



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

NON-CREDIT ESL

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Non-Credit ESL	2008-2009	1,695	88	610	8.9%	0.0%	--	0
	2009-2010	1,760	86	653	11.1%	0.0%	--	0
	2010-2011	1,607	87	589	9.5%	0.0%	--	0
	2011-2012	1,487	85	554	8.0%	119.9%	65.8%	52
	% Change	-12.2%	-3.5%	-9.1%	-1.0%	+119.9%	--	--
	Four-Year Trend	decreasing	stable	decreasing	stable	increasing	--	--

1.1 Describe how these trends have affected student achievement and student learning:

The FTES indicates a 12% decrease, and our WSCH/FTEF shows a 9% decrease. Though an obvious explanation cannot be given for this data, the division would like to see a reversal in these numbers, particularly in our WSCH/FTEF trends. We will strive towards a stable or increasing efficiency in future semesters. We have already made staffing adjustments to our Spring 2013 scheduling in order to improve these trends.

The full-time trend shows a decrease in full time instructors due to retirements. However, a new Vocational ESL full-time hire is underway to start in January 2013. With the new hire, our full to part-time ratio will still be at approximately 90:10, a gross differential from the recommended 25:75 ratio recommended by the Chancellor's Office. Research and literature show that an appropriate number of full-time faculty results in improved student learning and program effectiveness in both credit and noncredit programs. Specifically, if the college is to respond to the state-wide and institutional mission of preparing and advancing noncredit basic skills students towards degree and certificate attainment, it must staff noncredit with a sufficient number of full-time instructors to lead matriculation efforts requiring collaboration with credit programs and community stakeholders. The reduced number of full-time faculty in noncredit ESL hinders student performance and progression.

The fill-rate is not an accurate representation for noncredit as it is based on credit calculations. The Office of Research and Planning has recommended that we not use this data to infer information about our program.

The success rate reflects the number of students in our program who have demonstrated satisfactory progress within a level towards meeting course outcomes, or who have successfully met the learning outcomes of the course and are ready for advancement into the next level. Based on raw numbers forwarded by the ORP, we see that 4083 students either progressed towards meeting and/or met the student learning course outcomes.

The number of awards reflects the number of NC ESL students who have earned a beginning, intermediate, or advanced certificate. These certificates reflect student advancement through momentum points as described by the Student Success Task Force. This data show 51 instances of students meeting intermediate outcomes that lead upwards through basic skills attainment and toward college and workforce readiness. The powerpoint on our division's certificate ceremony websites further explains the important function of our certificate program:
<http://www.glendale.edu/index.aspx?page=2214>

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

I. MATRICULATION RATES FOR ALL NONCREDIT ESL STUDENTS

A. CREDIT STUDENTS WHO ONCE TOOK NONCREDIT ESL

Average (Four Terms)

Total credit students:	16,830	16,840	16,513	16,246	16,607.3
Number taking Noncredit ESL previously:	1,814	1,938	1,937	2,023	1,928.0
Percent taking Noncredit ESL previously:	10.8%	11.5%	11.7%	12.5%	11.6%
AVG					

B. ESL CREDIT STUDENTS WHO ONCE TOOK NONCREDIT ESL

Total students taking credit ESL:	2,278	2,051	2,241	2,091	2,165.3
Number taking Noncredit ESL previously:	954	933	1,070	1,043	1,000.0
Percent taking Noncredit ESL previously:	41.9%	45.5%	47.7%	49.9%	46.2%
AVG					

The number of GCC *credit students* who have previously taken Noncredit ESL has increased steadily over the past four terms, from 10.8% to 12.5%.

The number of GCC *credit ESL students* who have previously taken Noncredit ESL has increased steadily over the past four terms, from 41.9% to 49.9%.

These trends indicate **an increase in matriculation rates** from NC ESL to Credit, which addresses the college annual goal of increased noncredit to credit matriculation, as well as the SSTF goal of advancing basic skills students into degree-bearing programs. The increased rates may be due to 1) our College Readiness Noncredit ESL Program at the main campus, and/or 2) the efforts of our Continuing to Credit Classes Process (CCCP) implemented by the Noncredit Matriculation Subcommittee.

II. DEGREE/CERTIFICATE SUCCESS RATES FOR NONCREDIT ESL RATES

A. ASSOCIATE AND CERTIFICATE COMPLETERS WHO ONCE TOOK NCESL

	Number	Percent
Completed AA:	545	100.0%
Completed AA and took Noncredit ESL at any time:	67	12.3%
Completed AA and took Noncredit ESL first term at GCC:	62	11.4%
Completed AS:	342	100.0%
Completed AS and took Noncredit ESL at any time:	71	20.8%
Completed AS and took Noncredit ESL first term at GCC:	68	19.9%
Completed Certificate:	503	100.0%
Completed Certificate and took Noncredit ESL at any time:	131	26.0%
Completed Certificate and took Noncredit ESL first term at GCC:	121	24.1%
Completed any Degree or Certificate:	1,302	100.0%
Completed Degree or Certificate and took Noncredit ESL at any time:	231	17.7%
Completed Degree or Certificate and took Noncredit ESL first term:	215	16.5%

These data show that 20% of GCC A.S. degree-earners started out in NC ESL, and 11.4% of A.A. degree earners started out in Noncredit ESL. These data show that *one out of every five A.S. completers* used the NC ESL division as the starting point/entryway to their successful academic career at GCC.

The certificate data is equally noteworthy; however, it is not clear if these certificates are credit only or credit and noncredit certificates. Without this information, we cannot make the same assumptions about GCC certificate earners as we can about degree earners.

The degree-earner data can serve as a key performance indicator for NC ESL in terms of how well it advances its students towards successful 2 year degree attainment.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	11	81.8%	9.1%
2011-2012	11	100.0%	54.5%
% Change		+18.2%	+45.4%
Four-Year Trend		increasing	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
College Readiness Program (credit-bound students)	3/3	100	3/3	100	3/3	100
Adelante Program (Spanish-support program)	5/5	100	5/5	100	5/5	100

2.1 Please comment on the percentages above.

The % of courses assessed with plans is 54.5%. This number reflects the basic levels 0 – 5 courses in our core sequence, representing 85% of our offerings. We are assessing the remaining 15% of our course offerings in Winter and Spring 2012.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

During our June 2012 faculty retreat, we assessed the writing component of our literacy through level 5 courses. A summary of our findings and action plans are at this link:
<http://www.glendale.edu/index.aspx?page=5128>

Approximately 60 adjunct ESL instructors met under the guidance of full-time instructors to evaluate the effectiveness of the verbal assessment tool, to create a revised version of the level 4 and 5 writing rubric, and most significantly, to evaluate student performance on writing in levels 0 - 3 in both daytime and evening students.

Based on the analysis of student writings and rubric scores, the faculty identified several areas of student learning that needed improvement: 1) Students needed to improve in sentence structure in levels 1, 2, and 3. 2) Students needed to improve in mechanics and punctuation for Literacy level, and levels 1 and 2. Furthermore, faculty noted that 3) students could greatly benefit from viewing model writings that reflect the expected SLOs for each level. Also, they noted that 4) students could greatly benefit from increased exposure to reading.

In order to address these student learning needs #1 and #2 above, the faculty planned a series of best practices staff development sessions in Fall 2012 on teaching parts of speech, sentence structure, paragraph organization, and offering feedback to students on their writing. These workshops can be found online at <http://www.glendale.edu/index.aspx?page=5684>

In addition to identifying student learning needs, the faculty noted that they themselves needed support in using the rubrics as assessment tools in a uniform way. Therefore, two mandatory norming sessions were scheduled for the Fall 2012 semester. These sessions allowed faculty to come together to evaluate student writings that reflected a range of performance on the SLOs. For each level, faculty identified several student writings that did not meet the SLOs, that marginally met the SLOs, and that did meet the SLOs. This exercise allowed teachers to grade their students in a more systematic and uniform way. Furthermore, it produced a collection of model writing

samples for each level, resulting in “norming packets” for both student and teacher use (this responds to student need #3 listed above). These packets will be posted online in Winter 2012. Faculty evaluations of student work and assessment procedures during the norming sessions have been submitted as Program Certificate assessment reports.

During the norming sessions, the faculty also put forth recommendations for revised SLOs, revised rubric criteria, and revised testing procedures. These changes are documented in the Program Certificate assessment reports and will be implemented in Spring 2013.

At an earlier full-time retreat in February 2012, the faculty discussed findings from focus groups conducted with matriculated credit students who had come from noncredit, as well as with students in our off-site Spanish support program, Adelante. One key finding was the need for ESL tutors. In Fall 2012, the division employed two tutors. The student demand for these tutors has been above and beyond expectation, and the division will explore ways to increase this service.

2.3 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years.

We will be meeting with the C & I coordinator in January 2013 to update our data on curriculum review.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Noncredit ESL Certificate I (Beginning ESL)	n/a		n/a		x		x	
Noncredit ESL Certificate II (Intermediate ESL)	n/a		n/a		x		x	
Noncredit ESL Certificate III (Advanced ESL)	na		na		x		x	

2.4 Please comment on the percentages above.

[Click here to enter text.](#)

2.5 Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

Upon reviewing the student pathways following certificate completion, we found that the SLOs needed to be rewritten to better reflect the purpose of earning the certificates. NC ESL certificates are intermediate success markers for basic skills ESL students who are advancing through our sequence. The certificates prepare students to do the following: 1) continue earning higher level NC ESL certificates 2) transition into NC OBT or GED programs 3) transition into credit ESL 4) transition into the workforce through job attainment

In our certificate assessments, we found that our beginning certificate is twice as popular as our intermediate certificate (65 earners vs. 33 earners). Our advanced certificate is the least popular (9 earners). These numbers are based on data from 2010-2011 and 2011-2012.

In response, we decided to redesign the presentation of our certificate program as pathways for students. We created a "Steps to Success" brochure for students so that they can keep track of their progress and aspire towards the outcomes of the certificates as outlined above in #1-4. Also, we established an increase in certificates as a key performance indicator (KPI) for our program. We believe this KPI will not only result in more certificate earners, but it should also help us improve our retention rates in all of our courses. This effort is aligned with the college and state-wide efforts of creating pathways for basic skills students that lead to job attainment and academic credits.

- 2.6** Please list all degree/certificate programs within the division that were reviewed in the last academic year.

Beginning, Intermediate, and Advanced Certificates

- 2.7** What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
X	New degree or certificate development (Discussion of VESL)
X	Best Practices Workshops (Writing focused based on Assessment Results)
	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012 (Assessment Focus)
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning (Writing focused based on Assessment Results)
X	Division Meeting Minutes (Always)
	Reorganization

Please comment on the activities, dialogues, and discussions above

The Adelante program underwent a program assessment cycle in Spring 2011, and several suggestions were made by the assessment team to improve the program. One recommendation was to adopt the same text series for all levels at Adelante, and as a result, the Ventures series was adopted for the 2012-2013 year.

Another change was to have the level 4 Adelante class move to Garfield so that students can access the student and instructional services, such as counseling, career center, computer lab, library, tutoring, and matriculation support.

The SLOs for the courses were refined as a result of our norming sessions and workshops. The PLOs were completely rewritten to better reflect the purpose of the certificate program. The assessment tools were finalized for our Level 4 and 5 writing SLOs. We have begun dialogues on the verbal assessment portion of our program.

The faculty had continual, reflective, and meaningful dialogue on student learning at workshops, retreats, and division meetings. There were so many suggestions that we could not implement them all; however, in most cases, this dialogue has resulted in concrete adjustments to our way of teaching and assessing learning. Two significant themes from our June 2012 retreat were the need for increased faculty communication as well as improved student retention. We implemented the Teacher Talk session every Wednesday to address the need for teachers to share and collaborate on general teaching and learning issues. Most all of our program goals center of retention and student success and transitions.

The College Readiness ESL program is an example of evidenced student learning improvements: <http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=15479>
The CRESL data show that many more students transition into credit ESL at a higher level as a result of their experiences in CRESL. These matriculation success rates reflect both the institutional goals and the SSTF goals for basic skills students.

New certificates and programs: The division is implementing a new Vocational ESL program in response to the institutional and SSTF missions of providing basic skills students with workforce skills that lead to living wage jobs. The VESL program will articulate with CTE credit programs and other noncredit job training programs. A new VESL hire will join our staff in Spring 2013.

Best practices workshops were a major focus during the Spring 2011 and Fall 2012. Details on these workshops are detailed above.

Division retreat: The division held a very large division retreat in June 2012 that served as a spring board for all subsequent faculty and staff activities related to responding to student learning needs.

Division staff development workshops were held on the theme of student writing needs as a result of assessment findings at the June 2012 retreat. In addition, we implemented a peer observation program so that teachers could observe other teachers:
<http://glendale.edu/index.aspx?page=5657>

Division meeting agendas and minutes are posted online at
<http://glendale.edu/index.aspx?page=5658>

3.0 Reflection and Action Plans

- 3.1** Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. A dedicated, talented, and student-centered f/t and adjunct faculty body that actively engages in dialogue and collaboration that result in improved student learning.
2. While preserving our open access policy to all students, our program is now building on creating success opportunities for its students by creating vocational and academic pathways.
3. The division is more engaged in data driven decision making, and has acquired a variety of new data that reveal where our students go after noncredit ESL.

3.2 Weaknesses

List the current weaknesses of your program

1. Student retention numbers and numbers certificate earners
2. Our program is struggling to serve students with mental and physical disabilities, who are prevalent in high risk populations such as ours.
3. Enrollment processes are cumbersome for NC ESL due to peoplesoft restrictions as well as lack of communication between main campus and Garfield admissions staff.

- 3.3** Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Revised written and verbal assessments	We have identified improvements and are implementing plans to improve the writing portion of our SLOs. Our next focus will be on revising the verbal assessments.	EMP, SLOs, ILOs
Conversation and OBT assessments	We have focused our attention on our main sequence on courses, 0 – 5 (85% of our offerings). We will be assessing and improving the conversation and computers for ESL learners in Winter/Spring 2013. These courses are required for our certificates.	SLOs, PLOs, ILOs, EMP
Increased articulation agreement with Noncredit OBT	We are working with the Noncredit Business division to create OBT 71 as a bridge course for ESL students to enter into a noncredit job certificate program.	SLOs, PLOs, ILOs, EMP
Increased articulation agreements with Credit ESL	The division has increased discussions with the credit ESL program via the Noncredit Matriculation committee. We are discussing ways to incorporate tutoring services and	EMP, PLOs

	improving the main campus credit tours for noncredit students. We will be discussing new ideas for more concrete, incentive-based articulation agreements.	
Literacy and Level One	Our lower level students represent a very wide range of abilities. We have created additional momentum points for this population of students by re-establishing Literacy A and B and Level 1A and 1B.	SLOs
Rewrote Certificate Outcomes	These outcomes were rewritten with new assessment measures so that we can assess how well students apply their ESL skills towards academic, vocational, or life skills advancement.	SLOs, PLOs, ILOs, EMP

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