Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

Dean s Comments (required) :

LLS&R AREA

I. COMPREHENSIVE REVIEW

[Begin response here]

B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program / discipline by term over the past several years.

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty

(CTE). Go to subsection D if the program is <u>not</u> CTE.

1. Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.

[Begin response here]

2. Describe the number of, activities of, and recommendations resulting from advisory committee meetings that
have occurred over the past two years. What information and/or data were presented that required or currently
require changes to be made to your program? Please attach copies of meeting minutes over the past two years
and a list of committee members and their respective industries/areas.

[Begin response here]

3. Does labor market data and/or the need for additional education indicate that changes should be made to your program? Does the program (continue to) meet a labor market demand and/or fulfill an important step toward higher/additional education?

[Begin response here]

D. PROGRAM GOALS

1. List and describe program/disciplinary goals for the next comprehensive review cycle. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

In considering your program s future goals, please review Hartnell s vision and mission statements.

VISION STATEMENT

Hartnell College will be nati

above.

For the period 2008 -2011, King City enrollments reflected college trends. However, success rates were well below the college average and ranged from 58% 63%. Lack of academic support services (especially tutoring and Supplemental Instruction) could account for the low success.

For the period 2006 -2008, King City enrollments were higher than the college average 2006-2007, but then fell to well below college averages for the next two years. Thirty-one ESL courses were offered, with more than half having fewer than 15 students enrolled. (Actually, 50% of these classes had fewer than 10 students.) Success rates vacillated from 10% higher to 10% lower than college average.

SUCCESS

3. Review the success data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns or anomalies? What actions should be taken to ensure continuous improvement?

Success rates in ESL 265 have remained consistently high. ESL faculty hope to see even higher success rates

trends of achievement data, such

6. Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

[Begin response here]

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated ap

D. OUTCOMES

Use your Progr

2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

For example, were data gathered at

ESL 290C   F2014   Yes--

Burlington English software (although SLO assessment goals are being met.)

Many of our improvements have not been made based on SLO assessments. Regular discussion between and among ESL faculty has led to changes. Individual instructors have observed student learning hurdles and consequently modified curriculum and monitored results (close the loop) to see if the modifications made a difference in student success.

Continual improvements are made in individual courses due to conscientious and experienced teachers. Sometimes SLOs get in the way because they don't capture or measure what s really happening day to day in the course. A good teacher has 20-30 possible improvements to implement at any point in time.
Since SLOs are more global, they often don't represent the myriad of changes that teachers make from semester to semester

1. Continue to improve ESL lab with stand-alone lab courses and tutoring	Courses (ESL 290ABCD) first offered F2013 have shown steady increase in enrollments F2013-1986 total hrs; S2014 2332 total hrs; F2014 3090 total hrs. (see ESL Lab Usage Report below)	Lab Coordinator is needed	Yes, we will look at success & retention.	Yes, we will look at success & retention.
2. ESL Summer Institute	Participants from 2013 & 2014 scored significantly higher on post-tests in both sessions. Students claim the confidence they gained is immeasurable.	Scheduling between sessions and possibility of no funds available in future. No administrative support	Yes, funding request was approved by BSI Committee.	Yes, but may change to a course for credit (or noncredit, if issues can be resolved)
3. Continue to develop bridge to college with HEP and Salinas Adult School now through AB86 plan	ESL Summer Institute included 2 HEP and 4 SAS students. HEP students continue to enroll in ESL track.	Many potential ESL students are undocumented. We need a consistent policy on how to admit them. Liaison or Pathway coordinator is needed.	Yes, through AB86 plan	Yes, through AB86 plan

4.

questions about language and culture as they do about paragraphing and run-on sentences, so we want lab instructors and assistants to be specialized in these ESL areas.

The current ESL lab has changed over the years more due to the attitudes and beliefs of administrators and the resultant decisions on allocation of budget funds than the wants and suggestions of the ESL Dept. For several years we were told that open lab times were either illegal or unaffordable. However, for the past several semesters, we have had administrators who support the idea of open lab. Now we are growing a culture of awareness among ESL students that such a lab exists for them. And data shows growing attendance semester over semester. Still, it will take some time to unlearn that such a lab was not permitted, and thus not offered, in the ESL program for several years.

We need a stable, full-time coordinator to schedule, grow, and manage day-to-day all of the labs currently offered through the ESL Dept. These include INS 301, ESL 290, and corequisite labs for 225, 233, 243, and 255. We lost a full time instructor in this position as of August 2014. Without a replacement, the lab will not be able to respond to changing students needs or maintain a level of effectiveness we want for Hartnell and its students.

Hartnell College ESL Lab (D359) Usage Report by Semester

The following data was extracted from the SARS TRAK machine on April 6th, 2015. ESL 290A, ESL 290B, ESL 290C,

4. Spring 2015 marks the first semester we advertised and scheduled ESL 290s and INS 301 to be implemented as

According to the Salinas Valley 2020 Report, a community need exists for a variety of noncredit ESL courses. In addition to providing job and life skills, these course sill provi de a gateway to credit course work.

Three strands   developed   pronunciation, conversation & vocabulary, grammar skills

1) Pronunciation   three courses (ESL 310, 320, 330)
2) Conversation & Vocabulary---- four courses (ESL 410, 420, 430, 440)
3) Grammar Skills   three courses (ESL 510, 520, 530)
   · All courses have managed enrollment (they have a start and end date they are not open

With the economic downturn, Hartnell decided that noncredit was not a priority and those courses were no longer offered. After several yearsof not being offered, these noncredit courses were inactivated by the ESL Department. We did this in accordance with state regulations, and with an eye towards having all ESL courses assessed for SLOs. Clearly, courses that were not being offered couldn't be assessed.

During the 2013-14 academic year, the ECE department and the King City campus requested ESL to reactivate one or more noncredit courses. The reason given was this course was needed to pair with ECE taught-in-Spanish courses. With some misgivings, but in the spirit of cooperation and collaboration, we reactivated ESL 410 and 420 in September 2014.

In the Course Outline of Record, we stipulated that instructors must have minimum quals equal to those for credit ESL. This is important fo r the integrity of our ESL program; state minimum quals for noncredit require a B.A. plus a TESOL certificate. After some research, it is clear that a TESOL certificate does not have consistent course requirements or academic rigor across the U.S. especially for the numerous online certificates awarded by private institutions. Since the COR and the minimum quals are under faculty purview as one of the academic senate's 10 + 1 areas, we felt it was within our rights (and actually, our responsibility to protect the integrity our program by setting minimum quals to the same standards.)

It is important to note that reactivating noncredit courses to pair with classes taught in Spanish was not an off-the-cuff decision. We spent many hours over emails and in meetings discussing it with ECE staff, curriculum committe e members, and administrators. In these meetings we voiced our concerns about instructor qualifications, pay, and enrollment caps.

The end result was ESL 410 and 420 were offered Spring 2015 However, ESL 410 was overenrolled at 41 students and the instructor was paid $30/h our   about half the rate of credit instructors. In addi8a236(r24 T i)-86361(addi16

- respect of enrollment caps
- methods of assessment
- classroom space
-

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2015-16. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 20

5. new curriculum for advanced speaking course | 2A, 4A, 4C | ESL PLO | better success rates in transfer-level

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progra

a) Describe the new activity or follow-on activity that this resource will support.

The current ESL lab has changed over the years, and we are growing a culture of awareness among ESL students that such a lab exists for them. Data shows growing attendance semester over semester.
<u>We need replacement parts to maintain a functioning lab.</u>

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
2) Program level Outcome (list applicable program outcome)
3) Course level Outcome (list applicable course level outcome)
4) Program/ Discipline Goal (list applicable program/discipline goal)
5) Strategic Plan Goal (list applicable strategic plan goal)

This will support ESL Program outcome as well as SLOs for EVERY ESL course offered at Hartnell.

c) Does this activity span multiple academic years?　& YES　& NO

If yes, describe the action plan for completion of this activity.

d) What measureable outcomes are expected from this activity? List indicators of success.

Higher SLO assessment scores and higher success and retention rates in all ESL courses at Hartnell.

e) What are the barriers to achieving success in this activity?

Funding

B. RESOURCE REQUESTS

If new/additional resour

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/ Equipment (S/E)**	Technology Hardware/ Software (H/S)***	Contract Services	Training	Travel	Library Materials	Facilities/Space e.g., Science Labs	Projected Costs
1.	F								stipend (part-time) $4000 (fulltime position= 80,000)
2		S	S	Burlington English					$8000

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.