



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program

CREDIT ESL

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Division Chair: Kathleen Flynn

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Credit ESL Division prepares students to learn all skill areas of English (writing, reading, listening, and speaking) so that they can begin their higher education in English as well as compete in the job market. Students learn critical thinking and clear communication skills.

Please list the **most significant achievement** accomplished since your last program review.

Scoring rubrics for ESL 123 and 133 have been completed. The rubric for ESL 123 will be used this year by both adjunct and full-time faculty. A training session was presented in October. The ESL 133 rubric was presented to the division at the October division meeting. It will be used by faculty in the spring of 2012. A training session will be presented in March, 2012.

List the current major strengths of your program

1. All language skills are offered. If a student initially tests in at level 3 writing, but level 2 speaking, that student can go into a course at the correct level.
2. More classes are offered in a hybrid format. ESL 151 and 146 are already available as hybrid classes. ESL 141 will be offered in this format next year. In summer, 2011, ESL 151 was offered as a hybrid in a short session and filled within 20 minutes.
3. More classes are offered on Saturdays.

List the current weaknesses of your program

1. The program does not have enough classes to satisfy the demand.
2. The division needs two more Level 3 classrooms. There are two very small rooms (AU 110 and AU 104) which make scheduling more difficult.
3. Need more ongoing training on division SLOs and scoring rubrics for adjuncts.

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	Academic Year	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
CREDIT ESL	2007-2008	1196	68.8	553	38.6%	86.4%	78.0%	0
	2008-2009	1323	67.8	620	40.2%	100.9%	77.6%	0
	2009-2010	1249	66.4	710	39.6%	103.4%	78.9%	0
	2010-2011	1145	68.6	531	39.4%	107.1%	77.2%	0
	% Change	-4.2%	-0.4%	-3.9%	+2.1%	+23.9%	-1.0%	
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	

1.1. Describe how these trends have affected student achievement and student learning:

When course offerings are cut, students' progress through the ESL sequence is also held up. Students cannot enroll in classes with a language pre-requisite. They often take "other" classes to get 12 units and then don't have enough units left to take all of their required courses. When a student has a gap of one or two semesters in a course sequence that involves writing, those writing skills are not maintained. Thus, students suffer when they cannot take their courses one semester after another.

The change in the 2010-2011 year is due to the switch to block scheduling.

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

At the program-level, Credit ESL will be looking at the number of students who finish all of their required Credit ESL courses and complete or attempt English 101, History 101, and Political Science 101. We also need to look at the students who complete ESL 133 and or ESL 141 who move over to taking Business English classes. Most of these students seek a certificate rather than a degree and most intend to work for a while before going back to school. Tracking these students will give the division insight into how we can better serve the needs of our students.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
CREDIT ESL	17	100	15/17	88%	4 to 6 per class tested		The division just wrote program outcomes. (No)

2.1. Please comment on the percentages above.

All 17 courses have SLOs that have been written. Fifteen have had assessments run. Only ESL 115 and 128 are having their first assessments run this semester. For the Grammar/Writing classes (ESL 111, 123, 133, 141, and 151), the writing SLOs were just rewritten after having been used for one full assessment cycle.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
 b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

SLO Timeline: <http://vision.glendale.edu/index.aspx?page=5088>

- b. After running the grammar and writing assessments, the division decided to redo the curriculum for four classes (ESL 123, 133, 141, and 151). This project is underway.
 c. 88% of our courses have been assessed. The remaining two courses are being assessed this semester. We are starting a new three-year assessment cycle.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

a. There are several SLO assessment reports on this link:
<http://glendale.edu/index.aspx?page=2621>

(You can see assessment reports for: ESL.....Other reports have been submitted to Ed Karpp. In most cases, the evidence from the assessment reports shows that students have made progress. The division is in the process of revising the curriculum so that it will better serve the needs of the students. This includes changing the division-wide final exams to match the

changes in the curriculum. The division has already made changes to four SLOs related to the teaching of writing. These revised SLOs will be used for the next cycle of assessment reporting which begins this semester.

- b. The division has decided to do a major overhaul of the grammar and writing sequence. This will be followed by corresponding changes in the reading sequence. We estimate that this will take two to three years to roll out completely. The division now has standardized final exams in most Listening and Speaking course. The final exam for ESL 115 (Level 1 L&S) is being revised this semester. Two versions of the final exams will be written and the SLO assessment report will analyze the results.

2.4 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years

ESL 123, 133, 141, 126, 136, and 141

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

NA -- The division does not offer degrees or certificates.

2.6 For each program that was reviewed, please list any changes that were made.

NA

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

The division had a retreat on May 6, 2011. A great deal of change in regard to the grammar and writing curriculum was discussed and plans for changes were put in place at this meeting. A tentative timeline was set and a modified ESL 123 curriculum and final exam were piloted during the 2011 summer session. The first changed course outline is being piloted as well. The new final exam will be used by all of the ESL 123 teachers in December.

The scoring rubric for ESL 123 final essays was presented in October to a group of full-time and adjunct instructors. This rubric will be used in the fall 2011 semester. The ESL 133 scoring rubric will be used starting in the spring 2012 semester.

A group of full-time faculty met to reassess the order in which tense and other grammar points are taught and then tested in the grammar sequence. The resulting report was presented to the division at the November division meeting and will be examined in more detail at the December division meeting.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Grammar/Writing Curriculum	A revised curriculum which allows students to move with more success from level three to level four.
Grammar Final Exams – Division-Wide	The new final exams will reflect changes in curriculum.
Changes to a Sequence of Course Outlines	The revised curriculum will allow for topics to be introduced in one level and then mastered in the next level. This will lead to a more complete mastery of basic grammar and writing concepts.

Format Rev. 8.31.11

2011 PROGRAM REVIEW

ESL <i>FT Instructor ESL</i>
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I: ESL-1

**Section 4
IHAC Request**

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	14.6
b) Number of full-time faculty assigned to the Program in 2005	12
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
d.) Does this position contribute to program expansion Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	14.6
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	23
3. CPF INDEX (Total of # 2 divided by #1)	1.58

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Kathleen Flynn	Division Chair	80	Ends 6/12
Linda Griffith	ESL HS Collaborative	20	Ends 6/12
Patricia Hironymous	Basic Skills Coordinator	40	Ends 6/13

4.4 How does this assignment relate to the college's Mission Statement?

GCC trains students to become more productive members of the community. By teaching students ESL, they will be able to further their educations and compete for better-paying jobs.

4.5 How does this position relate to the objectives and functions of the college?

- | | |
|--|------------------------------|
| a) Associate Degree | d) Basic Skills development |
| b) Transfer to a four-year institution | e) Noncredit Adult Education |
| c) Career and Technical Education | f) Personal enrichment |

D. Glendale Community College serves the community and this community is made up of many non-native speakers of English. Providing the needed English skills makes economic sense and will contribute to better citizenship.

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets

Replacing the instructors who are nearing retirement (see below) will maintain standards. They are already not teaching certain courses. There will be a gap in the program if they are not replaced.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

If these three instructors are not replaced, there will be fewer full-time instructors to write the end-of-semester tests and SLO documentation. There will also be fewer instructors to mentor adjunct instructors and teach the core courses.

4.8 Are there any other special concerns not previously identified? If so, please explain.

It is anticipated that one FT instructor will retire in 1.5 years and that two other FT instructors will retire in 2 years. The division is requesting a 60% position to maintain writing standards and continue to have enough faculty members to serve on committees.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs					Prioritization Score		

2011 PROGRAM REVIEW

ESL <i>Classrrom Upgrade</i>	I: ESL-2
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Section 4

Resource Request

This will be funded by the Gateways Grant

Type of Request: ___ Facilities/Maintenance ___X___ Classroom Upgrades ___ New space
 ___ Instructional Equip. ___ Non-Instructional Equip ___ Conference/Travel ___ Training
 ___ Computer/Hdware ___ Software/Licenses ___ Supplies ___ Other

Mandatory: Is this request for one-time funding? X OR Does this request require ongoing funding? ___

If this is a repeat request, please list the Resource ID code or year requested: Requested in 2010

Mark if the following apply to this request: ___ Health & Safety Issue ___ Legal Mandate
 ___ Accreditation Requirement ___ Contractual Requirement

4.1. Clearly describe the resource request.

Upgrade a Level One Classroom (VGT-4) to Level Three technology. This includes a Nova station, PC, monitor, projector wiring, and installation.

Teachers will be able to use the Internet to make their teaching more accessible to students and will not have to waste time writing on the board or cleaning overhead acetates.

Amount requested \$ 9,000
(Standard Nova station and PC as ordered by IT.)

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

The core competency that this request addresses is in the category of communications. "Learners express themselves clearly and concisely in logical, well-organized papers..." Having up-to-date technology in the writing classroom allows the instructor to focus on the content of the student writing rather than spending time writing on the white board. It is easier to show how an essay can be rearranged in a computer program. Also, two versions of a well-written paragraph can easily be viewed side-by-side.

The ESL 151 classes that are hybrid are taught in Level 3 classrooms. These classes fill first and maintain student interest. The division is about to offer hybrid ESL 141 classes, so more Level Three classrooms will be needed.

4.3. What measurable outcome will result from filling this resource request?

Teaching will be more both enjoyable and more successful as teachers will be able to concentrate on students rather than writing on the boards. Teachers will be able to include videos from the Internet as well as charts on the latest research without having to write this on the board or spend money and paper on photocopying. It will contribute to a greener environment and get students used to doing more of their research on the Web.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						X
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score	

2011 PROGRAM REVIEW

ESL <i>Adjunct Training</i>	I: ESL-3
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Section 4 Resource Request

This will be funded by the Gateways Grant

Type of Request: ___ Facilities/Maintenance ___ Classroom Upgrades ___ New space
 ___ Instructional Equip. ___ Non-Instructional Equip ___ Conference/Travel ___X ___ Training
 ___ Computer/Hdware ___ Software/Licenses ___ Supplies ___ Other

Mandatory: Is this request for one-time funding? X OR Does this request require ongoing funding? ___

If this is a repeat request, please list the Resource ID code or year requested:

Mark if the following apply to this request: ___ Health & Safety Issue ___ Legal Mandate
 X Accreditation Requirement ___ Contractual Requirement

4.1. Clearly describe the resource request.

The Credit ESL Division is redoing the four core grammar and writing classes and the final grammar exams prepared for these classes will be updated as well. There will be a number of changes to the curriculum at each of these four levels. The adjunct faculty need to be informed about these changes and how the changes will change the amount of material covered in each course. The faculty also need training in using the newly adopted grading rubrics which were prepared for ESL 123 and 133. This training will take two hours. The goal is to pay each adjunct faculty member for two hours of non-teaching time. That is approximately \$100 per adjunct teacher. The full-time faculty who will provide the training will also receive \$100 for making the presentation.

Amount requested \$ 5,800 Breakdown of cost: \$5,000 for adjunct faculty and \$800 for full-time faculty

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

The core competency that this request addresses is in the category of communication. Faculty need more training in the division standards for teaching writing and grammar as well as in using the new standards adopted by the division (ESL 123 and 133 grading rubrics).

4.3. What measurable outcome will result from filling this resource request?

Teaching will be more uniform thorough out the program. Faculty will use the grading rubrics with more consistency. This should result in more uniform grading standards. Faculty will be more aware of what is taught at each level of the grammar and writing sequence.

APPROVALS

AGENCY	DECISION					
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported					
	Adequately supported					X
	Not supported					
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans
Standing Committee Review of Resource Request Committee: Academic Affairs					Prioritization Score	