GLENDALE COMMUNITY COLLEGE

Annual Program Review   2010-2011
Instructional Programs

Division:
CREDIT ESL

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

_____   _____   _____
Signature of Division Chair   Signature of Dean   Date Submitted to Program
                                                                                 Review Committee

Describe the relationship of your program to the college's **Mission Statement**:

The Credit ESL Division focuses on three main areas of instruction: grammar and writing, reading and vocabulary, and listening and speaking. By developing these essential skills through dynamic and rigorous instruction, we give non-native English speakers, who are immigrants to this country or who are F-1 Visa students, the opportunity to attain language skills that will allow them to transfer into vocational and certificate programs, pursue AA/AS degrees, and meet their career and personal goals.

The Credit ESL Division serves the mission of the College by helping students to develop written and verbal communication skills. Students learn how to write term papers, take notes, and give speeches. These skills are needed both in the classroom and in the workforce. Students learn about the diversity of American culture and their roles and responsibilities in their local communities. Ten courses have a lab requirement wherein students can learn to use software to improve their reading, grammar, listening, pronunciation, and spelling skills. In the lab, students increase their technological skills and become more comfortable using a computer to complete assigned tasks. This reflects the environment of the modern workplace.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Credit ESL	+21%	+3.1%	+18.0%	+5.6%	+28.9%	+2.2%	NA

1.1. Describe how these trends affect student achievement and student learning:

The number of students taking Credit ESL classes (FTES) has climbed due to demand in the local immigrant community, the number of F-1 Visa students who are recruited by GCC to attend the College, and the fact that many students need English skills to become employable. Though there was a brief dip in demand in 2006-2007, the numbers of students who seek Credit ESL classes continues to climb. In the last fiscal year, classes were cut for budgetary reasons. This led to an increase in the Fill Rate Trend. In 2009-2010, the fill rate was at 103.4% This fill rate clearly indicates that there are not enough sections of Credit ESL to satisfy the demand. This also means that some students do not have a chance to take all of their required Credit ESL classes each semester. This has led to delays in student progress. Students who cannot get their required Credit ESL classes sometimes try to enroll in other college courses which do not have language prerequisites. Their progress in these courses is hampered by their lack of adequate language skills.

The increase in FTEF reflects the number of courses offered. The increase in WSCH/FTEF indicates that more students were served per class. The full-time trend increase reflects the fact that 1.6 new full-time instructors were added in the last few years and that many of the full-time faculty are teaching their full loads (15 hours) rather than having released time.

The increase in Fill Rate (+28.9%) indicates that there has been an increase in the overall demand for Credit ESL classes and that students are willing to take classes in non-peak hours when that is the only choice.

The Success Rate Trend in Credit ESL was already good (a range from 77.6% to 78.9%) This is a higher reported success rate than for the other Basic Skills divisions. The increase in success can be attributed to more training of faculty via FLEX activities and the increased discussions about final exams that have been generated because Credit ESL faculty examined the effectiveness of the questions on the final exams as part of the SLO Assessment cycle. The final exams which have been examined so far include grammar, essay, reading, and listening and speaking exams as well as the research paper in ESL 151.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

The Credit ESL Division serves the immigrant community in Glendale and the surrounding Foothill communities. Students need literacy skills (writing and reading) in order to progress in college and for retraining for green and high-tech jobs. Glendale College recruits F-1 Visa students to attend GCC and to take Credit ESL classes to improve their English skills. GCC has received permission from the government to accept F-1 Visa students for basic ESL classes. The revenue from the tuition that these students pay is an important income stream for the College. The presence of the F-1 Visa students also contributes to cultural diversity. Most F-1 Visa students attain an AA or AS degree prior to transfer. This contributes to the graduation rate that GCC must report to Sacramento.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/ Certificate SLO* If your division has defined other program SLOs, please indicate below
Credit ESL	100%	68.42%	. 26% in 2009-10	100% in 2007,	100%	None Offered
				On-going review in 2009-2010.		

2.1. Would you like to comment on your percentages outlined above?

All 18 Credit ESL courses and Linguistics 101 have identified SLOs. SLOACs have been completed for 13 of these courses (68.42%). Two SLOACs are in process for the Fall, 2010 semester and two SLOACs have been identified for the Spring 2011 semester. The SLOAC for ESL 145 is being done again in the Fall, 2010 semester.

 At the February, 2010 Retreat, faculty did an extensive review of the standards and content of ESL 111, 123, and 123 and discussed the types of reading selections on the ESL 126 final exam relative to changes in text books in that course. The evaluation section of the ESL 141 course outline was discussed at the June 1, 2010 division meeting.

The Prerequisites, Co-requisites, and Advisories on Recommended Preparation were validated for 100% of the Credit ESL courses in the summer of 2007 and the content reviews forms were submitted on September 14, 2007. The division does on-going review of these course outlines. The outlines for ESL 126, 136, and 146 were reviewed at the October 5 division meeting. Changes to the recommended preparation statements were voted on at this meeting and then approved at the October 20, 2010 C&I meeting. The next step is the Academic Affairs Committee.

The textbooks were reviewed for all courses in 2009-2010 and updates were made to the course outlines. The Credit ESL Division does not award degrees or certificates.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

As part of the SLO Assessment Cycle, faculty have examined student responses to specific questions on several division-wide final exams. This has created a feedback loop which has led to changes in the exams and to discussion about increased training for teachers about the scoring rubrics used to score final essay exams. A scoring rubric and training packet for ESL 123 have been created and the first presentation on this information was presented at a FLEX activity on October 26. A scoring rubric for ESL 133 was created by several faculty and was piloted in Spring 2010. A training packet is being written to support this effort. The scoring rubrics for ESL 141 and 151 were revised two years ago. This semester there will be two FLEX activities on grammar and writing issues in teaching ESL 141. All Credit ESL faculty are invited to the ESL 141 and 151

Holistic Scoring Sessions. The first hour of each of these sessions involves training on the scoring rubric. The rest of each session is spent scoring essays and discussing differences in scoring.

The final exams for ESL 115, 125, and 135 (Listening & Speaking) had been written by individual teachers for many years. There are now division-wide exams which include a paper-based test and a CD so that students can be tested on their listening comprehension in a more uniform manner. A test for ESL 145 has been piloted and a test for ESL 155 is planned.

The final exams for ESL 116, 126, and 136 (Reading) are division-wide exams. The questions on the ESL 136 exam are changed each semester. The ESL 126 exam has been modified for the last three semesters and the ratio of fiction to non-fiction selections is under discussion. New reading selections for the ESL 116 exam are planned. The ESL 146 final exam has common questions that meet the SLOs. A number of different novels are read in this course. There is a rubric for the exam questions, and the teachers follow this rubric when writing the final exam questions.

The Credit ESL Division began having both common grammar final and a common scoring session for the final essays in the 1980s. This process has evolved and the faculty spend a great deal of time writing the exams and the writing prompts and discussing feedback on sections of the exams and the individual writing prompts. To lessen the opportunity for cheating, four to five different writing prompts are written for ESL 111, 123, and 133 each fall and spring semester. For the 141 and 151 classes, four to five readings plus writing prompts are created. The faculty work in groups to write these exams and the division office maintains an archive of tests, writing topics, and essay prompts.

In the 2009 statewide report known as the ARCC Report (Accountability Report for Community Colleges), there is a separate section just for the rate of improvement in Credit ESL. According to the ARCC Report, '"ESL Improvement Rate" is the percentage of students passing a credit ESL course designated as two or more levels below transfer level who passed a higher-level ESL or English course within three years." For the 2005-2006 and 2007-2008 years, GCC ranked "3rd out of 22 colleges in the state-defined peer group for this indicator." The report also stated that GCC ranked "2nd out of 14 colleges in Region 7 on this indicator (after El Camino College) and that GCC ranked 6th out of the 103 colleges in the state for which data were available." This data is from page 17 of the report.

The emphasis in the Credit ESL Division on having standardized exit exams in almost every course is tied to the assessment of course-level student learning outcomes. Grammar finals are not scantron or multiple choice exams, but involve correction and language production on the part of the student. Writing topics are varied and match the outcomes set for each course. Reading finals involve both reading and writing skills and test a student's ability to decode information and to analyze text. The new listening & speaking exams create greater uniformity in testing in this area.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The Credit ESL Division does not offer degrees or certificates.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes, overall there is a need for support for more training of faculty and support for the tabulation of the results of exams that are given division-wide. The full-time faculty in the Credit ESL Division prepare and deliver a number of FLEX activities each semester that are aimed at providing training on teaching points as well as how to score the end-of-semester essays in the grammar and writing classes. There is a need for more training on issues in a wider variety of courses. Adjunct faculty need more training on SLOs and this training needs to be provided several times in one semester so that adjunct faculty have the opportunity to participate. In the past, adjunct faculty were paid a stipend to attend a half-day workshop on scoring essays. Institutional support for providing this stipend would be consistent with similar requests that have been granted to other Basic Skills divisions.

The assessment of student data is done via examining the final exam results for a subset of the final exams in each course. A more comprehensive report would be possible if every exam in a particular course were tabulated. This has been done by the English Department for a key course. Institutional support has been provided and the report provides more comprehensive feedback that can be discussed by faculty as a prelude to making changes in the exam, the curriculum, and /or in the teaching methodology.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

In the Fall 2008 Program Review document, the Credit ESL Division identified a need for more Level 3 classrooms. There were six Level 3 classrooms in 2008 and there are now 8. Two rooms were upgraded from Level 2 to Level 3. The division still needs three more Level 3 classrooms to enable teachers to make their classes more interactive, to be able to use the computer to demonstrate research techniques, and to use the DVDs which accompany many of the textbooks.

The division requested funding for additional reading and spelling software for the Credit ESL Lab. The Basic Skills Grant has funded the purchase of reading software and 15 licenses for Kurzweil software which "reads" a text to a student. Spelling software has also been purchased and tailored to match the vocabulary words used in specific courses.

The division requested a Writing Lab, but neither funding nor space was provided. For several semesters, Credit ESL was able to utilize SG 136 up to 20 hours per week (8-12, M-F) so that Credit ESL faculty could teach part of their classes in a computerized environment. The faculty who participated in this were very pleased with the results. However, the room is no longer available to Credit ESL. See the next section on actual usage numbers.

Several new PCs were requested for faculty use in their offices to replace ten-year-old PCs.

More SLOACs were completed since the last Program Review (4 as of Fall, 2008, 13 as of Fall, 2010) which led to changes in final exam testing and will lead to increased training for adjunct faculty.

One of the goals stated in the last Program Review document was to have standardized final exams for the courses in the Listening and Speaking sequence. There are now exams for levels 1, 2, and 3 of the sequence. These have been in use for three semesters. A final exam has been written for level 4 and is being piloted. A final exam for level 5 is being written.

3.2. What measurable outcomes were achieved due to the actions completed?

More classes (60%) are being taught in a partial hybrid mode now that there are more level 3 classrooms available. Instructors are able to use the DVDs and websites which accompany the textbooks if they are teaching in a Level 3 room. Instructors are able to save classroom time by showing class material via the computer rather than handwriting this information on the board. Feedback from instructors has been positive and students comment in student evaluations if their classrooms are not Level 3.

The majority of the standard texts for ESL 126 and 136 (Reading 2 and 3) have been processed via the Kurzweil software. Students can now hear the texts being read to them as they read the texts on the PC screen. Student usage of the spelling and reading software is high and the College is reporting these TBA hours to the state for reimbursement. This is important because lab usage is required for both spelling courses and for three of the reading courses.

For the month of September 2010, Credit ESL students logged into the computers in SG 135 and the surrounding computer area 6,327 times. In the same time period, only 4,095 logins were recorded for the San Gabriel computer lab. This indicates that the Credit ESL Lab is very busy and is generating TBA funding for the College.

Lab Name	# of log ins	Student hours
CLESL (Language Lab)	21,058	20,588:32
CLENG (English Lab)	17,729	22,520:08
CLSG (San Gabriel Computer Lab)	13,483	16,621:52
CLSR (San Rafael Computer Lab)	4,079	5,257:49

The above chart lists both the number of logins and the actual student hours for each of the labs from the beginning of the Fall, 2010 semester to 4:00 pm on November 29, 2010. It is clear that the Credit ESL Division will be able to generate additional funding when an ESL writing lab is established.

In several courses, the completion of the SLO assessment cycle has led to changes in testing and a greater discussion among faculty of the types of writing and grammar that should be taught in each level. Curriculum will be one of the foci of the February, 2011 faculty retreat.

Having used the standardized Listening and Speaking exams, faculty began to examine the textbooks choices for the classes in the Listening and Speaking sequence. Several instructors plan to use new texts on a pilot basis. They will report back to the division on the usability of these texts and their appropriateness for our student population.

Faculty with newer PCs in their offices can use teaching websites and access information for planning their classes.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Faculty who have had their ten-year-old computers replaced with newer computers have noted that they can use course materials (DVD and web-based) in their offices, that they no longer have to wait 20 minutes to access their email, and that they can spend more time planning curriculum and communicating with students via email. In other words, they are able to be more productive.

Because there are now division-wide final exams in Listening and Speaking Levels 1, 2, and 3, there has been more discussion about the L&S curriculum. A FLEX activity on the exams is planned for Spring, 2011.

Students have more software choices in the Credit ESL Lab that relate directly to their reading and spelling assignments. There is also software that students can use as a diagnostic of their reading ability. Several faculty have used this software to provide feedback to students and to structure their in-class paired and group work.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

We plan to provide more training on teaching methodology and on test creation and grading. The division continues to review course outlines to make sure that the outlines match the in-class practices. A grading rubric has been created for ESL 123 and training will be provided in both Fall, 2010 and Spring, 2011. A grading rubric for ESL 133 is in progress.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

The following is a list of meetings and training workshops planned for 2010-2011.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
141 Grammar	EMP Strategic Goal 1.2	Share techniques for teaching complex grammar topics	Meeting Space Fall 2010
141 Writing	EMP Strategic Goal 1.2	Share techniques for teaching writing	Meeting Space Fall 2010
123 Essay Scoring	EMP Strategic Goal 1.2	Train faculty on exit standards/discuss SLOs	Meeting Space Fall 2010 and Spring 2011
141/151 Holistic Training	EMP Strategic Goal 1.2	Train faculty on exit standards	Meeting Space Fall 2010 and Spring 2011

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Joint Meeting with English Dept. Faculty to discuss Writing issues	EMP Strategic Goal 1.2	Discuss common issues, plan future training sessions	Meeting Space (Lunch or refreshments would enhance the meeting.) Spring 2011
Listening & Speaking Final Exams	EMP Strategic Goal 1.2	Discuss the final exams, offer feedback	Meeting Space Spring 2011
ESL 126 Vocabulary Retention	EMP Strategic Goal 1.2	Share teaching techniques, offer feedback	Meeting Space Spring 2011
Revise SLOs for ESL 136	SLOs for ESL 136	Revise per SLOAC Report to make Assessment More Transparent	Meeting Space Spring 2011
Revise Course Outlines per Outcome of Division Retreat	EMP Strategic Goal 1.2	Revise per Discussion at Division Retreat	Meeting Space Spring 2011
Plan Additional Training per Outcome of Division Retreat	EMP Strategic Goal 1.2	Training Focus Will Be Determined at the Division Retreat	Meeting Space Spring 2011
Presentation on High School Collaboratives to Board of Trustees	EMP Strategic Goal 1.2	Provide Report on the Progress of the Collaboratives and on Student Improvement	Meeting Space Fall 2010
Presentation on Heritage Language Speakers	EMP Strategic Goal 1.2	Provide Report on the Project and the Class	Meeting Space Spring 2011

Rev. 9.23.10

2010 PROGRAM REVIEW   Division:

CREDIT ESL	**I: ESL-1**

Description: FT Instructor

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This request addresses EMP Strategic Goal 1.3 in that a new full-time instructor could be asked to work on both assessment and basic skills preparedness. This request also addresses the core competencies of communication, information competency, critical thinking, and application of knowledge in that a full-time instructor would be expected to teach these competencies and might also provide training in these areas for other faculty both in the same division and across disciplines.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Faculty in the division have completed the SLO Assessment Cycle for 68% of the courses. Most of the reports indicate that more training is needed for adjunct faculty in course and grading standards and that some of the division-wide final exams need to be rewritten on a periodic basis. Having an additional full-time faculty member would speed this process.

5.3. Describe the resource request in detail.

This is a request for a full-time instructor. The amount requested includes salary and benefits.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	$95,000	Full-time Instructor	The division has 14.6 full-time faculty and 51 adjunct faculty.	01
Facilities				
Equipment				
Supplies				
Software				
Training				
Total				

2010 PROGRAM REVIEW   Division:

CREDIT ESL	I: ESL-2

Description: Upgrade Classrooms-L3

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This request addresses EMP Strategic Goal 1.2 as well as the Core Competencies of communication, information competency, and critical thinking.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Teachers will be able to access the Internet to teach reading, writing, listening, pronunciation, and research skills in an interactive manner. Teachers will also be able to use the DVDs and Websites that were created to be used with the textbooks. More instructors request Level 3 rooms so that they can teach their courses as partial hybrid courses. Not having enough Level 3 classrooms means that some instructors who have their lessons designed for computer use have to retool and put their lessons on transparencies or on paper. This is neither efficient nor a way to cut duplicating costs. F-1 Visa students expect to be in Level 3 classrooms. The main competition for serving F-1 Visa students is PCC. All of the Credit ESL classrooms at PCC are Level 3.

5.3. Describe the resource request in detail.

Three classrooms (VGT-2, VGT-4, and AU 103) need to be upgraded to level 3 rooms. The cost for one room includes the NOVA station, PC, monitor, and DVD. The cost of wiring depends on the room location. Two of the VGT trailers are already wired, so the wiring already exists in the area. AU 103 has wiring in the room. The cost for one room is $9,000.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	$27,000	Level 3 PC and Equipment for 3 classrooms	Needed to support instruction in the classroom and reduce duplicating costs.	01
Supplies				
Software				
Training				
Other				
Total	$27,000			

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2010 PROGRAM REVIEW

Division:

| CREDIT ESL | **I: ESL-3** |

Section 5.0. Resource Request

Description: Two Dell PCs

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This request addresses the Core Competency for information competency. Faculty need to be able to access web pages and use the standard Microsoft Office software. Older PCs cannot be used to access some websites and cannot handle more complex software tasks.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Having a newer computer will result in greater efficiency and less lost time attempting to log in.

5.3. Describe the resource request in detail.

Two new Dell PCs (standard configuration). The older computers will be cascaded to others who need a computer. The cost is $1,150 each.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	$2,300	PC-Standard Configuration	Current PCs are needed to use Peoplesoft, to access the Internet, and to use DVDs that come with text books.	01
Supplies				
Software				
Training				
Other				
Total	$2,300			

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2010 PROGRAM REVIEW   Division:

CREDIT ESL	I: ESL- 4

Description: Writing Lab

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

In the 2008 Program Review report, the Credit ESL Division requested a writing lab so that the student in levels 3, 4, and 5 would have a place to practice writing their assignments and to work with software specifically designed to assist student writers.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

TBA hours from this writing lab would result in income for the College. Students who spend more time practicing their writing skills will become better writers. Writing is a skill that is required in almost every class at GCC and is certainly a skill required for many jobs and careers.

5.3. Describe the resource request in detail.

Setting up a writing lab would require:
30 student PCs, 2 printers, furniture (carrels, chairs, desk and chair for teacher/lab supervisor), an overhead projector plus a PC/monitor/DVD for the instructor's station.
At the start, students would use Microsoft Word. Specialty software can be considered after the budget improves. If the writing lab is placed in SG 136, then additional lab personnel would not be needed. The cost listed below includes wiring.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel		I		
Facilities				
Equipment	45,000	See 5.3 above	Needed to provide writing practice for Basic Skills students	01 or Title V
Supplies				
Software				
Training				
Other				
Total	$45,000			

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