**Academic Program Review Committee**

**Program: English as a Second Language (ESL)**

**Date Reviewed: 10/11/18**

**Re-submission Due Date: Mid-November 2018**

Please use these notes along with the comments from APRC members and your dean when revising this document.

* **General Comments:**  Enumerate and prioritize the recommendations for each section based on needs identified in the previous items within the section; adjust formatting (e.g., Strategic Initiatives on P. 7, status of previous recommendations on pp. 8-10)

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| 1. **Overview of the Program** | **Comments** | |
| 1. Provide a brief narrative description of the current program, including the program’s mission statement and the students it serves. | * P. 3, 1st paragraph – Spell out “English as a Second Language (ESL)” in the first sentence * P. 3, 1st paragraph – To provide additional context for the statistics regarding language backgrounds, please provide the total number of students represented * P. 3 – Before launching into the discussion of the ESL credit program in the 3rd paragraph, describe the program as inclusive of both credit and non-credit courses and provide a brief explanation of how both types of courses currently meet the needs of the population served * P. 3, 4th paragraph - Maria G. suggested replacing 2nd sentence with *“Students review their assessment results and class placement with assessment administrators and are referred to counseling for educational planning.”* * P. 5, 1st full paragraph – Clarify what is meant by “English 1AS type course” (e.g., “a college-level course which is accompanied by supplemental instructional support”) * P. 5, 4th full paragraph – Further emphasize the importance of developing certificates which qualify as enhanced non-credit (e.g., Career Development and College Preparation – CDCP), particularly with regard to the new funding formula. * Perhaps add a final paragraph which identifies the program’s ***key needs/recommendations*** (e.g., full-time instructor and additional support staff, new computers and enhanced instructional technology) – “To remain competitive as an ESL program, it is recommended that …” | |
| 1. Describe the degrees and/or certificates offered by the program. | * P. 6 - Describe the potential benefits of the Certificate of Accomplishment in terms of potential employment gains (e.g., demonstrating facility with English language for jobs with bilingual requirement) * Carolyn P. will forward counts of certificates awarded | |
| 1. Explain how the program fulfills the college’s mission and aligns with the strategic initiatives. (see Appendix A) | * P. 6 (#1) – Include reference to hybrid offerings * P. 7-10 - Standardize formatting (e.g., enumeration) * P. 7 (#3) – Include reference to collaborations mentioned in #1 and #2, and elaborate/provide examples (e.g., “large projects”) | |
| 1. Discuss the status of recommendations from your previous program review. | * P. 9, 6th recommendation *(“The program will meet …)* – Briefly describe any efforts to market course offerings (e.g., communication and collaboration with counselors and other “front line” staff to actively promote; offering in Fall vs. Spring) | |
| 1. **Analysis of Research Data (include data provided by Institutional Research & Planning)** | | |
| **Provide and analyze the following statistics/data** | **Comments** | |
| 1. Head count of students in the program |  | |
| 1. Course grade distribution | * P. 12 – Describe what is meant by “American college norms” (e.g., essay requirements for classes) | |
| 1. Success rates (Discuss your program’s rates in light of the college’s success rate standard. Set a standard for your program.) | * Describe any current or planned efforts to explore and address equity gaps for particular student populations (e.g., collaborate with IRP on student survey regarding barriers to success, collaborate with student success programs regarding resources) | |
| 1. Retention rates |
| 1. A comparison of success and retention rates in face-to-face classes with distance education classes |  | |
| 1. Enrollment statistics with section and seat counts and fill rates |  | |
| 1. Scheduling of courses (day vs. night, days offered, and sequence) |  | |
| 1. Improvement rates (if applicable) |  | |
| 1. Additional data compiled by faculty |  | |
| 1. List any related recommendations. |  | |
| 1. **Curriculum Review** | **Comments** | |
| 1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years. |  | |
| 1. Explain any course additions to current course offerings. |  | |
| 1. Explain any course deletions and inactivations from current course offerings. |  | |
| 1. Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.) |  | |
| 1. Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs: |  | |
| 1. Have all courses that are required for your program’s degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle? |  | |
| 1. Are there any concerns regarding program courses and their articulation? |  | |
| 1. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program’s criteria or courses be re-examined? Set an attainable, measurable goal |  | |
| 1. List any related recommendations. | * P. 20 – Revise presentation of the recommendation (e.g., enumerate; state last sentence first) * Add recommendation related to collaboration with allied health programs to identify potential partners in healthcare industry (e.g., curriculum development) * Add recommendation related to exploration of partnerships with other community organizations and private industry entities to develop customized curriculum | |
| 1. **Assessment and Student and Program Learning Outcomes (SLOs & PLOs)** | **Comments** |
| ***NOTE:*** *The submitted document presents an abbreviated set of the bulleted items presented below.* | |
| 1. Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. | * Russell S. will forward **Appendix A** |
| 1. Provide a timeline for course and program level SLO assessments. |  |
| 1. State the percent of course and program SLO statements that have been assessed. |  |
| 1. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples. |  |
| 1. Describe how you have improved your SLO process and engaged in dialogue about assessment results. |  |
| 1. Discuss any findings from SLO/PLO assessments that help to justify recommendations. | * No response included in submitted document * Perhaps include statement that although students are currently meeting the established standard, the program has an ongoing need for support as it does not want to compromise outcomes due to a decline in the quality or quantity of instructional materials currently made available to students and instructors |
| 1. List any related recommendations. | * Enumerate recommendations * Include any recommendations related to specific action items from learning assessment reports (e.g., computer software and licenses in response to action item related to “more opportunities to practice skills”) |
| 1. **Analysis of Student Feedback** | **Comments** |
| 1. Describe the results of relevant surveys in each of the following areas: |  |
| * + 1. Student Support |  |
| * + 1. Curriculum |  |
| * + 1. Facilities, Equipment, and Technology |  |
| * + 1. Program Objectives |  |
| 1. Discuss the implications of the survey results for the program. |  |
| 1. Discuss the results of other relevant surveys. |  |
| 1. List any related recommendations. | * Add recommendation related to collaboration with library services and resources (e.g., embedded librarian, library/learning resources workshops) * Add recommendation related to creating a cycle for improving and enhancing technology in the classroom and for increasing student access to technology in the program |
| 1. **Facilities and Equipment** | **Comments** |
| 1. Describe and assess the existing program facilities and equipment. |  |
| 1. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | * Emphasize issues related to health and safety |
| 1. Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | * Emphasize issues related to health and safety |
| 1. List any related recommendations. | * Add recommendation related to creating a cycle for maintenance, repair, and replacement of any facilities and equipment, as well as for renewing warranties |
| 1. **Technology and Software** | **Comments** |
| 1. Describe and assess the adequacy and currency of the technology and software used by the program. |  |
| 1. Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. |  |
| 1. Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals |  |
| 1. List any related recommendations. | * Add recommendation related to creating a cycle for maintenance, repair, and replacement of any technology and software (including renewal of licenses) * Add recommendation to explore additional technology and software needs to ensure compliance with Section 501 of ADA with regard to accessibility |
| 1. **Staffing** | **Comments** |
| 1. Describe the program’s current staffing, including faculty, administration, and classified staff. |  |
| 1. Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. |  |
| 1. List any related recommendations. | * Add recommendations based on needs identified in the previous items in the document (e.g., registration support staff – p. 6; designated ITS worker – p. 9) * Wherever possible, link the recommendations to results from SLO/PLO data, student survey results, or other documented record of need |
| 1. **Future Direction and Vision** | **Comments** |
| 1. Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? |  |
| 1. Explain the direction and vision of the program and how you plan to achieve it. |  |
| 1. List any related recommendations. |  |
| 1. **Prioritized Recommendations** | **Comments** |
| 1. Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. | * Ensure that all recommendations enumerated in previous sections are included in this single prioritized list * P. 35, #5 – Provide a general breakdown of the $250K (e.g., $ amount for categories such as “computer devices and accessories,” “projectors and other instructional equipment,” “software, licenses, and warranties”) |
| 1. Explain why the list is prioritized in this way. |  |