Ohlone College  
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* ESL  
  2. *Academic year:* 2009/2010  
  3. *Review Type:* Instructional Disciplines  
  4. *Program/Departments:* English as a Second Language (49001)  
  5. *Authority Code:* 47-Dean, Humanities, Social Sciences, & Mathematics  
  6. *External Regulations:* Yes  
  7. *Provide a brief narrative that describes the instructional program/discipline.*

The English as a Second Language Program (ESL) currently offers 12 courses which address reading, writing, grammar, listening, speaking, and general communication skills, as well as the use of computers and the internet for studying English. The goal of the ESL Program is to provide non-native learners of English with the English language skills and cultural knowledge they will need in their academic studies, the workplace, their personal lives, or their other pursuits.

8. *Describe how the program specifically serves students, faculty and staff.*

The ESL program serves students by equipping them with the language skills and cultural knowledge they need to succeed. Because the students are diverse, their needs are diverse. Some are just out of high school, but others are returning to school later—after their children have reached school age, after the loss of a job, or soon after their initial immigration to the U.S. Some seek a degree, others seek better English skills for the workplace, and still others (perhaps the majority) do not yet have well-defined goals. In addition, the program serves a growing number of international students due in large measure to the growth of International Programs and Services. Through cooperation with the counseling department, and as a result of the Basic Skills Initiative, all ESL students in core classes (except those at the lowest levels of proficiency) are being introduced to the student services at Ohlone which can help them to clarify and pursue their goals more effectively.

9. *Describe how the program addresses current needs and applies current technologies.*

Although the language needs of individual non-native speakers change from year to year, the language needs of the non-native population in general remain fairly consistent from year to year. Some ways of addressing those needs have changed with the development and adoption of technologies...
such as digital recordings, Voicethreads, online labs, etc. All Ohlone ESL classes are currently being taught face-to-face, but most are also web-enhanced.

10. Discuss the impact of the program on the college and/or other programs.

The ESL program serves the faculty at large primarily by equipping students to better succeed in their classes. It should, however, be mentioned that many present and former ESL students at Ohlone have become part- or full-time staff at the college. Recently, a former ESL student was hired as part-time faculty by the Environmental Science department. Ohlone staff also consult with ESL faculty or enroll in their classes to improve their own language skills. Additionally, the ESL faculty tend to be among the innovators in the use of new instructional technologies and methodologies. The faculty have been involved in and presented workshops to the college community at large on the use of a variety of educational technologies and collaborative learning techniques which have led to the use of these teaching strategies and tools by ESL and non-ESL faculty. Thus, the ESL Department and its students are an integral part of the campus community.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Most of our students come from Fremont, Newark, Milpitas and the surrounding areas, all of which have demographics that include a large proportion of non-native English speakers from a variety of ethnicities. These demographics show the largest ethnic minorities to be East Asian, other Asian, Middle Eastern, and Latino. The ESL classes reflect the local demographics well except that the Latino population has typically been underrepresented. The recent opening of the new Newark Campus may be helping to address this problem and better serve the community, as the percentage of Latino students in ESL classes at that campus appears to be higher than that of the Fremont campus. The program strives to meet the language needs of all non-native speakers in the greater Fremont-Newark community.

● College Mission

1. Core Values, Goals & Objectives:

College Core Values

● We provide life-long learning opportunities for students, college personnel and the community.
● We open access to higher education and actively reach out to under-served populations.
● We promote diversity and inclusiveness.
● We maintain high standards in our constant pursuit of excellence.
● We value trust, respect and integrity.
● We promote team work and open communication.
● We practice innovation and actively encourage risk-taking and entrepreneurship.
● We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

3. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.
4. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average.

2. Briefly describe how the program supports the college mission, vision and one or more of the college values.

The ESL program offers instruction in basic skills that prepare students for various paths, including "career entry, university transfer, economic development, and personal enrichment." We value student learning and do all we can to support it.

The ESL department embraces people of all ages and backgrounds, uses both traditional and innovative teaching methods, and strives for ever-increasing rates of student success.

3. Briefly describe how the program supports the selected college goals.

1. Through innovative programs and services, improve student learning and achievement.

The ESL department is always striving to implement appropriate new learning methodologies and technologies to further our students' success. Over the last few years, we have encouraged all of our faculty to experiment with and try various innovations in their teaching. Most of the ESL faculty now make use of some type of online learning tool or management system such as WebCT, My Gradebook, or Voicethread. The ESL full-time faculty have given workshops and offered personal coaching to assist faculty as they implement these innovations. Several faculty are also now using online lab programs to provide the students with additional English practice outside of the classroom. We realize that these steps are just the beginning and will
continue to further these efforts and explore assessment strategies to better measure the contribution that these innovations make to student success.

4. Briefly describe how the program supports the selected college objectives.

3. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.

5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average.

The ESL department has made good progress towards improving our students' persistence and improvement rates these past two years, particularly through our regularly scheduled level and skill area meetings. We now have a Reading and Writing Course Coordinator, and a Listening and Speaking Course Coordinator. These coordinators schedule and lead meetings and discussions among all ESL instructors to better align our teaching, assignments, and assessments to the program and level SLO's. We have created draft rubrics for both the reading/writing and the listening/speaking areas to develop a more consistent understanding of the standards students must attain to ensure their success as they move forward through and exit the program. Additionally, we have created an ESL instructor's wiki where we can communicate with each other, post sample assignments and rubrics, share links, and student work. We believe that the more we design deliberate conversations with all of our faculty around the ESL teaching and learning process, the better our faculty will be prepared to teach for success, so our students can attain the established persistence and improvement rates.

- Program SLOs & Assessment
  1. Program SLO -

The student will demonstrate reading/writing skills necessary for comprehension of English texts intended for developmental (or higher level) English courses and the ability to write clear, coherent English paragraphs for academic purposes.

a. Indicate program assessment strategies used.
   i. Rubrics
ii. Skills Assessment

iii. Other

Successful fulfillment of SLOs for the highest level reading/writing course we offer, ESL 184RW.

b. Describe the criteria and standards used to appraise student work.

ESL reading/writing teachers have collaborated on the creation of rubrics defining the skills students must demonstrate at each level of RW courses (see attachments). In the last month of the semester, all ESL 184RW and 183RW instructors used the rubric to evaluate a student writing assignment. On the rubric, student work that is considered "competent" or "superior" demonstrates fulfillment of the SLO; student work that is "developing" or "limited" does not. ESL 183RW is included in this assessment since many ESL 183RW students bypass 184RW and go directly to developmental English classes.

See attached document (Writing Rubrics)

c. Enter assessment results and analyze student success in achieving this program SLO.

The following data regarding fulfillment of this SLO was collected:

Total number of students (those who persisted in ESL 183rw and/or 184rw until the end of the Spring 2010 semester): 94

Of these, based on the writing rubric used...

61 students (or 65%) were evaluated as superior or competent, fulfilling the SLO (49 students in 183rw, 12 students in 184rw)

33 students (or 35%) were evaluated as developing or limited, not fulfilling the SLO (20 students in 183rw, 13 students in 184rw)

Additional observations about the this data:

It should be repeated that the rubric used to evaluate these students deals with writing skills only, whereas the course and the SLO address both reading and writing skills. We are considering whether to develop a separate reading rubric or adapt the writing rubric to contain aspects of reading skills within it.

One 183rw instructor commented that all of her students who were considered "developing" (not satisfying the SLO), would be enrolling
in 184rw in the coming fall semester (thus, passing and moving up a level in ESL, but not moving into an English course).

The greatest number of students considered "limited" by their instructor were in the ESL 184rw course. The adjunct instructor, who also teaches English 151A, commented on these students: "Considering the level of my current (English) 151A students this semester...they'll fit right in 151A next semester." Only one of these 184RW students was at risk of failing the class.

The size of our data sample is admittedly small (only one section of 184rw is offered, whereas three sections of 183rw are offered). However, it is interesting that while only 48% of our 184rw students fulfilled the SLO, 71% of our 183rw students did.

A review of the ESL data from the research office raised some interesting questions. However, the data needs to be broken out by skill area in order to be useful in assessing this SLO. The department is requesting further data.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Reading/writing teachers have been meeting on a regular basis and have developed a writing rubric for evaluation of student paragraphs.

Some instructors of reading/writing courses have cooperated in creating common reading/writing tests and scoring them jointly. The use of such tests helps to ensure common expectations among teachers teaching at a given level.

e. Future Action (Improvements)

2. Program SLO -

The student will demonstrate the listening/speaking skills necessary to participate successfully in oral English exchanges in a variety of academic and/or professional settings.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Skills Assessment
   iii. Other

Successful fulfillment of SLOs for the highest level listening/speaking course we offer, ESL 183LS.
b. Describe the criteria and standards used to appraise student work.

A rubric for teachers to use in assessing students' skills is being piloted by listening/speaking teachers in the highest level course. (See attached documents).

c. Enter assessment results and analyze student success in achieving this program SLO.

According to a recent student survey, a majority of students completing 183LS report that they have improved their ability to use English in their everyday lives.

Currently we have no relevant quantitative data other than students' grades. During the program review process this Spring (2010), we made changes in our program SLOs, resulting in the need to develop new ways to assess students' success.

A review of the data from the research office raised some interesting questions. However, the data needs to be broken out by skill area in order to be useful in assessing this SLO. The department is requesting further data.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Listening/speaking course outline for 183LS has been revised.

New technologies and teaching strategies have been introduced (e.g., use of digital recordings, Voicethreads).

Listening/speaking teachers have been meeting on a regular basis and have developed an oral presentation rubric.

e. Future Action (Improvements)

**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 181LS</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>ESL 181RW</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>ESL 182LS</td>
<td></td>
<td>P</td>
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<tr>
<td>ESL 182RW</td>
<td>P</td>
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<tr>
<td>ESL 183LS</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>ESL 183RW</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>
Course SLO & Assessment

Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

   1. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.

   2. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.

   5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Data provided by the office of research shows a gradual decline in both student persistence and success. Between Fall 2005 and Spring 2009, student persistence dropped from 88% to 82%. Persistence rates between fall and spring semesters are consistent (with the exception of Spring 2006, which was 67%). With regards to student success, there was a drop from 78% to 71% for the same period. This occurred during a period when enrollment in the department increased from 107 to 167 annual FTES, an increase of more than 56%. Headcount increased from 583 to 1069 (duplicated, annual), an increase of over 83%.

One possible explanation for the decline in both measures may be due to the lack of greater coordination between instructors in the program during this time period, especially given the significant increase in enrollments. While the ESL department has three full-time faculty members, one of them was on full reassignment from the department during the entire four-year period and a second was on sabbatical for one semester. This effectively left only one full-time faculty member, with all other courses staffed by part-time faculty. All full-time faculty members have returned to the department as of Fall 2009, so further data will show whether or not this might be a factor.
This loss of full-time faculty also came at a time of curricular change in the department. The primary ESL sequence of courses was changed effective Fall 2005. This confluence may have affected the department’s ability to effectively implement the new curriculum in a coordinated fashion, which may have had detrimental effects on student persistence and success as they moved between courses and instructors.

Given the need for personal attention for ESL students in particular, it may also be significant that the average class size increased from 17.6 students in 2005-2006 to 21.3 students in 2008-2009, an increase of over 21%.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The budget and expenditures for this program consist almost entirely of the salaries and benefits for faculty in the department.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

While responses from the student survey were positive, this survey was very limited in scope. In addition, it consisted of current students, who have a more positive connection with the program overall, and it fails to get the input of students for whom the program has not worked.

There are two clear actions that need to be taken in the coming years.

First, with all of the full-time faculty back with the department, these three faculty members need to take charge of increasing coordination of the curriculum for the primary sequence in the program. They need to coordinate approaches to curriculum that will address the department’s SLOs, and they will need to take responsibility for working with part-time faculty as well.

Second, in addition to the coordination issue, the department needs to do more research into possible causes for the decline in persistence and success rates. Some factors that could be examined include demographics (sex, age, ethnicity), socio-economic status (financial aid), and residency (resident, international student) and background status (recent immigrant, US high school).
• **Program Analysis**

   Based on your assessments in the previous sections, focusing on SLOs and student/program achievements analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives (PIOs).

   1. *Describe program achievements and successes.*

      While the persistence and success data for the ESL program is high compared with the college overall, the data for 2005-2006 through 2008-2009 give cause for concern. ESL students are among the most motivated of all students, so the gradual decline in their persistence and success is significant.

      In order to gain a qualitative evaluation of the program, a survey was administered in Fall 2009 to students enrolled in ESL 183 and 184 classes. In addition, ESL students in one section of English 151A were also surveyed. The total number of respondents was 67, and slightly more than 40% were taking 10 or more units. While the survey was not scientifically valid (the students self-selected whether they responded), it provides an idea as to how students view the success of the program.

      The vast majority of the respondents (49) agreed that the program is preparing them to use English successfully in the situations they face in life. However, they also have suggestions for how to improve the courses in the program. In the area of listening/speaking, 18 desired more speaking opportunities, with 3 citing specifically the need to speak with native speakers. 16 desired more listening practice. 3 mentioned the need for more focus on vocabulary. In the area of reading/writing, there was a greater desire for more reading practice over writing. 23 wanted more reading practice and 13 desired more vocabulary work. 14 indicated a desire for more writing, and 8 asked for more focus on grammar.

   2. *Describe plans for improvements for student learning outcomes and/or student/program achievement.*

      Increase coordination meetings among faculty in the department in order to better address program needs and work on future action items delineated earlier.

      Develop additional means (faculty survey/report or departmental test) of assessing students' fulfillment of our program SLOs.

• **Program Improvement Objectives:**

   1. **Objective:**

      Increase coordination among faculty in the department in order to better align
strategies to address programmatic outcomes. Current challenges faced by the department includes separation of courses between the two campuses and lack of scheduling options for departmental meetings.

a. Action Plan

Year 1:

Work with the division dean on course scheduling such that a block of time can be reserved for use by the department for coordination meetings.

In addition, hold a minimum of six hours of required meetings per academic year for full-time and part-time faculty members to create and implement coordinated learning outcomes, standards, assignments, and assessments for all core (reading/writing and listening/speaking) ESL courses. (Begun in 2008-2009; ongoing)

Year 2:

The ESL Department will begin to hold regular department meetings that accommodate the schedules of all full-time faculty members.

The department continues to involve both part-time and full-time faculty in six hours of meetings per academic year.

Year 3:

The ESL Department will continue to hold regular department meetings.

The department continues to involve both part-time and full-time faculty in six hours of meetings per academic year.

b. Other (Include other resources needed)

Year 1:

Adjunct pay: six hours per semester per adjunct faculty member.

Year 2:

Adjunct pay: six hours per semester per adjunct faculty member.
Year 3:

Adjunct pay: six hours per semester per adjunct faculty member.

c. Assessment Plan: List Assessment Strategies

Year 1:

Using 2009-2010 as a baseline year, there is currently no unscheduled teaching period that works for regular meetings of the members of the department.

Individual full-time faculty met with part-time faculty for six hours, divided by skill level, in 2008-2009 and 2009-2010.

Year 2:

By Spring 2011, a common block of two hours will be set aside for all full-time ESL faculty in their schedules to permit regular departmental meetings.

Full- and part-time faculty will meet together for six hours of department work.

Year 3:

The ESL faculty will be meeting regularly.

Full- and part-time faculty will meet together for six hours of department work.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

To address the needs of our students and our program requires on-going faculty exchange about challenges and ideas for responding to these challenges.

challenges. We aspire to this outcome to permit this type of continuous interchange to occur, involving both full- and part-time faculty.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Two subgroups of the department met in 2009-2010: listening/speaking and reading/writing. The subgroups met for six hours each in the fall of 2009. Subgroups comprised both part-time and full-time faculty teaching in those skill areas.

   Full-time faculty met twice in 2009-2010 to work on program review.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   The subgroup meetings produced a rubric for evaluation of oral presentations and for writing, which are now being used across the levels to provide more consistent assessment of these activities.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   Provision of six hours of pay for each part-time faculty member allowed for participation by both part-time and full-time faculty in the subgroup activities.

   d. Future Action
   Current level of focus maintained. Describe.

   We will request funding to continue coordination meetings that include part-time faculty.

   We will pursue scheduling of full-time faculty that allows for regular departmental meetings.

1. Objective:

   Revise the curriculum at the highest level of the program (currently ESL 184) to better serve the needs of students exiting the program and moving on to developmental English courses and college-level work.

   a. Action Plan
      Year 1:
Survey ESL students at highest levels of program to determine their 1) satisfaction with program offerings 2) satisfaction with skills achieved 3) confidence level in using English, and 4) suggestions for improvement. A survey was administered in 2009-2010.

Work with the research office to break down persistence, success, and improvement data for students moving through the program.

Year 2:
Repeat the survey process. Analyze and compare results. Revise the highest level of the program. Preliminary discussion has already raised several possibilities - development of an ESL 184LS course, work with the English Department to develop an English 151A targeted specifically to ESL learners, convert the ESL 184RW course to a capstone ESL course which covers all skill areas.

Using data provided by the research office, analyze trends and develop plans for responding to issues raised by the data.

Year 3:
At this time, it is unclear what direction the curriculum revision and other responses to student success data will take.

b. Staffing
Year 1:
Given the size of the ESL program, we do not envision the need for additional full-time faculty in ESL at this time.

Year 2:
Given the size of the ESL program, we do not envision the need for additional full-time faculty in ESL at this time.

Year 3:
Given the size of the ESL program, we do not envision the need for additional full-time faculty in ESL at this time.
c. Equipment (Include items that fit under department budget codes)
   Year 1:
   The Department does not have any specific equipment needs at the current time.

   Year 2:
   The Department does not have any specific equipment needs at the current time.

   Year 3:
   The Department does not have any specific equipment needs at the current time.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   The Department does not have any specific technology needs at the current time.

   Year 2:
   The Department does not have any specific technology needs at the current time.

   Year 3:
   The Department does not have any specific technology needs at the current time.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   No additional needs at the current time.

   Year 2:
   Depending on the direction of curricular revisions, additional classroom space may be requested.
Year 3:
Depending on the direction of curricular revisions, additional classroom space may be requested.

f. Other (Include other resources needed)
Year 1:
None.

Year 2:
None.

Year 3:
None.

g. Assessment Plan: List Assessment Strategies
Year 1:
Survey results from 2009-2010 provide a baseline for comparison in future years.

Year 2:
Survey results can begin to be compared to results from previous year.

Data from research office, coupled with data now provided by CB21 coding, should provide indications of the ability of the program to prepare students for success beyond the ESL program.

Year 3:
Survey results can be compared with previous two years.

Continued examination of data from research office may offer initial indications of improvement to the program.

h. Which college goal(s) does this program improvement objective work to
achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

Engagement with department student success data broken out demographically will help the department to focus on strategies to address challenges faced by specific groups of students rather than all ESL students.

2. PIO Assessment
   a. Future Action

• Attached Files
  1. revisedoralpresentationrubric181LS.doc
  2. revisedoralpresentationrubric182LS.doc
  3. ESL Reading-Writing Rubrics--Program Review.doc
  4. revisedoralpresentationrubric183LS (2).doc