Program Review - Academic - ESL Integrated Latest Version
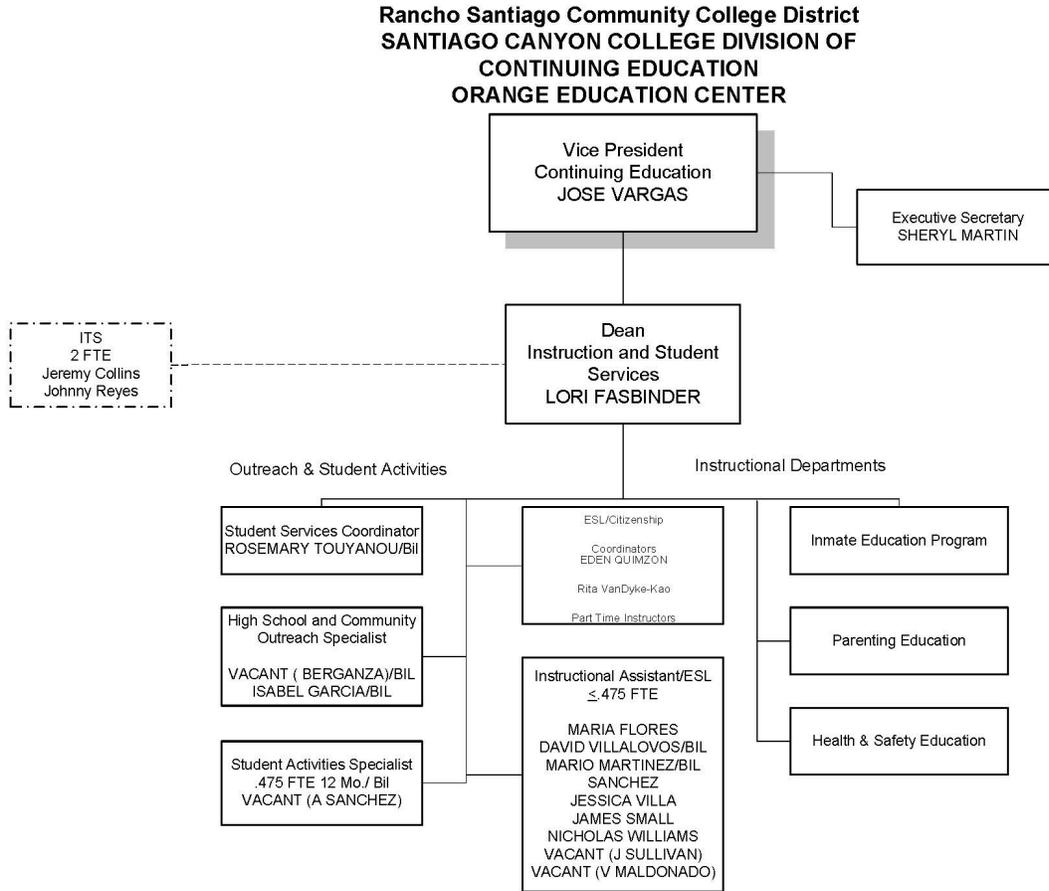
Overview

Program Review - Collaborators : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Collaborators

Program Review Overview - Organizational Chart : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Please insert the organizational chart for this program or service area.

Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER

Draft_FY 18 SCC OEC Continuing Ed Inst A 9/27/2018

Program Review Overview - Award Programs : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Award Programs
English as a Second Language Program, COM
Enhanced Beginning ESL Skills, COM
Enhanced Intermediate ESL Skills, COM
ESL Advanced, COM
ESL Beginning Multilevel, COM
ESL Beginning, COM

Award Programs
ESL Civics, COM
ESL Intermediate Communication, COM
ESL Intermediate Multilevel, COM
ESL Intermediate, COM
ESL Literacy, COM
Vocational ESL, COM

Program Review Overview - Course Offerings: Unique Courses : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
5	11	12	13

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	153	170	178	158

Program Review Overview - Course Offerings - Total Enrollment : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	4713	4705	3617	2885

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	31	28	20	19

Program Review Overview - Faculty Workload LHE : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
0	0%		100%	0%	undefined	undefined	undefined

Program Review Overview - Faculty Workload Faculty Headcount : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
2	38	0	40

Program Review Overview - Faculty Workload LHE per Faculty : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
0	399	0	10.5

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
19.04	100%	0	19.04

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Total FTES	Overall Efficiency (FTES/FTEF)
567.23	29.82

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Quimzon, Eden** on **01/14/2020 01:09**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
The adjunct and full-time faculty as well as the dean of the department create, update and review the annual plan goals throughout the semester. During the professional development weeks, at the beginning of each semester, the goals are distributed and reviewed. Revisions and updates happen throughout the semester and work is done during the department meetings. As the year progresses, changes are made as needed. Throughout the academic year as department members work with other division and program groups this also informs the plan goals. Finally, towards the end of the spring semester the plan goals are reviewed to address needs that may be necessary for the following semester.

How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?

The ESL Department plan include goals and objectives that speak to all parts of SCC's mission. The department supports students in order to help them learn, act, communicate, and think critically. The department goals also speak to the need for a community that supports students' intellectual and personal growth in addition to academic achievement. By providing comprehensive professional development to ESL instructors and innovative curriculum, the department supports student success and achievement. The ESL plan goals and objectives include other departments, both credit and non-credit, to ensure we speak to student needs, achievement gaps, and create pathways for students success. The department offers 13 certificates and maintains a comprehensive schedule of classes to support students scheduling needs. The plan includes objectives to maintain and improve curriculum and instruction that supports students in improving their communication skills, reaching their educational goals, and acting and thinking critically.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Quimzon, Eden** on **01/14/2020 01:09**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

The successful course completion rate for the ESL program is an average of 79% for the last 4 years. This is higher than the institutional standard for course completion. A few unique factors may contribute to this high rate. In ESL we have a different grading scheme and an open-entry/open-exit system which make it easier for students to successfully complete courses. The department offers a comprehensive schedule with days and times to fit most schedules, so that makes it easier for students to find a class schedule that fits their needs.
What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?
All of the ESL courses are designated as basic skills courses, so the success rate remains the same.
What is the course retention rate (any grade except W) for courses within the program?
The retention rate for the ESL program is 100% This can be attributed to the fact that we do not have the W grade in ESL, so this may have skewed the data. The open-entry/open-exit nature of the program may also contribute to this high retention rate as well.
What is the course retention rate in basic skills courses (any grade except W) within the program?
The retention rate for basic skills courses is the same as overall program retention rate since all ESL courses are currently coded as basic skills courses.

Program Review Data Analysis - 5 : Version by **Quimzon, Eden** on **01/14/2020 01:09**

no data was generated for ESL. These numbers were compiled by our director since they were not automatically generated and 2014-2015 and 2015-2016 was not available.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
English as a Second Language Program, COM				
Enhanced Beginning ESL Skills, COM				
Enhanced Intermediate ESL Skills, COM				
ESL Advanced, COM			2	4
ESL Beginning Multilevel, COM			1	9

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
ESL Beginning, COM			61	95
ESL Civics, COM				
ESL Intermediate Communication, COM			94	91
ESL Intermediate Multilevel, COM			0	4
ESL Intermediate, COM			30	47
ESL Literacy, COM			91	73
Vocational ESL, COM				

Program Review Data Analysis - 6 to 13 : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

Historically the ESL program has had a slightly larger number of female versus mail students. This trend has continued and increased slightly throughout the last 4 years. In terms of age, the largest groups are the 30-39 and 40-49 years olds, but we have seen a 10% increase in the 50 plus population. One interesting trend that happened within the last 3 years is a difference in ethnicity reporting. In 2014-2015 we had 75% of the students reporting as Latino and 9.5% Asian with only 3% reporting as unknown. The other ethnicity groups were small percentages and in 2015-2016 this shifted dramatically with 48% reporting as Latino, 4.1% Asian and 39.2% reporting as unknown.   This trend has continued with a large portion of the population reporting as unknown. We have also seen the Asian population not reporting in 2015-2016 but then increasing to 7.8% in 2017-18. The Latino population has increased steadily since the dip in 2016-2017 and is now up to 67.8%. I think the trend in demographic reporting was due, in large part, to the change in the presidential administration and political climate in the U.S. We had heard concerns from students regarding immigration issues. Another anomaly that I noticed in reviewing the demographics is that we have a significantly lower than normal percentage of students indicated as low-income. At under 2%, this would seem lower than normal for almost any population which might point to some errors in the reporting or data.

Labor market trends and needs: Review the labor market data on the California Employment Development Department (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

Since the ESL department seeks to improve students' communication skills, this education really speaks to most jobs and improving communication skills should translate to improved employment prospects and ability to advance in employment. We hold classes with local employers using their facilities and offer classesto their employees or inform them of our classes and resources. In addition, our dean works with the local workforce agencies and employers to develop courses and inform planning.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart Basic Skills Progress Tracker (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Data Mart does not have information on the noncredit ESL department courses.

Please provide comment on student survey results administered by the program, if any.

Each year during the spring semester, we survey the students based on areas of workplace and civic participation study, as mandated by our WIOA grant. This survey seeks to determine what areas of workplace and civic participation are of most interest to our students. Lessons and assessments on thes topics are administered by the instructors in class and the results of these assessments are reported to CASAS through the TOPSPRO reporting system.

Since the state views our two colleges as one entity, these surveys and EL Civics projects are completed in conjunction with the SAC School of Continuing Education. The surveys for last year included the topics of education, skills for student success, and employment.

Please provide comment on program exit exams or other assessments of graduating students, if any.

Until spring 2019, the ESL program used the ESL post-test assessments that were previously created and validated by the SAC school of Continuing Cducation. These assessments were for each course in the core course sequence. Although these exams are still avaiable, they will no longer be updated or validated. We therefor decided to no longer use these post-tests as our main SLO and course exit readiness indicators. The department and instructors continue to use the CASAS test results to assess student readiness and provide feedback on progress to instructors and students. WE have been working towards an approach of using multiple measures to gauge student success/readiness. The department uses department created assessments for non-core courses such as Pronunciaton, Conversation 1, Conversation 2, English for Work 1, etc. As part of our ESL Civics course, which teaches citizenship skills, our instructors become certified interview test examiners through CASAS and are able to give the interview assessment and validate the results.

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

The information we have is anecdotal, but there are ESL students who have transitioned to the High School subjects program and then graduated from SCC. Some of this group of students have transitioned to university to complete their bachelor's degree. These students had a smooth transition beyond SCC and were well prepared to continue their education.

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Courses	Section Count
ESL120 - ESL Civics	27
ESL250 - Seminar for Beginning ESL Students	7
ESL260 - Seminar for Intermediate ESL Students	11
ESL300 - Literacy	8
ESL301 - Beginning Low	8
ESL302 - Beginning High	6

Courses	Section Count
ESL303 - Intermediate Low	8
ESL304 - Intermediate High	8
ESL305 - Advanced Low	10
ESL399 - ESL Literacy	10
ESL410 - Beginning ESL 1	7
ESL420 - Beginning ESL 2	8
ESL430 - Beginning ESL 3	6
ESL440 - Beginning 1-3 Multilevel	48
ESL460 - Intermediate ESL 1	6
ESL470 - Intermediate ESL 2	7
ESL480 - Intermediate ESL 3	8
ESL500 - Intermediate 1-3 Multilevel	17
ESL606 - Interactive Language Training	3

Program Review Outcomes Assessment - CSLOs : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Student Learning Outcomes	CSLO Count	CSLOs Measured

Program Review Outcomes Assessment - PSLOs

Program Student Learning Outcomes	PSLO Count	PSLOs Measured

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by **Quimzon, Eden** on **01/14/2020 01:09**

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?
As instructors assess the SLO's the department asks them to provide feedback on the SLOs and any revisions or improvements they think the department should make. Those suggestions are vetted through the department at the regularly scheduled department meetings. In addition, the SLOs and assessments are discussed during the department meetings at the beginning of each semester. The performance criteria used is a percentage of successful completion so we can measure student success/performance effectively. Any changes to the SLOs or assessments is made through a multiple stage discussion process.
What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?
The assessment process of the ESL courses happens each Spring. The program decided that it was best to have a comprehensive assessment the end of the academic year. This created consistency for instructors and students as well an valuable and informative process. Usually the instructors administer their own assessments in class, sometimes the help of an Instructional assistant when necessary.
Upon review of *course student learning outcome assessment data*, give at least one specific example of:
1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

Our students are meeting all of the SLOs goals and are successfully matriculating through our program. Currently there are no SLOs the students have not successfully met. As we update our SLOs and assessments, we will continue to track progress and make changes when necessary.
What changes has the program *already* made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?
With the change in locally created and validated assessments, we are no longer going to the locally created ESL Pre and Posttests. This assessment was used t\o track for our SLOs for core courses. We are implementing a multiple measure technique to gain data. We have not yet seen a large difference in data yet. We will continue to track student progress using this assessment
Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?
Upon review of the SLO data, we saw that students continue to successfully complete the assessments. This is particularly true for our core classes, Literacy – Advanced High. As we look at data for our Conversation 1, Conversation 2 classes and Pronunciation classes, we see that students complete those SLOs at a slightly lower rate. This can be attributed to the fact that those skills may take students longer to adequately master and the assessment is very comprehensive.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Quimzon, Eden** on **01/14/2020 01:09**

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
The ESL program meets students' academic, developmental, and vocational needs by providing a comprehensive scheduled of classes. We speak to students' academic needs by offering classes at higher level of English acquisition and classes designed to speak to students needs as they transition out of ESL and into academic programs. This includes dual-ticketed classes with the credit ACE program at SCC as well ad specific classes to work on skills such as writing and grammar. In terms of developmental classes, we have a variety of classes at the lowest levels of language acquisition and basic skills. Since we have some students who lack literacy skills in English and in their native language as well we have a Native Language skills class through our ABE program. This gives two days of native language support so students can increase their basic literacy skills. This supports their English language learning for

the other 2 days. WIOA is an important part of our program and places an emphasis on workplace skills and concurrent enrollment in ESL and Vocational courses.   Some of our ESL classes also have a workplace skills competence and we have coordinated vocational courses so students can easily attend these classes. In addition, we will be offering an ESL support course for students who are taking vocational courses. This course will provide ESL support to students who need the extra language skills in English. Beyond these supports our students are offered all of the regular student supports such as counseling and job placement support.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Our program does not have major requirements or the other needs outlined in this question. The Continuing Education division does offer workshops that speak to student needs in various arenas. Continuing Education also has an Associated Student Government that provides scholarships, events, workshops and information that is salient to our students. Most of these supports take place during the day and evening and at various locations to support as many students as possible. In addition, the counseling, outreach, and other departments speak to student needs through workshops and information sessions. The Counseling Department's STARS program helps students transition from Continuing Ed. to the SCC credit program.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

The Continuing Education Associated Student Government offers, fields trips, workshops and activities to support student learning. The faculty advisor for the ASGCE is the ESL Department Chair and works with students and other departments to offer meaningful services and events.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

The Continuing Education division has its own curriculum representative and we review courses in the division before they go to SCC's CIC committee for review. As a division our CIC representative work report both through email and at our division leadership meetings to discuss curriculum, quadrennial reviews, and new programs. This is also the means by which we discuss larger issues in creating new courses, programs and services.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

The ESL faculty attend many collegial governance, division and department committees with only two full-time faculty. Although our C.E. entire faculty meet together at our monthly leadership meetings, we also communicate regularly with our division counterparts to speak to student needs, services, and supports we offer and any updates to our programs. This helps ensure that faculty and students are informed of support services that are available. In During this leadership meeting, our faculty report so the many college and district committees they attend. In addition, the non-credit adjunct faculty Academic Senate representative is an ESL faculty member and brings that information to our adjunct faculty. As part of the CAEP (formerly AEBG) program, we lead the consortium which includes SAC School of Continuing Education, Garden Grove Adult school and local elementary schools to work together towards student success and integration of services. Cont. Education Faculty and administration attend local boards like the LAOCRC, WIB, i.e. to support students and integrate services.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

As we transition into the next three years and added another faculty member we have the personnel to be able to address areas that are crucial to our departments' growth and development. With our new faculty member we are looking at developing our distance education classes. We do not currently offer any online classes and are working to complete training and develop courses that will speak to student needs and access. We will be working with our SAC counterparts to develop courses and get feedback on their experiences in offering online courses. Another are we will continue to work on is developing curriculum, when necessary to speak to student and community needs.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Quimzon, Eden** on **01/14/2020 01:09**

classrooms at the Chapman site exclusive to ESL: 6
All other classrooms and facilites are used by other programs

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Quimzon, Eden** on **01/14/2020 01:09**

classrooms: 4
computer labs: 2
meeting rooms: 1
assessment room: 1
Resource room: 1
clsssrooms used at other offsite facilities: 16

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Classrooms are equipped with computers and document cameras, In addition, some offsite instructors have access to portable laptops and ELMO document cameras for use in the classroom Our program also has sets of Chromebooks and IPads for student and instructor use.

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by **Quimzon, Eden** on **01/14/2020 01:09**

The ESL program uses WIOA grant funds as well as CAEP funds for resources. The program has also received IELM funds to support resource needs and BSI funds to support conference attendance for instructors.

Funding Source	Description
undefined	undefined

Program Review Resources : Version by **Quimzon, Eden** on **01/14/2020 01:09**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

We currently have many facilities in use by our program. The main site for ESL is the Chapman Center. It is not district property and has many limitations but is able house the students adequately. Other offsite facilities vary is availability of equipment and ability to meet student needs. The main issue with our Chapman site is the lack of adequate parking. This results in a loss of students because they cannot find parking or become frustrated with parking situation. Each classroom is mediated and this meets the needs of the program. Where the facility is lacking is in common areas for students to take breaks, meet, and have events. Although this is not necessarily part of the instructional program, it is imperative to the overall "campus" and community feeling that is a main part of most schools. The offsites deal with the larger issue of lack of access to the district standard of technology. Some classrooms have no access to technology, while other have access to an instructor computer document camera etc. The department continues to search for funds to provide access to basic instructor technology to help provide equal access to all students.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

The department has worked to keep up with resources by using WIOA and CAEP funds when available. The department has needed more supplies and materials than funds could support. We have applied for funds from other sources, such Equity, and submitted funding requests through PIE and the Technology committee. One of our main needs has been document cameras/projectors and laptop computers to use with these. The department has not always been able to support instructor's requests because we did not have sufficient funds. Another issue in the past was the limitation on spending for IELM funds, so we were not able to purchase projectors because they were too expensive. Since the IELM cap has been raised to $1,000 per item, this is no longer an issues.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

The technology resources have met the needs of the program. We have not always had enough resources to keep up with the demands of the department. Our computers and software usually work well for the department, but the responsiveness to requests for software updates, additions and changes does not always work for the department.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

The Continuing Education departments at both schools have an amazing extensive professional development program that helps train instructors on how to use technology. We have also have had a very positive experience with the D.E. staff in training our instructors to use Canvas. The issues we have is the responsiveness to technical issues and software changes and updates.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

We are always in need of additional IA as we value their support and it is crucial to our program. We do not have any lab assistant in our program but this would be a resource we could use in opening a Computer/learning lab, which is a crucial need in our program. Since the close of the Batavia location we have not had the room or personnel resources to open this support service. Our department dean does not have an administrative assistant which is crucial to her work and is much needed. This is another crucial need that would allow our dean and faculty to have more time to implement program needs and supports.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)?   If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

We have used some Basic Skills funds for conference attendance. Our full-time and adjunct faculty improve their knowledge and bring this information back to present to other faculty. We have asked for Equity funds through their process but were not approved for any funds for our program. This lack of funding was to be used for instructional equipment for our instructors. The lack of these instructional support materials did not allow our instructors to have the minimum district standard classroom equipment and negatively impacted their ability to delivery important information to their students. We have two crucial categorical funding sources. The WIOA and CAEP grants/programs pay for our new full-time faculty member and resource coordinators, IAs and instructional support material. WE literally would not be able to have our program without these two funding sources.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next <u>three</u> years?

We will need to increase WIOA funds through our program work, but that is not always under our control, The fund are shared among many programs, so it has historically changed over time. We need to make sure we are doing the work necessary to ensure appropriate funding. In the future we will need more support for the credit programs to increase our funding. The main needs of our program lie in full time faculty hiring because we have all of the same responsibilities as credit program faculty and in addition we have further responsibility with increase duties and adjunct faculty members that need our support. This cannot be done without increased full time faculty members. We do not have a lot of control over the full time hiring but we will do our best to advocate.

Human Resources

Program Review Human Resources - Support Staff : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Resource Coordinator	1	PT	12	WIOA
Instructional Assistants	8 total currently 5 (3 pending hiring)	PT	10	WIOA

Program Review Human Resources : Version by **Quimzon, Eden** on **01/14/2020 01:09**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

The faculty, staff, and administration remain current in all areas by attending various district and college committees. This includes but is not limited to Academic Senate, CIC, Guided Pathways, and Budget. In addition, the Continuing Education Leadership group provides updates of all of the departments and collegial governance committees that department members attend. Our counseling department is in close contact with our ESL Department and they present information at the leadership meeting as well.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

The faculty and administration attends a number of Collegial Governance committees. Currently our faculty serve on CIC, Academic Senate, and Guided Pathways Academic and Leadership groups. Our program dean also attended the Guided Pathways group meetings. Faculty serve on Budget Committee and Educational Master Plan, Distance Education, 2020 m anniversary celebration, and the SLO/ELumen Pilot. This is in addition to our own department and program groups. Even with very limited faculty we continue to be active participants in the college and district community.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

We continue to suffer from a lack full-time faculty. Only having two full-time faculty for a very large program does not allow us to speak to student needs, create needed curriulum, expand online programs, and grow the department as we would like. The lack of full-time faculty also serves as a strain on the current faculty because of the work required to run our department.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

The Continuing Education Departments in the district offers a comprehensive professional development program that speaks well to mentoring needs and addresses program changes. The faculty, staff and administration participates and presents at these professional development weeks twice a year. Our adjunct and full time faculty all participate and we keep track of hours so all adjunct faculty complete their professional development obligation. The department also looks for opportunities to support adjunct faculty in conference attendance and participation on committees. For the past two years an adjunct ESL faculty member has served as an adjunct faculty representative on Academic Senate. Department members also participate in other trainings opportunities for both the college and district.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

ESL has an adjunct faculty member who serves on Academic Senate and updates the instructors on college and district issues and asks for their input. The department researches opportunities for adjunct faculty and part-time staff to participate in engaged in department, program and college issues. Much of the work is done at the department meetings where an emphasis is placed on including adjunct faculty in department decisions and keeping them updated on important issues, initiatives, programs and resources. the minutes and distributed to all faculty and regular emails are sent regarding new and important news and information.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next <u>three</u> years?

In the next three years, one of most important issues will be how we can support the hiring of additional full-time ESL and Continuing Education faculty. The department will need to continue to ensure that adjunct faculty are well informed about news that effects the department and students. In addition, communication with full and part-time classified staff will need to continue and be enhance so they understand how to best support students, the department, and program.

Internal and External Communication

Program Review Internal & External Communication : Version by **Quimzon, Eden** on **01/14/2020 01:09**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

The catalog entries are reviewed each semester as we create the schedule and check for accuracy.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The DPP was last updated on September 2019. This includes a vetting to all attendees at department meetings to ensure accuracy and currency of goals and get input from adjunct ESL instructors as well.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The dean and department chair work directly with the staff member who updates and maintains our website and also attends the district technology committee. A review and update on website issues progress and needs is made at our C.E. leadership committee so all are informed of when it is time to update and review website content..

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

Beyond emailing information, updates are give at the C.E. leadership committee. Information on course offerings, trainings, workshops and related practices is also shared during department meetings. Counselors regularly attend the department meetings to update instructional staff on important issues, workshops, etc. Continuing Education publishes a comprehensive book of the trainings and workshops available. These opportunities extend beyond staff development weeks and both full-time and adjunct faculty participate in professional organizations like CATESOL. Attendance and membership in these organizations ensure that all department members are informed of trainings and workshops available through these organizations.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Faculty and staff communicate very well regarding the coordination of the program area work. Since we work at a small site is it very easy to visit the different areas and talk to them about issues and needs of the various areas. The department chair is in constant contact with staff and faculty to coordinate this work and we all meet regularly with administration.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next <u>three</u> years?

The area that will need the most attention will be continue to communicate regularly and effectively with all administration, faculty, and staff to ensure that we are all aware of department issues and can do our best to support students.

Planning Agenda

Program Review Planning Agenda

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
undefined	undefined	undefined	undefined

Summary Report

Program Review Summary Report - What is and is not working : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Briefly describe and explain what is working well in your program/service area.

With extremely limited full-time faculty, the department continues to see that we speak to student and community needs. We are also responsive to the college FTES needs and look to offer online and/or hybrid classes that help increase access for students. We also continue to work collaboratively with other departments to coordinate class offerings, dual ticket classes and integrated instruction

Briefly describe and explain what is not working well or needs attention in your program/service area.

There are two major areas issues the ESL Department will need attention. Like many areas in the college, we are experiencing declining enrollment. This is something that is common all over the state, but the department feels we can increase attendance through working with more closely with community partners, offering online courses and exploring ways to possibly expand or change the curriculum. Although we feel that our department is working well, this is an area that needs attention.

The main issue in our department is the historical lack of sufficient Full-time faculty to adequately speak to department needs. Although ESL faculty have not been a part of the FON number, there were full- time hires that were on the general fund. This lack of faculty had a tremendous effect on the work we do, or are not able to do.

We will continue to advocate for full-time positons both at the district and state levels, but this is not something we can change directly.

Program Review Summary Report - Resources : Version by **Quimzon, Eden** on **01/14/2020 01:09**

Facilities	Technology	Equipment	Personnel
we continue to wait for work on the OEC rebuild	our dean works with district IT to maintain computers at Chapman and update as needed. We may find that we need to enhance access for students so they have computer facilities available to them	offsite instructors continue to need classroom equipment including laptop computers and document cameras/projectors, the department works with the PIE and Resource request process to make requests when needed. Previously we had made a request through the Equity committee but were denied.	Each year we continue to request full-time faculty and will continue to request at least one new faculty member. We have been either taken off the hire list of not listed high enough to receive a position for the last 13 years. We did hire a new faculty last year, but this person was paid for by CAEP funds
Another need we have in a dedicated ESL technology lab, but currently we do not have the facilities to support this request because our single computer lab is shared with our CTE department for their classes			Another area of continual need is to keep a strong pool of instructional assistants. The department is continually hiring new IAs and this cycle will most likely continue because of the part-time nature of this position
			The ASGCE Student Activities Specialist in a part tie position to support the continuing Education ASG. There is a high turn over with this position because of the part-time nature of the job. Currently this position is vacant and there are not adequate funds to support hiring this person. The dean has requested this position and we may need to look at alternatives to fill this need
			Part Time ASG Continuing Education Coordinator to oversee ASGCE activities and events as well as Teach mentoring and leadership skills to students. Currently funds are not available to fill this position. The faculty coordinator is currently the ESL Department chair.

Program Review Summary Report - Initiatives and Other Findings : Version by **Quimzon, Eden** on **01/14/2020 01:09**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)
Our program intersects and supports many campus and program initiatives and we work to integrate those initiatives and their goals into our department. Currently the Department is part of the Guided Pathways initiative groups and department members have been working on GP team since its inception. The department and division are working to ensure that Guided Pathways is part of Continuing Education.

Since the Department Chair of ESL is the faculty advisor for ASGCE, the department has been working with Beth Hoffman on the Truth Initiative to inform students about a smoke-free campus as well as smoking cessation efforts.

ESL is supporting the college to move forward in the IEPI. The department is moving forward with college recommendations to help improve student success. Encouraging and offering a variety of professional development, encouraging the use of resources lime Lynda.com, and offering online course are just some of the efforts to help support our amazing institution.

ESL has worked with our department and both at SAC and SCC to facilitate and discuss the implementation of AB705. We continue to work both within our own department and with others to help students succeed.

In addition to other college initiatives, we also support SSSP and other programs throughout the college and district. Within our own division there are programs and grants specific to Continuing Education like WIOA and CAEP that WIOA that require our participation but also help support our students and their success.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.
No Value