English Language
(ELIC & ELW)
Program Review
# Modesto Junior College

## ESL Program Review

### 2017

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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The English Language Department would like to recognize its recent achievements in the following areas:

- Campus and community involvement
- Community outreach, partnerships, and opportunities for professional development via local, regional, and state conferences
- Structured placement assessment
- Increased number of off-site courses
- Revision of course outlines in all ELW courses

Nevertheless, there are still important considerations that will need to be faced for the sake of improving both the effectiveness of the program and student success. The following continue to be areas of need:

- Increased matriculation efforts through increased classified support
- Support from IT to implement non-credit progress indicators
- Release time to
  - Coordinate outreach and promotion efforts
  - Create common assessment for the non-credit program
  - Implement Welcome Center matriculation processes
  - Improve transitions between programs
  - Conduct professional development for the purpose of improving instructional quality

In conclusion, the long-term vision of the EL Department is to:

- Increase enrollment in the newly-designed ELIC Program
- Create (1) a GED/Basic Skills/Guidance course to help students transition into CTE certificate programs and (2) a transition course for students moving from the (non-credit) English for Life and Work Program into the (credit) English Language Instruction for College Program
- Offer a full sequence of ELW courses during each eight-week term, and
- Increase coordination between MJC English Language Instruction and other adult education offerings and organizations within the community.
Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the Program Review Instructions page.

Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

<table>
<thead>
<tr>
<th>Program Awards</th>
<th>Include in Review (yes/no)</th>
<th>External Regulations (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development, College Preparation (CDCP) Certificates</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>• English for Life and Work: Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English for Life and Work: Proficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response and follow-up to previous program reviews

On the Curricunet website, please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

- **Campus and Community Involvement**
  - Campus Curriculum Committee
  - YFA
  - Student Equity Committee
  - Student Learning Outcomes Committee
  - Civic Engagement Project Film/Lecture Series Organization:
    - Black and Blue - Continuing Conversation (3 events)
    - Syrian Refugee Event
    - Intergroup Dialogue Training
  - Community Advocates for the Language Institute
  - Advising International Club
- **Attended conferences/other professional development and training:**
  - Canvas implementation training at MJC
  - California Acceleration Project March Conference in Sacramento (attended by two full-time faculty)
  - Two-day acceleration training at MJC (all full time faculty)
  - Annual state-wide and regional CATESOL Conference
  - Reading Apprenticeship
  - CUE
  - CCAE Conference
- CASAS training
- CAI training in Fresno

- Presented at conferences/community/college meetings:
  - El Concilio Coalition Meeting
  - Counselor’s Meeting
  - Literacy Network of Stanislaus County Annual Meeting
  - World Relief Tutor Trainings (3 instructors and 3 meetings during Spring 2017)
  - Asilomar Retreat Presentation
  - Sabando de Educacion breakout by Welcome Center staff
  - Presentation on programs for YCCD Board
  - YOTESOL presentations/dinners
  - Presentations at regional and statewide CATESOL conferences
  - Upcoming presentations at CATESOL

- Other Accomplishments:
  - Remodeled John Muir 152 and opened Welcome Center
  - Hosted interactive ELLWC Open House for campus and college community with over 200 in attendance in July 2016
  - Organized three college and community resource fairs hosting over 400 students from MJC ESL Programs and other off-campus sites
  - Conducted eleven workshops offered to ELW students on topics from PiratesNet Account usage, financial wellness, citizenship/documentation issues, transitioning to the ELIC Program, and applying for financial aid through ELLWC
  - Opened three new off-campus classes
  - Created new marketing materials and program branding through brochures in five languages, program website, new sequence charts, and other promotional items
  - Organized outreach Events and Presentations on EL Programs
    - Wat Khmer
    - Assyrian Food Festival
    - Davis High Language Institute Parent Night
    - Davis High Language Institute Juniors and Seniors
    - Ceres Adult School Job Fair
    - Great Valley Museum Science Night
    - Turlock Adult School
    - World Relief Event
    - Beyer High School EL Student Group
    - Flea Market
    - Sabando de Educacion Events
    - Literacy Network Luncheon
    - Refugee Forum Meeting
    - Islamic Center
    - Sabando de Educacion
    - Ceres Adult School Celebration Presentations
    - Literacy Network Meeting
    - Orville Wright Roundup Refugee Day
    - Oregon Park Airport Neighborhood Celebrations
    - El Concilio Coalition Meetings and Presentations
    - Hickman Elementary

- Started planning opening potential new off-site courses:
  - Parent Resource Center
  - Islamic Center

- Made new connections/partnerships:
  - Comeback Kids
  - Kolasinski Law
  - Project Sentinel
Student Success Specialist, Elida Miranda, and Instructional Assistant, Maria Calderon, assisted over 1,000 EL students.

Reviewed and revised all ELW course outlines with involvement and input from adjunct faculty.

Submitted two CDCP certificates to CC.

Conducted Syllabus and final exam prompt norming in ELW program.

Conducted regular meetings and professional development with ELW faculty.

Organized CATESOL Highlights Professional Development Event open to local area EL instructors.

Established English Language Learner Club on campus.

Individual Sabbatical Projects.

Sara Berger completed graduate level French coursework at University of New Orleans in spring and summer 2017 and is currently on sabbatical for the 2017-2018 academic year to pursue a Master’s Degree in Romance Languages.

Michael Akard completed graduate level coursework in Middle-Eastern history and culture at CSU Dominguez Hills in spring 2016.
The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

Given that Stanislaus County is one of eight refugee-impacted counties and forty percent of residents identify as non-native English speakers, MJC English Language programs fulfill a vital role within the institution in accomplishing its mission. Both programs, the English Language Instruction for College and the English for Life and Work programs, provide students a means to learn the English language for the purpose of engaging specifically in civic, academic, and workforce spheres of society. Without such programs, a significant portion of the community would not have access to higher education in a city ranked by Forbes as the fifth least educated city in the nation. Through both programs, specific attention is paid to empowering students not only in necessary English language skills, but also in helping students to adjust culturally, obtain work in the community, think critically in a different culture, and become involved in society around them. Community engagement and cultural awareness are particular hallmarks of what drives curriculum and instruction in both programs in the choice of texts, assignments, professional development, student support services, and extracurricular activities offered to students through the department and the English Language Learner Welcome Center. Please view the description of department activities throughout the EL Department Program Review to gain a broader understanding of how the institutional mission is addressed within our programs.
Student Achievement and Completion

College Goal for Student Achievement

*Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the [CCCCO Scorecard Completion Rate for Degree and Transfer](view) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCCO Scorecard by 2022.

**Success**

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](success) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

> The data shows gaps in success rates across sections in both programs. As a department, we realize the need for norming and have already started the norming process within our ELW program and will soon start discussions on the issue in our ELIC program as well.

What is your set goal for success? Do your department and individual course rates meet this goal?

> As a department, we have not had an explicitly set goal for success rates yet. When looking at the data, we see the need for norming in order to even out the course success rates in different sections. Our goal would be to first meet the college’s success rate and then see if we could exceed it.

> This semester our department has launched the new English Language Instruction for College (ELIC) program. This program provides a more intensive and shorter path toward academic English language proficiency and with that a faster pathway to reach completion at the college. We are hoping that our next program review will show faster completion results. In addition, we will continue monitoring the success rates.

If your rates for success are lower than your goals, what are your plans to improve them?

> We plan on having norming discussions. We have already started working on that in our ELW program.

Locate your department equity rates on the [Success Rate Data Dashboard](equity) (by pressing on the equity tab).

Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

> When analyzing the department’s equity rates, we notice a gap in our gender success rates. Our female student population has had 73% success rate within the last two years whereas our male students show only 62.1% in success.
Here are our solutions for our department’s equity gaps:

- We would like to request from the college some training on the impact of gender in instruction. We are interested in learning more about this trend and figuring out more strategies on how to recruit and retain more male students in our classes.
- We will continue professional development activities via attendance at conferences at which equity issues are discussed.
- We will encourage faculty to read and discuss issues independently and via campus-wide events.
- We will utilize Student Success Specialists for intervention in addition to other resources on campus and in the community that support students at risk.
- We will bring in equity issues into discussions on norming.
- We will engage faculty in open discussions at departments meetings that encourage self assessment to help better understand the link between practices and student outcomes.
- We will present our own practices that improve student retention and success in our programs at statewide conferences.

We might request assigning a male Student Success Specialist to the EL Department. The majority of our faculty are female. We do not know exactly of the implicit impact this has on our students, particularly those from cultures where the male figure is generally head of household. However, having a male and female counselors and Student Success Specialists available to our students could be beneficial.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

The department offered two sections of hybrid ESL 47 over the course of one academic year. We did not find the success rates to differ greatly from face-to-face courses. However, this is more due to the varying degrees of educational experience with students at the ESL 47 level. Many students enter the higher levels (both ESL 47 and ESL 48) with little experience in our academic EL program and at the college, and this has seemed to have a negative impact on success rates at this level.
Course Success and Fill

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<td>523</td>
<td>480</td>
<td>375</td>
</tr>
<tr>
<td>CAPACITY</td>
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<td>482</td>
<td>407</td>
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<td>870</td>
<td>750</td>
<td>390</td>
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<tr>
<td>Spring</td>
<td>835</td>
<td>960</td>
<td>810</td>
<td>750</td>
<td>390</td>
</tr>
<tr>
<td>Fall</td>
<td>68%</td>
<td>58%</td>
<td>60%</td>
<td>64%</td>
<td>96%</td>
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<tr>
<td>SPRING</td>
<td>62%</td>
<td>59%</td>
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<td>54%</td>
<td>88%</td>
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<tr>
<td>Fall</td>
<td>396</td>
<td>374</td>
<td>356</td>
<td>320</td>
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<tr>
<td>Spring</td>
<td>365</td>
<td>422</td>
<td>325</td>
<td>285</td>
<td>262</td>
</tr>
<tr>
<td>Fall</td>
<td>68%</td>
<td>74%</td>
<td>70%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>SPRING</td>
<td>70%</td>
<td>74%</td>
<td>67%</td>
<td>70%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Course Success Rates for Selected Terms - Dots represent sections, box central distribution
Course Success Rates by Ethnicity, Gender, and Modality

### Ethnicity for 2015-2016 & 2016-2017

- **Asian**: 195 (Top Performing 11)
- **Black, AA**: 7
- **Filipino**: 383
- **Hispanic**: 2
- **Native American**: 145
- **Pacific Islander**: 386

### Gender
- **Female**: 73.0%
- **Male**: 62.1%

### Modality
- **Face to Face**: 69.7%
Student Learning Outcomes

Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the Learning Outcomes Dashboard website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done - > PLO, ILO, and GELO Assessment grids. For additional assistance, review the Course Learning Outcome Assessment web pages, or contact Nita Gopal at gopalin@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

Our courses go along with the Institutional Learning Outcomes, as communication, creative, critical and analytical thinking are a big part of our curriculum. However, as a department, we did not set a specific number as our ILO success rate yet. We are open to looking at the numbers generated by the eLumen database and having conversations at our meetings.

Continuous Quality Improvement

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

As mentioned above, we work in general for the success of every student and have not visualized yet a specific number. However, we will discuss this question in our meetings so that during the next program review time, we will be able to discuss this further.
**Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

We have not had the chance to discuss the numbers as a department yet, but we do plan to brainstorm them and come up with a plan.

**Institutional Learning Outcomes**

**Overall Outcome Results for MLLA, MESL**

(Select outcome to filter to ethnicity)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>74.7%</td>
</tr>
<tr>
<td>Creative, Critical, &amp; Analytical Thinking</td>
<td>73.7%</td>
</tr>
<tr>
<td>Cultural Literacy &amp; Social Responsibility</td>
<td>74.8%</td>
</tr>
<tr>
<td>Information &amp; Technology Literacy</td>
<td>75.2%</td>
</tr>
<tr>
<td>Personal &amp; Professional Development</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

**ILO by Ethnicity, MLLA, MESL**

The chart shows the percentage of students meeting expectations by ethnicity. Each bar represents a different ethnic group, and the height of the bar indicates the percentage of students meeting the expectation. The chart includes categories such as Asian, Black, AA, Filipino, Hispanic, Native American, Pacific Islander, White, and Undeclared. The average meets expectation percentage is also indicated.
Curriculum and Course Offerings Analysis

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please view this filtered spreadsheet, using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

All courses in the EL Department are compliant with the 5-year cycle of review.

Provide your plans to either inactivate or teach each course not taught in the last two years.

The EL Department has no active courses which have not been taught in the last two years. Because we are launching our newly designed academic program, English Language Instruction for College (ELIC prefix), this fall, all ESL credit courses have been inactivated. Additionally, we changed all course prefixes in the non-credit program from ESL to ELW (English for Life and Work), so all ESL non-credit courses have also been inactivated.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

No, there is one inaccurate portion of the catalog, which perhaps is a rollover from the previous catalog. It appears on pg. 291:

The Literature and Language Arts division offers two programs in ELW: a non-credit, adult basic education program of courses on six levels, and a six-level credit program intended for students who plan to pursue other academic and vocational study at the college. Most ELW courses are not degree-applicable.

It should instead read as follows and appear before either program is described, if at all (the pathways chart on pg. 290 may make below unnecessary):

The Literature and Language Arts division offers two programs in English Language Instruction: English Language Instruction for College (ELIC), a four-level academic credit program intended for students who plan to pursue other academic and vocational study at the college, and English for Life and Work (ELW), a non-credit, adult basic education program of six levels.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

The department plans to offer four academic listening and speaking courses beginning Fall 2018.

In addition, we will offer two Career Development, College Preparation Certificates (CDCP) beginning Fall 2017. These include English for Life and Work, Elementary, and English for Life and Work, Proficient.

The department is also currently in the process of creating non-credit modules on various aspects of academic English language skills determined to be important in the success of college students. These are currently workshops offered in the last year with great success and interest on the part of students. The workshops will be transitioned to non-credit modules whereby students will continue to attend workshops and continue in their learning through online practice in Canvas.
In addition, given the need for specific instruction in pronunciation, not only at all levels of language instruction at the college but also out in the community, the department hopes to create non-credit courses/modules in pronunciation skills as well. These courses are currently under development with the hope of submission to the campus Curriculum Committee some time during the Fall 2017 semester.

The department has also recently submitted a Course Outline of Record proposal to offer a citizenship course beginning summer of 2018. There is already interest in forming a citizenship/immigration partnership with the International Rescue Committee to work together to see eligible refugee clients move through the course and the citizenship application process with the help of their immigration advisors.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

For dates and rationale, please see the information above.

Course Time, Location and Modality Analysis

Please follow this link and review the Course Attributes in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

Currently, all courses offered on West campus are our non-credit ELW courses. On East campus we offer a few non-credit ELW courses along with all our credit ELIC courses.

The data below indicates a significant drop in number of sections offered in both day and evening classes. As it may be true for the credit courses (we offered 16 sections in Fall of 2015 and dropped down to 13 in Spring 2017), the non-credit courses, however, experienced a significant growth (from 13 sections in Fall 2015 to 21 in Spring 2017). In Summer 2016, our department discontinued offering the ESL 2-6 courses that used to be stacked with our non-credit 902-906 courses. Although we offered more courses since, the data shows a decline in sections offered due to discontinuation of ESL 2-6. In Spring 2018, our department expects to increase its productivity and offer 7 more sections in both credit and non-credit programs than in Fall 2017.

The discontinuation of ESL 2-6 in our non-credit courses may have also contributed to the spike in our fill rates on West campus (from 87.2% in 2015-2016 to 154.7% in 2016-2017). In the past, the ESL 2-6 courses had only a few students in them, so their fill rates were extremely low. eliminating these courses got rid of low-filled sections and resulted in a more accurate for our department fill rates.

In addition, there has been a significant growth in ELW courses offered off campus. In the past two years, the department has opened new courses in several off-site locations: Salida Elementary School, Orville Wright Elementary School, Valley Home Elementary School, and Waterford Community Baptist Church. There is potential for further off-site course offerings at: the Parent Resource Center in downtown Modesto, the Islamic Center of Modesto, and Turlock Adult School.

Currently, the department has no plan to offer entirely online courses though there may be opportunity to experiment with some hybrid offerings.
Section Distribution

<table>
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<th>Academic Year</th>
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<td></td>
<td>SPRING</td>
<td>73%</td>
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<td>2013-2014</td>
<td>FALL</td>
<td>76%</td>
<td>24%</td>
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<td>73%</td>
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<td>2014-2015</td>
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<td>2015-2016</td>
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<td>83%</td>
<td>15%</td>
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<td></td>
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<td>74%</td>
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<tr>
<td>2016-2017</td>
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<td>81%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>76%</td>
<td>24%</td>
<td></td>
</tr>
</tbody>
</table>

Fill Rate Distribution

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Season</th>
<th>&lt;80%</th>
<th>80-89%</th>
<th>90-99%</th>
<th>&gt;100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>FALL</td>
<td>50.0%</td>
<td>20.0%</td>
<td>30.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>45.5%</td>
<td>9.1%</td>
<td>9.1%</td>
<td>36.4%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>FALL</td>
<td>44.4%</td>
<td>11.1%</td>
<td>44.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>61.5%</td>
<td></td>
<td>38.5%</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>FALL</td>
<td>41.7%</td>
<td></td>
<td>58.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>45.5%</td>
<td>9.1%</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>FALL</td>
<td>50.0%</td>
<td></td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>46.2%</td>
<td>7.7%</td>
<td>46.2%</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>FALL</td>
<td>10.0%</td>
<td></td>
<td>90.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>16.7%</td>
<td></td>
<td>83.3%</td>
<td></td>
</tr>
</tbody>
</table>

Sections Offered by Time of Day

- Days 58: Evenings 21
- Days 67: Evenings 23
- Days 67: Evenings 23
- Days 68: Evenings 17
- Days 52: Evenings 14

Sections by Location (Dual listed multiple)

- 92.8% fill on East 34 secs
- 90.4% fill on East 40 secs
- 93.1% fill on East 37 secs
- 91.3% fill on East 33 secs
- 97.0% fill on East 29 secs

- 72.3% fill on West 45 secs
- 75.6% fill on West 50 secs
- 83.2% fill on West 51 secs
- 87.2% fill on West 44 secs
- 154.7% fill on West 30 secs
Program Analysis

Program Personnel

Please refer to the Department Faculty and Sections Dashboard to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full-Time or Part-Time (adjunct)</th>
<th>Hire Date (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Position Type</td>
<td></td>
</tr>
<tr>
<td>Akard, Michael E</td>
<td>Full Time</td>
<td>2001</td>
</tr>
<tr>
<td>Berger, Sara K</td>
<td>Full Time</td>
<td>2009</td>
</tr>
<tr>
<td>Kopitzke, Pamela K</td>
<td>Full Time</td>
<td>2014</td>
</tr>
<tr>
<td>Luman, Ruth A</td>
<td>Full Time</td>
<td>1999</td>
</tr>
<tr>
<td>Steiner, Gabriele</td>
<td>Full Time</td>
<td>1991</td>
</tr>
<tr>
<td>Strangio, Michael F</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Bates, Tara C</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>De Mattos, Joanne</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Ekhtiar, Gilda</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Guerrini, Gabriela K</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Harmon, Vicki L</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Hey, Katarzyna M</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Hubble, Patricia M</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Leonardo, Ronald J</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Mahmoud Jafari, Maziyar</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Mc Govern, Cham P</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Mu, Somary N</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Petersen, Keith A</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Razo, Kathrene</td>
<td>Part Time</td>
<td></td>
</tr>
<tr>
<td>Seng, Wutha</td>
<td>Part Time</td>
<td></td>
</tr>
</tbody>
</table>

Pamela Kopitzke retired from her full time position in May 2017. Katarzyna Hey has been hired full time August 1, 2017.

New adjunct faculty hired within the last two years:
Tanya Brauer
Michael Calou
Stephanie Martin

Patricia Hubble has retired.
Faculty Assignments

Please refer to the Department Faculty and Sections Dashboard to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Term</th>
<th># Taught by FT Faculty</th>
<th># Taught by Other Faculty</th>
<th># Sections Offered / Term</th>
<th>Program Fill Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Fall</td>
<td>10</td>
<td>19</td>
<td>29</td>
<td>101</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>8</td>
<td>24</td>
<td>32</td>
<td>98</td>
</tr>
<tr>
<td>2016 Summer</td>
<td>1</td>
<td>15</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>2016 Fall</td>
<td>12</td>
<td>20</td>
<td>32</td>
<td>103</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>11</td>
<td>20</td>
<td>31</td>
<td>46</td>
</tr>
</tbody>
</table>

The decrease in sections taught by full-time faculty in Fall 2015 and Spring 2016 is due to one member’s being on a sabbatical leave.

In the spring of 2015, Ruth Luman received 33% release time to coordinate the remodel and opening of the Welcome Center, create CDCP certificates, accomplish greater outreach into the community, work with ELW faculty to revise course outlines, and work with the Public Information Office to more effectively market EL programs. Ruth has continued in the role of coordinator at 26.667% release time and continues to work on the development of the ELW program and expand community partnerships and services through the Welcome Center.

As a department, we believe that the low fill rate of 46% in Spring 2017 is an error.

Departmental Productivity Measurements

If not pre-filled, please complete for two years the following table of indicators, as listed on top of the Productivity Dashboard. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

<table>
<thead>
<tr>
<th>Term</th>
<th>FTEF</th>
<th>FTES</th>
<th>FTES/FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Fall</td>
<td>9.67</td>
<td>134.72</td>
<td>13.94</td>
<td>418.14</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>10.67</td>
<td>134.25</td>
<td>12.59</td>
<td>377.58</td>
</tr>
<tr>
<td>2016 Summer</td>
<td>5.33</td>
<td>57.97</td>
<td>10.87</td>
<td>326.09</td>
</tr>
<tr>
<td>2016 Fall</td>
<td>8.29</td>
<td>137.84</td>
<td>16.62</td>
<td>498.75</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>8.71</td>
<td>137.30</td>
<td>15.77</td>
<td>473.00</td>
</tr>
</tbody>
</table>

When compared with college overall, our department’s FTES/FTEF and WSCH/FTEF are lower except for Spring 2017. The American Council on Teaching Foreign Languages recommends a maximum class size of no more than 15 students, and the National Council of Teachers of English recommends a maximum class size of not more than 20 students. Therefore, productivity in our department might be lower than a college average.

With the start of Fall 2017 semester, our department is launching the new ELIC program. We are providing a shorter pathway to English courses to increase student retention and success and department’s productivity.
In Spring 2016, our department eliminated ESL 2-6 courses, which used to be stacked with the non-credit ELW sections. This has allowed adjunct faculty to teach three instead of two non-credit courses and in result led to increased productivity levels.
### Productivity Measures

#### FTES

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Season</th>
<th>Division</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>FALL</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
<tr>
<td>2016-2017</td>
<td>SPRING</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
<tr>
<td>2016-2017</td>
<td>SUMMER</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
</tbody>
</table>

#### FTES/FTEF

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Season</th>
<th>Division</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>FALL</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
<tr>
<td>2016-2017</td>
<td>SPRING</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
<tr>
<td>2016-2017</td>
<td>SUMMER</td>
<td>MLLA</td>
<td>MESL</td>
</tr>
</tbody>
</table>

### Department Productivity MLLA division, MESL department

<table>
<thead>
<tr>
<th></th>
<th>Ftef</th>
<th>FTES</th>
<th>FTES/FTEF</th>
<th>WSCH/FTEF</th>
<th>Cost/FTES</th>
<th>1st Census Enrolled</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015MFA</td>
<td>9.67</td>
<td>134.72</td>
<td>13.94</td>
<td>418.14</td>
<td>$2,350</td>
<td>1,061</td>
<td>40</td>
</tr>
<tr>
<td>2016MSP</td>
<td>10.67</td>
<td>134.24</td>
<td>12.59</td>
<td>377.58</td>
<td>$2,399</td>
<td>1,133</td>
<td>47</td>
</tr>
<tr>
<td>2016MSU</td>
<td>5.33</td>
<td>57.97</td>
<td>10.87</td>
<td>326.09</td>
<td>$1,979</td>
<td>623</td>
<td>29</td>
</tr>
<tr>
<td>2016MFA</td>
<td>8.29</td>
<td>137.84</td>
<td>16.62</td>
<td>498.75</td>
<td>$2,790</td>
<td>1,272</td>
<td>32</td>
</tr>
<tr>
<td>2017MSP</td>
<td>8.71</td>
<td>137.30</td>
<td>15.77</td>
<td>473.00</td>
<td>$2,667</td>
<td>1,203</td>
<td>34</td>
</tr>
</tbody>
</table>
Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn’t been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the Program Review Instructions page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Stanislaus County, as a Refugee Relocation Center for the United States, is continuing to experience an influx of refugees. The department has increased outreach in the community to help students transition to the college for language instruction.

The department has completely redesigned its academic ESL program and has branded it as English Language Instruction for College (ELIC). There is still much work to be done in educating students, the campus community, and community constituents on the change. There will also be a great deal of work in the next year or so as current students transition into the new program.

The department also has begun working more closely with the English Department in making the new ELIC courses truly parallel to the English sequence while meeting the special needs of the language learner student population.

The department also has an interest in working with other departments to do more contextualized language instruction.

Issues of non-credit status need to be discussed openly, and education of the implications of non-credit versus credit must be explored.

The English Language Department has two clearly delineated strands of its program: the English for Life and Work Program and the newly-launched English Language Instruction for College Program. These two strands have the potential to greatly increase the number of students served over the next few years. This, however, can only happen successfully when these crucial needs are met:

First, the department would like to request continued maintenance of effort in the areas of classified support and administration in the English for Life and Work Program through the use of AEBG funds. The department requests continued support through the availability of a full-time classified member, Mary Calderon, to deliver more guided and assisted access to language learners, student workers, and a Student Success Specialist. In addition, to maintain these efforts in the ELW program as well as expand out into the community and provide contextualized language instruction in other disciplines, the department requests that continued and even greater release time be given for coordination of these initiatives.

The department also struggles with finding appropriate facilities to offer courses. Due to a loss of classrooms, courses are being assigned to facilities across both campuses which makes it difficult for newcomer students to feel as though they are connected to the program or department. This loss of classroom space is concerning given that the new ELIC program actually requires more classroom space, not less, at specific times due to the intensive and compressed nature of some of the courses. This challenge will increase as the program becomes more fully implemented over the next year and more new courses are added.

The department has also multiplied its number of off-site course offerings. In the next year, the department anticipates still more requests from community constituents to offer ELW courses at off-site locations. In the next three to five years, faculty project that off-site courses will become more commonplace and provide a greater means for community members to transition to the college campus. These offerings require a great deal of staffing, mentoring, and instructional support.
## Resource Request and Action Plan

<table>
<thead>
<tr>
<th>Priority</th>
<th>Name</th>
<th>Resource Type</th>
<th>Estimated Cost</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired</td>
<td>Replace ELW computers</td>
<td>technology</td>
<td>$30,000</td>
<td>The classroom computers are old and function poorly. Some instructors have</td>
</tr>
<tr>
<td>Mission Critical</td>
<td>Dedicated ELL Welcome Center Staffing</td>
<td>Classified Personnel</td>
<td>$12,000</td>
<td>for student workers. To maintain outreach to the community and increase FTEs and enrollment in the program as well as increase access of language learners to the college.</td>
</tr>
<tr>
<td>Mission Critical</td>
<td>ELW Program Coordinator (26.667% release time)</td>
<td>Part-Time Overload Augmentation</td>
<td>Approx. $13,000</td>
<td>To maintain outreach to the community, enhancement of instructional programs, and maintenance and increase of off-site courses.</td>
</tr>
<tr>
<td>Desired</td>
<td>Replace ELW instructor work stations</td>
<td>Classroom furnishings</td>
<td>$20,000</td>
<td>The workstations were designed to function with cathode-ray computer monitors which the college no longer uses. Many workstations are broken, and none operate properly. This neglected instructional area needs to be renovated.</td>
</tr>
<tr>
<td>Desired</td>
<td>Repair ceiling-mount projectors in ELW classrooms</td>
<td>maintenance</td>
<td>$7-10,000</td>
<td>The projectors are intended to recede into the ceiling when not in use. Many no longer function as intended. This broken equipment needs to be restored to its intended functionality.</td>
</tr>
<tr>
<td>Desired</td>
<td>Repair ELW sound system</td>
<td>technology</td>
<td>$5,000</td>
<td>The classrooms were designed with sound systems in the ceiling, but those systems have stopped working, and instructors now use cheap, desktop speakers that clutter the instructional environment. Some classrooms have chunks of bare wood visible in the wall where speakers used to be. The sound system needs to be repaired in order for the classrooms to function as intended.</td>
</tr>
<tr>
<td>Desired</td>
<td>Clean ELW instructional building</td>
<td>Classified staff</td>
<td></td>
<td>Yosemiteite Hall, which our students see every day, is largely caked with dust and thick, filthy cobwebs. The area outside the upstairs windows where students look out, as well as portions of the inside such as Yosemite 211, need to be cleaned.</td>
</tr>
<tr>
<td>Desired</td>
<td>Supplemental Instruction Leaders</td>
<td>Student- non-instructional hourly</td>
<td>$10,000</td>
<td>Increase success and completion rates in the ELIC program.</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Desired</td>
<td>Professional Development</td>
<td>Travel/Professional Development</td>
<td>$15,000-20,000</td>
<td>Increase capacity of adjunct and full-time instructors in current pedagogy in an effort to increase instructional quality and student success. Professional development can also increase capacity of staff in student services.</td>
</tr>
<tr>
<td>Desired</td>
<td>Advertising/Marketing</td>
<td>Non-instructional supplies</td>
<td>$6,000</td>
<td>Increase awareness of the EL Programs and ELL Welcome Center services to current students and prospective students out in the community in addition to community service organizations</td>
</tr>
<tr>
<td>Mission Critical</td>
<td>ELL Welcome Center, ELW, and ELIC Program Equipment and Supplies</td>
<td>Equipment</td>
<td>$20-30,000</td>
<td>Maintain and increase capacity and efficiency in providing services and instruction to incoming and current students</td>
</tr>
<tr>
<td>Desired</td>
<td>CASAS Assessment</td>
<td>Non-instructional supplies</td>
<td>$5,000</td>
<td>Meet AEBG funding reporting requirements</td>
</tr>
<tr>
<td>Desired</td>
<td>Founders Hall Hallway Benches</td>
<td>Equipment</td>
<td>$5,000</td>
<td>Treat students like dignified human beings and not force them to sit on the ground in a hallway while they wait to enter their classrooms.</td>
</tr>
<tr>
<td>Desired</td>
<td>Textbooks for Loan to Off-site Courses and Course Materials for Workshops and Other Non-Credit Courses</td>
<td>Instructional Supplies</td>
<td>$8,000</td>
<td>Provide more access to instructional ON materials for students in off-campus locations who do not have the ability to purchase texts online or at the Bookstore. Provide flexibility in piloting new workshops/courses.</td>
</tr>
<tr>
<td>Desired</td>
<td>Modernize Equipment in ELIC Classroom</td>
<td>Equipment</td>
<td>$5,000</td>
<td>The outdated AV screen and projector in Classroom Annex 103 are difficult for the instructor to use, and projected images are difficult for students to see. Replace with equipment comparable to that in Founders Hall.</td>
</tr>
<tr>
<td>Desired</td>
<td>Black and White and color printers</td>
<td>Equipment</td>
<td>$1,120</td>
<td>To provide proper equipment to admin staff.</td>
</tr>
</tbody>
</table>
Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (https://www.mjc.edu/governance/rac/documents/ielmallocationssummary20142015.pdf)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly into the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

<table>
<thead>
<tr>
<th>Resource Allocated</th>
<th>PR Year</th>
<th>Evaluation / Measured Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds for CASAS assessment</td>
<td>2016</td>
<td>These funds were returned due to funding coming available from the Adult Education Block Grant to purchase test units and supplies.</td>
</tr>
</tbody>
</table>

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

The department is active in efforts to recruit, support, and retain language learners, a group consistently labeled as being disproportionately impacted.

Recruitment:
- We have marketing materials in five languages: Spanish, Farsi and Dari, Arabic, Cambodian, and Assyrian to reach students in these language groups.
- We are actively engaged in doing outreach and partnering with other agencies in the community. The list below gives just a few examples of outreach contacts and partners the department has made in over the last year via presentations, informational tables at outreach events, off-site course launches, and/or meetings with staff to discuss and implement transitions from the community to the college:
  - Davis High Language Institute
  - World Relief
  - International Rescue Committee
  - Comeback Kids
  - Community Baptists Church of Waterford
  - Islamic Center of Modesto
  - Literacy Network of Stanislaus County
  - Beyer High School EL Counseling
  - Assyrian Civic Center
  - Turlock Adult School
  - Ceres Adult School
  - Parent Resource Center
  - East Union High School
  - Congregations Building Community
  - Salida Elementary School
  - Valley Home Elementary School
  - Orville Wright Elementary School
  - Wat Khmer
  - Central Valley Opportunity Center
  - Learning Quest

Support and Retention:
The department endeavors to build resources on campus as well as make connections out in the community that help support and provide resources that aid in our students’ well-being both on and off-campus. Below are lists of activities and organizations with whom the Welcome Center routinely partners:

- **On Campus-Support:**
  - English Language/International Student Club has provided a means to build greater community within the programs.
  - English language workshops are provided to students to help fill in academic gaps and increase understanding of more difficult concepts in the language as well as learn of other opportunities available at the college for further transition.
  - The English Language Learner Welcome Center provides one-on-one assistance to students in need of matriculation help as well as general information on matters related to the college and English language programs.
  - The department has a close working relationship with the Student Success Representative, Elida Miranda, in an effort to coordinate and efficiently deliver more services to students and meet their needs.
  - College and Community Resource Fairs are offered each semester to help students gain greater understanding of and access to resources available to them.
  - Workshops are provided to students on other issues beyond academic matters, such as financial literacy, documentation and citizenship, financial aid, and access to student account information.

- **Off-Campus Support:** The department maintains a working relationship and contact with a variety of agencies out in the community in order to be able to refer students for further service. Some specific partners are:
  - Self-Help Credit Union
  - Assyrian Wellness Collaborative
  - Housing and Equal Rights Advocates
  - Patrick Kolasinski Law
  - Stanislaus Family Justice Center
  - Haven Women’s Shelter
  - Jessica’s House
  - OneJustice
  - Mi Familia Vota
  - MOVE
  - Project Sentinel
  - Catholic Charities
  - El Concilio

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

In the past several years, the division and department have been active in providing training for faculty on issues of academic success and student equity.

- Several division members and one department member have attended CUE training.
- The division has completed two book readings related to student success issues.
- Department members regularly attend and are active in division meetings.
- The division and department have had discussions and guest speakers at regular meetings addressing matters of student success with particular attention to equity issues and student behavior intervention. The majority of full-time instructors and a number of adjunct instructors in both the division and department have attended the Asilomar college retreats which have focused on student equity.
- The majority of full-time instructors and a number of part-time instructors in the department have attended Acceleration conferences consistently over the past several years.
• A number of department members have attended and presented at CATESOL conferences and then shared information on current instructional trends via local professional development events and program meetings.
• The majority of full-time and a number of adjunct instructors in the department have participated in Canvas trainings to enhance face-to-face instruction in an effort to adopt practices that further increase the success of at-risk students.
• Faculty members in the department participate in college Institute week activities, meetings, and workshops provided by the college.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

• There is a need for research and data-gathering assistance particularly in the English for Life and Work Program. Currently, much of the data from this program in areas of success and retention are non-existent due to the inability to enter progress indicators for non-credit students. Retention data is difficult to collect as well given that the classes are open-entry, open-exit. It would be helpful to track retention using positive attendance data and mesh with course completion information in Datatel to track trends. In addition, the department is also interested in examining student transition from non-credit to credit programs and establishing success metrics beyond reaching transfer-level courses. Further assistance and training in collecting demographic data via the TOPsPro database, generating reports, and reporting data trends would be appreciated. Such assistance would aid the college in maintaining AEBG funding and meeting reporting requirements.

• The important role that Mary Calderon and student workers play in the Welcome Center cannot be emphasized enough. The work that is done to help reach out to students in the community, assist them in transitioning to the college, and guiding them in the matriculation process is vital to the program’s growth for this student population that is disproportionately impacted by the foreignness of the system and language and the bureaucracy of the enrollment, assessment, and registration processes.

• The department would like to request continued maintenance and even increase of student success representative support. Elida Miranda is able to devote 50% of her time to EL work, but given the potential for growth within the program and the needs of students for additional support, more time would be welcome given that counseling support is often unavailable for EL students on a walk-in basis.

• Increased testing and IT support are crucial in making electronic CASAS placement testing possible. Currently, there is a need to move to electronic ELW placement testing in order to more efficiently report data for the AEBG. In addition, increased testing sessions are needed to meet student demand. The lack of testing sessions available to students negatively impacts the department fill rates.

• The implementation of non-credit progress indicators has been a continual request since approximately 2010. The number of personnel hours devoted to manually advancing students through the ELW program prevents staff from working on other projects that can grow the program and support students in a more efficient way.

What factors serve as barriers to recruiting active faculty to your program(s)?

• There is limited time on the part of faculty and division administration to actively recruit and sometimes interview prospective new faculty in a timely manner.

• There is no automatic way of seeing whether or not new applicants have entered applications into the system. Sometimes adjunct applications go unnoticed for quite some time especially if office staff are busy with other duties. Often, part-time applicants move on to other positions when they do not hear anything back regarding openings.

• In the past, the department has organized and worked with LL&C staff to host events to draw together other area EL instructors for professional development (e.g. CATESOL Highlights events, YOTESOL dinners, and LL&C invitation to CSU, Stanislaus to visit the Learning Center to learn about opportunities in EL teaching). This has been in an effort to network with other local teachers and hopefully draw some to teach in the program. Hospitality funds for such events are limited. With more funding, more events could potentially be offered.
Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

While this type of open-ended invitation for program description, self-evaluation, and resource request is in some ways helpful as it allows the English Language Department to both analyze and express everything relevant to its operation, it also seems rather expensive in terms of the significant number of hours required for its completion. Perhaps the process could be streamlined and/or simplified. This department would also appreciate an official notification explaining how our instructors and students can expect to benefit from the effort spent on this review project.