

1. Executive Summary

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Strengths:

- Transition rate from off-campus courses to on-campus courses ranges from 81% to 86% for the past two years.
- Strong community collaborations
- Strong interdisciplinary collaborations
- Clear pathways from off-campus to on-campus to transfer level/certificate/degrees

Opportunities:

- New partnerships in the community (La Costa Adult School and Puente de la Costa Sur)
- Faculty inquiry projects through ACES Committee
- ACCEL collaborations across the county with new stakeholders such as County of San Mateo and community-based organizations
- Expanded and streamlined ePortfolio use

Challenges:

- Rising cost of living for our students
- Lack of permanent funding for ESL Coordinator and ESL Retention Specialist
- High turnover in community partners, creating a lack of stability and continuity
- Need for support services at off-campus sites, including a permanent ESL/Basic Skills Counselor for ESL students who visits off-campus sites
- Transportation to campus for ESL students in North Fair Oaks, East Palo Alto, Half Moon Bay, and Pescadero
- Childcare/babysitting for both day and evening students with children of all ages
- Exorbitant textbook costs

Action Plans:

- Advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One
- The ACES Committee has provided effective professional development using equity funds and the ESL faculty will continue to participate. However, week-long professional development sessions during the summer would provide much-needed in-depth learning on topics such as Data Dashboard, Canvas, Classroom Applications for Google Apps, and Teaching Men of Color.
- Continue our updated and improved Careers and Majors for ESL students with different foci. In Fall 2015 we collaborated with STEM. In Spring 2016 we are collaborating with CTE. We plan to begin discussions this semester with College for Working Adults (CWA) for Fall 2016.
- Work with faculty and Deans to investigate the possibilities of ESL Learning Communities in the areas of Business, including Accounting, International Business, and the Entrepreneur Center.

- Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers.
- The department wants to expand the use of ePortfolios to ESL Level II courses and possibly lower levels. Additionally, we are discussing streamlining the use of ePortfolios by linking the ESL template to the college template.

2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

The English as a Second Language (ESL) Program at Cañada College prepares students from around the world to reach their academic, vocational and personal goals.

Our ESL students have access to all college programs and services, including placement testing, counseling, registration assistance, and academic instruction.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

The ESL Department continues to work with Sequoia Union High School District through the District English Learners Advisory Committee (DELAC) to ensure that counselors and parents are aware of the ESL college pathway, which includes ESL 400 Composition for Non-Native Speakers (CSU/UC transferable), a core course for the Preparation for Academic Scholarship and Success Certificate of Achievement (PASS).

AB ??? promotes/allows concurrent enrollment of high school students in college courses, including ESL courses, so the ESL Department will work closely with the Outreach Department to ensure that high school students know about the ESL courses that they can take.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

The ESL Department has been strongly involved in community engagement, such as boards and leadership programs, through the City of Redwood City:

- City Council
- Library Board
- Redwood City Chamber of Commerce Leadership Program
- Partnership Academy for Community Teambuilding (PACT)
- Redwood City Together
- Sequoia Adult School Scholars Advisory Committee
- Redwood City SparkPoint Steering Committee
- Redwood City Elementary School District Community Schools Workgroup

The ESL Department, which is actively involved in ACCEL work of adult education in San Mateo County, regularly meets with community partners and advocates for their educational needs. Current partners include:

- Silicon Valley Community Foundation AELA Cohort
- Redwood City Elementary School District
 - Hawes, Hoover, Taft, and Fair Oaks
- Sequoia Adult School
- Ravenswood School District
 - Los Robles Magnet Academy
- Cabrillo School District
 - Cunha Intermediate School
- Puente de la Costa Sur
- Nuestra Casa
- Rosalie Rendu Center

The ESL Department has also been very involved in the work of ALLIES (Alliance for Language Learners' Integration, Education and Success), a network of ESL providers in San Mateo and Santa Clara Counties. ALLIES has been instrumental in bringing community colleges, adult schools, and community-based organizations in the two counties together for the past 6 years.

In addition, the ESL Department has a learning community with Early Childhood Education, which includes four ECE courses with ESL support. Collaboration with Computer Business Office Technology (CBOT) includes three different CBOT courses offered at three different off-campus sites along with ESL, which are part of the English for the Workforce Award partially funded by the Silicon Valley Community Foundation.

There is also ongoing collaboration with the Math Department to encourage students to begin the math sequence early in their ESL experience. We have updated the Transfer Discipline Parade to focus more specifically on majors and careers available at the college.

Currently, we lose male students because we do not offer certificate and degree programs they see as viable. We see the need for a wider offering of certificates that appeal to all students. In addition, work to make our current certificate programs appealing to our male students should be explored.

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.
In the 2014 - 2015 academic year, the ESL Department updated every course outline of record, and we added one new course for the ECE-ESL Learning Community (ESL 820).
5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

Program Review Feedback form (IPC)

1. Curriculum Offerings/ Status of SLOAC for all classes: SLOAC for 921 and 836--done
2. Program Level Data/ Comments: In response to positive feedback about using e-portfolios to assess PLOs, we plan to continue with this assessment strategy and are adding one additional PLO to the current assessment cycle.

3. Action Plan/ Comments: Success and retention data was gathered for three semesters for off-campus ESL classes with and without SLAMmers. So far the data has been inconclusive. The coordinator has met with Professional Development Director, Learning Center Director and Tutor Coordinator, and the Dean of Learning Center/ Library to make the plan more effective professional development and SLAMmer training for Spring 2016. The training will focus on strategies for SLAMmers to provide stronger academic support. However, the variables that affect student success at this level are multiple and complex.
4. Facility Needs/ Comments: The Writing Cafe continues to be a good idea. There is an ACES inquiry project to develop the plan for the Writing Cafe. Several ESL faculty are holding office hours in the Learning Center in support of this project.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Progress Report-Prior Action Plan

- provide ESL students entering Canada with needed support (Student Equity issue) by funding a Program Services/Success Coordinator for ESL:
 - Part of the ESL Coordinator and ESL Retention Specialist have been put on Equity Funding, but these positions should be put on F-1.
- provide all ESL faculty with updates regarding work in the Student Services area, especially SEPs and priority registration, counselor classroom visits, and to provide Student Services staff, counselors, campus ambassadors, with information about our courses, learning communities, Awards, PASS Certificate:
 - ESL Coordinator and Retention Specialist have worked closely with new Retention Specialists on all the projects.
 - Full time faculty teaching off campus have developed innovative activities to make the off-campus ESL College Information and ID Event more beneficial for students.
 - The ESL department is working with the CTE Coordinator on an ACES project involving student support for students off campus.
- incorporate technology to help student success/retention in the classroom(digital literacy is an ESL PLO and part of our assessment of PLOs)
 - Many faculty levels, especially those teaching the higher levels, have incorporated technology into their curriculum; however, full access to computerized classrooms is not available to all of the faculty who have incorporated technology into their curriculum.
 - The ESL department has requested more computers and more access to computerized classrooms to fulfill this action plan.
- provide Basic Skills counseling to continue to serve off-campus and evening ESL students (completion of student SEPs is an ESL PLO)
 - A permanent Basic Skills ESL Counselor is needed to meet the needs of evening and off campus ESL students.
 - The ESL department continues to improve the off campus ESL College and I.D. Event and the support of the Basic Skills ESL Counselor is important.
 - Working with new adjunct counselors each semester makes continuity and improvement difficult.
- collaborate with Basic Skills Coordinator and Counselor on Transfer Discipline Parade in the Fall semesters for all basic skills and ESL students

- The transfer discipline parade has been updated to careers and majors for ESL Students with different foci each semester.
- A permanent Basic Skills ESL Counselor is needed to maximize the potential of this event.
- Working with new adjunct counselors each semester makes continuity and improvement difficult.
- Continue to offer ID Night for off-campus students to access critical student services on campus in the evening
 - A permanent Basic Skills ESL Counselor is needed to maximize the potential of this event.
 - Working with new adjunct counselors each semester makes continuity and improvement difficult.
- maintain ESL + LIBR, ESL + ECE, ESL + CBOT, ESL + Math learning communities
 - We still offer ESL + LIBR and ESL + ECE Learning Communities and collaborate with CBOT and Math.
- explore expanding to other departments, especially Human Services and ESL and Career 407 for ESL Level 923
 - We have a new focus on CTE areas with support from ACCEL
- work closely with the College researcher to identify patterns and trends in relation to the innovations in the ESL Department
 - We are engaged in ACES projects and grant reporting that entail working closely with the college researcher.
 - We plan to continue this close relationship.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

Without the Silicon Valley Community Foundation grant, Redwood City Elementary School District funding, and Grove Foundation grant, the ESL Department would be seriously compromised. ESL Coordination and ESL Retention Specialist positions are funded by these grants and the college's Equity fund. These positions need permanent funding in Fund One.

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

No new positions have been added since the last Program Review. Two full-time faculty positions have been replaced. The number of adjuncts continues to be 12 - 16 each semester, which constitutes 50% to 63% of the department. One full-time ESL faculty member teaches 1/3 to 1/2 time in the Spanish Department.

4. Current State of the Program

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Our head count, retention, load, and fill-rate numbers are trending up, and are comparable to or higher than those of the college. We anticipate maintaining and improving these productivity numbers.

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Our head count, retention, load, and fill-rate numbers are trending up, and are comparable to or higher than those of the college. We anticipate maintaining and improving these productivity numbers.

These are our activities and strategies to maintain and improve our productivity:

- Continued and expanded connections with our community partners
 - Continued collaboration with Redwood City Community Schools and Sequoia Adult School
 - More detailed landscape of ESL courses offered by community-based organizations and Sequoia Adult School and Cañada in East Menlo Park and East Palo Alto
 - Collaboration with Redwood City SparkPoint
 - Expanded collaboration with La Costa Adult School in Half Moon Bay and Pescadero
 - Continued work with ACCEL
- Continued proactive registration workshops
- Continued inquiry projects through ACES, including sharing with our students our student success strategies and video
- Continued focus on careers and majors for ESL students, including focus on SEPs
- Collaborating with the new Retention Specialist for advanced ESL students, including workshops Degree Works, Googledocs, WebSmart, and WebAccess
- Continued professional development and training for ESL faculty and SLAMmers

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Ethnicity:

The ESL Department has reviewed the Success and Retention trends in the last five years. It is a little difficult to describe trends disaggregated by ethnicity. For example in 2014-15, 83% of our students were Latino, 0% (2 students) were African American, .02% were white, and .09% were Asian. Because the Latino group of students is so much larger than the other groups, it is difficult to compare trends for each ethnic group.

While the overall the success rate goal of 70% has not been met in the past five years, the success rate has increased every year for the past five years. In terms of the retention rate goal of 84%, the trend has shown improvement each year and has met and exceeded the goal twice.

Gender:

Women continue to outnumber the men in the ESL Program and have higher success and retention rates. However, the success and retention rates for both groups continue to improve every semester.

Age:

The largest age group is consistently the 29-39 year olds. In terms of success and retention, the two age groups 23-28 and 29-39 have the lower numbers while the under 18 and over 60 have the higher numbers.

Retention rates are higher than success rates.

Enrollment status:

Students who identify as transfer, who are most likely international and high school students, succeed at higher rates.

Day/Evening:

These data are not available.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

Does not apply at this time.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The number one factor adversely affecting our enrollment at this time is the high cost of living and lack of affordable housing.

Regarding curriculum, we updated all our CORs in 2014-2015 and chose a new series of textbooks for our core courses. As part of this updating, we revised our SLOs for every course, and this is the first academic year (2015-2016) that we have collected SLO results for these revised SLOs. We will continue to monitor how effective these changes will be. Additionally, we finished creating the curriculum for the ECE/ESL Learning Community, which has strengthened the collaboration. We are currently discussing the potential benefits of offering ESL 901 in the summer and developing other short ESL courses that students can take in the summer.

In terms of pedagogy, all members of our department continue to share materials and collaborate on best practices on a regular basis. In addition, ESL faculty have been active in the Equity Committee and did a faculty inquiry project called Student Voices for HOPE (High Opportunity Practices for Equity) as a way to address disproportionate impact in the area of completion for Latino students. One outcome of this ACES project is a handout with advice from successful ESL

students and related activities to develop awareness and increase usage of college resources and effective study strategies.

With respect to scheduling, the ESL Department will continue to collaborate with other departments, such as CBOT, Math, and ECE, to ensure student access to non-ESL courses. The ESL Coordinator continues to work off-campus with community partners to ensure that the ESL schedule fits into our partners' calendars and facilities.

Finally, face-to face instruction continues to be the most effective and reliable modality for our student population.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

All ESL faculty members submit completed SLO results data to the ESL Coordinator at the end of every semester. The ESL Coordinator enters all SLO data into TracDat.

Formerly there were five SLOs, three of which were assessed in the fall and the last two in the spring. All courses now have three SLOs that are assessed every semester.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Currently, individual instructors use the results of their SLO assessments to implement changes in teaching strategies to meet the SLO for a higher percentage of students. The form used to compile the SLO results, assessment methods, and reflections is sent to the entire department online for their review.

There are ongoing informal conversations among ESL faculty members about SLO assessment results. Additionally, when SLO minimums are not met, the ESL Department discusses at department meetings and via online conversations how to improve student results.

For example, one SLO for ESL 800 is "Utilize academic resources and study skills to support ESL academic coursework at the beginning level." In one off-campus course, the criterion for this SLO was not met; consequently, dialog ensued between the instructor of the course and other members of the department. The result was increased access to the computer lab where the course is taught so that students could have adequate training with academic resources.

In the future, it might be useful to formalize an annual SLO results review to analyze the data and develop systematic means of improving student outcomes, perhaps as a Flex Day workshop.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

ESL Program Learning Outcomes:

Students completing this program will be able to:

1. Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.
2. Use academic and study skills to succeed at the transfer level.
3. Use technology and information competency skills to succeed at the transfer level.
4. Develop a Student Educational Plan by identifying and assessing educational opportunities at Cañada College.

Direct Assessment of PLO #1

In spring 2013, PLO assessment included taking random samples of E-Portfolios from ESL 400 and applying a Rubric to the evaluation. ESL 400 is the final course in the ESL program, transferable to UCs and CSUs. Completion of ESL 400 allows entrance into English 100.

Results of PLO 1: Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.

PLO 1	0	1	2	3
<i>Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.</i>	Not submitted	Not satisfactory: weak thesis, inadequate support, global mechanical errors throughout, incorrect format	Satisfactory: clear thesis, adequate support, limited mechanical errors, limited formatting errors	Excellent: sophisticated thesis, strong support, few mechanical errors, few formatting errors
Total Scores	0	4	4	4

Reflection:

Students demonstrate an understanding of placing the main idea (thesis statement) in the beginning of the essay. Some struggle with the level of sophistication in how they accomplish this, sometimes because of their topic choice. The more advanced are taking informed risks in writing, demonstrating language acquisition and mastery. Mechanical errors continue to be challenge for the students; however, they are able to communicate their ideas.

Direct Assessment Plan of fall 2015 and spring 2016 (to take place in fall 2016)

We will continue to directly assess PLO 1 (Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways) as well as extend our assessment to PLO 3 (Use technology and information competency skills to succeed at the transfer level). We have chosen to focus on these PLOs because they are priorities that can be clearly assessed through E-portfolios.

Step 1: We will again take random samples of E-Portfolios from ESL 400 to assess PLO 1 using the following rubric.

Rubric for PLO #1: Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways

0	1	2	3
Not submitted	Not satisfactory: weak thesis, inadequate support, global mechanical errors throughout, incorrect format	Satisfactory: clear thesis, adequate support, limited mechanical errors, limited formatting errors	Excellent: sophisticated thesis, strong support, few mechanical errors, few formatting errors

Step 2: Working again with random samples of E-Portfolios, we will assess PLO 3 using the following rubric.

2 Part Rubric for PLO #3: Use technology and information competency skills to succeed at the transfer level. (Technology)

0	1	2	3
Not submitted	Not satisfactory: Has created a google site, but coursework is incomplete or has not uploaded all essays or reflections.	Satisfactory: Has uploaded all essays, but may be missing one or two reflections. Has applied minimal google site editing tools. (images, background color or style, fonts style or size manipulation, special formatting, or modifications in menu list).	Excellent: Creatively applies a variety of google editing tools (images, background style, fonts style or size manipulation, formatting, or modifications in menu list) or possibly other multimedia (audio, video). Has appropriate hyperlink(s).

2 Part Rubric for PLO #3: Use technology and information competency skills to succeed at the transfer level. (Information Competency)

Not submitted	Information Competency: Has included a quotation but may not have used a signal phrase or commented upon it. Has clearly not used library databases to find any reliable sources. Has clearly not used Easybib or sufficiently applied word processing to correctly document sources using MLA format.	Information Competency: Has included a quotation, but may not have used both a signal phrase and commented upon it. Has used library databases to find one or more reliable sources. Has minimally used Easybib or sufficiently applied word processing to	Information Competency: Has included one or more integrated quotations. Has used library databases to find highly reliable academic sources. Has skillfully used easybib or appropriate word processing to correctly format Works Cited page and essay according to MLA guidelines).
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	correctly document sources using MLA format.	
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(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Impact:

The PLO assessment of PLO 1 (Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways) in 2013 caused the Department to recommit itself to the use of EPortfolios. Additionally, faculty teaching ESL 924 and ESL 400 put a greater emphasis on the development of thesis statements to guide essays.

By assessing PLO 3 (Use technology and information competency skills to succeed at the transfer level), we can further assess our partnership with LIBR 100.

5. Looking Ahead

11. Program Improvement Initiatives:/