

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

## **Unit: English as a Second Language**

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

**Contact Person: M. Shirinian**

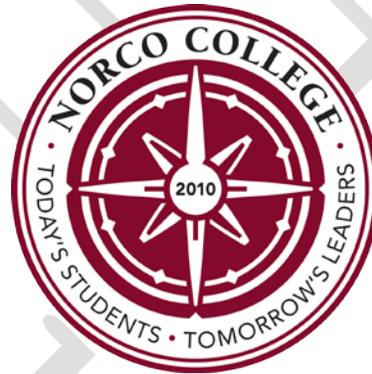
**Due in draft: March 15, 2015**

**Final drafts due: April 29, 2015**

Please send an electronic copy to the Vice President; Academic Affairs

Norco: [Diane.Dieckmeyer@norcollege.edu](mailto:Diane.Dieckmeyer@norcollege.edu)

If you are CTE: [Kevin.Fleming@norcollege.edu](mailto:Kevin.Fleming@norcollege.edu)



*Form Last Revised: December 2014*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

# Annual Instructional Program Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted in draft every year by March 15th** (or the first working day following the 15<sup>th</sup>), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

**For Program Review data, please go to the following link:**

<http://www.norccollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norccollege.edu](mailto:nicole.ramirez@norccollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco: VP Business Services 951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

## **Goals and Strategies 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

### Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

## **Goal 3: Increase Student Access**

### Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

### Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

### Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Annual Instructional Program Review Update

Unit: ESL\_\_\_\_\_

Contact Person: M.Shirinian\_\_\_\_\_

Date: 04/24/15\_\_\_\_\_

## Trends and Relevant Data

### 1. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

a. Has your unit shifted departments?

N/A

b. Have any new certificates or complete programs been created by your unit?

N/A

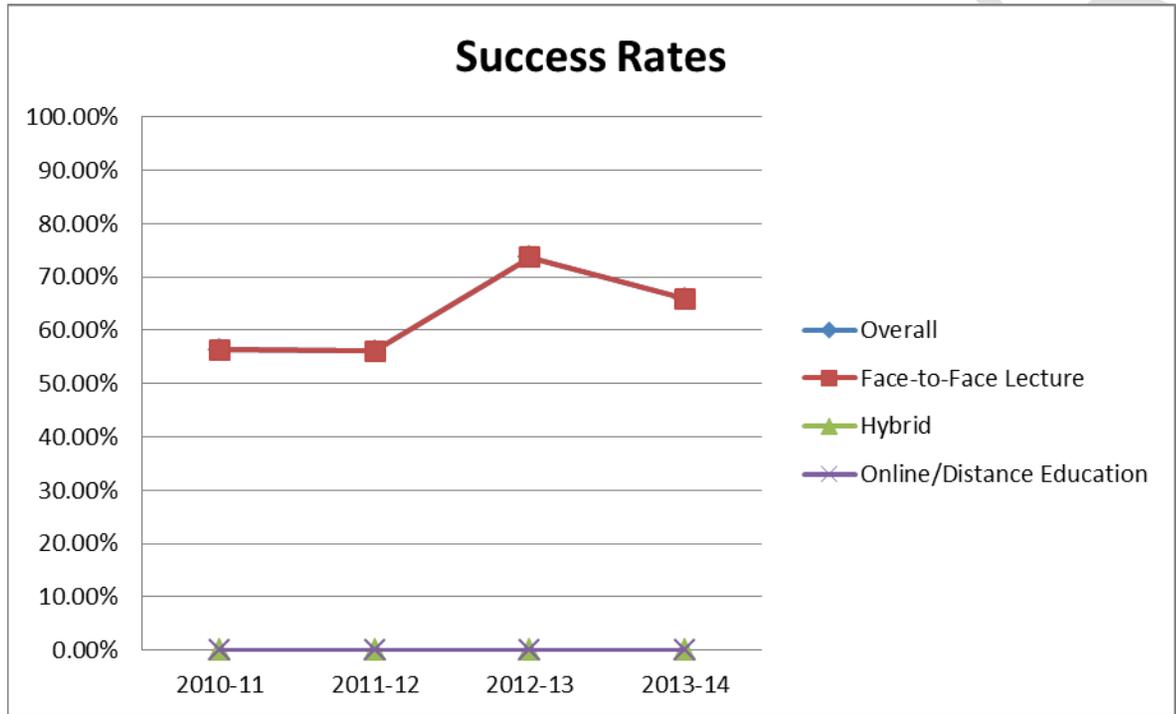
c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

N/A

### 2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

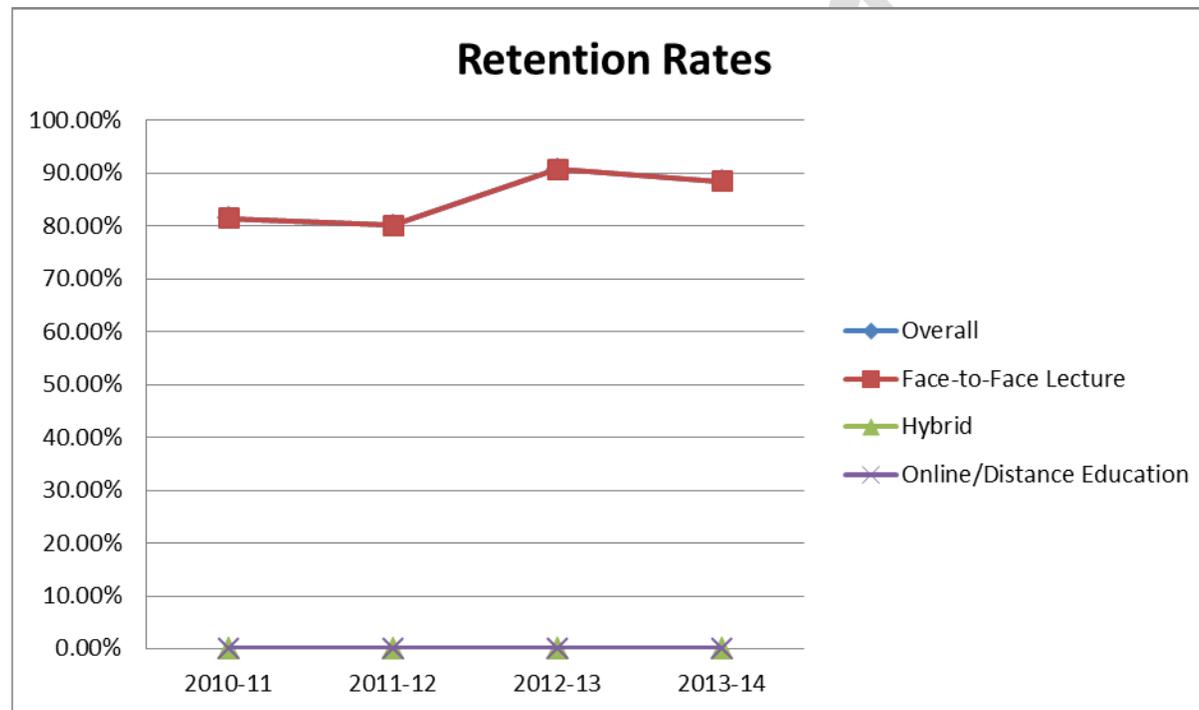
a) The numbers in the chart and on the graph below show success rates. Hybrid and online ESL classes are not offered at Norco. In comparison to 2012/2013, the success rate in 2013/2014 face-to-face classes dropped from 73.70% to 65.89%, which is quite significant. The drop in the success rate could be explained by the fact that Norco College has witnessed a large increase in the number of beginning/low- intermediate ESL students, who are recent arrivals from the Middle East. Even though these English learners are very educated in their own language, and most of them hold advanced university degrees from their home countries, the level of their English skills is basic, which means they might not be able to pass an ESL course during their first attempt.

Success Rate NORCO	2010- 11	2011- 12	2012- 13	2013- 14
Overall	56.34%	56.03%	73.70%	65.89%
Face-to-Face Lecture	56.34%	56.03%	73.70%	65.89%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



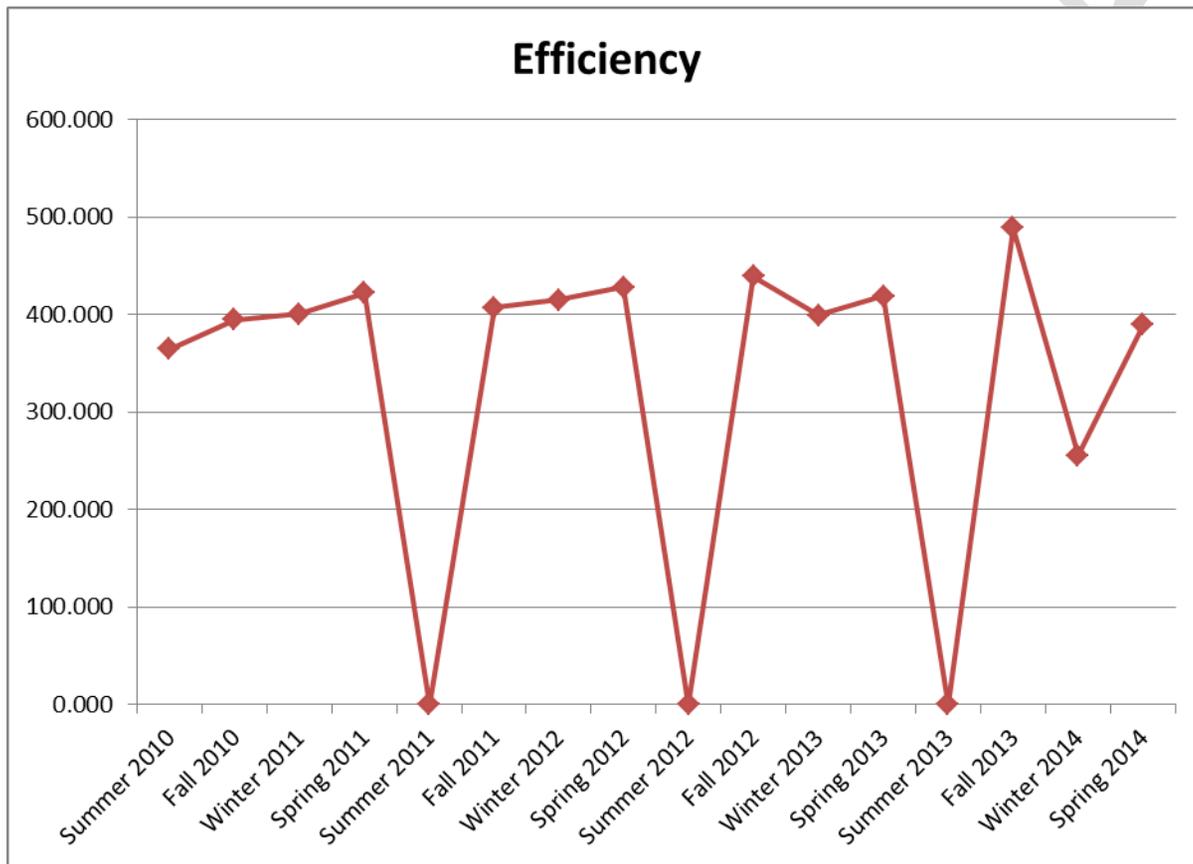
b) The numbers in the chart and on the graph below show retention rates. Retention rate in 2012/2013 was 90%; in 2013/2014, it is at 88%. The change is insignificant, and the retention rate continues to be high.

<b>Retention Rate NORCO</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Overall	81.42%	80.14%	90.74%	88.37%
Face-to-Face Lecture	81.42%	80.14%	90.74%	88.37%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



c) Efficiency changed from 418 in Spring 2013 to 389 in Spring 2014, which is within the usual range.

Term	Efficiency
Spring 2013	418.895
Summer 2013	0.000
Fall 2013	488.839
Winter 2014	255.068
Spring 2014	389.060
<b>Total</b>	<b>416.644</b>



**3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Educational Master Plan](#)?**

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
1. Improve student-faculty interaction	Encourage instructors to solicit informal feedback from students.	Increase Student Achievement and Success  Improve the Quality of Student Life	N/A
2. Maintain and/or adjust course offerings with the goals of providing an intensive program and meeting the requirements of the Student Success and Equity/Basic Skills Initiative	1. Offer all levels of grammar/writing courses every semester. 2. Offer communication skills and reading/vocabulary classes on a rotation basis.	Increase Student Achievement and Success  Strengthen Student Learning  Demonstrate Effective Planning Processes	N/A
3. Implement the revised PTESL and assess placement outcomes for accuracy to secure full state approval.	Implement use at all three colleges.	Increase Student Achievement and Success  Strengthen Student Learning	N/A
4. Continue to assess courses and programs	1. Course assessment is ongoing based on rotation; both full and part-time faculty participate. 2. Based on recent feedback from accreditation, the discipline plans to re-	Increase Student Achievement and Success  Strengthen Student Learning	N/A

	evaluate the rotation to ensure that all SLOs are assessed and to keep more detailed records on how the assessment informs teaching		
5. Increase collaboration with outreach through ongoing participation in ESL-focused activities	Deliver presentations about Norco ESL program to high school students and adult school students during their visits to Norco College	Increase Student Achievement and Success Strengthen Student Learning Create Community Partnerships	N/A
6. Participate in ABout Students Consortium (AB86) at district and college levels by collaborating in ESL work groups and working with administration and adult schools to implement the strategies from the Plan.	Meet with ESL colleagues from adult schools to address the gaps and align the process of student transitioning from adult school to college	Increase Student Achievement and Success Strengthen Student Learning Create Community Partnerships	N/A
7. Maintain communication with adjunct faculty	1. Include adjunct faculty in decision-making process. 2. Invite adjunct faculty to all ESL meetings, book fair presentations, and grading/assessment sessions.	Strengthen Our Commitment To Our Employees	N/A

# Norco College Annual Instructional Program Review Update

Unit: ESL \_\_\_\_\_  
 Contact Person: M.Shirinian \_\_\_\_\_  
 Date: 04/24/15 \_\_\_\_\_

## Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
English as a Second Language	1	3	N/A

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
IDS (Communications Department)	1		N/A

**5. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>**

<p><b>List Staff Positions Needed for Academic Year <u>2014/2015</u></b>  <b>Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.</b></p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Annual TCP*</b></p>	<p><b>Distanced Education</b></p>
<p><b>1. N/A</b> <u>Reason:</u></p>			
<p><b>2.</b> <u>Reason:</u></p>			
<p><b>3.</b> <u>Reason:</u></p>			
<p><b>4.</b> <u>Reason:</u></p>			
<p><b>5.</b> <u>Reason:</u></p>			
<p><b>6.</b> <u>Reason:</u></p>			

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

## 6. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>

<b>List Equipment or Equipment Repair Needed for Academic Year 2014/2015</b> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. <u>N/A</u> Reason:						
2. Reason:						
3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: *ESL*\_\_\_\_\_

## 7. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<sup>3</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<b>List Professional Development Needs for Academic Year 2014/2015.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. N/A <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

Unit Name: ESL

**8. Student Support Services, Library, and Learning Resource Center** (see definition below\*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year <u>2014/2015</u></b> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1. Visits from counselors to all ESL classes</b></p> <p><u>Reason:</u> ESL students are in need of more focused attention. It would be effective to have counselors come to the classes to provide information about the existing programs, such as Puente, and answer students' questions.</p>	<p align="center"><b>Goal # 1</b> <b>Goal # 5</b></p>	
<p><b>2. Visits from financial aid personnel to all ESL classes</b></p> <p><u>Reason:</u> ESL students are usually unaware of different types of financial aid, which is available to them. It would be helpful if financial aid experts could come to the classes to provide info and answer questions.</p>	<p align="center"><b>Goal # 1</b> <b>Goal # 5</b></p>	
<p><b>3.</b> <u>Reason:</u></p>		
<p><b>4.</b> <u>Reason:</u></p>		

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: ESL

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

**9. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

**\*\* For immediate hazards, contact your supervisor \*\***

<p><b>List Other Needs that do not fit elsewhere.</b> Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <u>N/A</u> <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

## Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	<b>0</b> No attempt	<b>1</b> some attempt	<b>2</b> good attempt	<b>3</b> outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon</b>	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
<b>2. There are annual goals for refining and improving program practices.</b>	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
<b>3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data</b>	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
<b>4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
<b>6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
<b>7. The document is complete</b>	No; there are incomplete sections	/	/	Yes; all sections are completed
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

**Purpose** – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit’s accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren’t even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year (*fall 2013 - spring 2014*). Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven’t yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO <i>Initial Assessments</i> and completed <b>Reports</b>  (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0) )	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment  (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 <i>(Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)</i>	SLO 1(2) <i>(Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified...see the next column...)</i>	SLO 3 – results meet discipline set standards of 75% success <i>(If no improvement is needed please state why in this column)</i>	SLO 1 – data indicate increased success after improvements were made <i>(This means a closing the loop assessment was completed on SLO 2 for EAR 20)</i>

Course number and name	SLO <i>Initial Assessments</i> and completed <b>Reports</b>  (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0) )	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment  (state SLO and effect)

ESL 51	<p>SLO # 1 Produce basic English sentences, with correct punctuation and spelling</p> <p>SLO # 2 Utilize new vocabulary and reading skills in preparation for reading academic texts in English</p>	<p>SLO # 1 (1) SLO # 2 (1)</p> <p>The following adjustments have been made in test questions and assignments:</p> <ol style="list-style-type: none"> <li>1. The first two questions on this test have been rewritten, and the idioms that might have been unknown to many students have been removed.</li> <li>2. The students have been provided with more inference practice opportunities.</li> </ol>	N/A	N/A
ESL 92	<p>SLO # 4 Demonstrate confidence in conversing with speakers of English and in giving short presentations before a group</p>	<p>SLO # 4 (2)</p> <p>The following adjustments have been made regarding presentations:</p> <ol style="list-style-type: none"> <li>1. adhere to the time limit during presentations more consistently</li> <li>2. give each student an opportunity to present two times during the course of the semester.</li> </ol>	N/A	N/A

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

N/A

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

- b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

N/A

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

The results of the assessment project in ESL 51 led to the need to reword some questions on the test in order to replace the idioms which might be unfamiliar to ESL students with more common words with the purpose of increasing English learners' understanding of the sentences. Also, the results showed the need to provide ESL students with more opportunities to practice inference-related tasks, which in turn would lead to their development of more advanced thinking skills.

The results of the assessment project in ESL 92 showed that there was a need to adhere more strictly to the time limit for the presentations, which would allow students to prepare and deliver two presentations during the course of the semester. Moreover, these results could be used as a basis for some adjustments regarding presentations in the other ESL oral skills classes (ESL 91 and ESL 93).

In order to assess what changes in student engagement and learning have taken place as a result of implementing these modifications, the same SLOs have to be assessed again in the future semesters when these classes are offered.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

None of these two assessments led to the need to modify the COR or the SLOs for the courses.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

Discussions about assessments, outcomes, and improvements take place at our monthly ESL Discipline meetings at Riverside, which both full-time and part-time faculty from all three colleges attend. After the assessment report about a specific SLO is shared, faculty members engage in a meaningful conversation about possible improvements in SLOs, assignments, teaching strategies, pedagogical techniques, and materials. Instructors who are teaching or have taught the course under discussion share their perspectives and offer suggestions based on their experiences of what is working/not working in their classes. ESL 51 assessment report was presented on May 2, 2014, and ESL 92 assessment was discussed on May 30, 2014, which is reflected in the minutes taken at the meetings.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

No.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

I will need to have TracDat Training.

## Norco College Course Assessment Report

Course: English as a Second Language 51 (Basic Grammar and Writing I)

Instructor: Lynette Tougas

Semester: Fall 2013

This is the initial assessment.

### Student Learning Outcomes from Course Outline of Record:

1. write standard basic English sentences, with correct punctuation and spelling
2. utilize new vocabulary and reading skills in preparation for reading academic texts in English

**Assessment Method:** End-of-semester in class 90-minute reading, grammar, and writing assessment utilizing the Simple Past Tense

### Directions for Assessment:

The students were given a short story about a past event in a young man's life. The story was then followed by eight statements. Two of the sentences were true restatements using different vocabulary. Six of the statements were false.

The students were given the following directions: Read the following story about Jack. Then look at the sentences. If the sentence is **true**, **do not change the sentence**. If the sentence is **incorrect**, **make the sentence negative**.

The results of the evaluation can be seen in the chart below.

<b>Evaluation Points</b>	<b>Successful (Reading, Grammar, Writing)</b>	<b>Partially Successful (Reading, Grammar, Writing)</b>	<b>Attempted Grammar Correction Incorrect</b>	<b>Reading Comprehension Incorrect</b>
<b>Sentence #1 (incorrect)</b>	<b>10 (48%)</b>	<b>5 (24%)</b>	<b>1(5%)</b>	<b>5(24%)</b>
<b>Sentence #2 (correct)</b>	<b>12 (57%)</b>		<b>1 (5%)</b>	<b>8 (38%)</b>
<b>Sentence #3 (incorrect)</b>	<b>19 (90%)</b>	<b>1 (5%)</b>	<b>1 (5%)</b>	
<b>Sentence #4 (incorrect)</b>	<b>20 (95%)</b>		<b>1 (5%)</b>	
<b>Sentence #5 (correct)</b>	<b>17 (81%)</b>		<b>1 (5%)</b>	<b>3 (14%)</b>
<b>Sentence #6 (incorrect)</b>	<b>20 (95%)</b>		<b>1 (5%)</b>	
<b>Sentence #7 (incorrect)</b>	<b>12 (57%)</b>	<b>3 (14%)</b>	<b>1 (5%)</b>	<b>5 (24%)</b>
<b>Sentence #8 (incorrect)</b>	<b>13 (62%)</b>	<b>1 (5%)</b>	<b>2 (10%)</b>	<b>5 (24%)</b>

**Summary:** This assessment combined the skills of reading, grammar, and writing. The students were given a short story about a past event in a young man's life. After reading the story, the students were directed to read eight statements about the story. These statements used slightly different vocabulary. Two of the statements were correct. Six statements were incorrect. The students were then directed to rewrite the incorrect statements to make them true. Rewriting the statements would require changes in subject/verb agreement and verb forms. In analyzing the results, four of the statements appeared to be problematic (#1, #2, #7, #8). Upon closer analysis of the sentences, I realized that the first two sentences contained idioms which might have been unfamiliar to some students. Sentences #7 and #8 were inference questions, which required higher-level thinking skills. Sentences #3, #4, #5, and #6 were direct restatements, so a high percentage of students completed these questions successfully.

**Suggestions:** If I teach this class again, I will rewrite the first two questions on this test and remove the idioms that might have been unknown to many students. The last two questions; however, I will not change because they were the most important questions on this part of the test. Although this is a beginning level ESL class, I think it is important that the students are able to read and infer basic information. Too often in beginning classes students are asked to simply model and repeat previous structures and information in a rote way. In the future I will provide the students with more inference practice opportunities.

## ENGLISH AS A SECOND LANGUAGE

### COURSE-SPECIFIC STUDENT LEARNING OUTCOME

#### ASSESSMENT SUMMARY

**Instructor:** M.Shirinian

**Course:** ESL 92 - Oral Skills II: Intermediate Oral Communication

**Semester:** Spring 2014

**Student Learning Outcome from Course Outline of Record:**

**SLO # 4:**

Demonstrate confidence in conversing with speakers of English and in giving short presentations before a group

**Assessment Method: (e.g., exam, presentation, homework, paper, etc.)**

Oral presentation

**Assessment Results:**

All twenty-one students prepared and delivered presentations to their classmates. Most of the students chose to speak about their countries; some selected topics about sports, favorite hobbies, music, etc. After everyone had a chance to speak, a short survey was distributed to the students with the purpose of collecting students' opinions about their experiences and challenges.

One of the questions on the survey asked if the students felt confident during their presentations. The results of the survey indicated that 10 students reported feeling confident because they had done presentations in ESL 91 in the previous

semester; 6 students reported being somewhat confident because they spoke about their countries; 5 students felt not confident at all since it was their first time standing in front of the class and delivering a speech.

The distribution that resulted from the students' responses to the survey questions was very similar to my own observations reflected in the notes I was taking while listening to the presentations. My numbers were the following: 9 students seemed very confident; 8 students were somewhat confident; 4 students were not confident at all. The students who felt confident demonstrated enthusiasm and energy as well as maintained eye contact with the audience and spoke at a good rate. Those who did not feel confident were nervous, looked either only at me or completely avoided eye contact, and spoke with a lot of pauses and uncertainty. Also, while the most confident speakers were taking either ESL 54 or ESL 55, all of those who did not seem comfortable were enrolled in ESL51-53 grammar/writing classes, which meant that many of their difficulties were due to the lack of solid grammatical knowledge, insufficient vocabulary, and poor sentence structure.

### **Comments/Plan for Improvement:**

It is clear that speaking in front of an audience in a second language is a difficult task. Therefore, it is not surprising that many feel overwhelmed. The only way to make students feel more comfortable and help them build their confidence is by giving them numerous opportunities to develop their communication skills and practice speaking in front of a group. Hopefully, most of the students in this ESL 92 course will be able to take ESL 93 in Fall 2014. However, even within ESL 92 there is a room for change. In spite of the fact that the presentation guidelines asked students to limit their presentations to 10 minutes, most people, definitely the ones who felt confident, took much longer, especially for a question-answer session that followed each presentation. I was very flexible with the time since I felt happy listening to the students who were engaged in a meaningful communication activity; therefore; I did not remind them about the time limit. In my next ESL 92 class, I will try to adhere to the time limit more consistently, which will allow each student to present two times during the course of the semester.

## Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: \_\_\_\_\_

Average score \_\_\_\_\_

	0	1	2	3
<b>On-going SLO assessment and Loop-closing activity</b>	No evidence provided  0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing)  1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing)  2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing )  3
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No indication of any changes made to any courses and limited clarification regarding discipline standards  1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed  3
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results  0	Limited demonstration of dialogue or communication within the discipline or department  1	Clear demonstration of dialogue and sharing of assessment within discipline or department  2	Robust and systematic dialogue and communication demonstrated within discipline  3
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14  1		