Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: ESL
  3. Review Type: Instructional Disciplines
  4. Program/Departments: English as a Second Language (49001)
  5. Authority Code: 47-Dean, Language and Communication
  6. External Regulations: Yes  No X
  7. Provide a brief narrative that describes the instructional program/discipline.

The English as a Second Language Program (ESL) currently offers 10 courses each semester which address reading, writing, grammar, listening, speaking, and general communication skills. There are three additional courses offered less frequently, depending on budget and enrollment constraints, etc. 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 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, most ESL students in core classes are being introduced to the student services at Ohlone which can help them to clarify and pursue their goals more effectively. Classes at the lowest level are currently not receiving visits from the counseling department. The students in these classes are generally new to the college and have just received some of this information in the orientation following their placement test.

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. Most Ohlone ESL classes are currently being taught as web-enhanced face-to-face classes, but some have
recently been taught online or as hybrid classes.

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 some present and former ESL students at Ohlone have become part- or full-time staff at the college. For example, 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 Newark Campus tends to draw more Latino students to ESL classes than 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. 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.
   3. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
   4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.

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

5. Briefly describe how the program supports 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 online learning tools or management systems such as Blackboard, private Facebook groups, wikis, and Voicethread. The ESL full-time faculty have given workshops and offered personal coaching to assist faculty as they implement these innovations. All core ESL classes are also now using online lab programs to provide the students with additional English practice outside of the classroom. We realize that the technology we use will be continually changing as we seek to update our knowledge and skills to promote student learning.

6. Briefly describe how the program supports selected college objectives.
3. By fall 2014, increase the success in ESL courses to a rate at or above the statewide average.

4. 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' success and improvement rates these past two years, particularly through our regularly scheduled level and skill area meetings. The Reading/Writing and Listening/Speaking Course 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 continue to refine 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 ESL instructor wikis where we can communicate with each other, post sample assignments and rubrics, share links, and view student work. We have also made use of Google Docs to collaborate on the SLO assessment process. 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 able to teach for success and the better our students' success and improvement rates will become.

- 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 Spring 2010 semester, all ESL 184RW and 183RW instructors used a common 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.

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.
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)
   Implementation Plan
   Timeline:

   See the following website for a more complete history of the assessment of ESL reading/writing SLOs, including recent updates: http://eslreadingwritingcoursesequence.blogspot.com/

   Key/Responsible Personnel:

   Connie Olsen

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>
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<td>P</td>
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<td>ESL 182RW</td>
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<td>ESL 183LS</td>
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<td>ESL 183RW</td>
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<td></td>
</tr>
<tr>
<td>ESL 184RW</td>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>

- **SLO Matrix Comments**

  Many students successfully master the skills described in program SLO 1 at the 183RW level. However, since we offer ESL 184RW, we show the 183RW level as offering further practice on these SLOs.

- **Course SLO & Assessment**

  **ESL 182LS Listening & Speaking, Level II**
  1. Respond to questions and discuss topics addressed in class and/or related to his/her own life in comprehensible speech.
  2. Produce sentences and chunks of discourse in speech of 200-250 words on assigned topics and/or topics of the student's own choosing.
  3. Identify main ideas and isolate specific detail in listening passages appropriate for students at this level of English proficiency (Intermediate).
  4. Grow in grammatical accuracy of speech and/or be able to recognize and correct some of his/her own speech errors in the process of speaking (self-correction).

| Indicate planned course assessment strategies |
Describe the criteria and/or performance standards used to appraise student work.

Please see the Basic Skills Initiative Blog for SLO assessment methods, results, improvement and implementation plans.

BSI Blog http://esl182lslevel2.blogspot.com/

Enter assessment results and analyze student success in achieving course SLOs.

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Future Action (Improvements)

- 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 had three full-time faculty members at that time, 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.

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.
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.

**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 your findings. Use these data and trends to prioritize, revise, or develop new 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. According to the evidence, what are the areas needing improvement?

Conclusions in 2009-2010:

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.

Fall 2012 Update:

For updated information on the assessment of the ESL program's reading/writing SLOs, see this site: http://eslreadingwritingcoursessequence.blogspot.com/

- Program Improvement Objectives:

  1. Objective:

     Increase coordination and common teaching standards among faculty in the department.

     a. Action Plan

     Year 1:

        Hold regular meetings 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)

     b. Staffing

     Year 1:
Hire one additional full-time faculty member. This would increase the percentage of classes taught by full-time faculty (now only 30%). A full-time faculty member would be more fully committed to the college and improving its programs. The third faculty member could also share in the responsibilities for coordinating the department.

c. **Other** *(Include other resources needed)*  
   **Year 1:**

   Adjunct pay: each adjunct faculty member will be paid for up to six hours of coordination meetings per semester for each skill area in which he/she teaches, reading/writing and listening/speaking.

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.**

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

      **Rationale:**

      **Objective 1:**
      Students benefit as teachers develop common standards and dialogue on how well students are achieving those standards to meet SLOs.

      **Objectives 3, 4, and 5:**

      Student success in reaching course SLOs contributes to retention, semester to semester persistence, and success rate in basic skills courses at or above the statewide average.

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

   **Rationale:**

   Faculty learn new methodologies and strategies from one another to address the needs of our students.

2. **PIO Assessment**

   a. **Enter assessment results with analysis.**

   We still haven't established a regular meeting time for full-time faculty, but the difficulty of scheduling meetings is not as great as before, partly due to Vicki Curtis now teaching some hybrid and online classes.
In 2011-2012, listening/speaking teachers and reading/writing teachers have continued to hold coordination meetings multiple times per semester as schedules have allowed--not always on a regular basis.

In 2010-2011 Vicki Curtis met several times with listening/speaking teachers and Connie Olsen met several times with reading/writing teachers. All faculty typically meet together 1-2 times per semester.

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.

Goal 1, Objective 1:

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.

In subsequent semesters, these faculty meetings also resulted in the production and joint scoring of common reading/writing tests taken by students in different sections of ESL 183RW, and later (in Fall 2011), across the 181rw, 182RW, and 183RW levels. This helps assure that faculty are using common standards and students are learning common skills across each level.

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 most subgroup activities.

d. Future Action

Strategies to promote improvements. Specify.

In some cases, six hours of pay per academic year is not sufficient for compensating part-time ESL instructors who teach multiple classes or skill areas. To participate in some of our meetings, these instructors had to volunteer their time. If additional funds are available, they will be useful for continuing to ensure common standards and improvement in the ESL program.
1. **Objective:**

   Better prepare students exiting the ESL program and moving on to developmental English courses and college level work.

   a. **Action Plan**
      
      **Year 1:**
      
      i. Expand some/all of the top-level ESL courses to 5-unit courses.

      ii. Gather data on the success of students exiting ESL after completing 183RW and proceeding to English 151A and/or 151B.

      iii. Enter into discussions (again) with the English Department about which of our classes are appropriate prerequisites for English 151A and/or how these ESL courses might better prepare students for English Department courses.

      **Year 2:**
      
      i. Make curriculum changes, if appropriate, based on the results of the steps above.

   b. **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.

      4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

   **Rationale:**

   If our research and discussions with the English Department result in changes in the prerequisites for English 151A or other developmental English courses, we may be able to more effectively and efficiently prepare students for academic success.

2. **PIO Assessment**

   a. **Enter assessment results with analysis.**

      The ESL Department has revised ESL 183RW and ESL 183LS to increase each course from 4 units to 5 units. These changes were approved through the Curriculum committee in the Fall semester of 2012.

   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.

This PIO addressed the college goal of using innovative programs and services, to improve student learning and achievement. It should result in ESL students being better prepared to comprehend and use academic English necessary for college-level courses.

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

There was no reallocation or addition of resources to accomplish this PIO. This was because the full-time ESL faculty were able to revise the curriculum to address this PIO.

d. **Future Action**

1. **Objective:**

   Explore the feasibility of adding a required ESL lab component to the ESL Listening and Speaking classes to provide much needed individual English speaking and listening practice opportunities.

   a. **Action Plan**

      **Year 1:**

      i. Continue monitoring the ESL Listening and Speaking class SLO assessment results which indicated a need for additional English speaking practice to see if similar results occur.

      ii. Begin discussions with ESL faculty and the Dean of Language and Communication on the feasibility and pragmatics of adding an ESL Listening and Speaking Lab.

      iii. Explore web resources for designing a virtual ESL lab.

      **Year 2:**

      i. Write the ESL Listening and Speaking Lab curriculum.

      ii. Obtain Curriculum committee approval of the ESL LS curriculum.

      iii. Train ESL faculty in the ESL LS lab tools and resources.

      **Year 3:**

      i. Implement ESL LS lab component.

      ii. Monitor the ESL LS Lab effectiveness through SLO assessment.
b. **Staffing**  
*Year 1:*  
ESL faculty  
Dean of Language and Communication  
*Year 2:*  
ESL faculty  
*Year 3:*  
ESL faculty  

c. **Equipment (Include items that fit under department budget codes)**  
*Year 1:*  
None  
*Year 2:*  
i. Purchase of web tools and resources.  
ii. Pay for training of ESL faculty in lab resources and tools.  
*Year 3:*  
i. Pay for ESL faculty to oversee the ESL LS Lab.  
ii. Budget approximately 21,000.00 for initial 3-year purchase of ESL lab software.  

d. **Technology (Include items that fit under IT budget codes)**  
*Year 1:*  
None  
*Year 2:*  
None
Year 3:

i. 60 student laptops

ii. Laptop storage cart

iii. 60 USB microphone headsets.

e. Assessment Plan: List Assessment Strategies

Year 3:

Assess ESL LS Lab effectiveness using ESL Listening and Speaking Course SLO assessments.

f. 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:

This PIO will create an online virtual ESL Listening/Speaking lab to provide English learners with much needed individual speaking and listening practice. The virtual lab will be available to students in mobile environments as well as traditional computing spaces. This will allow students to complete their English practice where and when it best fits their schedule. This supports the college goal of using innovative programs to improve students learning and achievement.

2. PIO Assessment

a. Future Action

1. Objective:

Assist ESL students in their language development by expanding the collection of appropriate reading materials for them at the Ohlone College Library/Learning Resource Center at both campuses.

a. Action Plan

Year 1:

Select and purchase supplemental reading materials (books) appropriate for each level of the ESL Reading/Writing course sequence. The collection should include the following:
a) Leveled readers, fiction and non-fiction, produced by publishers specializing in English Language Learning; some of these may be simplified classics, but others should be original works  b) Children's literature, especially award-winning books for children reading independently in the elementary grades.

b. Other (Include other resources needed)
   Year 1:
   Funds for the purchase of books. Some money has already been received via a mini-grant, but additional funds would be helpful for expanding the collection so that it could be more conveniently used by students in all sections of ESL reading/writing classes.

c. 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:
      Extensive reading practice outside of class is essential for the development of students' reading skills and overall language development, which in turn will enhance student learning and success in all fields of study.

2. PIO Assessment
   a. Future Action

• Outside Review Results
   1. List each team members name and title.
      None.
   2. Discuss key feedback provided by team and how it was incorporated into the report.
      None.

• Attached Files
   1. revisedoralpresentationrubric182LS.doc
   2. ESL Reading-Writing Rubrics--Program Review.doc
   3. revisedoralpresentationrubric183LS (2).doc
   4. revisedoralpresentationrubric181LS.doc
   5. ESL 183RW-184RW Course assessment summary Spr 2012.docx
   6. ESL 191 SLO Assessment.docx