

PROGRAM REVIEW UPDATE 2015-2016

Program:

Division:

Date:

Writer(s):

SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
- 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
- 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

--Beginning with the Fall 2015 semester, ESL classes are no longer late-start.
--Beginning with the Fall 2014 semester, all grammar classes increased unit value from 2 to 3 units and dropped the lab.
--Beginning with the Fall 2014 semester, all grammar classes utilize a standardized final exam.
--Grammar classes have seen an approximately 5-15% drop in overall success rates across the entire sequence of courses. This is likely due to the increased rigor of the course, the standardization of final exams that grew out of updated Student Learning Outcomes project that was implemented in 2013-2014 and took effect in Fall 2014.
--Beginning with the Fall 2016 semester, one full-time instructor will move to a pre-retirement 50% reduced load and another instructor may be on sabbatical leave.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

--After analyzing SLO results, the common assessments for the grammar classes are in a process of constant revision.

--Outreach and recruitment efforts have been greatly expanded. We now offer "Open House" events on campus twice annually and held an informational event at the Livermore Library. We continue to improve communication and collaboration with appropriate institutions in our service area.

--Working with Student Services, we have placed a poster in the Assessment Center that informs students about the differences between the ESL and English Assessments and guides them to the appropriate assessment. Additionally, standard protocol for proctoring the assessment seems to have been improved.

--We have added or updated SLOs for our oral communication classes.

--We have met regularly with grammar instructors to review the grammar final exams and SLOs.

--We have held regular department meetings, including an orientation meeting at the beginning of the semester and a holistic scoring meeting at the end of the semester.

--Working with our division dean, we have established 403 and 900 as regular ESL classrooms and have centralized the location of our other classes into several other rooms.

--We have submitted a request for an additional full-time faculty.

--We have improved communication and coordination with Student Services.

--Acquired funds through the Basic Skills Committee to purchase Extensive Reading Books.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

--Lack of institutional support and value for the program and our students creates obstacles.

--Unusually high turnover in our faculty and the extremely low ratio of full-time to adjunct instructors is an additional significant obstacle.

--Greater collaboration and coordination with Student Services would help with community outreach, recruitment, assessment, and course placement.

--The inability to offer late-start courses significantly impedes student access to our courses and places significant demands on faculty.

D. What are your most important plans (either new or continuing) for next year?

--Increase department meetings and collaboration

--Hire an additional full-time faculty member

--Receive remuneration for the grading of incoming student Assessments

--Increase community outreach to boost enrollment, particularly in the evening sections

--Increase students' use of Tutorial Services

--Hire a student assistant to help with ESL Group Planning Sessions

--Create "new hire packet" of materials to facilitate the integration of new instructors into the department.

--Continue to modify and create standardized exams across the program and improve the implementation and analysis of these exams, possibly through the acquisition of test-generating software.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*

- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

All of our goals are certainly part of the “best practices” to meet ACCJC standards.
 --Our goal to increase department meetings and collaboration connects to the development and maintenance of curriculum as well as the integration of SLOs.
 --Our goal to increase students’ use of Tutorial Services connects to the goal to “expand tutoring services.”

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

--Students now receive more consistent material and assessment across the sections and throughout the program, particularly in the grammar courses.
 --Enrollment seems to be increasing as a result of improved outreach and recruitment.
 --Students have struggled to adjust to the new non-late-start status of all ESL classes, and we are seeing many students attempting to add courses well into the third week of instruction. However, these students have benefitted from the flexibility of instructors.
 --Students should be receiving better and more consistent information and guidance as a result of our improved communication and coordination with Student Services.
 --Student access has been mostly maintained by our continued ability to offer classes during both daytime and evening hours.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

In ESL 25 (our highest level transfer course), 78% of students demonstrated successful accomplishment of the Student Learning Outcome, showing sufficient mastery of academic essay writing.

- B. Discuss assessment results that indicate a need for improvement.**

We think that the 78% success rate is admirable; however, we would like to be able to move more of the "average" success students into the "above average" and "mastery" categories of success.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

In order to prepare students for the final exam, we will offer additional low-stakes assessments throughout the semester. Additionally, we will make greater use of early referrals to Tutorial Services.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

Beginning with the 2014-2015 year, all ESL grammar classes were changed from 2 to 3 units, and labs were removed. This was described in the 2014-2015 Program Review Update. This change predated the current SLO assessment data but was made as a result of observation and analysis of student learning.

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Through constant review of SLO data, we will be continuously revising assessments and pedagogy to promote greater student success.
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2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	6
Estimated number of SAOs that will be written or revised:	

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

We generally have a policy of assessing every course at least once a year. We plan to continue with this policy.
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- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Based on language in the new contract, we assume that all adjunct instructors will participate.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	At least 10
Spring 2016	At least 10