to adjust all the non -credit courses to match the credit course numbering as well as class hours. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	
YC - English as a Second Language Program Recommendations - HVAC - Reduce noise level from H/AC systems in Rooms 1021 and 1022. **Year(s) Requested:** 2012-2013 **Request Date:** 09/28/2012	**Plan of Action:** Forward to appropriate committee. **Type:** Facilities	09/28/2012 - While the H/AC system has been replaced by a "replaced model" from Lake County, the noise factor when it is on, is extremely loud and makes communicating challenging requiring both the instructor and students to "yell" in order to be heard. **Recommendation Progress:** Recommendation Needs Improvement/Attention	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Recommendation Priority: 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** 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. THIS STILL HAS NOT BEEN ADDRESSED.		**Reporting Year:** 2012-2013	
YC - English as a Second Language Program Recommendations - Software in ESL lab (1021) - Vocabulary Connections Software by Steck-Vaugh **Year(s) Requested:** 2012-2013 **Request Date:** 09/28/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Added vocabulary development support.	**Plan of Action:** Work with academic dean to include software funding in budget. **Type:** Equipment/Technology **Budgetary Impact:** Unknown at this time. **Perkins Eligible:** No **Location:** YC Marysville Campus **DE Related:** No **HSI Related:** No		