

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* ESL
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* English as a Second Language (49001)
- *Authority Code:* 47-Dean, Language and Communication
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

The English as a Second Language Program (ESL) currently offers 7 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.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - Basic Skill
- *State Your Program Mission/Purpose:*

The purpose of the program is to support the English language development needs of non-native speakers of English as they seek to advance in their studies, career, and personal fulfillment.

- *Briefly Describe Program Accomplishments:*

The department has been actively involved with the adult schools in the area to develop pathways for ESL students from the adult schools to the college. In Summer 2015, a transition course was offered at Fremont Adult and Continuing Education that introduced adult school students to Ohlone College. Another transition course will be offered in January 2016. The department has also been active in innovating through the use of technology, including the use of online

programs and tablets in the classroom. Faculty in the department have also been working to provide workshops to support the language needs of students enrolled in the Early Childhood Studies department.

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

- **Resource Assessment Summary:**

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$405840.00
3. *FTEs:* Fall: 63 Spring: 58 Summer: 0
4. *WSCH/FTEF:* Fall: 349 Spring: 402 Summer: 0
5. *Course Sections Offered:* Fall: 18 Spring: 14 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 7 Spring: 6 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 11 Spring: 8 Summer: 0

- **Human Resources:**

1. *# of FT Faculty:* 2
2. *# of PT Faculty:* 6
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:* 33.30%
6. *Technology:*
 - Laptops
 - Tablet
7. *Physical Resources:*
 - General Classrooms
 - Tutoring/Learning Center

- **Program Analysis PSLOs - Student Learning:**

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

1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2
ESL 181LS		I
ESL 181RW	I	
ESL 182LS		P
ESL 182RW	P	
ESL 183LS		M
ESL 183RW	P	
ESL 184RW	M	

2. *Please Indicate the PSLO(s) which you are reporting on:*
 - 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.
 - The student will demonstrate the reading/writing skills necessary to comprehend English texts intended for developmental (or higher level) English courses and write clear, coherent English paragraphs for academic purposes.
3. *Analyze and summarize your assessment findings. What in the data jumped out?*

Data Finding 1:

The ESL program has been experiencing declining enrollments over the past several years.

As a result, the ESL Department has begun exploring whether or not we are adequately meeting the community's English language learning needs.

Proposed Solutions

- Begin offering non-credit versions of our ESL courses beginning in Fall of 2016.
- Begin developing more hybrid classes.
- Research our ESL students' needs and goals.

Data Finding 2: A declining success rate in ESL 181RW.

More underprepared students are entering our program, and there is a lack of data driven instructional technology in our curriculum, both of which may contribute to the decline in the success rates at our entry level of the Reading and Writing program.

Proposed Solutions

- Begin offering non-credit versions of our ESL courses beginning in Fall of 2016.
- Embed instructional technology that will provide learner analytics to be used for class and program modifications designed to promote greater student success.
- Use information from developing common assessments at the top level of the ESL program R/W and L/S sequences to better inform course and

program revisions to promote greater student success.

Data finding 3:

ESL 184 RW enrollments have been low for the past several semesters.

Students often skip the top level(s) of ESL to enter developmental English courses sooner, shortening their path to English 101A.

Proposed Solution:

We are in the process of revising ESL 184RW to become a prerequisite of English 151RW, 151B, 163. This should encourage some students to stay in ESL rather than enter English 151A. Depending how this 184RW pilot goes, we may create an ESL pathway all the way to English 101A.

4. *Give examples of assessments used for your PSLO analysis:*

Reading/Writing Sequence:

Since ESL 184RW enrollments have been low and many students' final ESL Reading/Writing course has been ESL 183RW, we have given joint assessments to students at these two levels. These generally involve a reading, comprehension questions, and a related writing prompt. Students' papers are evaluated by a team of instructors using a common rubric. At times English instructors have also participated to give us their feedback on the students' readiness for developmental English coursework. The English instructors have found that students who succeed in meeting the standards of completion for ESL 183RW are on par with the student population entering English 151A. This type of assessment has usually been done using reading/writing topics that students receive "cold," but we have also tried letting teachers use reading/writing prompts related to topics studied in their classes, which seems to be a more realistic task. A report on this process is attached.

Listening/Speaking Sequence

The Listening/Speaking classes have used the course assessments for ESL 183 LS, the highest Listening/Speaking level course to measure the ESL Program SLO# 2 for the past several semesters. This assessment involves the ESL 183 LS students attending a college-level discipline lecture, such as one which would be given in a U.S. History class. Students take notes and participate in the lecture by making comments and/or asking questions. They then take a short quiz on the lecture content and complete a survey about the experience in the following ESL class period. The scores in the quiz have almost all been above 70%, and the students

have commented in the survey how valuable they feel the experience was in helping them to recognize how to best prepare themselves for comprehension of lectures and for interaction with college-level discipline instructors.

5. *Describe input from Program Advisory Committee (if applicable):*
6. *Comments:*

Data Finding 1 Explanation:

We know that there is a fairly large adult school population in Fremont and Newark combined, and yet, we do not see that reflected in our ESL population at Ohlone. In our meetings with the local adult school ESL staff, it has been discussed that the cost of attending Ohlone may be prohibitive for many of the adult school students who do not pay tuition or textbook costs. Additionally, these students, who are often working and taking care of families, may not have the time to take Ohlone ESL core classes which are 5 units. We are also concerned that we may not have enough information about what types of ESL pathways may best help our ESL students reach their educational, vocational, and life goals.

Data Finding 2 Explanation:

The relationship that we have been developing with the local adult schools, and particularly the offering of the Bridge class may help address this finding. The repeatability of non-credit classes will also allow underprepared students to have more time without additional cost or any penalty to their transcripts or financial aid unit consumption.

Data Finding 3 Explanation:

The number of students leaving the ESL sequence prematurely has been increasing, and this has meant a growing influx of underprepared students in developmental English classes. Our revised ESL 184RW will serve as an alternative to English 151A and 162 and hopefully provide reading and writing instruction more suited to the needs of nonnative speakers of English.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do*

it?

The department wants to explore how to more efficiently move the students through the sequence and into English 101A because of low success rates.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Data from the CCCC Basic Skills Cohort Tracker shows that the percentage of students who begin the ESL program and go on to successfully complete ENGL 101A is very low (less than 10%) in spite of the fact that successful completion of individual ESL courses is above 70%. Part of the problem is the length of moving through the sequence of four ESL courses, two developmental English courses, and then English 101A.

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

More students will transition from ESL into English 101A and successfully complete the course.

PIO Action Plan:

How will you accomplish this?

Curricular redesign including exploring acceleration, combining courses, hybrid courses, noncredit, and work with the adult school.

What is your timeline?

Curriculum will be submitted to curriculum committee during Spring 2015 and Fall 2015.

Who is going to do this?

Vicki Curtis and Connie Olsen (and volunteers).

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

Curriculum has already been submitted for a revised ESL 184RW, which will provide a better pathway between ESL and ENGL 101A.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Funding through Basic Skills and Equity for stipends for curriculum redesign.

PIO Resources:

- Resource: People Time
Description: Curriculum redesign
- Resource: Other Budget Related Resources Needed
Description: Pay for PT to participate in the redesign
Est. Cost: \$2,500.00

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Overall, we want to improve articulation with the adult school ESL program.

Notes (optional): Please include any notes related to your PIO. (2500 Character

limit)

While there are thousands of ESL students at the adult school, the Ohlone College ESL program has approximately 280 students. There is a great potential to transition students from the adult school to the college, providing an improved pathway to college and career as well as bolstering the enrollment in the Ohlone College program, which has been relatively stable for many years.

Program PIO will address the following:

- Student Learning & Achievement
- Increase Program Enrollments
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Enrollments in the ESL program will increase. The number of adult school students transitioning to Ohlone College ESL classes will increase (the department will need to survey students about their adult school status).

PIO Action Plan:

How will you accomplish this?

To improve this linkage, Ohlone College plans to offer assessment for placement at the adult school, connect an Ohlone College counselor with the students at the adult school, provide an orientation/tour for adult school students at the College, and work with the adult school faculty to align curriculum with Ohlone College. Will also explore a "transfer agreement" between the adult school and Ohlone College.

What is your timeline?

Fall 2014 to Fall 2015. Discussions with the adult school are already occurring under AB86.

Who is going to do this?

ESL faculty at both the college and the adult school.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

Curriculum has already been submitted for a revised ESL 184RW, which will provide a better pathway between ESL and ENGL 101A.

Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

- Funded through Basic Skills or AB86

PIO Resources:

- Resource: People Time
Description: Time with colleagues from adult school.
- Resource: Other Budget Related Resources Needed
Description: Professional Development Activities
Est. Cost: \$1,000.00

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Develop and implement a common assessment for Program SLO # 2 across all sections of the highest level of the listening and speaking sequence, ESL 183 LS.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement
- Success Rates

How will you assess the effectiveness of your PIO:

The completed common assessment will be given to all ESL 183 LS students beginning in fall of 2016.

PIO Action Plan:

How will you accomplish this?

Involve all adjunct and full-time faculty who teach this course in discussion of the best type of assessment to use in spring of 2016. Design a common assessment in spring of 2016. Give the common assessment at the end of the spring 2016 semester.

What is your timeline?

Faculty discussion of assessment spring 2016 Design of common assessment spring 2016 Implementation of common assessment end of spring 2016

Who is going to do this?

Vicki Curtis and adjunct ESL faculty

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Curriculum has already been submitted for a revised ESL 184RW, which will provide a better pathway between ESL and ENGL 101A.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Faculty time

4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Have the college researcher conduct a transcript study of a cohort of ESL students from Fall 2009-Spring 2015 to have data-driven information to inform curricular redesign including the adding of more hybrid classes, embedded technology, and possible additional ESL pathways.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

The ESL department will then analyze the results from the transcript study to determine what classes and pathways the ESL students have been taking. This should give us a better picture of what our students' goals are and whether or not we are meeting them effectively with our program offerings.

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Increase Program Enrollments
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

A written report of the transcript study results.

PIO Action Plan:

How will you accomplish this?

Meet with the researcher to design the transcript study. Conduct the study with the researcher. Analyze the results of the study with the researcher. Write a report of the transcript study findings.

What is your timeline?

Meet with the researcher in spring 2016. Conduct the transcript study beginning fall 2016 through fall 2016. Analyze the results and write up the findings in spring 2017.

Who is going to do this?

Ohlone College Researcher, ESL Faculty, and the Dean of Language and Communications

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Curriculum has already been submitted for a revised ESL 184RW, which will provide a better pathway between ESL and ENGL 101A.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Faculty and Division Dean
- Resource: Data from Research and Planning Office
Description: ESL data

Attached Files:

- [revisedoralpresentationrubric182LS.doc](#)
- [ESL Reading-Writing Rubrics--Program Review.doc](#)
- [2013spring-sloa-esl183rw-184rw.doc](#)
- [revisedoralpresentationrubric181LS.doc](#)
- [revisedoralpresentationrubric183LS \(2\).doc](#)