Assessment: Assessment Unit Planning

Program Review 2014-15

YC - English as a Second Language Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : Program Description (please paste questions A1-B-3 in this field)

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.

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.

Due to the budget cuts and decreased enrollment, our entire course offerings have been reduced and changed to basic skills, such as writing, reading, grammar, integrated skills series, two levels of listening/pronunciation and conversation and some VESL courses. Also, we have been forced to rotate our course offerings at levels 5, 6, and 7. This can interfere 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 a particular level will have at least one course to take rather than skip a 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 823 students in 2011, we now have 805 in 2014-2015, which is a 2.2% 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.

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.

Executive Summary (Include a list of team members): This program review was prepared by both ESL full-time faculty Francesca Hulin and Parviz Parsafar with assistance as needed by Cassie Leal. During the process of writing the summary, faculty engaged in discussions about future directions the ESL program should be taking as well as areas that could use improvement. The entire process took three sessions; the first around three hours, the second around an hour, and the third around an hour. What was beneficial was having time to actually discuss the program via the types of questions being asked which we both found beneficial and productive to making some future improvements in our program as a whole.

01IP. Department Goals (Click '?' for Prompt): We are aligned with the following Yuba College goals:

1. "Foster a culture of evidence-informed decision-making, including SLO development/assessment and other measures of student success." Through the years, the ESL department faculty have been constantly revisiting and revising our program offerings and have done changes that fit our students' needs at various times and within budget constraints and demands as well. To do this, we have developed SLOs and appropriate assessment tools for all the courses that we have been teaching. Each course curriculum as determined necessary to improve the quality of our instruction. For example, as a result of our SLOs, a strong orientation was put on writing in our integrated evening courses. Additionally, in spring, 2014, the ESL department wrote two Program SLOs (PSLO), which were assessed and the results reported onto Tracdat in Fall 2015.
2. Design our programs in such a way as to allow students to complete their educational goals in a timely manner." We have accelerated our previously isolated reading and writing courses to an accelerated integrated academic reading and writing course utilizing backward design to ensure ease in mainstreaming for our students. Additionally, we have begun this year to begin the design and necessary course adjustments to further streamline our program to fit into a CDCP non-credit certificate program. This will (1) expand evening students to now complete up to low-advanced levels which permanently end at intermediate and further will grant certificates of completion to students in both credit and non-credit courses to achieve certificates at the beginning, intermediate and advanced levels.
3. "Research and utilize effective modes of delivery for our courses and services." Faculty regularly attend our annual CATESOL conference and other ESL-related workshops when possible to keep current in the field of best practices in the field of ESL language acquisition and androgogy.

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -Supplemental Instruction (In-class peer tutor), -DSPS, -EOPS, -Library Services, -Counseling Services, -Other

03IP. Follow up to question 02IP (Click '?' for Prompt): Yes. Additionally, we offer two open labs in our ESL lab where students can obtain tutoring assistance with their assignments from ESL faculty and work on their computer literacy via keyboarding and English skillbuilding software. At this time, ESL does not offer any Distant Education courses.

04IP. Degrees/Certificates (Click '?' for Prompt): The ESL program does not offer any degrees or certificates. However, we are in the process of creating a certificate program through CDCP in the near future.

05IP. Improve Completion (Click '?' for Prompt): Not applicable beyond working on the creation of a certificate program as mentioned in the response to 4P above.

06IP. Course Outlines (Click '?' for Prompt): Except for ESL 116A, 116B, 265, 255, and 259 (previously 239), the remainder of our courses need to be updated. Part of our delay is knowing the situation of our curriculum committee being swamped and feeling it would add to the chaos. Also, we have been waiting for ESL 265 and 255 to be approved by the curriculum process so we can deactivate TWELVE of our reading and writing courses. Therefore, updating these courses would be unnecessary.

07IP. Collaboration (Click '?' for Prompt): Collaboration with DSPS resulted in our getting Kurzweil software installed in the ESL lab. Additionally, the ESL Department schedules financial aid to give a presentation each semester to our students in our English for Employment course tailored to their specific backgrounds and needs.. Also, the WLDC provides an Instructional Associate to conduct a reading group linked to our upper intermediate reading courses as well as occasional conversation groups. The ESL department also engages a speaker from our Police Department to come in to our upper-intermediate reading course and explain laws and other concerns they have in this regard. Additionally, (a) one ESL faculty member serves on the BSI committee allowing for collaboration on various basic-skill projects to be done, (b) attending the counseling department's in-service sessions to share out ESL department concerns as well as hear theirs; (c) one faculty member works with our librarians to keep the ESL library resources at both the Marysville and Sutter campus expanding resources to better serve our students.

08IP. Catalog Currency (Click '?' for Prompt): In the catalog for 2015-2016, there is only 110BL which should be deactivated. In addition to this, once ESL 255 and 265 are approved and processed, the following TWELVE courses will have to be deactivated: ESL 217, 218, 227, 228, 237, 238, 247, 248, 257, 258, 267, and 268.

09IP. For CTE Programs Only (Click '?' for Prompt): N/A

10IP. DE Students (Click '?' for Prompt): None at this time. However, in the future, our advanced grammar series may be offered in this modality.

11IP.Disproportionate Impact(Click '?' for Prompt): A review of the demographic information provided for the years 2010-2015 confirms some observations we have concerning the disproportionate impact existing in the ESL program. Firstly, there is a disproportionate impact in gender in our program; i.e., there are 77.07% women to men attending ESL courses. This most likely

is due to the men in our population being the person who works and has primary responsibility for supporting their household. Another disproportionate impact existing in the ESL program is that the number of Hispanic students is our largest represented ethnic group being 55%. There has been, however, a noticeable increase in the Afghani population to our student enrollment followed by an increase in our Asian population. Thirdly, but understandably, the ESL population in our courses tends to fall in the age range of 25-49, as younger students would most likely attend high school if they arrived in the U.S. before 18, and these students are classified as Generation 1.5 who generally prefer to enroll in English courses upon entering college rather than be labelled as "ESL students."

12IP. Mapping (Click '?' for Prompt): Yes

13IP. Course SLOs (Click '?' for Prompt): We have been assessing all courses offered each semester. However, effective 2015-2016, we will assess each course every Spring except for courses on a rotational schedule, which will have to be assessed in the semester that they are being offered. Based on our present SLO assessments, we have been making course and curricular changes. For example, a more focused emphasis has been placed on writing in all our integrated skills courses. Additionally, for the purposes of more accurate data informed decision making, we have decided to breakdown our SLO results for both non-credit and credit students to compare and analyze student progression through the program.

14IP. Program SLOs (Click '?' for Prompt): 2014-2015 the results for our PSLOs are as follows: PSLO1 (Communication) 25 students passed. PSLO2 (Critical Thinking) 13 students passed.

15IP. Professional Development (Click '?' for Prompt): CATESOL, the UCB Linguistic Society Conference. Usually faculty attend one or more conferences in their field in order to keep abreast of new research in the field. Additionally, staff participate in college-sponsored flex activities workshops.

16IP. Reflection (Click '?' for Prompt): The program review offers us an opportunity to examine, reflect upon our current practices and SLO course and program results to make improvements and/or enhance our program.

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

Program Recommendation: Professional Development for Adjunct Instructors

We have hired new graduate ESL instructors who bring enthusiasm and life, but not much teaching experience. We feel they would benefit from professional development at CATESOL and other ESL-related regional workshops.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2015-2016

Request Date: 10/02/2015

Supporting Evidence : According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis (Boylan, Bonham, Claxton, and Bliss, 1992). Furthermore, analysis has demonstrated that specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction. Boylan goes so far as to state that, "no matter what component of developmental education was being studied, an emphasis on training and professional development improved its outcomes" (Boylan, 2002, 46).

Effective practices include:

C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

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(Included in Basic Skills Initiative and cited on its website, http://www.cccbsi.org/staff-development)

Evaluation Plan: Hopefully, better success and/or retention rates. Additionally, more training and staff development will allow us to expand courses we can offer to our adjuncts to keep them growing and our courses not tied to one instructor exclusively.

Plan of Action

Professional Development/Training - Ensuring our adjuncts are made aware of any and all professional opportunities in our region or otherwise and funding sources available to them. This year, via BSI and Staff Development Funding, our adjuncts will attend the annual CATESOL conference in November. This conference offers workshops tailored to all aspects of language acquisition as well as publisher exhibits and technology and software in the field. (Active)

Budgetary Impact: None save for seeking out funding sources via SSSP, Equity, BSI, and Staff Development
Timeline/Responsible Party: Ongoing/ ESL Faculty

YC - Location: Marysville Campus

Program Recommendation: Beautification of Building

Paint exterior of building and lay carpet in the ESL lab Room 1021.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2015-2016
Request Date: 09/04/2015
Inactive Date: 06/30/2016
Supporting Evidence : The ESL lab is used actively each day by our students. The exterior of the building is an immediate eyesore in comparison to the surrounding newer buildings. Perhaps this could be an art project for our Arts department to make it a community effort. The carpet hasn't been replaced in over twelve years. These are inexpensive repairs compared to relocating and/or tearing down the building.
Evaluation Plan: Our ESL students will feel a sense of pride rather than being ostracized to a "junky" building on the outskirts of the newly renovated campus directly behind the lab. This may help lessen the stigmatization of ESL students.

Plan of Action

Facilities - Include in program review and forward to appropriate parties. Work with Dean Masuda to materialize this request. (Active)

Budgetary Impact: Unknown at this time, but only one-time expense.
Timeline/Responsible Party: Language and Fine Arts Dean, ESL Faculty, Maintenance, Art Department
Perkins Eligible: No
DE Related: No
HSI Related: Yes
YC - Location: Marysville Campus

Status

Reporting Year: 2014-2015 10/02/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Still waiting for our portable building (1021/1022) to be painted with a mural, hopefully by our own art students.

Related Goals

Institutional Learning Outcomes
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: HVAC

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

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 09/28/2012
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. THIS STILL HAS NOT BEEN ADDRESSED. We request that an administrator or the director of maintenance come and sit in the classroom for a mere 10 minutes to understand the severity of the problem created by this unit.
Evaluation Plan: Student learning will be improved if the environment is back to normal; i.e., you can hear what is being said.

Plan of Action

Facilities - Forward to appropriate committee. (Active)

Status

Reporting Year: 2014-2015 10/02/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Still problematic. Hearing is greatly impaired when running.

09/28/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

YCCD Board of Trustees Vision Statement

YCCD VS 1 - Providing an innovative, world-class learning environment;

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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2015-2016
Request Date: 09/04/2015
Inactive Date: 06/01/2016
Supporting Evidence : Would improve student placement and tracking through the various levels of non-credit ESL courses.
Evaluation Plan: More accurate data generated about ESL student progression, success and retention when non-credit students are able to be tracked in addition to our credit students. Presently, data reflects only credit students despite our non-credit population representing more than 50% of our enrolled students. This numbering system will also greatly improve counselors' and ESL faculty's ability to properly place ESL students who are non-credit as well.

Plan of Action

Curriculum/SLO - Completed, but waiting for a change of heart of State legislators concerning approval of new non-credit courses. (Active)
Budgetary Impact: N/A
Timeline/Responsible Party: ESL Department
Perkins Eligible: No
DE Related: No
HSI Related: No

YC - English as a Second Language Program Review

Status

09/28/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
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.

08/31/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Parviz is working to adjust all the non-credit courses to match the credit course numbering as well as class hours.

Curriculum/SLO - Meeting with Financial Aid, Registration, Administration, and ESL faculty to ascertain the financial impact of this move. (Active)

Budgetary Impact: Unknown at this time. However, if this action is done, it will contribute to more reliable tracking of the ESL population at Yuba College, bring in comparable money from the state for non-credit students as our credit students and allow us to offer certificates of completion to our ESL population at various levels of their progression through the ESL program.

Timeline/Responsible Party: We are aiming for Fall 2017 allowing for the time to get our curriculum committee to process the necessary Course of Study Outlines (CORs) and other unknown bureaucratic formalities.

Perkins Eligible: No

DE Related: No

HSI Related: Yes

YC - Location: Marysville Campus, Sutter County Campus

Status

Reporting Year: 2015-2016 10/02/2015

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Completed and information submitted to the State.

Related Goals

YC - English as a Second Language Program Review

YC Goal 1 - 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. [NOTE: The majority of these courses have been created and in a pending status in curricunet.)