



Barstow Community College INSTRUCTIONAL PROGRAM REVIEW

(Refer to the [Program Review Handbook](#) when completing this form)

1. PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The mission of the ESL department of Barstow Community College is to provide quality instruction in the fundamentals of learning to students of diverse skills, abilities, and backgrounds. We offer a strong foundation in communication in the areas of Oral Communication, Reading, and Writing, in order to prepare students for opportunities in a global community.

B. Program Vision (*Where would you like the Program to be three years from now?*)

The ESL department of Barstow Community College subscribes to the belief that language and culture co-exist in communication. We, therefore, teach students language in context. We are committed to preparing our students with the communicative skills necessary for them to be successful in their endeavors, whether those be to pursue academic goals, to be competitive in the workplace, or to find personal enrichment in their everyday lives.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities....

- The ESL department offers classes at all levels of English, from literacy level to one level below transfer (English 1A), thereby preparing students to explore and be successful in their endeavors, whether their goal be to pursue a college education or build lifelong learning experiences.

Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

- The ESL department has fostered a partnership with St. Joseph's church in the community as it offers Non-credit classes there in order to meet the needs of community members.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The organization of the ESL department divides classes into 2 categories, one of which can be further divided into core and elective courses.

- ❖ **Non-credit ESL courses**, (here **ESL 190 and 192**), are courses offered to meet the needs of literacy and beginning level ESL students. The focus of these non-credit courses is on basic life-skills content, offering reading, writing, speaking, listening, and grammar (multi-skill) instruction through content that explores personal, social, and vocational topics. These are levels 1 and 2 of a 6 level ESL program.
- ❖ **Credit ESL courses** begin with level 3 here at Barstow College, and in alignment with state standards as laid out through the Basic Skills recommendations offered in Basic Skills as a Foundation for Success in the California Community Colleges and the CB 21 coding expectations shared by the Chancellor's office, they offer instruction in skill-specific classes: Reading and Vocabulary, Writing and Grammar, and Oral Communication. These credit begin at 4 levels below transfer and progress to one level below transfer, preparing students for success in transfer-level college coursework.

- ❖ The ESL department offers core courses in Reading and Vocabulary (102, 112, 122, and 132) starting with 4 levels below transfer; Writing and Grammar (104, 114, 124, 134); and Oral Communication (106, 116, 126, 136). In addition, we regularly offer an elective: Pronunciation of American English (ESL 107). We also have the elective ESL 103: Learning to Earn in our approved curriculum, (but have yet to offer it).
- ❖ **Staffing:** We have one full-time instructor in ESL, and one part-time instructor who teaches a non-credit course in the evening here on campus. We also have two student workers who assist with providing information to students and prospective students, as well as supporting the learning of existing students, answering questions and working with the instructor. These students workers speak the languages of the two largest linguistic populations we serve: speakers of Spanish and Arabic.

B. Who do you service (including demographics)?

We have a very diverse group of students – varying in age, gender, ethnicity, country of origin, and life experiences. Our students come from all over the world, representing at least 25 different countries in North America, South America, Africa, Asia, Europe, and the South Pacific.

We have students who participate in DSPS, EOPS, VTEA, and occasionally sports such as baseball and basketball; we have had active military students, as well as family members of active soldiers or veterans.

Educationally, we serve students who have had little to no education in their home countries/languages; students who have junior high or high school educations in their home countries; students who have some college education; students who have degrees and careers in their home countries; students with advanced degrees; and international students who are here to study and then plan to return home. We also serve Generation 1.5 students, who were either born here or came as young children, and though they sound American, with no hint of foreign accent, their reading and writing skills often share many of the same elements as other ESL students. Some of our students are eligible for the Dream Act.

Whatever their backgrounds, we serve students who are here to improve their communication skills in English, and in so doing, improve their lives and their opportunities for success.

C. What kind of services does your unit provide?

- ❖ Our program works with the Instruction Office to offer instruction in all areas/levels of ESL at multiple times so that we can best meet our community's needs. We offer classes on campus in a computer-supported classroom in Universal Design. The classroom is designed with hardware and software that promote and support student learning, increasing their knowledge of technology and offering learning in multiple modalities, encouraging ever-increasing knowledge and both independent and interdependent learning experiences (rather than dependent ones)
- ❖ We offer ESL 190 and 192 both on campus and in the community, at St. Joseph's church, so that we can serve the needs of students who may have transportation challenges and/or fear of coming to class at the college for a variety of reasons.
- ❖ We assist with questions and needs in many areas of the college, from first meetings and information about what we offer here, to admissions (application, registration, financial aid, and counseling), to instructional content and requirements, and then to supplemental support. We do this in order to encourage and promote success in students' endeavors. We do *not* do the work of other areas of the college but work hard to facilitate communication and clarity for our students, particularly as there tend to be significant barriers to communication and success that we work hard to bridge for them.

D. How do you provide them?

We provide these services by scheduling courses at 6 levels of English so that we can maximize our service to the community and to our students. We work with the Dean of Instruction and other members of the Office of Academic Affairs to schedule classes at days and times that best meet student needs. Most of our students are parents, so classes are best offered either in the mornings, (as children are at school and parents may be free to learn) or in the evenings after students get off from work. Classes in the afternoons are difficult due to consideration of the schedules of parents of school-aged children, though we do offer ESL 190/192 from 1-3:15, which allows parents to still pick up their children from school.

Our core credit classes (at levels 3, 4, 5, and 6) are offered on a two-year cycle to maximize student progress, and the full-time instructor has been working on incorporating content areas in these credit classes so that students are introduced to subject matter and vocabulary that will potentially prepare them for academic coursework at college-level.

We have offered classes at Fort Irwin and are working to develop and expand offerings there so as to meet the needs of military personnel and spouses, some of whom have been driving to Barstow to take classes when offerings there for them are slim.

The full-time instructor holds office hours in mornings and in afternoons after classes. Additionally, students have the instructor's google voice number so that they can reach her in the evenings with questions (within courteous time parameters, of course). She works hard to be accessible and support learning whenever possible.

Also, both the full and part-time instructors in the department have worked to collaborate and communicate so that there is support and consistency in the department. The full-time instructors and the student workers have developed the habit of visiting the evening class of the part-time instructor for the first couple weeks in the semester in order to assist new students with registration processes and orienting them to a new environment/learning opportunity.

E. Does the program have a degree or certificate?

No, but the full-time instructor will be exploring that as the department works on curriculum revision.

3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

We only offer ESL classes as face-to-face at the current time. Because of the relative newness of the program and the currently small numbers, classes are taught concurrently: levels 1-2 are taught together (190/192); levels 3-4 are taught together for each skill (reading, writing, speaking): 102/112, 104/114, 106/116; and levels 5-6 are taught together for each skill: 122/132, 124/134, 126/136.

	TRADITIONAL	ONLINE
2) Course Completion Rate	<p><u>Full-timer</u> <u>Fall 2014</u> ESL 102: 4/5 ESL 112: 0/1 ESL 104: 3/5 ESL 114: 2/2 ESL 106: 5/5 (1 audit) ESL 116: 2/2 ESL 122: 5/5 ESL 132: 2/2 ESL 124: 3/3 ESL 134: 4/4 ESL 126: 6/6 ESL 136: 1/1 ESL 107: 4/9 ESL 190: 5/8 ESL 192: 2/5</p>	<p>none</p>
	<p><u>Full-timer</u> <u>Spring 2015</u> ESL 102: 4/4 ESL 112: 5/6 ESL 104: 4/4 ESL 114: 6/8 ESL 106: 5/5 ESL 116: 6/6 ESL 122: 2/2 (+1 audit) ESL 132: 5/6 ESL 124: 3/3 ESL 134: 3/3 ESL 126: 1/2 ESL 136: 4/5 ESL 190: 2/6 (+4 audit) ESL 192: 5/5</p>	
3) Course Success/Retention Rate	<p><u>Full-timer</u> <u>Fall 2014</u></p>	

ESL 102: 4/4
ESL 112: 0
ESL 104: 3/3
ESL 114: 2/2
ESL 106: 3/4 (1 audit)
ESL 116: 2/2
ESL 122: 5/5
ESL 132: 2/2
ESL 124: 2/3
ESL 134: 2/4
ESL 126: 6/6
ESL 136: 1/1
ESL 107: 4/4
ESL 190: 5/5
ESL 192: 2/2

Full-timer

Spring 2015

ESL 102: 3/4
ESL 112: 3/5
ESL 104: 2/4
ESL 114: 5/6
ESL 106: 4/5
ESL 116: 6/6
ESL 122: 2/2
ESL 132: 2/5
ESL 124: 3/3
ESL 134: 2/3
ESL 126: 1/1
ESL 136: 4/4
ESL 190: 2/2
ESL 192: 3/5

4) WSCH/FTEF Ratio

Full-time:

Part-time:

5) Fill Rate

Because the classes are taught concurrently and the cap on the classroom is 24, it is difficult to know how to determine fill rate unless I presume each class will be 12, which is a flawed assumption, as distribution of class

numbers varies with level of class needed/placed into via Accuplacer.



Reflect on the data above:

The data that was offered by the previous was limited and grouped all ESL classes into one group, so data was not especially useful. The data represented above was gleaned was rates from 2014-2015 as recorded in Banner, as well as information from 2014-15 SLO's and instructor's roster information.

Numbers for fill rate are low, and it is clear that some changes in marketing and program development can and should be made... (see below for more information). However, success rates for retained students tended to be high, so we should be exploring how to increase fill rates and work on retention strategies.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Communication: Students will be able to demonstrate, orally and in written form, communicative strategies that are appropriate to context.

- a. Building of vocabulary in context
- b. Understanding communicative norms in context
- c. Producing personal, vocational, and academic written communication
- d. Developing appropriate strategies to express oneself and solicit clarification

Critical Thinking: Students will be able to demonstrate appropriate problem-solving ability in context.

- a. Applying logical processes
- b. Making logical inferences
- c. Analyzing and evaluating textual information and contextual cues
- d. Responding appropriately in context

Global Awareness: Students will engage in examination of varied perspectives and contexts through analysis of written works of various levels and topics.

Personal Development and Responsibility: Students will build confidence and proficiency in appropriate fields in order to increase their success with personal goals.

2) Summarize the progress you have made on Program Level Outcomes.

The ESL department continues to work on scaffolding and refining assignments and rubrics in all skill areas (reading/vocabulary, writing/grammar, and oral communication) across levels so that student growth is continuous and consistent as students progress through the program.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

102/112 and 122/132: In Spring 15: SLO's focus on reading strategies, comprehension, analysis and evaluation, and vocabulary building. I added a full-length text in addition to the textbook, and in so doing, required students to engage in more critical reading and analysis of a particular subject; in addition, I focused all skills areas (reading/speaking/writing) through the semester on health, which was beneficial to students in their lives, as well as preparing them for academic subject matter if/should they continue to transfer level work. The intermediate class read an 80 page book, and the Advanced classes read an approximately 200 page book, both of which were in addition to the assigned textbook, increasing both depth and breadth of knowledge.

In Speaking classes (106/116/126/136), SLO's focus on comprehension and development of fluency. In Advanced classes, students are expected to present, develop arguments, and learn note-taking strategies. I required students to incorporate and apply the Health information learned to their lives and to present using Prezi, (something new) and/or PowerPoint, developing their comfort with use of technology.

Students were also expected to use the book-length text in the Writing classes, as they build responses from sentence to paragraph to essay and learn to incorporate ideas from outside sources.

The outcomes were surprisingly successful, as rather than finding it discouraging for students to cover 2 books in 6 week classes, I found students rising to the challenge, and the feedback/result was positive, as students found the information valuable to their lives.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

We have been looking at incorporating and developing/refining rubrics, particularly for the oral communication courses, and streamlining the way feedback is offered.

The full-time instructor had been exploring the idea of revising curriculum and instructional approach to focus on content-areas/themes, as skills can be taught through many mediums. The results of the Health focus semester were promising, and Fall 2015 is focused on Business and Workplace Culture. Other themes to be developed are American culture/history and idioms, and Relationships, which will benefit students in their lives as well as prepare them for classes in Psychology and Sociology. .

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

The full-time instructor is currently exploring potential themes and text for Spring 2016, and she is working on curriculum revisions and changes to Program and course outcomes to reflect the shift in focus and strengthened approach to student success and growth in multiple directions.

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

- Student contacts and feedback on changes to instructional methodology (content-based instruction).
- Feedback from continuing students on change to form of course offering (change from 18 week to 6 week intensive classes)

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

N/A

2) Summarize the results of the measures listed in #1 above:

- Overall positive response to content-based instruction. Feedback indicated that students found both rigor and subject matter valuable.

- Students communicated that workload was roughly equivalent in 18 week offering vs. 6 week offering; however, students expressed satisfaction with increased ability to focus on one type of homework/class assignments .

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *planto implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)**

The full-time instructor needs to formalize and document these responses and may need to expand questions asked, as well as explore how to solicit feedback from students who do not continue from Intermediate to Advanced courses. Did they meet their success goals by being able to get a job? Did they move? Did they decide to stop studies? Did they join the army (true in at least one case)?

Further, the ESL department would like to develop a way to follow up with former students a year or two after they stop attending or after they complete ESL courses. What did they do after ESL?

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

Non-credit classes are offered concurrently every semester, both in the afternoon at St. Joseph’s and in the evening here on campus. These classes are 90 hour classes each and are offered in 18 week sessions. Students can complete the non-credit sequence in one year.

Credit classes are offered in a two year cycle, and each course is offered as an intensive course in a 6 week session for 4 ¼ to 4 ½ hours at a time. In addition, writing classes have a Friday morning lab for approximately 3 hours.

At the completion of level 6, which is one level below transfer, students are ready for English 1A and other college level coursework. However, given necessary skills, they may start some other college courses in levels 5-6.

Fall			Spring		
Reading	Speaking	Writing	Reading	Speaking	Writing
102/112	106/116	104/114	102/112	106/116	104/114
122/132	126/136	124/134	122/132	126/136	124/134
Fall			Spring		
102/112	106/116	104/114	102/112	106/116	104/114
122/132	126/136	124/134	122/132	126/136	124/134

2) What changes, if any, have been made since the last Program Review?

Rather than offering classes in an 18 week session as back to back classes (Reading from 8-9:15, Speaking 9:30 -10:45, and Writing 11-12:50, classes are offered intensively in 6 week increments so that students focus on one skill at a time. The time spent in class is the same, but the students have offered positive feedback because they only have one subject and type of homework to contend with at a given time. Success rates have either held steady or increased, with the change in approach to scheduling as one possible contributing factor.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

It is working well, though there will be upcoming changes to the curriculum and possibly to the length of the semester which will possibly change the effectiveness of the above schedule.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

- Researching development of a certificate program and grouping existing courses within certificates.
- Revising curriculum, possibly combining Reading and Writing courses, as some other colleges have done already. Included in the coming revision will be the shift to formalized content-based instruction and refinement of the approach, determining best plan: one theme for all levels in a given semester (with different assignments and texts) or having intermediate classes with one theme and advanced classes with another. This has yet to be determined as the full-time instruction continues to research possibilities and create materials.
- Working on fill rates, marketing, and feedback for prospective student needs.
- Further exploration of pathways and potential collaboration with CTE to support student success as well as ability to identify alternative measurements of success.

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

No changes to existing courses, though ESL 134, the equivalent to English 50, has been included as a prerequisite for English 1A

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Courses are still in compliance with state requirements and CB 21 coding, though the required 6 year course curriculum revision is fast approaching, and the changes discussed above (content-based instruction, as well as combination of Reading/Writing) will be considered as courses are revised. Further, student learning outcomes will be revised to adapt to the above considerations, and nature or assessments will be considered as one element in the process. In other words, ensuring that all SLO's are more clearly able to be measured and distinguishing more clearly between goals for one course and goals for the next course/level.

1) CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

N/A. No transfer level courses right now.

2) CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

In fall of 2014, all textbooks were updated and submitted through the Curriculum Committee and should have been entered in the COR.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

To the best of our knowledge, all ESL courses are in compliance with the Chancellor's office and current Cb-21 coding.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

- The required 6 year course curriculum revision is fast approaching, and the changes discussed above (content-based instruction, as well as combination of Reading/Writing) will be considered as courses are revised. Further, student learning outcomes will be revised to adapt to the above considerations, and nature or assessments will be considered as one element in the process. In other words, ensuring that all SLO's are more clearly able to be measured and distinguishing more clearly between goals for one course and goals for the next course/level.
- ESL 103, Learning to Earn, will be archived and the material developed for it will be incorporated into other courses as content-based instruction becomes the formalized approach.
- We will be looking at developing Certificates for Intermediate and Advanced courses/levels... one certificate achieved for successfully completing levels 3-4, and another certificate for successfully completing levels 5-6.
- We will also be exploring revision of ESL 190 and 192, changing from 90 hour classes to 54 hour classes and potentially adding one intermediate non-credit class. Also, we should look at offering these in 9 week sessions.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

- Commitment of the full-time instructor, both in and outside the classroom. Support and assistance to current and prospective students in various aspects of their educational experience, both in and out of the classroom.
- Partnership between Barstow College, the ESL department, and St. Joseph's church.
- Commitment and investment of the students themselves to their learning. Intrinsic motivation and respect for learning makes the learning environment effective.
- Fun and respectful learning environment that values errors as opportunities to learn.
- Availability and use of technology in the classroom.
- Collaboration between instructors in the department.
- Content-based instruction: making instruction valuable and relevant to students.
- Student workers committed and able to support and assist current and prospective students.

B. Weaknesses

- Enrollment: retention and low enrollment on campus and at St. Joseph's, as well as difficulty in offering courses at Fort Irwin, courses very much needed, both of which could be resolved with combining classes on campus and at Irwin, using satellite feed.
- Lack of citizenship class, which is desperately needed in the community.
- Time to revise curriculum and research new approaches, as well as create new materials.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- Professional development in areas of Student Success and ESL.
- Opportunity to collaborate with CTE and develop new areas to support existing and future students in building successes in their lives.
- Collaboration with counseling and educating counselors on ESL populations and their needs, particularly the difficult to identify Generation 1.5.
- Identification of new software and e-portfolio approaches that would help students record progress over semesters.
- Supplemental Instruction training for student workers.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- Budget climate: administrative consideration of budget and low fill rates, which could be remedied by increased marketing and changes in modes of delivery.
- Lack of understanding about what ESL has to offer, both at the college and in the community.
- Community member fear of attending the college.
- Prospective student fear of making errors (potential loss of face).
- Transportation for prospective students / Accessibility of college classes and limited offerings in the community.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

The full-time instructor has attended the Strengthening Student Success Conference each of the last two years.

B. How did this benefit your department and the College?

It helped the instructor incorporate new ideas of how to support students.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

The full-time instructor has requested more training in the latest information in the field of ESL.

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

N/A

Prior Goals and Objectives were contained under the previous Basic Skills Program Review, so this is the first time a separate ESL Program Review has been written.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- C. OBJECTIVES:** Define Objectives for reaching each Goal.

- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	<p>Increase relevance and value of language instruction for existing students.</p> <p><i>List all that apply:</i> Strategic Priority #1: Educational Success: Measurably advance student equity, completion and attainment of educational goals. Strategic Priority #5: Campus Culture: Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community. Strategic Priority #6: Evidence – based Decision Making: Enhance and further an evidence based framework that supports the institution’s decision-making process. Strategic Priority #7: Diverse and Excellent Workforce: Attract, develop, and retain an excellent and diverse workforce.</p>	#1	Reinforce relevant content-based instruction which reflects student goals.	<p>Revise curriculum</p> <p>Outcomes: Increased success Measure: Student success/retention Student completion Assessment: Student Learning Outcomes for courses and program</p>
		#2	Enhance the program by reaching out to the community and developing partnerships with community organizations and adding service learning opportunities.	<p>Provide out-of-class service learning experiences/projects for students.</p> <p>Meet with the student a minimum of once a semester to review their goals/strategies that have been developed.</p> <p>Outcomes: Increased number of students served Measure: Permit Applications Assessment: Documentation of student appointment / hours invested.</p>
		#3		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	<i>Additional Information:</i>				
#2	Expand community support through meeting needs for English language learners in the community who are currently not being served.	<p><i>List all that apply:</i></p> <p>Strategic Priority #1: Educational Success: Measurably advance student equity, completion and attainment of educational goals.</p> <p>Strategic Priority #5: Campus Culture: Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.</p> <p>Strategic Priority #6: Evidence – based Decision Making: Enhance and further an evidence based framework that supports the institution’s decision-making process.</p> <p>Strategic Priority #7: Diverse and Excellent Workforce: Attract, develop, and retain an excellent and diverse workforce.</p>	#1 Increase enrollment in existing ESL courses	Expand and refine marketing to English learners in the community.	<p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Fill, retention and success rates</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#2 Develop classes at Fort Irwin that meet via satellite with existing morning credit ESL classes.	Install necessary equipment in S4 (potentially covered by Ab86 funding... no BAP needed)	<p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Fill, retention and success rates</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#3		
	<i>Additional Information:</i>				
#3		<i>List all that apply:</i>	#1		Outcomes:

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#2		
			#3		
	<i>Additional Information:</i>				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1					
2					

Annual Update #1	Academic Year: <input type="text" value="2015-2016"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

<p>Communication: <u>Students will be able to demonstrate, orally and in written form, communicative strategies that are appropriate to context.</u></p> <ul style="list-style-type: none">e. Building of vocabulary in contextf. Understanding communicative norms in contextg. Producing personal, vocational, and academic written communicationh. Developing appropriate strategies to express oneself and solicit clarification <p>Critical Thinking: <u>Students will be able to demonstrate appropriate problem-solving ability in context.</u></p> <ul style="list-style-type: none">e. Applying logical processesf. Making logical inferencesg. Analyzing and evaluating textual information and contextual cuesh. Responding appropriately in context <p>Global Awareness: <u>Students will engage in examination of varied perspectives and contexts through analysis of written works of various levels and topics.</u></p> <p>Personal Development and Responsibility: <u>Students will build confidence and proficiency in appropriate fields in order to increase their success with personal goals.</u></p>

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

<p>In analysis of student progress and movement across the levels of ESL, as well as examining exit points, I have been working on making more concrete delineations of assignments between the levels. This is not simple because though many of our ESL students begin at lower levels of ESL and rise to advanced levels, some students begin at intermediate and/or advanced levels and so miss instruction covered in earlier levels, so sometimes there are gaps in knowledge. I have therefore increased attention to scaffolding assignments across levels (not just within levels). Functionally, this means that the above PLO's remain relevant, but they require carefully scaffolded and creative assignments/applications depending on level.</p> <p>The challenge that remains is how to define/determine success at the exit points... beginning to intermediate, intermediate to advanced, and advanced to college level. This fundamentally rests on what students themselves define as personal goals. For example, several students have discontinued participation in the program, sharing that they got promotions or got jobs. The key question, then, is whether they have achieved what they came to achieve in terms of success. I have been examining different ways to measure achievement.</p> <p>The ESL department has been working on ways to bridge the connections between beginning to intermediate and intermediate to advanced so that students are more thoroughly prepared for the next level's expectations and therefore more likely to continue. We have also been working on strategies to better assess placement and progress so that students accelerate through the progress according to investment/success. This is more evident in oral communication classes, which will be discussed below.</p>

In addition, the department determined that offering classes in order of Reading, Oral Communication and ending the semester with Writing could serve students better by scheduling Oral Communication first in the semester so that Reading and Writing would be more concretely connected since they are interrelated skills.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

Fall 15 to Spring 16:

1. Beginning classes: are 5-6 levels below transfer. I had similar numbers enrolled and numbers completed. In Fall, 100% of students who completed the class were ready to move forward. In Spring, fewer were ready because several students started (audited) late in the semester and so did not receive all the instruction necessary to move up. Most students successful in Fall 190 returned to Spring 192. Instruction enhanced by increasing more opportunities for longer readings and more discussion, as well as encouraging excursions outside the classroom.
2. Oral Communication classes: 106 (4 levels below transfer), 116 (3 levels below), 126 (2 levels below), and 136 (1 level below): Instruction adapted to streamline rubrics and video/audio samples of work to monitor progress both within and across levels. In addition, more instruction on argumentation and organizational patterns (outlining). In the advanced classes, students were asked to lead instruction and do more research, as well as to take notes on each others' presentations, ask questions, and evaluate each other. Responding to student request, the advanced classes had more opportunity to take notes and develop outlining skills on extended academic video related to class content.
3. Reading classes: 102 (4 levels below transfer), 112 (3 levels below), 122 (2 levels below) and 132 (1 level below) continued to work with textbooks on varied on topics as well as full-length texts ... content this year focused on beliefs/culture and success in life/the workplace. Reinforce student definition of their own determinations of success and knowledge/beliefs about themselves and life in general. Students reported satisfaction with content and achievements. Incorporated more grammar through online interactive program... was successful and allowed for faster feedback and more practice.
4. Writing classes: 104 (4 levels below transfer), 114 (3 levels below), 124 (2 levels below), and 134 (1 level below)... We worked more on writing process and outlining. Content was tied to textbooks and the book length texts appropriate to reading levels and relevant content for students. Increased grammar instruction; online program beneficial in giving feedback and support to students.

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Changes made reflected content relevance for students, offering more variety and breadth of subject matter across semesters while encouraging students to think more critically about the material and what is relevant to their own lives and personal successes/goals. In addition, changes made reflected student input, as students, as learners, take more initiative and investment in their own learning, identifying their own needs, reflective of deeper and more critical thought.

Movement between intermediate and advanced levels was more solid, but more needs to be done to connect beginning and intermediate levels. Many students do not move up from beginning to intermediate for a variety of reasons, among them documentation, family situations, work situations changing, fear of coming to the college, difference in requirements/work from beginning to intermediate and non-credit to credit classes, etc.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

PROGRAM REVIEW: English as a Second Language (ESL)

In 2016-2017, the ESL department/faculty needs to change approach to the non-credit classes, specifically to increase reading practices and challenges to students, changing topics and encouraging students to share their needs and interests earlier in the program.

Increase community outreach and work to serve more prospective students that are not currently being served.

Formalize instructional, content-based changes into curricular revisions. Also, in response to student feedback as they move from ESL into college classes, plan to explore working on a hybrid component to advanced ESL classes so that students are more prepared to succeed in online/hybrid classes here.

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase relevance and value of language instruction for existing students.	#1	Reinforce relevant content-based instruction which reflects student goals.	Revise curriculum	Outcomes: Enhancement of content being shared in the course Measure: Fill, retention and success rates Assessment: Student Learning Outcomes for courses and program
		#2	Enhance the program by reaching out to the community and developing partnerships with community organizations and adding service learning opportunities.	Provide out-of-class service learning experiences/projects for students. Meet with the student a minimum of once a semester to review their goals/strategies that have been developed.	Outcomes: Increased number of students served Measure: Permit Applications Assessment: Documentation of student appointment / hours invested.
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

We need to adapt Outcomes, Measures and Assessment to match the goal more closely.... The current outcome/measure #1 does not address the first goal. We have changed the Action and the Outcome/Measure as follows:

Goal #1: Increase relevance and value of language instruction for existing and prospective students.

Objective #1: Reinforce relevant content-based instruction which reflects student goals.

Action #1: Research and redesign instruction to incorporate topics (content) relevant to their lives, independent of but relevant to any goals they may have in their lives: Health, relationships, Life/Career planning and success, and American culture and idioms.

Action #2: Revise curriculum to include content-based instruction by theme at appropriate level.

Action #3: Change textbooks to primary texts and incorporate more instruction in research methodology and use of technology. Add instructional approach to problem-solving and/or service learning.

Outcome for #1: Same as above.

Measure: 1. Retention and success rates. (remove Fill rate). 2. Develop survey at end of courses regarding benefits/relevance to students' lives/goals.

Move "Provide out-of-class service learning experiences/projects for students. Meet with the student a minimum of once a semester to review their goals/strategies that have been developed." to Assessments for Goal #1, Objective #1.

Goal #1, Objective #2: Remove and add all this to Goal #2. Change Actions to outreach in the community, partnerships with organizations in the community, move beginning class (190/192) to State Street location so still in the community (not on main campus) but access to all college resources). Measure: Fill rate.

Measure: New pool of students from CTE. Remove "Permit Applications" as existing measure.

Progress: Have continued to develop ideas and materials for content-based instructional approach... done Health and Goals/Success in Life/Career. As I write this in Fall 16, working on American culture and idioms content/materials. Making progress on curricular research and will input this year.

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#2	Expand community support through meeting needs for English language learners in the community who are currently not being served.	#1	Increase enrollment in existing ESL courses	Expand and refine marketing to English learners in the community	<p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Fill, retention and success rates</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
		#2	Develop classes at Fort Irwin that meet via satellite with existing morning credit ESL classes.	Install necessary equipment in S4 (potentially covered by Ab86 funding... no BAP needed)	<p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Fill, retention and success rates</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

Move Goal #1, Objective #2 and all information to Goal #2.

Progress was not much progress. Numbers of credit students remained about the same. Enrollment in classes at St. Joseph’s decreased for reasons unknown. Possible reasons that allow for possible action: Content was not what students were looking for. Change in content would potentially increase enrollment by word of mouth. Incorporate more reading in relevant topics so students develop necessary knowledge based on their goals. Encourage students to share goals and interests, adapting instruction to meet their needs. Change location to State Street to serve another pool of students (CTE). Ft. Irwin satellite.

Progress: Changed ESL 190/192 location to main campus for Fall 2016, and moving class to State Street in Spring 17. Student number is roughly the same but able to do more with students because of accessible materials/technology.

Enrollment in 15-16 about the same. Beginning of 16-17, enrollment numbers better. Still progress to be made. Continue to encourage students to share needs/interests/goals so instruction can be adapted for their benefit while maintaining quality and alignment with state requirements.

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

Do we need to have 3 goals? Goals 1-2 are a lot, with multiple levels and components.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
2	2	Technology: satellite link and hardware (and potentially classroom space) to link ESL classes to Ft. Irwin to serve students currently not being served.	\$20,000	No	BSI funding

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source