Basic Program Information

Department Name:

English as a Second Language (ESLL)

Division Name:

Language Arts

Program Mission(s):

The ESLL Department is committed to enabling students for whom English is a second language to access educational, vocational, or professional opportunities by offering a multilevel and multiskill curriculum of English language development. Our courses in grammar, reading, composition, speaking and listening focus not only on language skills but also on critical thinking and interpersonal skills. The department strives to create a rigorous learning environment that is student-centered and honors differences in learning styles to enable students to become independent learners and successful participants in the local as well as the larger community.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Najwa Jardali	ESLL	Instructor (Full-time)
Richard Morasci	ESLL	Instructor (Full-time)
Keith Pratt	ESLL	Instructor (Full-time)
Diane Uyeda	ESLL	Instructor (Full-time)

Total number of Full Time Faculty:	*4.5*
Total number of Part Time Faculty:	15-25 (varies by quarter)

Please list all existing Classified positions: 0

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
ESLL			AA/AS

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
N/A				

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
N/A				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	2909	2743	2875	4.8
Productivity (College Goal 2013-14: 535)	360	384	363	-5.4
Success	90%	80%	80	0
Full-time FTEF	5.9	5.0	4.9	-2.8
Part-time FTEF	5.8	5.8	7.7	+32.9

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

   d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Over the past three years, enrollment dipped slightly, and is now on an upward trend.

   e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Our highest representations come from Asians (54%), Whites (14%) and Latino/as (10%). We also have a large group of students in the "Decline to State" group (20%), which may reflect the inadequacy of these categories for our student population. Our high number of Asian students reflects heavy recruitment of international students from Asian countries by the International Programs Office. Our Latino/a population has decreased in recent years, most likely caused by the declining economy, a loss of recruitment resources, and cancellation of lower-level courses, which normally serve this population. We have transitioned our lowest two program levels to non-credit courses to try to recapture these students, who will now be able to enroll and take courses for free. Our percentage of Latino/a students may also be lower than the overall campus percentage because many Latinos/as on campus are generation 1.5 students and do not perceive themselves as having ESL needs so will enroll in ENGL rather than ESL courses.

We have 48% females and 52% males
Our student population is distributed across age groups as follows: 32% 19 or less, 38% 20-24, 21% 25-39, and 9% 40+
86% of our students fall into the "All Other" degree group.
All of these distributions are fairly consistent with the overall college data.

   f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

As our enrollment is capped at 30 because of the nature of our courses, our productivity is always going to be below 535. Our productivity decreased slightly from 384 in 2011-2012 to 363 in 2012-2013. The college was in growth mode last year, which meant many low-enrolled courses were allowed to run.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> Success rates for 2012-2013 were steady from 2011-2012 with both years at 80%, but dropped slightly over 2010-2011 (90%), which could be due to several factors: lack of student support services including academic skills courses and tutoring services, and lack of a departmental coordinator to maintain standards and ensure compliance with departmental policies. We are working on improving communication with our part-time faculty and enhancing mentoring and new faculty orientation practices.

b. Institutional Standard for Retention: 50%
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

> For 2012—2013, we achieved a 94% retention rate, up from 91% the previous year. This occurred possibly because our international students must remain enrolled in 12 units to maintain visa status.

c. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> N/A

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> N/A

e. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> N/A

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> ESLL as a program is defined by the state as part of Basic Skills although in practice, it is different from Basic Skills in that the student populations, academic backgrounds, language skills, and language acquisition processes are different. The development of English language skills is in practice basic skills, as all learning in English depends on it.
>
> We have created two new levels of non-credit ESL courses that will feed into the credit program.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

>

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

>

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

> The highest level, ESLL 26, satisfies the English composition requirement for the AA/AS/AA-T and AS-T degrees. In addition, the course satisfies the English composition requirement for CSU GE/Breadth certification. The course is also transferable to UC as an elective. All of the courses that lead up to ESLL 26 develop the skills necessary to succeed in this course.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

>

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

> Our program teaches English language skills, which supports ESL students in all workforce programs. ESL students enroll in many workforce programs such as Dental Assisting, Dental Hygiene, Pharmacy Tech, Child Development, Radiologic Tech, etc.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

- Reports from TracDat are attached.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

- Not applicable to our program, which offers neither a degree nor a certificate.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Looking at SLOs has prompted us to make several changes in our departmental curriculum, pedagogy and policy:
*We have developed a new process/policy for communicating course information and standards with part-time faculty.
*We have had numerous discussions about curriculum and are looking at reconfiguring our program based on assessment and reflection data from the past few years.

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The ESL Department is committed to enabling students for whom English is a second language to access educational, vocational, or professional opportunities by offering a multilevel and multiskill curriculum of English language development. Our courses in grammar, reading, composition, speaking and listening focus not only on language skills but also on critical thinking and interpersonal skills. The department strives to create a rigorous learning environment that is student-centered and honors differences in learning styles to enable students to become independent learners and successful participants in the local as well as the larger community.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

ESLL offers no certificate/degree programs.

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

N/A.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

We discuss assessments/reflections at our department meetings on a quarterly basis, and make changes as issues/items come up.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1 Create non-credit courses for supplemental instruction	No		We will work on this in 2013-2014.
2 Meet and maintain instructional standards in ESLL composition courses		Yes	We are continuing this ongoing process.
3 Meet and maintain curricular standards in ESLL program		Yes	We are continuing this ongoing process.
4 Improve communication between full-time and part-time instructors and management regarding department requirements and procedures (e.g. SLO implementation and adherence to course outlines)		Yes	We have improved communication and are continuing this ongoing process.
5 Improve outreach to underserved populations (e.g. reinstate "one-stop shop" registration assistance at Middlefield Campus) and to raise awareness of our new non-credit curriculum.		Yes	We had 150 students enrolled in our non-credit courses for FA13, and more courses are being offered in WI14.
6 Increase collaboration with workforce programs	No		We will work on this in 2013-2014.
7 Establish our newly-developed NC curriculum: recruit students, maintain curriculum/enrollment	Yes		

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Create supplemental instruction courses	2013—2014	Improve student skill sets to help them prepare for transfer and workforce	Creation of course outlines
2 Meet and maintain instructional standards in ESLL composition courses	Ongoing	It will ensure a smooth transition between and among ESLL composition and mainstream courses	SLO assessments and reflections, student success rates
3 Meet and maintain curricular standards in ESLL program	Ongoing	It will ensure a smooth transition between and among ESLL levels	SLO assessments and reflections, student success rates
4 Improve communication between full-time and part-time instructors and management regarding department requirements and procedures (e.g. SLO implementation and adherence to course outlines)	Ongoing	It will ensure maintenance of standards and compliance with department policies	SLO assessments and reflections, student success rates
5 Develop improved orientation process for new part-time faculty	2013-2014	It will ensure maintenance of standards and compliance with department policies	Feedback from part-time faculty
6 Increase collaboration with workforce programs	2013-2014	This will improve workforce programs and possibly increase numbers of ESL students in those programs.	Communication with appropriate workforce programs
7 Improve outreach to underserved populations (e.g. reinstate "one-stop shop" registration assistance at Middlefield Campus) and to raise awareness of our new non-credit curriculum	2013--2014	It will ensure a smooth transition between and among NCEL and credit ESLL courses	NCEL enrollment numbers and persistence from NCEL to ESLL credit courses
8 Work with the Office of Institutional Research to identify the goals of NCEL and low-level ESL students	2013—2014	It will ensure a smooth transition between and among NCEL and credit ESLL courses and clarify the educational goals of the NCEL population.	Research statistics

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: **http://foothill.edu/president/operations.php** for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
ESL Composition Instructor	70,000+	Goal 2: Maintaining standards	Yes (but not filled, rolled over to 2013-2014)
ESL Instructor (Generalist)	70,000+	Goal 3: Maintaining standards	No
NCEL Instructor	50,000+	Goal 7: Meeting needs of underserved communities	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Department Chair	25,000	Goals 1, 2, 3, 4, 5, 6, 7	25%	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Funds for part-time instructors to participate in SLO tasks	3,000	Goals 2, 3, 4	No
Funds for part-timer instructors to attend department meetings	3,000	Goals 2, 3, 4	No
Funds for human-graded placement tests	5,000	Goals 2, 3, 4	No
Increase funding for photocopying	1,000	Goals 2, 3	No

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
NA			

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior <u>program review</u> cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Non-credit courses: Use institutional research to address the bifurcation of the ESL program.	Since we have only just begun to offer NCEL courses, we don't have the data to make an assessment. We will work with the Office of Institutional Research to explore this issue.
Explore collaboration with workforce programs (e.g., VESL)	While we value the idea of collaborating with workforce programs to meet the needs of those student populations, at this time we are severely understaffed. Our four full-time faculty are currently performing duties previously done by nine faculty members. Our non-instructional time is spent on program review, SLO coordination, curriculum development, program development, faculty mentoring, and committee meetings, rendering any additional obligations impossible.
Address non-compliance with CORs and non-participation in SLOs	We have improved communication with part-time faculty by distributing course outlines before the beginning of each quarter, e-mailing SLOs at the beginning of the quarter with a reminder later in the quarter. We have developed a department website that includes all meeting minutes, department policies, links to SLOs and course outlines, etc.

a. After reviewing the data, what would you like to highlight about your program?

While our faculty are highly skilled and educated in the field of ESL teaching, we find it increasingly difficult to function as a department with such a small number of full-time faculty. The data indicate that the percentage of courses taught by full-time faculty decreased from 43% to 36% over three years while the percentage taught by part-time faculty has increased from 43% to 57%. This is due to full-time faculty retirements and a lack of replacement positions.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The ESL faculty remain committed to student success at Foothill. The development of non-credit curriculum at the lower level of the ESL sequence is reaching a new, indigenous ESL population and is showing great growth potential. The department also continues to serve the college's international students with distinction.

b. Areas of concern, if any:

I am optimistic that the non-credit courses will continue to attract new students to the college, but worry that without the ability to assign full-time faculty into these courses the ESL program will continue to bifurcate. I am also concerned that the current credit bearing support courses including ESLL 246 , 247, and 248 do not have the enrollment to be sustainable.

c. Recommendations for improvement:

I would advocate that an MOU be negotiated with the FA that would allow full-time ESL faculty to teach up to three non-credit classes a year for load. I would also encourage the ESL faculty to look at the curriculum for the ESL support courses to see if it may be suitable for non-credit development.

d. Recommended next steps:
____ Proceed as planned on program review schedule
____ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.