



2020-21

Annual Program Review

English as a Second Language (ESL)

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Section 1: Program Planning

Internal Analysis and Program Effectiveness: English as a Second Language

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,458	2,437	2,182	2,346	2,332
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	351.57	327.32	280.52	316.07	317.23
Sections	89	93	84	88	91
Fill Rate	83.6%	81.7%	80.9%	88.8%	86.8%
WSCH/FTEF 595 Efficiency	372	333	324	333	319
FTEF/30	17.2	18.3	16.4	16.6	17.2
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of English as a Second Language **enrollments** in 2018-19 showed a minimal difference from 2017-18 and a moderate decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in English as a Second Language credit courses showed a minimal difference from 2017-18 and a moderate decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in English as a Second Language courses in 2018-19 showed a slight increase from 2017-18 and a slight increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for English as a Second Language courses showed a slight decrease from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in English as a Second Language courses in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for English as a Second Language courses in 2018-19 showed a slight increase from 2017-18 and a minimal difference in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of English as a Second Language **Extended Learning enrollments** in 2018-19 from 2017-18 and no comparative data from 2014-15.

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,458	2,437	2,182	2,346	2,332

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	100.0%	100.0%	100.0%	100.0%	100.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	60.8%	63.8%	62.3%	65.5%	68.4%
Male	37.9%	35.4%	36.5%	34.1%	30.1%
Unknown	1.3%	0.8%	1.1%	0.4%	1.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.1%	0.0%	0.0%	0.1%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	94.1%	93.9%	93.4%	95.6%	96.3%
Hispanic	1.2%	1.7%	1.7%	1.1%	0.9%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	2.2%	2.7%	3.5%	1.7%	1.7%
Multi-Ethnicity	1.7%	1.2%	0.9%	0.9%	0.3%
Other/Unknown	0.7%	0.5%	0.5%	0.6%	0.9%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	5.3%	5.2%	6.1%	4.4%	4.7%
20 to 24	13.0%	14.8%	14.0%	13.0%	11.7%
25 to 29	8.3%	10.9%	14.2%	11.1%	10.3%
30 to 34	7.1%	9.6%	9.0%	9.8%	8.9%
35 to 39	7.2%	7.2%	9.3%	10.2%	8.8%
40 to 49	20.5%	16.8%	17.4%	16.8%	16.6%
50 and Older	38.5%	35.5%	29.7%	34.7%	38.9%
Unknown	0.0%	0.0%	0.2%	0.0%	0.0%

English as a Second Language courses made up 3.9% of all state-funded enrollment for 2018-19. The percentage difference in English as a Second Language course **enrollment** in 2018-19 showed a minimal difference from 2017-18 and a moderate decrease from 2014-15. Enrollment in English as a Second Language during 2018-19 showed 100.0% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, English as a Second Language enrollment consisted of 68.4% **female**, 30.1% **male**, and 1.5% students of **unknown** gender. In 2018-19, English as a Second Language enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 96.3% **Asian** students, 0.9% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 1.7% **White** students, 0.3% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in English as a Second Language revealed 4.7% aged **19 or less**, 11.7% aged **20 to 24**, 10.3% aged **25 to 29**,

8.9% aged **30 to 34**, 8.8% aged **35 to 39**, 16.6% aged **40 to 49**, 38.9% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: English as a Second Language

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	80.4%	86.6%	85.7%	83.1%	88.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	80.4%	86.6%	85.7%	83.1%	88.0%
Online	-	-	-	-	-
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	82.8%	89.1%	87.9%	84.6%	89.3%
Male	76.5%	82.8%	82.2%	80.7%	85.3%
Unknown	81.8%	72.7%	75.0%	66.7%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	80.9%	86.6%	86.6%	84.1%	87.9%
Hispanic	76.5%	64.3%	81.3%	44.4%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	78.7%	87.8%	60.9%	66.7%	90.0%
Multi-Ethnicity	64.0%	95.0%	50.0%	66.7%	0.0%
Other/Unknown	66.7%	100.0%	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	86.2%	87.3%	87.5%	94.4%	81.8%
20 to 24	82.4%	89.8%	88.7%	80.6%	90.3%
25 to 29	83.0%	89.7%	86.8%	75.3%	95.7%
30 to 34	78.8%	88.6%	91.2%	85.3%	84.5%
35 to 39	78.4%	80.5%	80.0%	80.5%	87.1%
40 to 49	78.6%	86.5%	84.8%	82.3%	86.4%
50 and Older	79.8%	85.0%	84.1%	85.5%	87.1%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in English as a Second Language courses in 2018-19 showed a moderate increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the English as a Second Language 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the English as a Second Language **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English as a Second Language success rate for 2018-19, the success rate was a minimal difference for **traditional (face-to-face)** English as a Second Language courses, no comparative data for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English as a Second Language success rate for 2018-19, the success rate was a slight increase for **female** students in English as a Second Language courses, a slight decrease for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English as a Second Language success rate for 2018-19, the success rate was no comparative data for **African American** students in English as a Second Language courses, no comparative data for **American Indian/AK Native** students, a minimal difference for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a slight increase for **White** students, no comparative data for **multi-ethnic** students, and a substantial increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English as a Second Language success rate for 2018-19, the success rate was a moderate decrease for students aged **19 or less** in English as a Second Language courses, a slight increase for students aged **20 to 24**, a moderate increase for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a minimal difference for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	92.2%	93.3%	93.0%	90.5%	94.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	92.2%	93.3%	93.0%	90.5%	94.0%
Online	-	-	-	-	-
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	92.8%	94.7%	93.7%	91.6%	94.0%
Male	91.3%	90.8%	91.9%	88.5%	93.8%
Unknown	90.9%	90.9%	100.0%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	0.0%	0.0%	100.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	92.7%	93.2%	93.5%	91.3%	93.8%
Hispanic	88.2%	85.7%	93.8%	44.4%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	85.1%	95.9%	73.9%	77.8%	100.0%
Multi-Ethnicity	84.0%	95.0%	100.0%	88.9%	0.0%
Other/Unknown	83.3%	100.0%	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	98.9%	95.8%	98.2%	100.0%	100.0%
20 to 24	92.7%	96.1%	95.3%	91.4%	97.2%
25 to 29	92.0%	93.1%	94.6%	85.4%	98.6%
30 to 34	88.8%	93.2%	96.5%	88.2%	87.9%
35 to 39	87.6%	91.5%	89.1%	90.2%	95.7%
40 to 49	89.6%	92.1%	92.8%	90.8%	92.4%
50 and Older	93.4%	92.4%	90.7%	91.0%	93.1%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in English as a Second Language courses in 2018-19 showed a slight increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the English as a Second Language 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the English as a Second Language **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall English as a Second Language retention rate for 2018-19, the retention rate was a minimal difference for **traditional (face-to-face)** English as a Second Language courses, no comparative data for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English as a Second Language retention rate for 2018-19, the retention rate was a minimal difference for **female** students in English as a Second Language courses, a minimal difference for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English as a Second Language retention rate for 2018-19, the retention rate was no comparative data for **African American** students in English as a Second Language courses, no comparative data for **American Indian/AK Native** students, a minimal difference for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a moderate increase for **White** students, no comparative data for **multi-ethnic** students, and a moderate increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English as a Second Language retention rate for 2018-19, the retention rate was a moderate increase for students aged **19 or less** in English as a Second Language courses, a slight increase for students aged **20 to 24**, a slight increase for students aged **25 to 29**, a moderate decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a minimal difference for students aged **50 and older**, and no comparative data for students of **unknown** age.

Equity

Access gaps:

Fewer males enrolled compared to females by approximately 38 percentage points in 2018-2019. Asian students comprised a significantly larger percentage of the ethnicity of students enrolled at 96.3% of total enrollments in 2018-2019. Asians make up 40.5% of the population in Garden Grove and 49.4 % of the population in Westminster. The population of other ethnicities in Garden Grove and Westminster is low except for Hispanic. Hispanic or Latino make up 37% and 22.8% of the population in Garden Grove and Westminster respectively which suggests the presence of an access gap for Hispanic students who have made up less than 2% of enrollment each year since 2014. Further community data regarding proficiency in English across ethnicities would be needed to confirm this gap as not every Hispanic person in the community may need ESL instruction.

Students aged 19 or less have enrolled in lower percentages compared to other age groups since 2014. In 2018-2019 students aged 19 or less made up 4.7% of enrollment whereas other groups comprised 8.8% to 16.6% of enrollments with the exception of students 50 and older, who made up 38.9% of enrollment.

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	60.8%	63.8%	62.3%	65.5%	68.4%
Male	37.9%	35.4%	36.5%	34.1%	30.1%
Unknown	1.3%	0.8%	1.1%	0.4%	1.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.1%	0.0%	0.0%	0.1%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	94.1%	93.9%	93.4%	95.6%	96.3%
Hispanic	1.2%	1.7%	1.7%	1.1%	0.9%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	2.2%	2.7%	3.5%	1.7%	1.7%
Multi-Ethnicity	1.7%	1.2%	0.9%	0.9%	0.3%
Other/Unknown	0.7%	0.5%	0.5%	0.6%	0.9%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	5.3%	5.2%	6.1%	4.4%	4.7%
20 to 24	13.0%	14.8%	14.0%	13.0%	11.7%
25 to 29	8.3%	10.9%	14.2%	11.1%	10.3%
30 to 34	7.1%	9.6%	9.0%	9.8%	8.9%
35 to 39	7.2%	7.2%	9.3%	10.2%	8.8%
40 to 49	20.5%	16.8%	17.4%	16.8%	16.6%
50 and Older	38.5%	35.5%	29.7%	34.7%	38.9%
Unknown	0.0%	0.0%	0.2%	0.0%	0.0%

Equity gaps:

The retention rate shows a decrease in the retention of Hispanic students after 2016-2017. The retention rate of Hispanic students in 2018-2019 showed an approximate 33 percentage point deficit

compared to their White peers. It is unclear whether this is a trend due to the small population sizes of both ethnicities.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	0.0%	0.0%	100.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	92.7%	93.2%	93.5%	91.3%	93.8%
Hispanic	88.2%	85.7%	93.8%	44.4%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	85.1%	95.9%	73.9%	77.8%	100.0%
Multi-Ethnicity	84.0%	95.0%	100.0%	88.9%	0.0%
Other/Unknown	83.3%	100.0%	100.0%	100.0%	100.0%

Achievement

Achievement gaps:

The success rate of Hispanic students has decreased after 2016-2017. The success rate of Hispanic students in 2018-2019 showed an approximate 23 percentage point deficit compared to their White peers. It is unclear whether this is a trend due to the small population sizes of both ethnicities.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	80.9%	86.6%	86.6%	84.1%	87.9%
Hispanic	76.5%	64.3%	81.3%	44.4%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	78.7%	87.8%	60.9%	66.7%	90.0%
Multi-Ethnicity	64.0%	95.0%	50.0%	66.7%	0.0%
Other/Unknown	66.7%	100.0%	100.0%	100.0%	100.0%

Achievement accomplishments:

The success rate of Coastline College's ESL department is 28.2 percentage points above the College institution set standard success rate.

The success rate across all genders is at 85% or above.

Students in each age group have consistently shown a success rate over 75% each year since 2014.

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	80.4%	86.6%	85.7%	83.1%	88.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	80.4%	86.6%	85.7%	83.1%	88.0%
Online	-	-	-	-	-
Hybrid	-	-	-	-	-

Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-
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Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	82.8%	89.1%	87.9%	84.6%	89.3%
Male	76.5%	82.8%	82.2%	80.7%	85.3%
Unknown	81.8%	72.7%	75.0%	66.7%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	0.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	80.9%	86.6%	86.6%	84.1%	87.9%
Hispanic	76.5%	64.3%	81.3%	44.4%	66.7%
Pacific Islander/HI Native	-	-	-	-	-
White	78.7%	87.8%	60.9%	66.7%	90.0%
Multi-Ethnicity	64.0%	95.0%	50.0%	66.7%	0.0%
Other/Unknown	66.7%	100.0%	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	86.2%	87.3%	87.5%	94.4%	81.8%
20 to 24	82.4%	89.8%	88.7%	80.6%	90.3%
25 to 29	83.0%	89.7%	86.8%	75.3%	95.7%
30 to 34	78.8%	88.6%	91.2%	85.3%	84.5%
35 to 39	78.4%	80.5%	80.0%	80.5%	87.1%
40 to 49	78.6%	86.5%	84.8%	82.3%	86.4%
50 and Older	79.8%	85.0%	84.1%	85.5%	87.1%
Unknown	-	-	-	-	-

Program Efficiency

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
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Sections	89	93	84	88	91
Fill Rate	83.6%	81.7%	80.9%	88.8%	86.8%
WSCH/FTEF 595 Efficiency	372	333	324	333	319
FTEF/30	17.2	18.3	16.4	16.6	17.2
Extended Learning Enrollment	0	0	0	0	0

Efficiency gaps:

WSCH/FTEF595 Efficiency the WSCH/FTEF for the ESL department has decreased since 2014 along with the ESL department's state-funded enrollment. Though the fill rate has remained above 80% since 2014, the WSCH/FTEF has remained below 595.

Efficiency accomplishments:

Since 2014 the fill rate has increased overall with only a slight decrease from 2017-2018 to 2018-2019 to yield an 86.8% fill rate for 2018-2019.

Student (SLOs) and Program Student Learning Outcomes (PSLOs)

Over the course of the 2019-2020 year, two courses were scheduled for SLO reporting retesting: ESL C054 Grammar, Reading, and Writing 4A and ESL C035 and Grammar, Reading, and Writing 3A. One course was scheduled for SLO reporting testing: ESL C052 Listening and Speaking Skills 3B.

Course Number: <i>ESL C</i>	CRN:		Your Name:
Course Level Student Learning outcome	Assessment Method	Assessment Results	Use of Results
You can copy and paste this from CurricUNET	Describe how you assessed your students, method, location, process	Report how many students met the SLO requirements. Report how many students did not meet the SLO requirements. Report how many students did not take the SLO assessment. Report any problems encountered.	Report your recommendations to revise curriculum, instruction, or assessment procedures.

SLO #1:	A quiz based on a reading was given on 12-4-19 to identify if students could distinguish between stated vs. implied information and between fact vs. opinion	Of 8 students, 2 achieved 90 to 100%, 4 achieved 80 to 90%, one achieved 70 to 80% and one achieved 60 to 70%.	More examples and practice quizzes of fact vs. opinion statements and stated vs. implied information will be given. More group work on these will be done.
SLO #2:	A writing prompt was given in which students were asked to write a paragraph with a clear topic sentence, at least three major supporting details with attendant minor details, and a conclusion. They were asked to use appropriate signal words in all of these statements.	Of 8 students, all had a clear topic sentence, all had good major details with attendant minor details, and all had concluding statements ranging from very good to adequate. All used appropriate signal words correctly. Recommendations: We will continue to focus on the importance of an outline and continue to try to clarify the components of a good paragraph.	

SLO Assessment and Plan

Course	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
ESL C035 Grammar, Reading, and Writing 3A	SLO 1: Given a simplified reading selection, identify stated and implied information and differentiate between fact and opinion in a written response.	Reading and short answer	Richard Hoffer, Georgette Davis, Ryan Boyd	Overall, the students performed well on this learning outcome. Those who did not achieve the SLO struggled with differentiating implied information from stated information. Options for helping students improve in this

				area include incorporating more examples, practice quizzes, and group work in classes.
	SLO 2: Given a prompt, write a unified paragraph with a topic sentence, supporting details, and a conclusion	Writing assignment	Richard Hofferd, Georgette Davis, Ryan Boyd	Overall, the students performed well on this learning outcome. Those who struggled with the SLO had difficulties with maintaining a cohesive flow throughout the paragraph into the conclusion. Options for helping students improve in this area include dedicating more instruction time to signal words, list words, and addition words and the connection between topic sentences and conclusions.
ESL C052 Listening and Speaking Skills 3B	SLO 1: Demonstrate understanding of oral arguments by taking notes and using them to report claims and evidence presented in the arguments	Listening task and short answer	Michelle Grozinger, Ryan Boyd	Overall, the students performed well on this learning outcome. The instructor reported that the SLO is good preparation for academic practices.

				No revisions are suggested at this time.
	SLO 2: Demonstrate accurate pronunciation of English phonemes and intonation patterns in casual conversation.	Oral Presentation	Michelle Grozinger, Ryan Boyd	Overall, the students performed well on this learning outcome. Pronunciation difficulties were clustered in groups according to native language spoken by the students. Options to improve student performance include more pronunciation exercises which target difficulties common among the groups of speakers in each class.
ESL C054 Grammar, Reading, and Writing 4A	SLO 1: Given a short argument essay or article, accurately paraphrase and summarize the main ideas and supporting arguments.	Writing assignment	Tim Grove, Douglas Ward, Ryan Boyd	Students struggled to summarize appropriately due to their tendency to copy from the source or by not including the main points of the reading. Options to improve student performance on this SLO include dedicating more instruction time to skills needed in summarizing.
	SLO 2: Given a writing prompt on an academic topic, write a unified, coherent, grammatically-correct	Writing assignment	Tim Grove, Douglas Ward, Ryan Boyd	Overall, the students performed well

	paragraph with a topic sentence, supporting details, and a conclusion.			on this learning outcome. Inclusion of essays into the curriculum did not have a negative effect on their performance. Faculty disagree about whether or SLO 2 should be revised to include essays based on SLO discussions during Flex Day 2020. No change has been settled at this time.

Curriculum Review

Curriculum Review

Course	Title	Term Reviewed	Status
ESL C010	Grammar 1B	Fall 2017	Suspension
ESL C011	Grammar 1C	Fall 2019	Suspension
ESL C012	Listening and Speaking Skills 2A	Spring 2014	Suspension
ESL C013	Reading and Writing 1B	Fall 2019	Suspension
ESL C015	Reading and Writing 1C	Fall 2018	Suspension
ESL C016	Grammar, Reading, and Writing 2A	Spring 2014	Suspension
ESL C017	Listening and Conversation 1B	Fall 2019	Suspension
ESL C018	Listening and Conversation 1C	Fall 2018	Suspension
ESL C019	Listening and Speaking Skills 2B	Spring 2018	Active: Plan for suspension
ESL C020	Grammar 2A	Fall 2018	Suspension
ESL C021	Grammar 2B	Fall 2018	Suspension
ESL C022	ESL: Sentence Structure 2	Fall 2018	Retirement
ESL C023	Reading and Writing 2A	Fall 2018	Suspension
ESL C025	Reading and Writing 2B	Fall 2018	Suspension
ESL C026	ESL: Listening And Conversation 2	Fall 2018	Suspension
ESL C028	Listening and Conversation 2	Fall 2018	Suspension
ESL C030	Grammar 3A	Fall 2018	Suspension
ESL C031	Grammar, Reading, and Writing 2B	Spring 2018	Active: Plan for suspension
ESL C032	ESL: Sentence Structure 3	Spring 2018	Retirement
ESL C033	Reading and Writing 3A	Spring 2018	Suspension
ESL C034	ESL: Reading And Writing 3	Spring 2018	Retirement
ESL C035	Grammar, Reading, and Writing 3A	Spring 2018	Active
ESL C038	Listening and Conversation 3A	Spring 2018	Suspension

ESL C039	Grammar, Reading, and Writing 3B	Spring 2018	Active
ESL C040	Intensive Grammar 1B	Fall 2018	Suspension
ESL C041	Intensive Grammar 1C	Fall 2018	Suspension
ESL C042	ESL: Sentence Structure 2	Fall 2018	Retirement
ESL C043	Intensive Reading and Writing 1B	Fall 2018	Suspension
ESL C044	ESL: Reading And Writing 2	Fall 2018	Retirement
ESL C045	Intensive Reading and Writing 1C	Spring 2009	Suspended
ESL C046	ESL: Conversation and Listening 2A	Fall 2018	Retirement
ESL C047	Intensive Listening and Conversation 1B	Fall 2018	Suspension
ESL C048	Intensive Listening and Conversation 1C	Fall 2018	Suspension
ESL C049	Listening and Speaking Skills 3A	Spring 2018	Active
ESL C050	Intensive Grammar 2A	Fall 2018	Suspension
ESL C051	Intensive Grammar 2B	Fall 2018	Suspension
ESL C052	Listening and Speaking Skills 3B	Spring 2018	Active
ESL C053	Intensive Reading and Writing 2A	Fall 2018	Suspension
ESL C054	Grammar, Reading, and Writing 4A	Spring 2018	Active
ESL C055	Intensive Reading and Writing 2B	Fall 2018	Suspension
ESL C056	Listening and Speaking Skills 4	Spring 2018	Active
ESL C058	Intensive Listening and Conversation 2	Fall 2018	Suspension
ESL C060	Intensive Grammar 3A	Fall 2018	Suspension
ESL C063	Intensive Reading and Writing 3A	Fall 2018	Suspension
ESL C068	Intensive Listening and Conversation 3A	Fall 2018	Suspension
ESL C130	Grammar 3B	Fall 2018	Suspension
ESL C133	Reading and Writing 3B	Fall 2018	Suspension
ESL C138	Listening and Conversation 3B	Fall 2018	Suspension
ESL C140	Grammar and Writing 4A	Fall 2018	Suspension
ESL C141	Grammar and Writing 4B	Fall 2019	Suspension
ESL C143	Reading and Writing 4A	Fall 2018	Suspension
ESL C145	Reading and Writing 4B	Fall 2018	Suspension
ESL C147	Listening and Conversation 4A	Fall 2018	Suspension
ESL C148	Listening and Conversation 4B	Fall 2018	Suspension
ESL C150	Intensive Grammar 3B	Fall 2018	Suspension
ESL C153	Intensive Reading and Writing 3B	Fall 2018	Suspension
ESL C158	Intensive Listening and Conversation 3B	Fall 2019	Suspension
ESL C160	Intensive Grammar and Writing 4A	Fall 2018	Suspended
ESL C161	Intensive Grammar and Writing 4B	Fall 2018	Suspended
ESL C163	Intensive Reading and Writing 4A	Fall 2018	Suspension
ESL C165	Intensive Reading and Writing 4B	Fall 2018	Suspension
ESL C167	Intensive Listening and Conversation 4A	Fall 2018	Suspension
ESL C168	Intensive Listening and Conversation 4B	Fall 2018	Suspension
ESL C008N	ESL: Preparation	Spring 2019	Active: This course was revised in Spring 2019 and made active with an

			incomplete COR. There are no immediate plans to offer this course, so it will be prepared for suspension.
ESL C011N	ESL: Sentence Structure 1	Spring 2019	Active
ESL C012N	ESL: Reading And Writing 1	Spring 2019	Active
ESL C013N	ESL: Listening And Conversation 1	Spring 2019	Active
ESL C020N	Integrated English Skills 1A	Spring 2020	Active: C422 → C065N → C020N
ESL C022N	Reading, Writing, and Grammar 1B	Spring 2020	Active
ESL C085N	Advanced Pronunciation	Spring 2020	Active: C435 → C090N → C085N
ESL C023N	Speaking and Listening 1B	Spring 2020	Active
ESL C032N	Reading, Writing, and Grammar 2A	Spring 2020	Active
ESL C033N	Speaking and Listening 2A	Spring 2020	Active

The ESL department created the following enhanced noncredit certificates:

English as a Second Language Beginning-Level Skills
English as a Second Language Intermediate to Advanced Oral/Aural Skills

The ESL department created the following courses:

ESL C095N ESL Support for Freshman Composition
ESL C025N Pronunciation Skills – Beginning
ESL C016N Basic Computer Terminology and Skills
ESL C083N Speaking and Listening Skills-High Intermediate to Advanced
ESL C084N English Idioms and Contemporary Expressions-High Intermediate to Advanced
ESL C085N Pronunciation Skills - Intermediate to Advanced
ESL C081N Grammar and Sentence Structure-High Intermediate to Advanced

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Offer a hybrid course: ESL Reading and Vocabulary 3A	In progress	Have met with publishers to discuss online reading and vocabulary programs. The final product might be a purely online, as opposed to hybrid vocabulary and idiom course. Update 2020-2021: Course passed through curriculum committee. Waiting on state approval for enhanced noncredit certificate. Has not yet been offered, so it is still listed as "in progress."	

<p>Define a clearly articulated pathway leading from ESL to the Accounting program and build a co-enrollment ESL/Accounting collaborative program with contextualized instruction.</p>	<p>Terminated</p>	<p>Career exploration workshops have been developed to offer during the fall 2018 semester. Following the workshop series, students who decide to progress to an Accounting certificate will take their first Accounting certificate course during the spring 2018 semester with a noncredit companion course. This pathway is being developed in collaboration with instructors in the Accounting Department.</p> <p>Update 2019-2020:</p> <p>Student surveys indicated that many ESL students were interested in pursuing education in the accounting field. The ESL department began developing a pathway to accounting beginning with career exploration workshops. The pathway from ESL to accounting was ultimately ended in consultation with the accounting department. The ESL department reached out to the Office Technology Program to transition to a collaborative program with contextualized instruction for the Business Information Worker Certificate.</p> <p>Update 2020-2021:</p> <p>The ESL will work with adult education to survey students and determine a stronger pathway.</p>	<p>Initiative change from ESL/Accounting collaborative program to ESL/Office Technology collaborative program</p>
<p>Develop an enhanced noncredit ESL Citizenship certificate.</p>	<p>Completed</p>	<p>A noncredit Citizenship course has been developed. An additional course will be developed to create a two-level Citizenship program that will qualify as an enhanced noncredit certificate.</p> <p>Update: 2019-2020:</p> <p>Two noncredit Citizenship courses as part of an enhanced noncredit certificate have been developed and presented to the curriculum committee. These courses are expected to be offered Spring 2020.</p> <p>Update 2020-2021:</p> <p>Citizenship 1 Spring 2020 Enrollment: 33/2 Sections (Lost students due to COVID) Citizenship 2 Spring 2020 Enrollment: 14/1 Section (Lost students due to COVID) Citizenship 1 Fall 2020 Enrollment: 32/1 Section Citizenship 2 Fall 2020 Enrollment: 16/1 Section</p>	<p>Enrollment was initially much higher but remained high despite the current circumstances with COVID</p>

Add one full-time Instructor	In Progress	The ESL Department was highly ranked for demonstrating a need for a full-time instructor but was unsuccessful in its attempt for the Fall 2018/Spring 2019 year. The ESL Department will attempt to add one full-time instructor in the Fall 2019/Spring 2020 year. Update 2020-2021: Will try again in Fall 2020	
Add one part-time Instructional Associate	Terminated	In Spring 2018 the ESL Department identified a need for a part-time Instructional Associate to support the night ESL students. Update 2019-2020: The ESL Department was unsuccessful in its attempt to add one part-time Instructional Associate for the Fall 2018/Spring 2019 year. The ESL Department will continue to investigate means of support for night students. Update 2020-2021: This initiative is terminated due to lack of money.	
Add a computer lab that accommodates 35 students.	In Progress	Update 2019-2020: Westminster Le-Jao Campus has received permission to spend \$40,000 of the WIOA grant to purchase computers for a lab. Update 2020-2021: This initiative is put on hold due to COVID19.	

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Explore creating an accelerated program for international students.	In Progress	Update: 2019-2020 Advanced-level evening classes (Levels 3A, 3B, and 4) are being offered in an accelerated mode. ESL developed an ESL 099 for Spring 2020, and it is anticipated that the course will be a great asset for international students. Update: 2020-2021 ESL 099 was created and offered, but it did not have enough enrollment and was not able to remain on the schedule for Spring 2020. The ESL Department collaborated with the English Department to create an

		enhanced noncredit ESL co-req for English C100. The ESL department will continue to explore acceleration by collaborating with the English department
Collaborate with the Educational Block Grant to create enhanced non-credit courses.	Addressed	Update 2019-2020: Collaborated with the Adult Education Block Grant (now identified as Adult Education) and created an enhanced noncredit certificate program. All noncredit ESL courses are now enhanced. Continued collaboration with the Adult Education program is now ongoing.
Expand course offerings into online and hybrid in modalities.	In Progress	Update 2020-2021: Current courses are being taught through live online and are in the process of being transitioned online through the curriculum committee process.
Develop short-term certificates in collaboration with CTE.	In Progress	Update 2019-2020: Pathway to Business Information Worker workshops have been developed and will be offered in Spring 2019, Fall 2019, and Spring 2020 semesters. These workshops support ESL students with the language demands of the Business Information Worker Certificate Program. Update 2020-2021: The ESL department is collaborating with Adult Education through WIOA 243 Grant to explore in-demand CTE programs for which to create short-term certificates.
Develop alternative placement methods for students entering the ESL program	In Progress	Update 2020-2021: A placement tool has been created and is being piloted. The ESL department is collaborating with counseling to revise and implement the test effectively.

Program Planning and Communication Strategies

The ESL Department primarily uses three methods of communication—email, Canvas, and face-to-face meetings/live-online.

The ESL department typically emails instructors has or a full-time faculty member has a face-to-face interaction with instructor(s) to arrange a face-to-face meeting to discuss program-level planning and curriculum. When social distancing is needed, department meetings are held via Zoom.

The ESL department requires instructors to complete SLO reports through Canvas and the SLO Cloud. These reports contain student SLO performance data and recommendations for changes to curriculum and instruction based on the results of student SLO performance data.

The ESL department uses Canvas for faculty-to-faculty communication, program-level planning, equity, student achievement, and institutional performance data.

The ESL department has only one full time faculty member. If the college sincerely wishes to support discussions regarding program-level planning, curriculum development, and SLOs, there must be more time dedicated to these types of planning strategies on flex day to engage in meaningful discussion with part-time faculty.

Canvas discussion boards are used for program-level planning.

Listening


Listening content should include task instructions and [a digital version of the task and/or written sample content that a student would normally listen to for that task](#). (I plan to record a spoken version of the text for the students to hear). The sample listening task should be related to your SLO most closely associated with Listening.




Let's Work Together

Please post your content in this discussion forum. Include which level (1a, 1b, 2a, 2b, etc.) and which skill (reading, writing/grammar, listening, or speaking) you are addressing in each submission.


I have attached a file from the Academic Senate for California Community Colleges which introduces what is expected in guided self-placement for those of you would like to read more about it.

There is a lot to do, but if we work together we should be able to make it easier for students to get into our classes!

 [GSP 8_30_2018_final.pdf](#)

Search entries or author Unread    ✓ Subscribed

← Reply

 **Debbie Goss**
Apr 4, 2020


1A Grammar Writing Prompt Sample:
SLO Writing prompt: Write 4 sentences that include a subject, verb, and object. Be sure to use the correct form of the verb.

Sample vocabulary:

Faculty resources are available on the ESL Canvas department Canvas page.

☰	WIOA	✓	⋮
☰	📄 COAAP Resources	✓	⋮
☰	💬 Integrate Instructional Materials for COAAPS into Your Class	✓	⋮
☰	💬 Create COAAP Tests for Students at Different Levels	✓	⋮
☰	ESL Placement	✓	⋮
☰	💬 ESL Guided Self Placement Content Request	✓	⋮
☰	Socializing	✓	⋮
☰	💬 Water Cooler	✓	⋮
☰	Online Transition Resources	✓	⋮
☰	🔗 How to Access Student Emails and Phone Numbers	✓	⋮
☰	📄 Resources for Students	✓	⋮
☰	🔗 Zoom Set Up	✓	⋮
☰	💬 Online Transition Resource Repository	✓	⋮
☰	💬 Small Group Training Coordination Discussion	✓	⋮

Faculty-to-faculty support is available in discussion boards on the ESL department Canvas page.




Judy Montague
Apr 3, 2020

Question about screen-sharing in Breakout Rooms in Zoom

I was sharing a handout and asked the students to talk about it in their breakout rooms. I got feedback that while in their breakout rooms, some students couldn't view my screen share---not all, only some.

Does anyone know what may be going on? I'm assuming it might be device or browser incompatibility. Ryan? Help?



Ryan Boyd (He/Him)
Apr 3, 2020

Hi Judy,

It is my understanding that the person who wishes to share their screen must be in the breakout room for others in the breakout room to see the shared screen. For example, if I send students to breakout rooms and then share my screen, they won't be able to see my screen until they come back to the main session. I could be wrong, but I have never experienced a situation where I could still see the screen of a host who is in the main room while I am in a breakout room. I couldn't find any guide for it either.

To get around this limitation I have been copying and pasting instructions into the chat box (it has a character limit) of each break out room after launching breakout rooms. In an ideal situation, students would be able to switch between Zoom and Canvas to access any handouts. However, the familiarity of the students with technology is also a limitation. Other alternatives are copying and pasting links to the handouts in the chat log or attaching the files to the chat log like we did in our practice session.

Best,

Ryan Boyd

Records of meetings and interactive events are stored on the ESL department Canvas page for ease of future reference.

Fall 2020: Discipline Meeting

Meeting Agenda

Please follow along with group discussions and record thoughts and ideas using [this Fall 2020 Flex Day: ESL Discipline Meeting Google Document](#).

1. WIOA Update
2. Attendance
3. Department Review Overview
4. Best Practices on Zoom
5. SLO Reports and Discussions
6. Future Planning

WIOA and Noncredit Update

Take a moment to complete [this short three-question survey](#) as you follow along with the WIOA and noncredit updates.

Noncredit grades to use for Fall 2020:

- o Pass = 70% or higher course grade
- o Satisfactory Progress = 60%-69% course grade
- o No Pass = 0%-59% course grade

EL Civics Coordinator:

- o Who is interested in being an EL Civics Coordinator in our ESL department? There may be an opportunity available in the near future. The job description has been passed along to the dean.

SLO results and assessments are shared through discussion boards on the ESL department Canvas page.



Spring 2020 SLO Report [Due 5/30/2020]

Ryan Boyd (He/Him)

[All Sections](#)

May 11 at 12:00

Instructions

Make a separate post for each class for which you are submitting SLO Reports.

1. Click the *reply* button.
2. Write the name of the SLO.
3. Copy and paste/attach the SLO test that you used to assess this SLO.
4. Indicate the number of students that:
 - met the SLO
 - did not meet the SLO
 - did not take the SLO
5. Write recommendations to revise curriculum, instruction, or assessment procedures based on the information that you can gather from the SLO results.
6. Repeat steps 2 - 4 for each SLO in your class.
7. Post your reply.
8. Record your SLO results in [the SLO Cloud](#) [↗].

Equity, student achievement, and institutional performance data is discussed in faculty meetings in small groups and as a department. Faculty analysis is recorded in Google docs throughout the small group discussions.

Group 1	Group 2	Group 3
Write your names here: Debbie Goss, Georgette Davis, Doug Ward, Christina Zilkow, Chris Mefford, Diana Hiciu, Duane Ratzlaff, Wendy Maccoun	Write your names here: Stephanie ortiz, Mara Tavanzi, Marc Kepler, Tim Grove, Sheryl Lee, Amy Yue, Gina Man, Peggy Burke	Write your names here: Michelle Grozinger, Michelle Livote, Valerie Gustafson, Barry Seyster, Marisol Saens, <u>Anhvy Do</u>
<p>Based on this information, who is our "typical" student in our program?</p> <p>Our typical student is more career and lifestyle oriented rather than academically oriented. However, both groups exist side by side, and at times a student is undecided re: the future. Students may also change their minds along the way, starting out without an academic goal but then eventually going on to take college classes.</p> <p>Based on this information, who would be considered an "atypical" student in our program? Non-Vietnamese non-academics are the most unusual. They are not on financial aid.</p> <p>Our school is located in an area with a large Asian population. so it makes sense that we have large numbers of Asian students. How can we reach out to other groups? We could target specific groups in the community by visiting their houses of worship. We could take flyers to the school behind Le-Jao once we receive the COVID</p>	<p>Based on this information, who is our "typical" student in our program?</p> <p>50 + , retired, female, housewives</p> <p>Based on this information, who would be considered an "atypical" student in our program?</p> <p>Students of Non-Asian ethnicities are atypical students in our program.</p> <p>Our school is located in an area with a large Asian population. so it makes sense that we have large numbers of Asian students. How can we reach out to other groups?</p> <ul style="list-style-type: none"> • More aggressive marketing campaigns focused on social media, digital flyers. Mailers sent to specific zip codes, in various languages, and commercial advertisements on radio/TV. • Expand online classes to include ESL courses. The intention of these classes is that they would be created to be fully online in future semesters (as 	<p>Based on this information, who is our "typical" student in our program?</p> <p>50 + , retired, Asian female, housewives</p> <p>Based on this information, who would be considered an "atypical" student in our program?</p> <p>19 or less</p> <p>African-american males</p> <p>Our school is located in an area with a large Asian population. so it makes sense that we have large numbers of Asian students. How can we reach out to other groups?</p> <p>Flyers within the community and surrounding ones</p> <ul style="list-style-type: none"> • K-12 schools • Coptic Church on Westminster • Korea town just N of Le-Jao • Supermarket bulletin boards <p>Social media posts</p>

Coastline Pathways

The department was involved in the Career Exploration design group. However, the design group was dissolved.

The ESL department is currently collaborating with the counseling department to expand its multiple measures placement process to create better access for students and more equitable placement opportunities.

A new enhanced noncredit certificate was created to provide access to education to high-intermediate students who show a strong desire to improve their English proficiency, but do not yet meet residency requirements in California to pay in-state tuition.

Implications of Change

The findings from the program analysis of 2020-2021 will be very different from what 2021-2022 will yield for the ESL Department due the difficulty of transitioning online for students and faculty.

Opportunities for Change

After COVID19, more job opportunities may be available to students. Being able to have a program in place to transition students from ESL into a CTE pathway would be helpful to prepare for this future opportunity.

The WIOA 231 and 243 grants are areas of growth potential. Students completing COAAPs and CASAS testing allow us to earn more payment points through the grant. Currently only one section implements COAAPs due to tightly packed CORs. Creating adult education ESL courses which allow for a more flexible curriculum or focused on COAAPs can allow the program to earn more payment points through the WIOA 231 grant. However, the department needs a faculty member to coordinate grant activities, mentor teachers on teaching using grant lessons, develop grant lessons and COAAPs, train teachers on COAAP assessment practices, and write CORs for new grant classes.

Creating fully online ESL courses will allow Coastline College to offer ESL online to students anywhere in the country and anywhere in the world. This would make the program more globally competitive during the COVID19 pandemic and after by supporting a population of ESL students who may not have considered online classes pre-COVID19 but now feel open to taking online classes.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	2	31	1	1
Current year	1	1	28	1	1
1 year	1	2	27	1	1
2 years	1	2	27	1	1
3 years	1	2	27	1	1

Three new part-time faculty were hired for Spring 2020. One did not stay with Coastline for Fall 2020 due to moving out of California.

The following skills and qualifications are preferred among new hires:

- Experience with adult education programs and curriculum on ESL WIOA 231 Grant
- Experienced with transfer-level ESL or co-requisite ESL support for Freshman Composition
- Experience with ESL to support CTE programs on WIOA 243 Grant
- Experience with OERs and materials development to reduce the cost of textbooks and materials for students
- All new faculty should be experienced with Zoom, Canvas, and email or be able to learn.

At least one new full-time faculty member is needed to support curriculum development. Although the ESL program is currently organized for noncredit students to feed into the credit sequence, the credit and noncredit sequences have different needs.

A new full-time faculty member can support the ESL department's credit sequence by collaborating with faculty on revising the credit ESL sequence to better support student transitions into freshman composition. This faculty member can also support part-time faculty by offering support and guidance on best practices for teaching ESL online for a future transition to teaching online. This faculty member can also serve on college committees and represent the ESL department.

A new full-time faculty member can also support the ESL department's noncredit programs as well. The ESL department can collaborate with the Adult Education department and CTE faculty to create integrated courses to support English language learners enrolled in CTE programs. However, the development of these courses requires dedicated faculty and in both CTE and ESL to collaborate during the development of the courses and throughout their lifespans.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Wendy Maccoun	OC Catesol Chapter Conference-- (August 2019)	Teaching Pronunciation
	Catesol Webinar Coaching-- (March 18-24)	Transitioning Online (breakout rooms in the ESL context etc.)
	Catesol Virtual Conference (May 8-9)	Teaching Academic Vocabulary and Content-Based Instruction
	Coastline Coaching	Zoom and Canvas (testing etc)
Michelle Livote	CATESOL conference on Teaching Pronunciation (Sept 7, 2019)	great speaker teaching us different aspects of pronunciation
	Catesol Webinar Coaching-- (March 18-24, 2020)	Transitioning Online (beginning Zoom, breakout rooms in the ESL context, teaching listening) - helped get me and my students started on Zoom, but still had to teach myself a lot and create my own materials to help my students navigate Zoom; listening tips were also good.
	Coastline Coaching for Zoom and Canvas (basics)	was very impressed with what Sylvia and Cody had to teach us. I would have liked more deeper training, once I got the basics down.

<p>Duane Ratzlaff</p>	<p>Coastline Online Transition Training Sessions for Zoom and Canvas, March 2020</p>	<p>The training enabled me to transition 16 of my 23 students from on-site learning to my Zoom classroom. I had never used Zoom before we were forced online. The Canvas training, along with the Canvas online support materials, provided instruction in creating Canvas tests. I have been using Canvas since Coastline transitioned to it from Seaport, but I had not had to use it for testing. I had no other option after spring break.</p> <p>The training allowed me to provide access to course instruction for all of my students who were able to continue after spring break. Gaps in achievement equity were addressed in Zoom by students' ability to cooperatively tackle the obstacles that online learning presented to them. These obstacles included instructional materials from the course as well as challenges that arose from their need to understand the use of both Zoom and Canvas. Of the 16 students, 11 earned a P (Pass) and 4 an SP (Satisfactory Progress). The only NP (No Pass) was given to a student who stopped attending the class during the last two weeks.</p>
<p>Cheryl Mohr</p>	<p>CATESOL conference on Teaching Pronunciation (Sept 7, 2019)</p>	<p>got an interesting book on teaching speakers of Vietnamese and found it inadequate (although I did use some conversation exercises), further motivating me to develop the curriculum I've been working on, which I tried a little on my classes, and will try some more this summer, perhaps ... speaker challenged us to ignore certain pronunciation deficiencies (like "th") that don't interfere with meaning - good point!</p>
	<p>EL Civics Conference (Feb. 28, 2020)</p>	<p>got a glimpse of how some schools use their grants, prompting me to question some of Coastline's practices; got some resources I shared with the Citizenship teachers and in the spring with my own students when we did a Citizenship module</p>

	CATESOL Webinar Coaching-- (March 18-24, 2020)	Transitioning Online (beginning Zoom, breakout rooms in the ESL context, teaching listening) - helped get my students and me started on Zoom, but still had to teach myself a lot and create my own materials (which still need editing!) to help my students navigate Zoom; listening tips were good, but I'm too stuck in my ways to try new ideas at this time
	Coastline Coaching for Zoom and Canvas (basics)	was very impressed with what Sylvia has put together and with what Cody knows, but did not have enough time to delve deeper
Rachel Don	CATESOL online Coaching Classes March 18-March 25	
	ESL Technology Workshop	Putting content into Canvas Putting content into Canvas Canvas Quizzes
	Coastline Online Transition Training Sessions for Zoom and Canvas,	breakout rooms
Douglas Ward	CATESOL - Spring 2020 Professional Development Workshop (2-01-20)	Strategies for Board Games, Choosing & Using New Words for Vocabulary Teaching Success, Rediscover a Love of Writing with Google Docs. -- Used Google Docs for online teaching and writing.
	FLEX DAY (2-20-20)	How Technology is Changing Our Jobs, LinkedIn Tutorial, CurricUNET
	Coastline Coaching for Zoom and Canvas (03 / 2020)	Learned the basics of Zoom and expanded my knowledge for CANVAS to be able to transition to teaching online.
Mara Tavantzis	Learning Through Equity Workshop, August 2019	Bringing awareness and understanding the difference between equity and equality.

	Coastline College Spring Flex, February 2020	Cyber Security workshop that was very informative. It brought awareness to the mistakes we can make and how to protect our information and the school's information from scammers and how to protect from hacking.
	Coastline Online Transition Training Sessions for Zoom and Canvas, March 2020 & Santa Ana College Transition Training Sessions for Zoom, wakelet, Remind, Google Forms March/April 2020	All of these training sessions helped me be more confident in teaching on Zoom and creating online only materials.
	SAC-SCE Distant Education Training for CANVAS April/May 2020	Although I had taken the CANVAS course through Coastline when I got hired, this was a good refresher.
	CCC Online Teaching Conference June 17- 19	I took several workshops that were very informative on various subjects such as, accessibility in Canvas, using support tools, and designing fair and equitable tests, OER materials and The State of Distance Education in Ca Community Colleges.
Peggy Burke	Coastline Online Transition Training Sessions for Zoom and Canvas, March 2020	Enabled me to transition my Citizenship 1 course to online learning (Zoom and Canvas)
	FSC-150 Canvas Training	Prepared me to teach a course totally on Canvas. I prepared the course 099 Writing as my course project.
Michelle Grozinger	Coastline Coaching for Zoom and Canvas (basics)	Informative and accessible; great learning about how to use Zoom as leader rather than participant.
Ryan Boyd	Coastline Pathways Rob Johnstone Visit 7/14/2020	Reminded of strategies to improve student equity throughout the college
	Brown Bag: White Guilt Another Perspective 5/15/2020	Recognized people's unhappiness when white fragility is the focus of the discussion

	Coastline Pathways Design Retreat 7/30/2020 and 7/31/2020	Met with design team and created an implementation plan for 2020-2021
	Adult Education Showcase 3/6/2020	Learned about noncredit adult education programs in the district and future trends
	CAEP Summit 2019 10/29/2019 and 10/30/2020	Reviewed Successful 243 program implementation
	California Community College Assessment Association 10/18/2020	Received approximately 2000 Accuplacer units for free courtesy of another college

A recent survey of ESL faculty provided the list of following topics in which faculty are interested in pursuing further professional development.

- LMS (Canvas) resources
- Technology and Curriculum Development
- Technology
- Curriculum, testing, textbooks, research
- Just teaching
- computer techniques
- Not sure at the moment. Will have a better idea by mid-September.
- I'd like help with TechSmith (now renamed?) and Proctorio.
- technology, games, music in the classroom
- Attending meetings with instructors that teach what I teach or that teach a level above or below to share best practices. More access to one-on-one time with tech team member for help with Google Course Kit and teaching low level Ss basic tech skills.
- Teaching Citizenship, games, and student retention.
- active google docs, flipgrid
- How to use google docs
- Best Practices on Teaching ESL online
- I use Google Docs all the time, but I never was able to use Google Docs within Zoom with students where they typed into a document during class.
- Certification to teach ESL online as an alternative to in-person courses
- Vietnamese language and cultural classes

Section 3: Facilities Planning

Facility Assessment

Most ESL classes are offered at Westminster Le-Jao Campus. In Spring 2020, the department offered courses at Coastline's Newport Beach Campus on a Saturday. However, due to COVID19, all courses transitioned to online or live online. Classes are planned to be taught remotely for 2020-2021. Faculty may still need to return to campus to scan documents or review materials located at Westminster Le-Jao Campus, and therefore, faculty need to be able to request permission to return to campus at times.

Reliable parking for students is on occasion an issue while classes were held on campus at Westminster Le-Jao Campus. Christine Nguyen's effort to secure reliable parking from the City of Westminster is appreciated.

Section 4: Technology Planning

Technology Assessment

Our technology needs include access to on-site computer labs, technology for instructors, and access to technology for students.

On-site Computer Labs

Westminster Le-Jao Campus onsite-computer labs are currently being used piloted for use in CASAS remote assessments as part of WIOA 231 grant compliance by Le-Jao office staff following social distancing guidelines. Continued access to the Westminster Le-Jao Campus onsite-computer labs is needed to maintain grant compliance.

Zoom and Canvas

Currently, all faculty in the ESL department are teaching live online classes by using Zoom with Canvas. Continued access to these tools as well as training is needed for faculty members as their use of the technology may change from semester to semester.

Canvas Department Page

Much of faculty communication is coordinated through an ESL Department Canvas page, so that it can be more easily organized and recorded. Our current faculty have spent over 253 hours combined on the page (not including the current department chair). Access to the ESL Department Canvas page is needed to continue to facilitate communication and share resources virtually.

Laptop Loan Programs

Laptop loan programs from the Adult Education and Student Equity are helpful for the students in the department who may not otherwise be able to participate in live online classes.

Technology Support for Faculty

Faculty appreciate the technology support as they transitioned from teaching on campus to teaching remotely from their homes. Some faculty may not know what technology is available or what technology is needed to teach in a way that is conducive for their courses. Others' needs may change throughout the semester. Ongoing faculty surveys regarding technology needs and training and communication of available resources and training is requested.

Section 5: Ongoing/New Initiatives

Initiative: Develop alternative placement methods for students entering the ESL program

Describe how the initiative supports the college mission:

It supports reducing all student equity gaps regarding access and achievement by allowing students to have greater access to ESL instruction.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

It creates a clearly defined path to access instruction in the ESL program.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Previous placement practices will be sunset by AB 705. Internal program review recommendations suggested exploring alternative placement practices.

Recommended resource(s) needed for initiative achievement:

Resources needed may include ESL faculty, Counseling faculty, IT, Coastline website

What is the anticipated outcome of completing the initiative?

The anticipated outcome is that Coastline College will follow state law and students will have greater access to ESL instruction at Coastline College.

Provide a timeline and timeframe from initiative inception to completion.

Spring 2020: Placement tool development

Fall 2020: Pilot placement tool and revise if needed and prepare for implementation

Spring 2021: Implement placement tool and submit AB 705 adoption plan

Initiative: Help sustain the ESL program and grow non-credit

Describe how the initiative supports the college mission:

It supports strengthening Coastline College collaboration, communication, continuous learning, and community engagement by creating a position for another faculty member who is assigned to serve in these needed areas.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Having another full-time faculty member in the department will allow the department to strategize more effectively in program-level planning in order to communicate issues of access, retention, success, and persistence with others in the department. It also allows the department to be more agile in adopting Coastline Pathways initiatives.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The ESL Department was highly ranked for demonstrating a need for a full-time instructor in Fall 2018 when the department had three full-time faculty members. The department was unsuccessful in its attempt to acquire a new full-time faculty member for the Fall 2018/Spring 2019 year. The ESL department now has only one full-time faculty member.

Recommended resource(s) needed for initiative achievement:

What is the anticipated outcome of completing the initiative?

In addition to strengthening Coastline College's collaboration through committee service, a new full-time faculty member can support the ESL department's credit sequence by collaborating with faculty on revising the credit ESL sequence to better support student transitions into freshman composition. This faculty member can also support part-time faculty by offering support and guidance on best practices for teaching ESL online for a future transition to teaching online. This faculty member can also serve on college committees and represent the ESL department.

A new full-time faculty member can also support the ESL department's noncredit programs as well. The ESL department can collaborate with the Adult Education department and CTE faculty to create integrated courses to support English language learners enrolled in CTE programs. However, the development of these courses requires dedicated faculty and in both CTE and ESL to collaborate during the development of the courses and throughout their lifespans.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2020: Present full-time faculty request

Spring 2021: Begin search and select candidate with president's approval
Summer 2021: Onboarding of new full-time faculty member
Fall 2021: Full-time faculty member teaches

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Develop alternative placement methods for students entering the ESL program	ESL faculty, Counseling faculty, IT, Coastline website	Can be completed with existing resources	On-going As program develops so should placement methods	N/A	Internal research, external research, state requirements	Equity; Achievement; Innovation & Effectiveness	Spring 2021	1
Help sustain the ESL program and grow non-credit	ESL faculty, Dean, President, search committee	\$85,000	On-going	N/A	Internal research	Engagement; Innovation & Effectiveness	Spring 2021	2

Prioritization Glossary

Initiative: Provide a short description of the plan

Resource(s): Describe the resource(s) needed to support the completion of the initiative

Est. Cost: Estimated financial cost of the resource(s)

Funding Type: Specify if the resource request is one-time or ongoing

Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)

Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete By: Specify year of anticipated completion

Priority: Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18-week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Appendix

SLO Report Summaries and Faculty Submissions

ESL C035 Grammar, Reading, and Writing 3A		
Retest Spring 2020		
<p>SLO 1: Given a simplified reading selection, identify stated and implied information and differentiate between fact and opinion in a written response.</p>	<p>Reading and short answer</p> <p>Met 36</p> <p>Not Assessed 7</p> <p>Partially met 3</p> <p>Not met 1</p>	<p style="text-align: center;">Summary</p> <p>Overall, the students performed well on this learning outcome. Those who did not achieve the SLO struggled with differentiating implied information from stated information.</p> <p>Options for helping students improve in this area include incorporating more examples, practice quizzes, and group work in classes.</p> <p style="text-align: center;">Comments from Faculty</p> <p>More examples and practice quizzes of fact vs. opinion statements and stated vs. implied information will be given. More group work on these will be done.</p> <p>Based on a reading, a ten-question exam testing knowledge of fact vs. opinion and stated vs. implied information was given. Of the 17 students who took it, only one received less than 70%. one achieved 70%, two achieved 80%, 13 achieved 90% or higher.</p> <p>Those who partially did not achieve the SLO were not fully aware of the difference between stated and implied information. In the future more attention should be paid to the implied information.</p> <p>This was a normal performance based on past classes' performances. There may be some new online ways to instruct in these matters which I have not employed yet. I will pursue this as we will be an online course again next semester.</p> <p>Based on a reading, a ten-question exam testing knowledge of fact vs. opinion and stated vs. implied information was given. Of the 17 students who took it, only one received less than 70%. one achieved 70%, two achieved 80%, 13 achieved 90% or higher.</p>

<p>SLO 2: Given a prompt, write a unified paragraph with a topic sentence, supporting details, and a conclusion</p>	<p>Writing assignment</p> <p>Met 39</p> <p>Not Assessed 5</p> <p>Partially met 2</p> <p>Not met 1</p>	<p style="text-align: center;">Summary</p> <p>Overall, the students performed well on this learning outcome. Those who struggled with the SLO had difficulties with maintaining a cohesive flow throughout the paragraph into the conclusion.</p> <p>Options for helping students improve in this area include dedicating more instruction time to signal words, list words, and addition words and the connection between topic sentences and conclusions.</p> <p style="text-align: center;">Comments from Faculty</p> <p>We will continue to focus on the importance of an outline and continue to try to clarify the components of a good paragraph.</p> <p>Those students who partially or did not meet the SLO did not create a paragraph with a cohesive conclusion. In the future, more time should be spent practicing the connection between the topic sentence and the conclusion.</p> <p>A topic for a paragraph was assigned in which students had to have a clear topic sentence, have at least three clear major supporting details (each supported by at least one minor detail), use signal works throughout, and follow standard indented paragraph format. Of the 17 who took the exam, all mastered the topic sentence, and only one had problems with using major supporting details appropriately. All had mastery (two were weak) of employment of signal works (list words, addition words. conclusion words). Three had some problems following correct indentation formatting. I will pursue online resources for instruction in paragraph structure next semester.</p>

ESL C054 Grammar, Reading, and Writing 4A

Retest Fall 2019

<p>SLO 1: Given a short argument essay or article, accurately paraphrase and summarize the main ideas and supporting arguments.</p>	<p>Writing assignment Met 13 Not assessed 3 Partially met 13 Not met 12</p>	<p style="text-align: center;">Summary</p> <p>Students struggled to summarize appropriately due to their tendency to copy from the source or by not including the main points of the reading.</p> <p>Options to improve student performance on this SLO include dedicating more instruction time to skills needed in summarizing.</p> <p style="text-align: center;">Comments from Faculty</p> <p>Summarizing remains a problem. Students' vocabulary and grammar are limited, and many students failed to meet the requirement by copying from the source, or by failing to report the main points of the reading. We probably need to develop a stronger approach to summarizing (via worksheets, in-class practice, and multiple graded assignments; perhaps by reducing the number of essays required).</p>
<p>SLO 2: Given a writing prompt on an academic topic, write a unified, coherent, grammatically-correct paragraph with a topic sentence, supporting details, and a conclusion.</p>	<p>Writing assignment Met 29 Not assessed 0 Partially met 12 Not met 0</p>	<p style="text-align: center;">Summary</p> <p>Overall, the students performed well on this learning outcome. Inclusion of essays into the curriculum did not have a negative effect on their performance.</p> <p>Faculty disagree about whether or SLO 2 should be revised to include essays based on SLO discussions during Flex Day 2020. No change has been settled at this time.</p> <p style="text-align: center;">Comments from Faculty</p> <p>We seem to be doing a good job teaching Writing, especially organization of an essay; this is good news because this was the first semester we have actually focused on essays (not just paragraphs) in level 4A.</p>

ESL C052 Listening and Speaking Skills 3B		
Spring 2020 Assessment		
<p>SLO 1: Demonstrate understanding of oral arguments by taking notes and using them to report claims and evidence presented in the arguments</p>	<p>Listening task and short answer</p> <p>Met 14</p> <p>Not Assessed 1</p> <p>Partially met 0</p> <p>Not met 0</p>	<p>Overall, the students performed well on this learning outcome. The instructor reported that the SLO is good preparation for academic practices.</p> <p>No revisions are suggested at this time.</p> <p>I think this SLO is pertinent as it gives students a format for reporting information and claims and supporting evidence. This is good preparation for academic practices, such as essay writing.</p>
<p>SLO 2: Demonstrate accurate pronunciation of English phonemes and intonation patterns in casual conversation.</p>	<p>Oral Presentation</p> <p>Met 12</p> <p>Not Assessed 3</p> <p>Partially met 0</p> <p>Not met 0</p>	<p>Overall, the students performed well on this learning outcome. Pronunciation difficulties were clustered in groups according to native language spoken by the students.</p> <p>Options to improve student performance include more pronunciation exercises which target difficulties common among the groups of speakers in each class.</p> <p>This SLO provides students with practice of pronunciation, which is important for the development of the language and will be useful in their future endeavors. Students may benefit from more pronunciation exercises, especially those that target difficulties common to speakers of their primary language.</p>

<p>Course Number: <i>ESL C</i></p>	<p>CRN:</p>		<p>Your Name:</p>
<p>Course Level Student Learning outcome</p>	<p>Assessment Method</p>	<p>Assessment Results</p>	<p>Use of Results</p>
<p>You can copy and paste this from CurricUNET</p>	<p>Describe how you assessed your students, method, location, process</p>	<p>Report how many students met the SLO requirements. Report how many students did not meet the SLO requirements. Report how many students did not take the SLO assessment. Report any problems encountered.</p>	<p>Report your recommendations to revise curriculum, instruction, or assessment procedures.</p>
<p>SLO #1:</p>	<p>A quiz based on a reading was given on 12-4-19 to identify if students could distinguish between stated vs. implied information and between fact vs. opinion</p>	<p>Of 8 students, 2 achieved 90 to 100%, 4 achieved 80 to 90%, one achieved 70 to 80% and one achieved 60 to 70%.</p>	<p>More examples and practice quizzes of fact vs. opinion statements and stated vs. implied information will be given. More group work on these will be done.</p>
<p>SLO #2:</p>	<p>A writing prompt was given in which students were asked to write a paragraph with a clear topic sentence, at least three major supporting details with attendant minor details, and a conclusion. They were asked to use appropriate signal works in all of these statements.</p>	<p>Of 8 students, all had a clear topic sentence, all had good major details with attendant minor details, and all had concluding statements ranging from very good to adequate. All used appropriate signal words correctly. Recommendations: We will continue to focus on the importance of an outline and continue to try to clarify the components of a good paragraph.</p>	

Hofferd Spring 2020

ESL 3A Grammar, Reading and Writing (C035) (CRN 92280)

SLO #2: Given a prompt, write a unified paragraph with a topic sentence, supporting details and a conclusion.

Assignment: Write a unified paragraph on your favorite season of the year. Have a clear topic sentence with list words. Have at least 3 major supporting details (each with at least one minor detail supporting it) with signal words (addition words). Have an appropriate concluding sentence with conclusion signal words. Follow the format for writing a paragraph on p. 9 of your writing text.

Results:

-17 students took the exam and all met the SLO

-1 student did not take the exam

Conclusions: All students were satisfactory on correct use and form of the topic sentence and of the concluding sentence. Two were weak on appropriate form and/or use of supporting details. Additional online resources will be sought to assist students taking an online course.

Davis Spring 2020

Georgette Davis

Grammar, Reading, Writing 3A C035 92279

SLO 1: Given a prompt, write a unified paragraph with a topic sentence, supporting details, and a conclusion.

Prompt: Please write a **short paragraph** about one of the following topics:

Advantages of flying by plane

Disadvantages of flying by plane

- 23 students met the SLO
- 1 student partially met the SLO
- 1 student did not meet the SLO
- 3 students were not assessed

Recommendations: Those students who partially or did not meet the SLO did not create a paragraph with a cohesive conclusion. In the future, more time should be spent practicing the connection between the topic sentence and the conclusion.

SLO 2: Given a simplified reading selection, identify stated and implied information and differentiate between fact and opinion in a written response.

After a discussion choosing implied and stated information from Ch. 5 Password 4: "Living to 100 and Beyond, the students were given the attached Fact/Opinion

quiz:

- 21 students met the SLO
- 2 students partially met the SLO
- 5 students were not assessed

Recommendation: Those who partially did not achieve the SLO were not fully aware of the difference between stated and implied information. In the future more attention should be paid to the implied information.

Listening Speaking Skills 3B test Spring 2020

Grozinger Spring 2020

Listening and Speaking 3B

SLO: Students will demonstrate accurate pronunciation of English phonemes and intonation patterns in casual conversation.

Prompt:

You will do a short presentation to explain a process. Look at the assignment guidelines on Page 159. You may choose any topic, for example how to make a special dish or how to create a piece of art. You can even describe how to do an activity, such as a dance or sport. Each presentation will be followed by a Question/Answer session. Please be prepared to ask questions to those presenting as well as being prepared to answer questions after your own presentation.

We will use the time on Thursday, May 14 for these presentations.

Results:

11 met

1 did not meet (difficult to understand pronunciation)

2 did not participate

Recommendations: This SLO provides students with practice of pronunciation, which is important for the development of the language and will be useful in their future endeavors. Students may benefit from more pronunciation exercises, especially those that target difficulties common to speakers of their primary language.

Listening and Speaking 3B

SLO: Students will demonstrate understanding of oral arguments by taking notes and using them to report claims and evidence presented in the arguments.

Prompt:

You will watch a TED Talk and answer the questions that follow. Be sure to answer in complete sentences, one or two sentences per question.

- *For what purpose did Joe Smith make this TED Talk?*
- *What are the reasons for the way people use paper towels?*
- *What did Joe Smith do to make the audience (and you and !!) remember his idea?*
- *What do you think you will do with paper towels now? Why?*

14 students met the SLO

Recommendations: I think this SLO is pertinent as it gives students a format for reporting information and claims and supporting evidence. This is good preparation for academic practices, such as essay writing.

GRW 4a Fall 2019 Grove Fall 2019

<p>Course Number: ESL 4A</p>	<p>CRN: 80554</p>		<p>Your Name: Timothy Paul Grove, Ph.D.</p>
<p>Reading, Writing, Grammar (high intermediate)</p>	<p>Both SLOs involved written assessments (one essay, one summary of written material)</p>	<p>Report how many students met the SLO requirements. Report how many students did not meet the SLO requirements. Report how many students did not take the SLO assessment. Report any problems encountered.</p>	<p>Report your recommendations to revise curriculum, instruction, or assessment procedures.</p>

<p>SLO #1:</p>	<p>Write a properly organized Compare/Contrast Essay with 3 Main Points</p>	<p>All 41 students took this assessment. 29 students met the SLO requirements, and 12 students met the SLO requirements marginally. No students failed to meet the SLO requirements. No problems.</p>	<p>We seem to be doing a good job teaching Writing, especially organization of an essay; this is good news because this was the first semester we have actually focused on essays (not just paragraphs) in level 4A.</p> <p>Summarizing remains a problem. Students' vocabulary and grammar are limited, and many students failed to meet the requirement by copying from the source, or by failing to report the main points of the reading. We probably need to develop a stronger approach to summarizing (via worksheets, in-class practice, and multiple graded assignments; perhaps by reducing the number of essays required).</p>
<p>SLO #2:</p>	<p>Write a summary of an article about the life of Dr. Martin Luther King</p>	<p>13 students met the SLO requirements; 13 students met the SLO requirements marginally; 12 students failed to meet the SLO requirements; 3 students did not take the SLO assessment. No other problems.</p>	

Ward Spring 2020

ESL C054 4A Reading/Writing/Grammar

SLO #1: Given a writing prompt, the student will write a grammatically-correct paragraph with a topic sentence, three supporting details, and a conclusion

*Directions: Write an essay about the following topic: **Compare or Contrast riding a bike to work and driving to work.** Make sure to have an introduction (hook, connecting information, and thesis), 2-3 body paragraphs (each with a topic sentence and supporting details, and a conclusion (restating the main points and a concluding sentence).*

Results:

- 13 met the SLO.
- 0 partially met the SLO.
- 2 did not meet the SLO.
- 0 did not take the SLO.

Recommendation:

Include an additional writing assignment and a writing test, which will give the students more practice with paragraph development, working with topic sentences, supporting details, and conclusions.

SLO 2: Given a reading passage, the student will correctly identify the main idea and supporting details

Results:

- 4 met the SLO.
- 9 partially met the SLO.
- 2 did not meet the SLO.
- 0 did not take the SLO.

Recommendation:

Students in 4A struggled with this SLO. Students need additional practice on how to identify main ideas and supporting details. Also, more practice on making inferences and identifying references will aid the students to further understand what they have read.