Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
ESL	ALSS	Jonathan Brickman

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

> Grammar course SLOs showed a solid level of student proficiency in Grammar Terminology and Sentence Structure, moderate proficiency in Verb Form, and less proficiency in Verb Tense. The SLO data showed a clear need for improved instruction of Verb Tense over the entire sequence of grammar courses.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

NA

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

In 2013-2014 we reviewed our assessment items (for example, Verb Tense) over the sequence of grammar courses and recognized that the assessment items didn't effectively assess the student learning that we expected. We changed the test items to more accurately measure student learning as identified in the SLOs and will implement common final exams across all sections of grammar classes. Additionally, we increased the unit value of grammar classes from 2 to 3 units and removed the lab hour.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Classes that were previously 2 units plus a lab (ESL 130A, 130B, 120A, 120B) were changed to 3-unit classes, and the lab was dropped.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒   NO ☐

   If yes, please explain.

Because of the documented importance of extensive reading in improving student learning, we need financial resources to maintain the extensive reading libraries of each class. There is also a great need for professional development opportunities that will help instructors understand and implement the new course outlines.

B. **SLO Process**

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

The entire ESL faculty meets at least once per semester as part of our holistic scoring. During these meetings, we review and discuss student success and course SLOs. Additionally, during the 2013-2014 academic year, we met for 15 hours to share ideas, gather assessment samples, and reach consensus to write new SLOs for grammar classes. Common exams across all sections of each grammar course will be implemented in Fall '14.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.   ☐

> As part of the above-referenced meetings, we share and discuss assessment results from every section of every course. Beginning in the Fall '14 semester, we will implement common final exams for all grammar courses.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails   ☐

Program meeting minutes/agendas   ☒

Blackboard/other website   ☐

Other (please describe):   ☒

> Although we do not have a formal mechanism in place to document these discussions, many of our meetings and discussions are documented in notes of the attendees.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> Since 2011-2012, we have seen a steady decrease in overall enrollment, particularly in evening sections. This could be due to Admission & Records' handling of undocumented students, as well as the improving economy. Additionally, in 2013-2014 success rates improved from 66% to 73%. This might be attributable to smaller class sizes, the decreased enrollment of evening students (many of whom work full-time and have less academic preparation), and/or the change from a TBA to a scheduled lab hour.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or

exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these
calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and
    2013-14?

	Program-Set Standard for successful course completion	**Did you meet your program-set standard? (Yes or No)**
2012-13	http://tinyurl.com/mmfwqfe	
2013-14	http://tinyurl.com/q6dah55	

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

> OUR PROGRAM DID MEET THE PROGRAM-SET STANDARD FOR BOTH YEARS

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external
    impacts which will affect your curriculum plans for 2015-16.

> Since we have recently made significant changes to our program's curriculum, we do not
> anticipate any major changes in the near future. We will use SLO data from the new course
> outlines to review and evaluate those changes. If, as we hope, the changes have lead to
> increased student learning, we do not plan to make any changes to curriculum, other than to
> update those course outlines that need updating per Titile V.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your
    program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> During the 2012-2013 and 2013-2014 academic years, we did not make any significant
> changes to faculty. For the 2014-2015 academic year, we have hired one additional full-time
> faculty, bringing the total number of full-time faculty to three. We also experienced
> significant turnover in part-time faculty this year and hired 5 new part-time instructors,
> bringing the total number to 16.

2. Have there been changes in the number of full-time or part-time classified staff associated
    with your program since the Annual Program Review of 2011-12? If yes, briefly describe the
    changes.

> N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

> We have not yet measured student learning since the addition of these new instructors. We anticipate that the addition of a full-time faculty member will have great positive effects on student learning. It is also likely, however, that the significant number of new part-time instructors may have a negative impact on student learning. As these instructors gain familiarity with the program and the courses they teach, we anticipate that this trend will reverse and greater student learning will result.

E. **Other information pertinent to the program**

> In order to maintain an appropriate ratio of full-time to part-time instructors, an additional full-time instructor will be needed.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> 1. 5 new part-time instructors and 1 new full-time instructor were hired.
> 2. New course outlines were written for all grammar courses and for a new "Pronunciation and Fluency" course (ESL 136).
> 3. We applied for and received a CARE grant to help maintain our Extensive Reading libraries.
> 4. SLOs were assessed for most sections of 131A, 131B, 121A, 121B, 24, and 25.
> 5. SLOs were assessed for most sections of 130A, 130B, 120A, 120B, and 23.
> 6. Lists of verbs to be used in grammar classes were created.
> 7. A Program brochure was created.
> 8. Outreach with area adult schools culminated in an on-campus "open house."

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

   a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments

> After analyzing our assessment results, we will make appropriate and relevant adjustments to curriculum and/or assessments. As we roll out common assessments for grammar courses, we anticipate a need to refine them based on SLO data.

b. Have your assessment results shown a need for new SLOs?   YES ☒   NO ☐
If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
16	30%

c. What percentage of courses will your program assess in the next academic year (2015-16)?

75

d. 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 and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
16	50

4. Curriculum

a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

> Since we have recently made significant changes to our program's curriculum, we do not anticipate any major changes in the near future. We will use SLO data from the new course outlines to review and evaluate those changes. If, as we hope, the changes have lead to increased student learning, we do not plan to make any changes to curriculum, other than to update those course outlines that need updating per Titile V.

b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

> Other than Title V updates, we have no plans to submit new curriculum.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

> 1. After analyzing SLO results, we plan to refine the common assessments for the grammar classes.
> 2. We plan to continue to improve outreach and recruitment efforts.
> 3. We would like to establish clear protocols for the entire assessment process, from guiding students to the appropriate assessment to proctoring the assessment.
> 4. We plan to create additional SLOs for reading and oral communication classes.
> 5. We would like to offer professional development opportunities to part-time instructors.
> 6. We would like part-time instructors to more fully participate in the SLO process.
> 7. We would like to hold regular (once per semester) department meetings.
> 8. We would like to have designated classrooms or at least consistency in classroom assignments.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

For AY2014-2015, our target FTEF was 18.67, and we used slightly less than that (18.51). However, in order to rectify a discrepancy in the way in which FTEF are computed for composition load courses, we eliminated 1 FTEF from our course offerings for 2014-2015. For AY2015-2016 we would like to request an additional 1.3 FTEF (to 19.97 FTEF) to be able to return to the courses we were offering prior to this adjustment.

2. Rationale for request(s).

The ESL program is in a period of rebuilding after seeing a decline in enrollment due to, among other factors, the college's handling of undocumented students. We believe that our improved outreach and communication with the community will successfully lead to an increase in students applying to our program. To reestablish the consistent patterns of enrollment we saw before this decline and to ensure equity in the offering of these courses, access to courses that fit the schedules of working adults is essential (as the average age in our program is 30). In addition, to account for attrition as students progress through the program, it is essential that we offer more sections of intermediate courses. We would like sufficient FTEF to be able to offer the following courses each semester: 23 (1 section), 24 (2 sections), 25 (2 sections), 26 (1 section), 120A (2 sections), 120B (2 sections), 121A (3 sections), 121B (3 sections), 123 (1 section), 126 (1 section), 130A (2 sections), 130B (2 sections), 131A (2 sections), 131B (2 sections), 133 (1 section), 136 (1 section). Although this may result in lower efficiency in the near term, it is essential to rebuild our program and improve access for all students.

This will lead to greater student learning by increasing access to returning and "non-tradition" students and allowing students to take the full complement of courses (reading/writing, grammar, and oral communication) at each level. Doing so will greatly improve student success in courses, retention, and successful completion of student educational goals.

C. **Human Resources**

1. Request: New or replacement faculty position(s).

We would like to request one full-time faculty position.

2. Rationale for faculty position request(s).

Full-time faculty currently teach approximately 33% of our program's FTEF. An additional full-time faculty member will improve the quality and consistency of instruction across all courses. This person will also enable us to better handle additional projects we have taken on, including the extensive community outreach, assessment, and counseling we offer students.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> N/A

4. Rationale for classified staff position request(s).

> N/A

D. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

> 1. We would like, at the minimum, for our previous annual budget of $1500 to be reinstated.
>
> 2. Additionally, instructors ought to be compensated for reading the essay component of our assessments. This will cost approximately $3036 per year (two faculty paid the "F" rate for 1.5 hours during each week of assessment) and, if I may suggest, could (and should) be funded with the Student Success Act funds that Student Services has received.

2. Rationale for financial request(s).

> 1. We had a budget of $1500 annually in the past, but this budget was eliminated during the campus-wide budget constraints that began in 2008 and has never been reinstated. This budget was used to maintain our Extensive Reading libraries and provide stipends for part-time faculty to attend essential department meetings and professional development activities. Without this budget, we are not able to:
>
> A. Maintain our Extensive Reading Libraries for our reading/writing classes
>
> B. Pay part-time instructors to attend department meetings and other professional development oppurtunities.
>
> C. Conduct effective outreach, including the production, copying, and placement of program brochures and the creation of a video.
>
> 2. Accurate assessment and course placement is an essential element of student success. Although assessment should be funded through Student Services, for several years, ESL instructors have been reading the essay portion of the assessments without remuneration. This practice is unjust and exploitative, and instructors should be compensated for this work. A more complete explanation of this problem can be found in our previous Program Review.

E. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

> N/A

2. Rationale for technology request(s).

> N/A

F. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

> There is a continued need for designated classrooms or at least consistently assigned classrooms for our courses.

2. Rationale for facilities request(s).

> Unlike other disciplines, effective ESL instruction requires the extensive use of materials, including extensive reading libraries and realia. Designated classrooms would provide a place to store these materials and would allow us to install software specific to our instructional needs.

3. Request: Upgrading of existing equipment or purchase of new equipment.

> N/A

4. Rationale for equipment request(s).

> N/A

5. Request: New supplies

> N/A

6. Rationale for supplies request(s).

> N/A