Assessment Report

Yuba Community College District

YC - English as a Second Language Program Recommendations

Year of Review: 2013-2014
Type of Review: Self-Study (4-year review)
Executive Summary (Include a list of team members):

_____
2012-2013 DATA 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.

Program Description : 10/31/13
Program Description (please paste questions A1-B-3 in this field)
A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

ESL students are defined via CATESOL organization as those students who:
• are learning a language that is not their home or dominant language, and are using this language to acquire intellectual knowledge.
• May have academic skills that they have already developed in their first language.
• are often unfamiliar with American culture, customs, and academic expectations.
Needs of ESL students
• to learn English as part of an integrated curriculum, including listening, speaking, reading, writing-as part of an integrated curriculum.
• to receive instruction that recognizes that language learning is a developmental process. The oral or written ESL features, which their language displays are a natural part of this language learning process.
• to learn the syntactic structures and organizational patterns of both written and spoken English.
• to receive instruction that recognizes their need to learn about American culture and, at the same time, validates their primary culture.
• to be identified, not by national origin or length of residence in the U.S., but by the language they produce. All assessment measures should be designed for appropriate ESL populations. Tests designed to assess native speakers of English are inappropriate for ESL students.
The ESL Department strives to address the needs of its students in its curricular design as well as providing supplemental support

outside the classroom. The Writing and Language Development Center (WLDC) provides added support via one-on-one, group, and drop-in tutoring support in all skill areas, including regular weekly conversation groups, as requested by our ESL students. Additionally, faculty office hours are scheduled daily for students to drop in for support as needed. And the ESL program has added two open labs for students to register and receive tutoring on individual needs by a trained ESL instructor.

A2. If services are available, how do they demonstrate an increase in student success?
Data from the WLDC consistently supports that ESL students who use their services compared to those who don't have higher success rates. However, the WLDC has not run any reports for the last two years.

Additionally, feedback to ESL faculty regarding the conversation groups and tutor support has been positive.

B3. How is current and previous program review data used to refine and improve program or department practices?
To be frank, prior to this year, program review data was used primarily to complete the annual program review, which was regarded as a mere exercise in useless bureaucratic processes. However, with our new 2013-2014 integrated planning and institutional effectiveness plan, more attention will be given to this data. It should be noted that we have used the results of our SLO exams to help streamline our courses, and we have continued revising these exams to better test the objectives mentioned in our course outlines.

2012-2013
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.

Curriculum & SLO Assessment Summary : 10/31/13
Curriculum & SLO Assessment Summary
D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
As explained under C4, to a large extent this does not apply to our ESL department here at Yuba College. However, for those students desiring a degree or to transfer, the ESL department has collaborated with the English department to develop an accelerated backward design curriculum in our highest levels of reading and writing; i.e., ESL 116A and 116B, in order to make transition into

their English 105 writing courses smoother.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Currently, we do not have any courses that need to be deactivated.

D8. Do all of your courses have current COSOs? If not, what steps are you taking to ensure compliance?
Yes, they do.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Teaching methodologies are being assessed on two levels. One formal and one informal. The formal assessment is when faculty evaluations are done. The informal one is the students' satisfaction with our teaching, their enthusiasm for our courses, and their progression through our program.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
No matter how great our methodologies are, we should never be satisfied with status quo, and we need to keep attending professional conferences and workshops, at least once year, in order keep abreast of the current research on pedagogical innovations.
When full time faculty conduct observations of part-time faculty, suggestions for improvement are commonly given in order to preserve and enhance the quality of instruction in our department.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Currently, we do not have any DE courses, but we believe that in the near future we should create some to increase not only enrollment but also accessibility to these courses to students outside the area.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
N/A

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
This is done on an individual basis. We constantly try to find better ways to transfer our knowledge to our students. Also, we keep changing our course offerings based on needs assessment.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
We have been assessing CSLOs in the past few years, but we haven't done our PLO yet.
However, we are going to develop a PLO, which we plan to assess in coming semesters.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
We have been revisiting our CSLOs and have been revising them constantly based on the actual results of these exams and their comparison with our students' depth of knowledge.

2012-2013 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.

Industry Trends and Program Data Analysis : 10/31/13
Industry Trends and Program Analysis
(For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
According to American Fact Finder:
1. Educational Achievement:
a. Marysville: High school (30%) and college but no degree (29.1%).

b. Yuba City: College but no degree (25.2%); high school degree (23%) and Bachelor's degree (13.4%)
2. Diversity:
a. Marysville: Hispanics make up 26.9%; Asians make up 6.1% of the population (we assume these statistics include our Indian population given no individual category was given).
b. Yuba City: Hispanics make up 28.5%; Asians make up 17.3%
3. Employment:
a. Marysville: The largest employers in the area include service occupations (23.5%), sales/office work (26.4%), and management/business/sales (23.2%), and retail (11.3%).
b. Yuba City: The largest employers include: Management/Business/Science/Arts (25.9%); Sales/Office Occupations (25.7%); and Natural resources/Construction/Maintenance (17.6%) and Educational services/Health care and Social Assistance (20.6%); Retail (15.5%); Construction 8%
A recent informal survey administered to the students in our ESL program the week of October 13, 2013 revealed that our program consists of:

(1) students at our lower levels who initially begin our program to reach a level of competency and fluency whereby they can feel comfortable enough to communicate effectively in this community, or find a job by which they can support their family, or get a promotion in their current job, and be able to help their school age children with their assignments.

(2) students who want to get a certificate in a vocational field such as cosmetology, ECE, nursing.

(3) students who want an Associates degree or those who want an Associates degree in order to transfer to another higher academic institution.

So, we have a mixture of students. It appears that our program needs to concentrate on accommodating all three categories of students which would entail integrating a backwards design for those students who want to transfer.

Additionally, from an examination of the demographic and employment data for Sutter and Yuba Counties, it would appear that establishing a VESL orientation would be well suited to the present occupations for these counties.

The ESL Department program goals align with educational community needs in that we provide a bridge to employment for students via English language skills development, which for many is confined to working only in agriculture at the present time.

However, as discussed below, a VESL component to our program would be a valuable and useful orientation for our program to pursue.

In reviewing the BSI Cohort tracking tool, it became apparent that there has been/is a miscoding of the ESL upper level integrated reading/writing courses; i.e., 116A and 116B, which codes these under reading as opposed to writing. Since our college has ceased offering isolated reading courses as of Fall 2012, and the ESL upper-level reading and writing courses were replaced with integrated courses in Fall 2010, it is difficult to make an accurate assessment of the data being provided by the Basic Skills Cohort Progress Tracking Tool. This is a matter that should be addressed in order to ensure ESL progress, retention and success are being accurately reported to the state.

C5. How is your program or department direction driven by empirical data?
To date, decisions concerning our department direction have not been driven by any empirical data beyond our SLOs, which are tests conducted every semester for any course being offered. However, without a designated college researcher, we feel ill equipped to

handle research-related data.

Future Goals and Program Direction: 10/31/13
Remainder of 2013-2014 Program Review:
Goal Type
Yuba College Goals
E16. How do program or department goals align with stated Yuba College goals?
Our program goals align with Yuba College Goals 1, 3, 4, 6, & 7, as follows:

Yuba College Goals: Adopted 3/15/13
1. Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.
2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
4. Research and utilize effective modes of delivery for our courses and services.
5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6. Evaluate our programs, services and processes to ensure continuous quality improvement.
7. Improve the quality of the student experience at all our campuses and centers.
8. Develop partnerships to enhance educational resources and student opportunities.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

YCCD Board of Trustees Vision

E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities?
Our program supports these statements:
• Providing an innovative, world-class learning environment;
• Building and maintaining an atmosphere of trust within the college district and with our communities;
• Developing and maintaining programs and facilities that best meet the needs of our students and communities;

Equipment/Technology
Technology

F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
We have adequate technology to support our courses, but we are constantly in search of new software to enhance our students' language acquisition.
Additionally, the ESL lab will continue to be used for six to seven of our ESL courses, including open (tutoring) labs, which is a service we began implementing as of Fall 2013. And, for future expansion of our ESL program to offer VESL courses, our lab is a necessary component to this type of orientation.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

We have adequate equipment in room 1016 and our ESL lab (1021) at this time, but not in 1015, which needs a second TV screen as soon as possible. Room 1015 is a large classroom and therefore visibility of the current, single monitor hampers our students' ability to easily read the projected material and follow along with our lectures.
When the ESL lab (1021) is moved to its new location, it is anticipated that all current technology in room 1021, including the scanner, the document camera, the projector with screen, and 28 computers and computer desks, bookcases, and two round tables will be transferred to ensure consistency in the technological capabilities currently available in 1021. Also, the couch in the WLDC is actually that of ESL, and should be moved into the new location as well.

Facilities
G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
1. We are hopeful that our new ESL lab location will be large enough not only to house our labs and courses offered therein, but also to continue to promote the learning atmosphere where our students can come for specialized ESL assistance and support with their

studies.
2. Through the years, almost every semester, we have needed 4 classrooms to offer our courses. Since our division seems to have always been short of rooms, we have been forced to use our ESL lab as our third classroom. As for the fourth room, we hope that we will always be given permission to use another room and not be told that we have to cancel one or more classes due to the unavailability of any other rooms.

Faculty
H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

Yes, it does.

Staffing
I22. Does this program have adequate technical/clerical staff to support a high quality program?

Yes, it does.

Faculty and Staff Support and Professional Development
J23. In the last year, what professional development or networking has faculty and/or staff participated in?

(1) Completed Cal State Fullerton Reading and Learning Certificate December 2012 (satisfies minimum qualifications to teach reading at Community Colleges);
(2) 3CSN Workshops (two):
a) 3CSN Habits of Mind Workshop (dealing with students' affective issues);
b) Supplemental Instruction (Support services proving effective re BSI research);
(3) Reading Apprenticeship Workshop (3 hours);
(4) 105 Curriculum – Day workshop with YC English department regarding accelerated curriculum [ESL is participating at upper level reading/writing classes)];
(5) BSI Coordinators Workshop (led by Barbara Illowsky);
(6) On Course 4-day workshop (presented with Linda Staffero and Martha Mills);
(7) Attended the Arizona Circle 6 Conference in Tucson, October 5-7, 2012.

J24. How did these activities contribute to student success? (include supportive data)

Curricular changes have been made instituting a backward design in levels 5 and above in our writing courses, which appears to be improving student progression through our program and the English courses into which they transfer.

Active involvement with the BSI committee and related workshops allow the department to promote a better understanding of ESL needs and means to address them across disciplines.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?

ESL students are directly stated as a concentration and population in the Basic Skills Initiative and as such this initiative does directly affect them because it enables those students interested in the transfer track to do so by helping to provide them with a solid foundation in their language acquisition.

As for diversity, we believe our student population includes a large ethic and gender diversity, as our students are in the main immigrants and primarily women.

J26.
What Staff Development activities would you suggest be offered in the next year that would enhance your program?

(1) Workshops focusing on the language and cultural needs of ESL and Generation 1.5 students
(2) Assessment and data-collection methods and tools, especially if our college is not going to hire a designated college researcher during this new norm of "data-driven decision making."
(3) Workshops on the use of new LMS (Learning Management System, such as Canvas) and how to enhance courses using it.

Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements?

(1) First, we would like to administer a general survey to determine ESL students' interest in VESL courses. We will then start adding new VESL courses, one at a time.

(2) In 2012, a full-time member of our department developed a comprehensive numbering system for all of our non-credit courses (500 series). This would have made 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. However, soon thereafter, the ESL Department was informed that no "new" courses were being accepted by the Chancellor's office and the revised courses remain "lingering" in Yuba College's CurricUNet system. We are not giving up hope, however, of getting these approved through CurricUNet and the Chancellor's office.

2012-2013 Program Review
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.

Course Content and Statistical Analysis: 10/31/13

English as a Second Language 2013-2014

Year	FTEF	FTES	WSCH	Stu/Fac	WSCH/FTEF
2007-08	7.20	159.12	4773.60	22.10	331.44
2008-09	7.45	148.38	4451.40	19.93	298.93
2009-10	6.71	117.42	3522.60	17.49	262.36
2010-11	5.72	89.62	2688.60	15.66	234.88
2011-12	5.21	82.09	2462.70	15.75	236.24
2012-13	4.85	59.98	1799.40	12.37	185.51

(1) As the numbers reflect, enrollments have been decreasing. This is directly due to the present state of the economy; for example, statistics now place Yuba City as the third worst city for unemployment; i.e., 17%. Besides the lack of employment opportunities in this area, more stringent legislation concerning immigration has also resulted in fewer immigrants to the state as a whole. Further, the ESL department has been losing students due to child-care problems stemming to some extent from our day care center's restrictions on age requirements and waiting lists. Transportation has been another problem - getting here is too costly and many students cannot afford the new higher parking fees. Also, obtaining textbooks is difficult for some students due to their unaffordability.

(2) Our examination and analysis of the college data concerning enrollment, success and retention for the period of 2008 to 2013, reveals the following: The college total success shows a 3.5% increase (64.3% to 67.8%) whereas the ESL department as has had a 4.8% increase (55.8% to 55.6%), which would imply we are slightly above the Yuba College average.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
We continue to work on SLOs by monitoring, modifying and adjusting our curriculum and assessment tools as necessary. We will narrow the assessment of our integrated series to assessment of writing only. We will also develop and administer SLOs for our Listening/Pronunciation series in Fall 2011.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
? 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.				