

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 4-Jun-11

Program/Department:
Authors of Report:

ESL Department
Craig Norman and Marcy Betlach

II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

One important ESL program outcome based on the SLOAC process was the Spring 2010 ESL Share Fare which was attended by the majority of full-time and part-time faculty. Its major purpose was for faculty who have participated or are participating in SLO assessment cycle to share their findings by leading discussions regarding course outcomes, content, and assessment. The results of this all day meeting were significant in that ESL faculty came to consensus regarding common rubrics, normed-grading, and level-appropriate materials and assignments.

III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs	
	24	23	1	3	1	
Percent		96%	4%	0%	4%	0%
		Participated in a SLO Reflection & Enhancement Discussion				
Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion	
	13	9	1	3	10	
Percent		69%	8%	0%	77%	
Part-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion	
	27	12	12	10	12	
Percent		44%				

SLOAC means: a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

Regarding the analysis and reflection of ESL 273, Introduction to the Essay, which was completed at the end of the Fall 09 quarter, ESL 273 faculty found that students were able to meet the SLOs only at approximately 65 to 70 percent. Although most students demonstrated the ability to structure and develop an essay, they struggled with the critical thinking component in ESL 273. In addition, students do not have the lexicon and language correctness to express higher level thinking skills. ESL 273 faculty presented these findings at the following ESL program meeting in the first month of the Winter 10 quarter. A discussion ensued about ESL faculty developing better articulation between ESL 262 and 263, the reading and writing prerequisites to ESL 273, and strengthening coordination between ESL 273 and the corresponding critical reading class, ESL 272. Moreover, in light of student support reorganization and the loss of ESL co-requisite classes due to budget cuts, students will require some form of academic language support to enhance their preparation and success of ESL 273.

Suggestions for the SLOAC Discussion & Analysis:

- Detailed data supporting some or all of the statistics shown above.
- Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.
- What your goals were for any of the percentages above, and whether you achieved that goal.
- Evidence of value derived from the SLOAC process within your program.
- Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department:

ESL Department

Please submit your top three (or less) choices below in ranked order:

Item Name:	Cost estimate
Document Camera and Projector for room L34	2,000

Item Name:	Document Camera and Projector for room L35	2,000
Item Name:		

What SLO Assessment findings, if any, support and guide the resource request?	Our findings show that we need to raise the level of critical reading, lexicon and language correctness so that students will have higher success rates in individual courses and throughout the ESL course sequence.
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How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Research shows that in order to improve these skills, constant reference to written texts is imperative. Making transparencies of all assigned reading is virtually impossible. With document cameras, a specific portion of any text at time can be analyzed. The ESL faculty feel that document cameras are the single most important tool in the classroom to enhance student success.
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How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	
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Other information that may be important to support your request?	
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If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	ar and this is allocated mostly to operating expenses in the LART Division Office. T
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