Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: English Language Institute
  3. Review Type: Student Services Program Review
  4. Program/Departments: English Language Institute (68204)
  5. Authority Code: 73-Dean, Counseling and International Programs
  6. External Regulations: Yes X No__

Describe:

The English Language Institute (ELI), like the International Student Program, must comply with United States Citizenship and Immigration Services (USCIS) regulations, and must ensure that its students do the same.

7. Provide a brief narrative that describes the services provided.

The Ohlone College English Language Institute (ELI) is entering its fifth year of operation within the unit of International Programs and Services. As we grow (enrollments started with 45 FTE per semester and we now serve about 70 FTE per semester), we continue to focus on our primary objective of providing intensive English Language instruction to international students who do not yet have the English proficiency to meet Ohlone College admissions criteria. Students (primarily from Asia) follow 22 hours per week of core classes in all language skill areas. The program and course objectives are designed to help students gain English competency so that they can meet the English admissions requirements and then enroll into Ohlone courses as matriculated students. In the past, ELI class size was in keeping with industry practices—about 15-18 per class; the past few semesters, because of limited availability, class sizes did run over 20 students in all of our sections.

In addition to providing comprehensive classes in English, the ELI also offers workshops and activities to those students who want to take a more active and full-time role in their own language learning. The ELI continues to offer extracurricular activities (workshops in TOEFL Prep, Conversation, Speech
Preparation, and cultural orientations). While it is important for language students from overseas to have opportunities outside the classroom to gain practice and confidence in learning English, we have found that ELI students are not actively requesting or needing such extracurricular activities. The students prefer standard academic venues and feel that the classes meet their primary needs. As a result, we have not expanded our efforts into developing additional or different extracurricular activities for ELI students.

Even though we are not broadening structured extracurricular activities, we still want to support one of our primary philosophies: to provide students with opportunities to improve their English through additional work and self-directed practice outside the classroom. One venue that we implemented several years ago is the English Language Lab; this is a virtual lab in which students can do additional studies through an online format that directs students to various sites for additional learning and practice. And they can pursue this learning on a flexible schedule. The main learning occurs via discussion boards and interactive exercises (with other students as well as with instructors.) We are continuing to offer the ELI Lab to better respond to differing learning styles. Some students prefer the classroom format and work only to satisfy the requirements for the lab course work. Other students, however, connect very strongly to this type of learning and cover content that far exceeds the set requirements. The lab provides another option for motivated students so that they can pursue learning outside the classroom and to make efforts to progress at self-directed rates—and many of them do so ambitiously. We are also discovering that students who are less communicative in the classroom find the lab to be a more comfortable alternative to express themselves in English.

A number of our students come to us through relatives and members of the community. Relatives often take an active interest in the language progress of the students. The ELI Lab provides another source of progress (and evidence of student effort) that we can pass onto the students and their stakeholders. There is often a direct correlation between amount of time students spend learning outside of the classroom and their development in English proficiency. Our best students are often
the ones who also log in the most time and work on activities in the English Language Lab.

Although ELI instructors and staff are available and accessible for students to ask for additional assistance and support outside of the classroom, we also take a proactive approach and work closely with the students to inform them of their progress and to offer suggestions as to how they can more effectively progress in their language learning. Periodic progress reports are shared with students. In the past, progress reports were issued every eight weeks; this year we are implementing progress reports on a monthly basis with a special emphasis on the third (of four) progress report so that students have a clear understanding of their status and if/how they need to make additional efforts for success. This supportive oversight can help new learners—especially those who come from a very structured and rigid learning environment—understand how to manage their progress and make additional efforts and progress accordingly.

An ELI instructor is also available several hours per week on a “drop-in” basis in case students feel the need for extra clarification or for additional support.

Once new ELI students arrive in Fremont, they attend an ELI New Student Orientation.

Last year we did a separate ELI orientation--in the past, ELI students joined the orientation with all new international students and then broke out into a smaller ELI orientation. We are no longer incorporating the ELI students in the main international student orientation. Having separate orientations helps us more specifically meet the needs of the ELI student, and we recognize that as an incremental improvement.

The ELI staff still feels that we can make improvements in the area of orientation; it would be better if it were more student centered/student focused. At present, a good portion of the orientation deals with administrative issues—immigration, programming, and registration. We would like to emphasize
two themes; the first is cultural—one aspect should cover adjusting to life in the States; and a subset of that would cover adaptation to the academic environment in ELI and eventually Ohlone. The second theme that we want to include in the orientation is one of “welcome” and “belonging” to Ohlone. We still cover key areas of emphasis; those include the ELI Program content, academic responsibilities, immigration regulations, and most importantly, personal safety. In addition to providing key information, we want the students to identify with Ohlone as soon as they can. Our new objective in the orientation is for students to form a connection, to feel that they are in a comfortable and “language friendly setting, and most of all to create an initial phase of bonding with the institution by having students say to themselves; “I am glad I travelled thousands of miles to come to Ohlone.” In order to achieve that goal, we will need to change the orientation to include some team-building and friendship forming activities.

Once we establish the first level of comfort, we want the students to broaden their comfort zones. Many of our international learners are looking for ways to interact with students outside of ELI so we encourage our students to join and participate in various Ohlone clubs, events, and presentations on campus. We continue to explore ways in which ELI students might more readily interact and exchange cultural ideas with other students. This past year, we worked with the international peer mentors to set up coffee hours and other events where ELI students could get more information and could more easily talk about life in the States and at Ohlone. These events were a natural and effective follow-on to orientation and in smaller group settings.

ELI students can satisfy the English admissions requirement by successfully completing ELI Level 4 (our most advanced level in the program.) Towards the end of the semester, Ohlone counselors who work with international students provide a specific orientation to Level 4 students about the process for matriculating into Ohlone College. This orientation is indeed a valuable service to the Level 4 students; they are already a bit anxious about the transition and are in the initial phases of leaving the comfort zone of ELI. This orientation helps relieve the anxiety, communicates to the students that we care about
their success and sends a message of credibility and collaboration.

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

The ELI program serves its students by providing a structured program that meets the learning and cultural needs of the students. The program philosophy is to work closely and often with the students to make sure that the students are getting the attention and support they need to accomplish their first-tier educational objectives, which is to achieve a level of English fluency which will enable them to attend credit-bearing Ohlone courses.

A portion of the curriculum now also includes small group projects and participation, and several instructors meet with students on an individual basis to discuss progress and to point out individual strengths and weaknesses. Since most of our students are from Asia in which collective learning is emphasized, this individual approach to language learning is new and different for our students, and they see the value in these efforts.

Language learning, however, is just one component of the overall success of the international student. We are identifying and are working to address a number of issues at various other levels; many of our students come from very structured academic settings and have been in environments that stress “group-think” and rote learning. So we are working to help the students adjust to an environment which requires them to be more independent, more accountable, and more participatory. We are also working with the students about attitudes and techniques so that they can improve their confidence and study skills.

Gaining cultural awareness is also a critical factor to the academic success of second language learners. We are
designing ways—both within the curriculum and through group projects—for students to better understand the cultural differences and to find ways to adapt accordingly. Those international students who enter Ohlone directly with good TOEFL or IELTS scores may not have the overall understanding of what it truly means to be in an academic environment in the States. The ELI students may not start our programs with the same level of English proficiency as matriculating international students, but by following the ELI program, the ELI student go get acquires a good understanding of what it means to be a successful student. Primary themes throughout the ELI program include student responsibility, social/academic communications, academic integrity (plagiarism) and others factors that can help them better adjust to academic life at Ohlone. Students who are more familiar with key steps to academic success will transition more smoothly into Ohlon—and that can have a positive influence on Ohlone faculty and fellow students.

In Fall of 2010, ELI found another way to serve the students. International students who are matriculated are not always able to maintain a full load of course work (perhaps they are unable to schedule a full load of classes or they may have to withdraw for a variety of reasons.) If this happens to an international student and if the student falls below 12 units, then technically the student falls out of status as a full-time student, and that situation impacts the immigration status of the student. So ELI has implemented three English Language content courses (Reading, Composition, and Grammar), and these courses are being offered in a facilitated on-line format. Enrollment dates for these courses are flexible and thus provide students with alternatives for course work and units to replace the units that they lose because of tight schedules or withdrawal from classes.

With these courses, the 521 series, students are becoming aware that this is an option and some students recognize the value of these courses and are taking advantage of the courses offered through ELI 521. Some students, however, are doing only the minimum in these courses in order to satisfy immigration requirements. The system remains in place and meets the
immigration needs of students, but we have yet to determine how to ensure that students in these courses are meeting their academic requirements of the 521 courses (so in some cases, these courses enable students to register for courses to maintain immigration requirements without having to satisfy on-line assignments.) Our next level task—a carry-over from last year—then is to get students to see that these courses also provide a learning benefit and to approach the courses from that viewpoint.

The ELI Program, with its student body of about 70 students, provides a good resource of international students who have an interest in interacting with U.S. students and learning about the academic environment at Ohlone. In the past, we have discussed how Ohlone students might benefit by opportunities to exchange ideas and cultural information with designated Ohlone classes. This Fall, we actually took a step forward to implement the concept; an class of advanced ELI students did an interactive project with an anthropology class on campus. It was a good initial exchange, and it stimulated learning and interest for students in both classes.

In these ongoing financially challenging times, it is important to note that ELI has the capability and capacity to generate revenues to the institution. ELI is in essence a self-support unit and therefore has fewer constraints than other units on campus. In the Fall of 2008, ELI, in concept launched its first course offerings with designated course levels and progressions that helped students determine when and how to meet the admissions requirements. Since that time and through Fall of 2012, ELI has generated approximately 690 enrollments with matriculation rate into Ohlone courses at about 90 Retention rate.

In the past year ELI applications have increased about 20%, which is a good indication that marketing approaches are gaining efficiency and that the word of mouth outcome is starting to take hold. Increasing applications is just one facet of generating more enrollment. It is also important to focus on yield; making sure that we turn more applications into enrollments. We are taking extra steps towards that initiative;
these steps include more effective enrollment application and additional communications with prospective students.

In the early phases of the ELI development, a number of students came from the Fremont community---family members and other community referrals. In November, the Ohlone ELI/International Programs sponsored an Open House to regenerate interest within the community and to offer a venue so that we could provide updated information to community members. For the initial run, we had a good response; in the future we will organize a similar event with the intent to get more participants to provide more specific information.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

The ELI program enrolls about 70 students per semester and 35 during an intensive summer session; with the enrollment at this level, working closely with students and staff is quite manageable. We have periodic meetings—both formally and informally—to assess and address the program needs. We also do mid-term assessments which provide us with the opportunity to make adjustments based on feedback and progress of the students. We will continue to follow some of these key principles regardless of the size as international students respond well to a “hands-on approach.” As the program grows, we will need to look at additional ways that we can manage and address needs that are less labor intensive.

In terms of meeting the learning needs of the ELI students, we continue to tweak some of our materials and approaches and are easing into more content-based learning so that we can cover English and other areas of student success.

In terms of student services, as mentioned in previous program reviews, the Ohlone IT department provided ELI with a huge service by incorporating ELI registrations and payments into Datatel. Prior to that, registering students and obtaining tuition payments was very cumbersome. With a more user-friendly
system in place, we have more time to focus on programming and student service issues.

One issue that has recently emerged is the issue of student health insurance. In the academic year of 2008/2009, Ohlone instituted a policy of mandatory health insurance for all international/ELI students. In order to put a structured system in place, Ohlone contracted with HTH student health, an organization that provides health coverage for students at many institutions. Providing an initial level of coverage for our students was an important step in both student services as well as in the area of risk management. As we grow in enrollment, and as HTH grows in institutional members, we have found that the system is showing some deficiencies. We are making steps to recognize some of the cracks in the system and will be working more closely with HTH to offer better service and health orientation to our international students (many of whom are ELI and because of limited English, the ELI students need an extra level of support.)

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

As previously mentioned, the ELI has a positive impact as a potential revenue source for the institution. Enrollments from ELI provide a direct impact on revenue generation; indirectly speaking, ELI also impacts international enrollments. By having an ELI program, international students have the opportunity to begin their studies at Ohlone—first in ELI and then transitioning into degree courses. Without ELI, students needing English might start their studies at another institution and might then never find their way to Ohlone. So the ELI gives students a ready pathway to Ohlone courses.

The ELI retention rate is high—over 90% of ELI students become matriculated students at Ohlone. In 2012, ELI had about 75 students who completed the ELI Level 4 and matriculated into Ohlone courses.
New ELI students come to Ohlone with a range of English ability. We do have some students who enter ELI in the low advanced level of Level 4, but we have seen an increase in enrollments at the beginning levels. With our high retention rate, this means that these students are enrolled in ELI for 3 consecutive sessions—this is good for enrollment numbers, but it is also good for us to have the opportunity to work with these students for 3 sessions to help them build their foundation of English skills.

ELI programs also serve as an initial and instrumental component to more comprehensive programs. Through the International Programs and Services, Ohlone has obtained several grants from the States Department. In many cases, sponsoring programs involving international students request some type of initial or ongoing program of English Language study for the grant participants. Such was the case with the State Department grant for the Egyptian students, and having a functional ELI opens the door for additional grants if we wish to pursue similar types of projects. We have not pursued such opportunities since the Egyptian program, and we would be more selective in the future, but with ELI, we do have a system in place that could be used to explore grants or other hybrid programs that might include ELI courses and content courses/training.

ELI is working with a number of overseas institutions on various projects—some are enrollment based, some are cooperative in terms of faculty and student exchanges, and some are exploratory in terms of potential projects. Generating activities—either through enrollments or other cooperative projects—means additional resources. As we develop additional institutions to partner with, we should see additional opportunity for enrollments as well as other potential collaborative projects. At present, we have institutional relationships with Meisei University in Japan, Cheongju University in Korea—and we are making on-going efforts to develop/further relationships with Shanghai University of Finance and Economics and Hoasen University in Viet Nam.
A current and key initiative in the Ohlone International Programs involves overseas faculty exchanges. With existing and with the increased number of institutional contacts via ELI relationships, ELI should be able to increase overseas opportunities for Ohlone faculty if the institution decides to increase that initiative.

A number of faculty in the Summers of 2011 and 2012 gained “professional development and overseas experience” by being involved short-term assignments in several areas of China; and for the first time, we sent faculty to institutions in Vietnam—both for English Language instruction and for teacher training. As these institutional relationships develop, we can broaden the opportunities for additional faculty—both in terms of number of faculty and content areas.

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

For many campuses and their communities, international education means adding diversity. Ohlone and Fremont are already rich with their diversity, but the diversity aspect of international education cannot be overlooked—even in an environment with many cultures already present. ELI and International Programs enroll students from over 33 countries. In the past few years, ELI has seen some additional diversity with ELI enrollments from the Congo, Canada, Tunisia, Indonesia, and Saudi Arabia—thus giving the program and the campus a larger spread of diversity.

Another key aspect of international education is the economic contribution it makes to the community. According to Open Doors data from 2009, there were over 100,000 foreign students (and dependents) studying in California. The economic impact for California was approximately $2.2 B. Obviously Ohlone (and ELI in particular) comprise a small percentage of foreign students in California, but correlations can be made that international students have a significant impact on the economic development of the surrounding community. In the case of ELI, the community gets positive benefits from living expenses that our students disburse; some students live with host...
families, some live in apartments in the general vicinity, and some live in extended lodging arrangements. Early on in the ELI development, a few students took advantage of the Mission Peak Lodge for flexible and affordable accommodations. Now, the ELI students are basically a mainstay for that particular hotel. Very few ELI students purchase cars and they rely on AC Transit and BART for school commutes and weekend outings. Their ridership helps support the transportation systems in the area.

In the early stages of ELI, about 50% of the enrollments came from referrals within the community. This showed that there was a need for the community to have an intensive English program so that members of the Greater Fremont international community could send overseas family members or refer friends to Ohlone to get all levels of English Language learning. That number has tapered off considerably, but the ELI program still enrolls students via community referrals, indicating that type of need and service still exists.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **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.
   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   2. Annually increase retention and success rates of under-served demographic groups.

4. Briefly describe how the program supports the college mission, vision selected college values.

At present, the majority of ELI students have come to Ohlone College in order to a) gain a high enough proficiency level in English that will enable them to successfully follow the Ohlone College TAG curriculum, and b) study outlined course curriculum that will enable them to eventually pursue an undergraduate degree within the CSU or UC system. The ELI program helps international students a) achieve an initial level of English so that they can take the prescribed Ohlone courses that will lead to a CSU/UC transfer, and b) provide the students with a good foundation of study skills and cultural knowledge of academic life in US institutions.

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surrounding community. In the case of ELI, the community gets positive benefits from living expenses that our students disburse; some students live with host families, some live in apartments in the general vicinity, and some live in extended lodging arrangements. Early on in the ELI development, a few students took advantage of the Mission Peak Lodge for flexible and affordable accommodations. Now, the ELI students are basically a mainstay for that particular hotel. Very few ELI students purchase cars and they rely on AC Transit and BART for school commutes and weekend outings. Their ridership helps support the transportation systems in the area.

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

ELI is most closely linked with the 6th goal of enhancing college-wide interaction of diverse peoples and cultures. The majority of ELI students come to Ohlone from Asia and the Pacific Rim countries, but we have also had students from Europe, Africa, and the Middle-East. ELI students are encouraged to actively participate in campus events and activities, and a number of them do so—either on their own or as classroom assignments. We have also organized several sessions in which ELI students can interact with Ohlone faculty and students, and we would like to increase and organize those types of learning exchanges on a more regular and frequent basis. In addition to cultural diversity, ELI students also bring a different perspective in terms of limited language and cultural knowledge so the Ohlone community can observe how international students who are new to our culture perceive our way of life in the States, and we can also benefit by sharing in their educational growth and development in cultural awareness.
The first college goal of innovative programs and services improving student learning and achievement is also very applicable to ELI. If we interpret this goal to address ways in which we can make our students more self-reliant and accountable, then this goal is a close-fit with ELI. Many of our students come from cultures of “passive learning” or following rigid steps in order to achieve success. The ELI creates an initial culture of helping students become more responsible for their own learning and overall success, and then this concept is reinforced at the college level.

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

ELI staff and instructors take seriously the objective of student learning and achievement. The primary and obvious objective of ELI is to help international students gain English proficiency. There are various facets of learning, however, that are part of an international student’s overall success: these facets include helping students gain confidence and self-esteem, providing students with basic study skills and time management approaches, and working with students to take an active role in their own learning process. All of these help students improve their overall learning and level of achievement.

• Program SLOs & Assessment
  1. Student Services SLO -

The Ohlone College English Language Institute is an intensive English program that is comprised of four levels of English proficiency, from the basic level of learner to a low advanced learner (TOEFL of about 490). Throughout the semester, students study all skill areas of English learning (Grammar, Composition, Reading/Vocabulary, and Listening and Speaking.) From a semester-semester basis, the overall objective is to help students meet the primary learning outcomes in each skill area in their respective levels so that they can successfully complete their level and move upward to the next level. The ultimate objective for the program is to provide
a curriculum and learning activities that enable students to meet the Ohlone English admissions requirements (Minimum TOEFL or IELTS and/or successful completion of ELI Level 4) so that students can matriculate into Ohlone College courses. The secondary objectives involve offering a set of skills, both academic and cultural, that will help the students transition smoothly into Ohlone courses and achieve academic success within the Ohlone program—most likely in the TAG sequence of courses.

In the initial stages of the ELI program, the focus was on the technical aspects of helping students gain language proficiency so that they would meet the English admissions requirements and would then be eligible to continue with Ohlone on a matriculated basis. And that still remains as our primary student learning outcome.

After several years of working with ELI students, we noticed some common, recurring trends—basically a subset of skills that students were lacking; these skills often impede their learning and eventual success in the academic environment. We have now targeted those as secondary but additional student learning outcomes.

The first outcome in the secondary category covers basic study skills. We realize that many of our students have only a vague concept of what it means and what it takes to achieve success as a student. In their cultures, our students followed rote learning, were often in passive learning environments, and seldom took responsibility for their own learning progress. We are making initial efforts to implement into our program an on-going theme of successful student skills. We have made some progress and have seen development in some students—they participate more, they take more accountability for their successes (or lack thereof), and they try to emulate some of the models that are provided. We hope to see more progress in the upcoming years as that theme becomes more prevalent.

The second outcome in our subset involves basic communication and culture. On the surface our ELI students
indicate that they have a good understanding of the cultural norms in the States, and indeed they may have a level of familiarity. But their ability to put some cultural norms into practice falls short. The instructors and the ELI staff have noticed that students “try our patience” when they lack the skill sets to set and keep appointments, when they communicate some basic requests, and when they try to function appropriately in a basic office setting. These are all areas in which we can provide some additional knowledge so that our students have a better awareness of how to better fit in when they interact with faculty, peers, and office staff. In addition to language learning, this content area has a broad carry over value.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.
d. Future Action

2. Student Services SLO -


Our primary objective is for students to meet the Ohlone English admissions requirements and the most recognized means for doing so is to assess the TOEFL scores of the ELI students. Since its inception, at the end of every session, ELI has administered an institutional Paper based TOEFL. This test is available to any ELI student regardless of level; some basic students take the test in hopes of doing well on the test, which then exempts them from ELI courses for additional sessions. The intermediate students are the most arduous of student; they have enough proficiency and ability, and with some extra work and focused studies, they can achieve TOEFL scores in the proximity of the Ohlone criteria. Many Level 4 students take the TOEFL, but mostly for their own reference—they are aware that with successful completion of Level 4, they can matriculate into Ohlone College and they do not need to go through the rigors of TOEFL studies and test preparation to do so.

As a baseline of comparison, to date, 501 students have taken the institutional TOEFL and 123 have achieved scores that have met the Ohlone TOEFL criteria*. This figure is broad as it does not take into account the skill level of the student nor
does it consider students’ need/motivation for achieving well on the TOEFL. The TOEFL is a standardized indicator of the proficiency level of the student, but the current ELI curriculum is not TOEFL specific but is based more on proving a broader based skill set.

After 4 years of working with a similar student profile, we are acquiring a good sense of who are students are, how they perform in the classroom, how they acquire and respond to English language learning, and how likely they are to succeed at the next level of learning. At present, instructors assess the students on their performance throughout the semester in areas of homework, participation, tests, and other standard means of assessment. We are currently in the review stage now of what we can do to set more tangible and concrete objectives—probably based on project based learning and assessments. Some IEP’s are moving to standard tests and to level exit assessments, but, based on our initial internal conversations, better assessment tools exist; level exit tests neither meet our program identity nor the profile of our student. As we get more actively involved and interactive in the industry by participation in TESOL and CATESOL, we will become more familiar with other assessment methods available and can then determine the ones most appropriate for our students and to the program.

The second learning outcome (subset A) in which students take more responsibility for their own learning and have a better idea of overall student success can be measured in two ways: we will make a concerted effort to integrate some content based outcomes in the course syllabi and follow assessment processes periodically in the classroom environment. The second means is to make good use of the ELI lab for specific lessons and supplemental exercises for students to follow so that key points are “driven home.” The lab format enables us to utilize readings, websites, and interactive chat boards to help direct and assess the learning.

Subset B of the second learning outcome (basic cultural practices as they pertain to academic and office environment) is an initiative that has a variety of practical applications so it
is key outcome to address and assess. A good rubric would come into play here, but on a more regular means of measure, it would be good to have this is a standing agenda item in regular staff meetings. We can share ways in which we see improvement, or perhaps lack of progress in certain skills—and then identify ways in which we might provide more support in these areas.

b. **Indicate your planned method of assessment.**

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

d. **Future Action**

- **Student/Program Achievement**
  1. **List area-specific outcomes.**

For the English Language Institute, we can work towards specific outcomes in the following areas:

**Enrollment:**

-Increase ELI enrollment to about 80-100 students per session, and if possible, broaden the diversity of the program.

The obvious impact is one of budget and program revenue, but in terms of program quality, a larger program is often a stronger program. At present, we interact frequently with students and are able to know their individual strengths and weaknesses. As we grow, we would like to maintain the friendly atmosphere and personal touch, but with more students and more sections, we can offer more interaction, various specialized tracks of specialized English, and more options for the students.
Last year our enrollment had a slight uptick and with fewer direct recruitment efforts of overseas trips. We made significant efforts to become more effective in enrollment management with more frequent and stronger outreach to prospective students who submitted applications. We have also made extra efforts to generate enrollments through a more targeted approach of agent management. By working more closely and effectively with our agent network, we are seeing an increase in enrollments through agents, and we want to maximize this particular form of recruitment.

Even though we have increased student numbers slightly, we have done so with fewer resources—three overseas trips compared with 6 trips the previous year. The market is getting more competitive but over the past four years, we have built a good foundation and we are ready to springboard in enrollment numbers with a more aggressive and defined recruitment strategy.

-ELI would also like to increase the diversity of its student body. At present, the ELI enrollment is 95% Asian. We have broadened out from a heavily based Chinese population to include more students from Viet Nam and are making efforts into Indonesia, but other parts of the world could be explored for reasons of diversity.

**Instructional and Curriculum:**

- Develop and Implement a more integrated and content based curriculum:
Now that we have the language learning portion of the curriculum fundamentally established, we will work on integrating content that covers study skills, personal development, and basic social and cultural skills as identified in the Student Learning Outcomes section.

- Work with instructors on prioritizing learning objectives for each level and providing support and follow-up to determine if/how students are meeting tier one learning objectives.

- Work with International Programs and ELI staff to help apply cultural and communications learning into our regular interactions with ELI students.

Program Identity:

- Create a stronger and more defined program identity:

  After four years of providing ELI instruction and other supportive services to ELI students, we have established a good level of credibility with our students. The students know that we are sincerely interested in their academic and personal development. We will continue to emphasize trust and rapport with our students—that theme helps in the overall operations of the program and also has an impact on enrollment (a good portion of
international enrollment does come through word of mouth; students share their experiences with friends and relatives back home)

2. Identify internal and/or external benchmarks and regulations.

-Enrollment:

  -We now have target numbers set and have weekly meetings with staff for status reports and action items to better move applications (both complete and incomplete) to enrollments. We are following this system of additional updates and communications with both prospective students as well as agents.

-Curriculum:

  -Work more closely and regularly with instructors and appropriate staff for design and delivery of curriculum measures. Identify a point person for this initiative and have follow-up sessions to ensure progress.

-Program Identity

  -Earmark this as a target theme and work with staff and instructors
to develop

program identity (nature of who we are, how we integrate core values and objectives, and how we practice those elements on a regular basis.

3. **Enter assessment results for area-specific outcomes and analyze trends.**

   Assessment ongoing. More data will be available in Fall 2013

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

   As one would expect, instructional costs are a primary part of the operational expenses, but we work hard to make these as cost effective as possible. Our goal is for instruction to comprise about 25% of the budget, and for the most part this has worked as the intermediate and advanced levels of instruction consist of 15-17 students per level. Last year our per section enrollment averaged 21 students; this had a positive impact on budget, but going above industry average in terms of class size can have a negative impact on quality and student satisfaction.

Marketing/recruitment is another line item of note. Last year, three overseas trips were taken—no longer specifically for ELI—but trips to generate opportunities and enrollments for International Programs as well as ELI. The target countries remain China, Viet Nam, and Japan, with some initial efforts in Indonesia. Although it is a bit difficult to determine actual enrollments from each trip—students do apply at different times—we are seeing a more direct correlation between these trips and actual immediate enrollments. Last year we could identify applications from Indonesia and China as a result of the trips. So enrollment growth
and this type of recruitment effort have close correlations. As we increase our consistency of overseas trips to these countries, our name recognition will increase, and that will have a direct impact on enrollment.

In Fall of 2010, ELI tuition increased about 6% from $4,000/semester to a semester tuition of $4,250. Part of this increase went to cover the design and implementation of the ELI Lab class. In terms of tuition as compared with the industry, the Ohlone ELI is a bit higher than programs of a similar nature and thus it would be difficult to consider and justify a tuition increase at this time. There are no plans to increase tuition fees, but we are looking at an increase in application fees to offset the cost of overseas mailings of application packets.

5. **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.**

We're maintaining program needs with minimum staff. Staffing needs are currently being assessed.

6. **Describe any additional notable program achievements (optional).**

7. **Additional Program Table Data**

8. **Future Action**

   Current levels of achievement indicators maintained.

- **Program Analysis**

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

   1. **Describe program achievements and successes.**

      -In terms of learning outcomes relevant to the students’ progress in English:

      -We have a core of experienced and knowledgeable instructors who have taught in ELI for consecutive semesters. They continue to gain a better understanding of the students’ needs and abilities and how to work with the students to
improve their key skill areas in English. The instructors are also more familiar with the primary learning objectives of Ohlone ESL and EL courses so that they can better prepare “qualified” students for those classes. Students continue to enter ELI with fundamental cultural awareness and basic study skills, and the instructors are working to address those skills in conjunction with the technical knowledge of English Language Learning. In Fall of 2012, we did have some faculty turnover and replaced two “departing” instructors with two new hires. We do lose some consistency and knowledge of the program and our systems, but bringing in new instructors helps us with fresh ideas and also causes us to relook at some of our approaches and methods—often a good thing.

-Along those lines, we are doing more faculty development and faculty exchanges. ELI faculty members continue to attend the CATESOL conferences.

-We will continue to make adjustments to the curriculum and to adapt it to more effectively meet the needs and profile of our typical ELI learner. The type of student enrolling into our program remains consistent—focus continues to be on academic success and eventual transfer to an institution in the CSU or UC system. The emphasis of the curriculum is still comprehensive—working to provide students with the fundamentals of language learning, without being TOEFL specific.

-In terms of outcomes relevant to the students’ learning outside of the classroom:

-Every week we have a scheduled activity—either on campus or off campus—so that students can interact in a less structures and formal environment. Some of the more successful activities were Halloween/Thanksgiving events, tour of the Mission, hiking Mission Peak, and a group outing to an Oakland A’s game.

-ELI students attended a number of the events sponsored by various clubs and departments at Ohlone. (In several cases, participation at some of these events was incorporated into learning activities that students could bring back into the classroom for follow-on discussions and learning.)
-In terms of enrollment, we are doing more with less. Less direct outreach but we are still seeing an increase in applications. And the extensive work that we have done in the past in the area of recruitment has provided us with a very good foundation from which to grow and “prosper” in regards to additional generation of enrollments.

Our application numbers are basically consistent, but the rate that students matriculate into the Ohlone programs has increased (students either achieve a high TOEFL score or satisfactorily complete Level 4) If students in the intermediate levels get high TOEFL scores, we have helped them achieve initial success in English proficiency, but this also has an impact on our retention rate. In Fall of 2010, the TOEFL score was raised from 470 to 490; this has helped ELI students build a stronger foundation of English before moving on to matriculation status, and it has also helped our retention rate.

Our major success is in student interaction and confidence. After 4 plus years of operation, the ELI students have gained confidence in the program. In the beginning stages, we had to convince students that the process worked: that they would improve their English, that they would transition into the Ohlone program—often well prepared for the academic tasks that they would face in their courses—and that they would eventually be able to transfer to a good four-year institution. New students are now accepting this process—and ELI “grads” are sharing success stories with their friends in ELI (or who are applying to ELI). The most rewarding part of this process is that we now have students who stop by ELI after their success to share their stories with us or to ask for friendly advice as they prepare for the next chapters in their educational journey.

2. According to the evidence, what are the areas needing improvement?

We have found deficiencies in the area of health insurance
coverage for international students, and are taking actions to improve it.

• Program Improvement Objectives:
  1. Objective:

  An on-going PIO is to improve on ELI student retention and program completion rates so that ELI students can realize their original goal of gaining English proficiency to meet Ohlone College and thereby enable them to complete General Education requirements towards the ultimate goal at a CSU or UC.

Program retention and students’ desire and efforts to complete their educational goals continue to be strong. Very few ELI students transfer to other community colleges or to other language programs; between 25-30 ELI “graduates” matriculate each semester. With this solid foundation of student retention successfully established, we will continue with a PIO of increasing the number of applications, and more particularly, the yield on those applications.

A new PIO for the upcoming year of 2013 is to establish the infrastructure of the ELI so that it aligns closely with institutional standards and positions ELI and Ohlone for Sevis recertification in the next cycle.

  a. Action Plan
    Year 1:

    We will achieve this through effective agent and application management. We will follow similar outreach strategies from the previous year.

    Year 2:

    In Year 2 we will work to use technology and online tools to make key information accessible to prospective students and
then to interact with these students in a variety of formats.

b. Staffing
   Year 1:

   This past year we increased existing staffing by 50%; this is in keeping with PIO from 2011 and would consist of having an ELI instructor take on a part-time administrative role. The person has three primary responsibilities:

   - To work with current ELI students to improve their awareness of key sets of study skills and to follow their progress in these areas throughout the semester. This could be done individually or on small groups.

   - To work closely with International Programs office in developing ways to convey messages to prospective students. We would work to help students better understand the role of a student at Ohlone College and then be more prepared to work towards adaptation to that role.

   - In addition, we would work to provide more direct information about the community college system and to improve the understanding of the value and benefits of the community college system.

   We will assess additional staffing needs based on reorganizational outcomes.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
No Immediate Needs:

-PIO for 2011 was to have more consistent use of Office Space and with some modifications to Room 1305, the ELI now has regular access to rooms that can be used to better accommodate students and instructors.

Year 2:

To create more of a program identity and a “grounding” atmosphere for international and ELI students by allocating a periodic use of space that could be called an international student “lounge.” This feeling of belonging and having a space to call their own would help ground the students and communicate a sense of wanting students to continue their studies here at Ohlone.

d. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:

   No Immediate Needs:

   -PIO for 2011 was to have more consistent use of Office Space and with some modifications to Room 1305, the ELI now has regular access to rooms that can be used to better accommodate students and instructors.

   With the upcoming facilities renovations we will need viable alternatives to meet classroom and student center needs.

e. 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.

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

   Rationale:
Strong efforts at ELI student retention foster a culture of persistence which students retain as they matriculate. This increases the likelihood that they will ultimately obtain an Associate's degree and/or transfer to a CSU or UC school. This directly helps the College fulfill Goal 1.

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A new PIO for the upcoming year of 2013 is to establish the infrastructure of the ELI so that it aligns closely with institutional standards and positions ELI and Ohlone for Sevis recertification in the next cycle.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:
As ELI enrollment grows, the program can better foster cultural and ethnic diversity, on and off-campus.

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

      ELI application increased about 15%, and enrollment increased about 10%. ELI retention was consistent.

   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.

      Strong efforts at ELI student retention foster a culture of persistence which students retain as they matriculate. This increases the likelihood that they will ultimately obtain an
Associate's degree and/or transfer to a CSU or UC school. This directly helps the College fulfill Goal 1.

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

Effective efforts in this area will continue, and be built upon.

• **Outside Review Results 05/18/2011**
  1. List each team members name and title.

     Bill Sharar, Eddie West

  2. Discuss key feedback provided by team and how it was incorporated into the report.

     Frequent discussions involving the above-mentioned team members generated valuable inputs for this Review. The International Education Committee (IEC) provided strategic grounding and oversight.

• **Attached Files**