

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, English and ESL

Response Types: All Responses Types

1	Executive Summary
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Strengths:

Increased departmental success and retention rates despite overall college decreases
Widely-used comprehensive wrap-around services (both in- and out-of-class) for students
Leadership on ACES Committee: ACES Coordinator
Leadership in DREAMer efforts on campus: Faculty Coordinator/Advisor
Leadership in statewide professional organization: CATESOL President
Leadership in Accreditation process: Accreditation Co-Chair
Leadership in Guided Pathways: Faculty Representative
Leadership in Curriculum: Curriculum Committee Co-Chair
Leadership in Instruction: IPC Co-Chair
Professional Publications: Easy English Step-by-Step for ESL Learners, Atmosphere: We Don't Orbit but Fall the Same, "Making Changes for Equity: An Inquiry-Based Professional Learning Initiative," and "Academic Writing Development and Self-Efficacy: A Model for Linguistically Diverse Pre-service Teachers"
Consistent leading of Flex Day sessions
Multiple recipients of and nominees for "150 Faces of Our Community" Redwood City 2020 project
Continued strong transition rate from off-campus courses to on-campus courses
Strong community outreach and collaborations
Strong interdisciplinary outreach and collaborations
Clear pathways from off-campus to on-campus to transfer level/certificate/degrees
Opportunities:
Potential creation and development of ESL hybrid courses
Emerging collaboration with Sequoia Union High School District ELD program
Development of ESL-CBOT collaboration
Enhancing ESL-STEM partnership
Continued ESL 400 participation in General Education pathways and new inquiry project researching GE pathways work
Enhancing ESL and CWA partnership
Passing of SB68 (expanded AB540)

Continued partnerships in the community (La Costa Adult School and Puente de la Costa Sur)
Continued collaborations with ACCEL across the county with stakeholders such as County of San Mateo and community-based organizations
Continued use of ePortfolios

Challenges:

Digital divide continues to interfere with student access to technology in our off-campus sites and in the community
Lack of digital literacy hinders student success
Lack of streamlined student technology tools

The following challenges remain prevalent for our program:

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:

Collaborate with other departments to create pathways for our students
Pilot online support workshops
Continue to facilitate career exploration across disciplines
Continue to advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One

Continue coordinating our Careers and Majors event for ESL students. In Fall 2017 we collaborated with STEM. In Fall 2018 we will work with College for Working Adults (CWA)

Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers

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Suggested Follow Ups

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No Suggested Follow Ups to Display

2	Program Context
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1	Mission
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Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

ESL Program Mission Statement: The English as a Second Language (ESL) Program at Cañada College prepares immigrant and international students to achieve their academic, vocational and personal goals.

The ESL program aligns with the college mission by offering courses that include academic skills and language development which incorporate analytical, critical, and creative thinking and effective communication and reasoning.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

The ESL Department continues to work with Sequoia Union High School District through the District English Learners Advisory Committee (DELAC). This impacts our program by ensuring 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).
No known changes.

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3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

Community Needs:

Issues of displacement, housing, and transportation are even more prevalent than in the past two years. The climate towards immigrant students has become increasingly hostile, resulting in fear, isolation, and distress in the community.

Employment Needs:

Opportunities are opening up in the labor market, including an increase in minimum wage; however, the service industry remains an inadequate source of income for our students.

Technology Needs:

The digital divide is still negatively affecting our students.

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3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

No updates were needed in the current Program Review Cycle.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

We have refined our Mission Statement to include the more specific student populations we serve and to address 21st century skills needed to be successful in academia and competitive in the workforce. Additionally, we have included more specific data and more detailed descriptions of our needs as requested by IPC in its feedback on our last Program Review.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.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.

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Narrative

Action Plans:

Advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One

- o In process: Moving ESL retention Specialist to Fund One; presented request to several councils/committees

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.

- o Professional development needs have been met through Flex Day sessions and summer conferences and retreats.

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.

- o Continued coordinating our Careers and Majors event for ESL students. In Fall 2017 we collaborated with STEM. In Fall 2018 we will work with College for Working Adults (CWA).

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.

- o Currently working closely with Business, the Entrepreneur Center, STEM, and ECE to enhance pathways.

Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers.

- o Collaboration is ongoing with all ACCEL partners and Cañada's Transition Coordinator.

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.

- o We have streamlined our use of ePortfolios and are successfully incorporating them in the appropriate levels.

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6.A. Impact of Resource Allocations

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?".

Response Detail

No Response Information to Display

Narrative

Document cameras have provided much-needed visual aid to assist in student learning and whole-class collaboration and to help address the needs of students with learning differences. Additionally, the computers in Room 13-11 have facilitated the implementation of innovative and current pedagogy and individual student access to technology.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

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".

Response Detail

No Response Information to Display

Narrative

Two full-time faculty members have retired during the past year, and we are currently in the replacement hiring process. Additionally, our ESL Coordinator position has been reduced from 15 to 6 units, and it will undergo another reduction to 4 units next fall. Furthermore, one full-time faculty member teaches 1/2 to 1/2 time in the Spanish Department. The impact of these staffing changes is a higher ratio of courses taught by adjuncts and increased difficulty in maintaining the strong community connections our department has so successfully established.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Narrative

1. Our headcount has dipped only slightly (from 1,992 to 1,843) from 2012 to 2017, as compared to the college, which has gone from 37,817 to 31,958. This can be attributed in part to our continued community outreach and partnerships.
2. There are no other concerning trends regarding productivity that require immediate action. Of paramount importance is maintaining our connections to the community, in large part through the work of the ESL Coordinator.

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8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

Access: The categories provided in the data packet do not reflect the community our program serves, which is overwhelmingly Latino/a; therefore, the data do not indicate any significant equity gaps for access in our program.

Completion: The equity gap for completion shown in the data is small; only 27 additional male students would be needed to close it.

Programs such as Spark Point and CWA help address the needs of men of color (Harris, 2016; Center for Community College Student Engagement, 2014A; Wood et al., 2015), who commonly experience a disproportionate impact in relation to access and completion. The college can help address these gaps by increasing support for and expanding these programs.

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8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

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Narrative

This is not applicable to our program as we do not have DE courses.

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9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

All ESL faculty members submit completed SLO results data to the ESL Coordinator at the end of every semester. Until recently, the ESL Coordinator, who had 15 units of release time, entered all SLO data into TracDat. However, given the reduction of our Coordinator release time to 6 units, this system will need more support to be maintained.

Formerly, all courses had three SLOs that were assessed every semester; however, with the new 3-Year Assessment Cycle, we now will assess select SLOs for 2-3 courses per semester.

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9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

With our new 3-Year Assessment Cycle in place, our department has the ability to allot time each semester for meetings to analyze and reflect on SLO/PLO assessment data based on skill and level. We hope to dedicate at least one meeting per semester specifically to discussions of SLO/PLO data.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

With our new 3-Year Assessment Cycle, we have designated one semester to the discussion and analysis of assessment data for ESL 400, which encompasses all the Program Learning Outcomes for our department.

In reviewing the findings of our PLO assessments, we have noted that student work with ePortfolios in ESL 400 demonstrates student success in three of our four PLOs:

1. Produce and interpret oral and written English at the 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.

We have addressed PLO #4 (Develop a Student Educational Plan by identifying and assessing educational opportunities at Canada College) by working successfully with counseling and ESL and Basic Skills Retention Specialists to increase the number of ESL students with SEPs. This includes counselor and Retention Specialist visits to classrooms on and off campus.

We will continue to monitor the increases in numbers of students with SEPs.

A potential area of improvement involves access in Levels IV and 400 to computers in computer labs. Establishing pedagogically sound, standard course enrollment maximums for writing courses is another improvement which will maximize our students' achievement of the PLOs.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Action Plan:

Collaborate with other departments to create pathways for our students

Pilot online support workshops

Continue to facilitate career exploration across disciplines

Continue to advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One

Continue coordinating our Careers and Majors event for ESL students. In Fall 2017 we collaborated with STEM. In Fall 2018 we will work with College for Working Adults (CWA)

Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers

Through this Program Review process, we have identified resources needed for items 1, 3, and 4.

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12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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No Suggested Follow Ups to Display