



**GARDEN CITY**  
COMMUNITY COLLEGE

**ACADEMIC  
PROGRAM REVIEW  
REPORT**

English as a Second Language

Course Sequence

**May 2019**



### Signature Page and Archiving

*Marc Malone*

Vice President of Instruction

*6/24/19*

Date

*Dr. J. J. Hargrave*

Vice President of Institutional Effectiveness & Accountability

*6/24/19*

Date

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President

*7.24.19*

Date

### Archiving:

***Division Leader submits to VP of Institutional Effectiveness & Accountability.***

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page



**GARDEN CITY**  
COMMUNITY COLLEGE

## Program Review Faculty and Dean Verification

***I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:***

  
Program Director

Date 3/29/19

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

***I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.***

  
Division Leader

Date 3-28-19

***As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:***

  
Dean

Date 3/29/19

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

## Component A - Mission and Context

**A.1 Program Mission and Purpose** State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The English as a Second Language course sequence exists to help English language learners increase communication proficiency by improving reading, writing, speaking, listening, grammar, and vocabulary knowledge and skills. The intention of the sequence is to help students meet their academic and professional goals by preparing them for other college-level courses and/or employment.

**A.2 Progress Since Last Review** Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) (Template Appendix A), as well as the Administrative Response to those goals (Template Appendix B), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

### Program Goals from Appendix A

1. Continue education and training in best practices and resources for online teaching
  - Goal met
    - Completed the TESOL Principles and Practices of Online Teaching Certificate consisting of 280 hours of instruction in six online courses, covering topics such as best practices, ESL-specific teaching topics, and designing interactive activities
    - Participated in online Canvas tutorial training
    - Participated in over a dozen Canvas training courses led by Lecia Simms on the GCCC campus
2. Evaluate and adopt more free language-supportive software for student use
  - Goal met, but always ongoing
    - Integrated dozens of free online tutorials and exercises into Canvas courses to supplement and provide practice and feedback as students learn new English language skills
3. Use in-class and out-of-class technological resources more frequently to support learning and provide greater study flexibility
  - Goal met, but always ongoing
    - Built dozens of pages, exercises, assignments, and quizzes into Canvas for ease of student access in and out of class
    - Integrated access to dozens of website resources into Canvas courses
    - Obtained four more Chromebooks and mice for in-class use
4. Host an annual ESL Student Day for area high schools
  - Goal met
    - Hosted events for Garden City, Hugoton, and Johnson County high schools in 2016 and 2017. Holcomb did not participate. The 2018 event had to be canceled due to mandatory assessment training
5. Hybridize the two writing courses to offer students greater scheduling flexibility
  - Goal met
    - LANG 222: Intermediate Writing in ESL and LANG 232: High-Intermediate Writing in ESL have been run as hybrid courses since Fall 2017
6. Implement an online Academic Vocabulary course to offers students a more flexible opportunity to study over the summer
  - Goal met
    - LANG 205: Academic Vocabulary in ESL has been run online since 2016

## Appendix B

No Administrative Response was given for the 2016 Program Review

## Appendix D

Planning Documents

N/A Establishing baseline in this document

**NOTE:** The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

**Data queries can be found in Earth Reports under Accreditation in the Program Review folder.**



## Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

**B.1 Faculty Qualifications:** Faculty listed below are those who taught courses for the program within the "2018-2019" academic year as well as those on the "2018" faculty roster from the Dean's office as of November 1<sup>st</sup>. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty]			
Jean Louise Ferguson	Ph.D., 2009	The Pennsylvania State University	Degree in Applied Linguistics with a specialization in Teaching English as a Second Language

**B.2 Faculty Demographics:** Faculty listed below are those who taught courses for the program within the "2018-2019" academic year as well as those on the "2018" faculty roster from the Dean's office as of November 1<sup>st</sup>.

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)					0	0
Asian					0	0
Black, non-Hispanic					0	0
Hispanic					0	0
American Indian or Alaska Native					0	0
Native Hawaiian / Pacific Islander					0	0
Two or more races					0	0
Race/Ethnicity Unknown (Or Decline to Identify)					0	0
White, non-Hispanic	1				0	0
Totals	1	0	0	0	1	0
c.) Number of faculty with doctorate or other terminal degree	1				1	0



**B.3 Faculty Scholarship:** Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

2013-Present	Endowment Association Supporter	Volunteer for the Phonathon and Auction as well as initiating two new student scholarships: audio/visual and Quiz Bowl
2014-Present	Quiz Bowl Coach (formerly Academic Excellence Challenge)	Coach GCCC's student team, create materials, run practices, host an on-campus tournament, compete in tournaments around Kansas. Qualified for Nationals in 2018
2015	TESOL Principles and Practices of Online Teaching Certificate Completion	Completed six online courses in general online teaching practices and specific ESL techniques
2015	Student Support Services Outstanding Faculty Member	Received teaching recognition award
2016-Present	Canvas Training	Attended multiple training sessions on various features of the Canvas learning management software. Incorporated practices into classroom use
2016	Oral Communication Committee Member	Assisted in developing a rubric used to evaluate oral communication in the classroom as part of institutional Oral Communication assessment
2016	Student Support Services Outstanding Faculty Member	Received teaching recognition award
2016-2017	Student Evaluation Committee Member	Assisted in revising the student course evaluation form
2016-2017	Hosted ESL Student Day	Designed and implemented a program for English language learners from area high schools to assist them with testing, advising, and registration (2018 program was cancelled due to scheduling conflict)
2017	NADE Conference on Developmental Education	Attended a three-day conference in Oklahoma City to learn more about how other community colleges approach curricular organization, instruction, and material development for reading, writing, and ESL courses
2017	Lockdown Browser Training	Completed online training in the use of the Lockdown Browser software used for testing in online courses
2017	Nominee: Student Support Services Outstanding Faculty Member	Nominated for teaching recognition award
2017	Read & Write Software Training	Completed training in the features of reading and writing software developed to aid language learners and students with learning disabilities. Learned ways to integrate the assistive features into classes
2017	Assurance Argument Team Leader	Led a group of faculty and staff in data collection and writing of section 3C of the HLC Assurance Argument
2017-Present	Curriculum Committee Member	Assist with proposed course evaluations, curricular revisions, and KBOR and HLC curricular requirement compliance
2017-2018	College Success Committee Member	Collaborated with coordinator in revising the College Success focus and curriculum
2018	Introduction to Career Graphics Course Completion	Completed an eight week course focusing on Graphic design principles and software features

**B.4 Department Scholarship Analysis:** State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

This Program Review serves as a baseline; as a result, the goals discussed below are statements drawn from goals submitted to the college for different purposes. In addition, as the ESL sequence is essentially a one-person operation, personal and professional goals (Section A.2 above) often overlap, so some repetition will occur. However, this section includes a discussion of the reasons goals were or were not met, ongoing challenges the ESL sequence faces in meeting those goals, as well as positive outcomes from met goals.

1. Enforce ESL testing and placement policies: identify all new non-native English speaking students and administer the Michigan Placement Test for appropriate placement in ESL or other college courses
  - Goal not met
    - Several English language learners per semester are not tested in the Assessment Center
  - Factors contributing to failure to meet goal
    - The current testing procedure is heavily dependent on assessment center staff decision making, despite a set of clear guidelines addressing who should be tested and how
    - The administration has failed to make the proposed ESL testing and enrollment guidelines official policy despite its expressed support
  - Challenges
    - English language learners have been given the COMPASS or Accuplacer placement tests instead of the Michigan Placement Test (MPT) or offered the opportunity to return to the assessment center to take the MPT after taking the other tests. As a result, few students eligible to take the MPT actually do
    - Because eligible students are not tested, they enroll in developmental English and Reading courses instead of the ESL courses designed especially to help them increase their proficiency in English
2. Share information with all advisors regarding the need for placement testing and appropriate course selection for non-native speakers of English
  - Goal partially met
    - Informal meetings with some new advisors have been moderately helpful in increasing awareness of ESL placement testing and enrollment procedures
  - Factors contributing to failure to meet goal
    - GCCC has not held many advisor training sessions in the past five years
    - ESL was not awarded presentation time in the training sessions that were held
  - Challenges
    - Many advisors are unaware of ESL course purposes or offerings
    - High faculty and staff advisor turnover rates have led to poor awareness of courses and services available to English language learners
    - Unserved, eligible English language learners struggle to handle the content in their courses due to their lower language proficiency, thus likely resulting in poorer course performance and reduced retention rates
3. Attend CoTESOL (Colorado Teachers of English as a Second or Other Language) Conference
  - Goal met
    - Attended conference in 2014
  - Factors contributing to goal attainment
    - Faculty senate provided professional development funds
  - Positive outcomes
    - Learned about new research, materials, and teaching approaches related to ESL
    - Implemented new ideas, projects, materials, and pedagogical techniques in existing ESL classes
4. Continue education and training in best practices and resources for online teaching
  - Goal met
    - Completed the TESOL Principles and Practices of Online Teaching Certificate consisting of 280 hours of instruction in six online courses, covering topics such as best practices, ESL-specific teaching topics, and designing interactive activities
    - Participated in online Canvas tutorial training



- Participated in over a dozen Canvas training courses led by Lecia Simms on the GCCC campus
  - Factors contributing to goal attainment
    - Training was paid for by Faculty Senate professional development funds
  - Positive Outcomes
    - Information and practices learned from the certificate program were incorporated into all ESL courses and Canvas usage, thereby benefitting students
- 5. Evaluate and adopt more free language-supportive software for student use
  - Goal met, but always ongoing
    - Integrated dozens of free online tutorials and exercises into Canvas courses to supplement and provide practice and feedback as students learn new English language skills
  - Factors contributing to goal attainment
    - Considerable course preparation time, as well as time after work, and during the summers were used to identify and evaluate free quality software and exercises for use in ESL classes
  - Positive outcomes
    - Software has been incorporated into all ESL courses which provides students with immediate feedback. This is helpful for out-of-class assignments providing practice with newly-learned materials when the instructor is not available to provide monitoring and feedback. Students report approval of the software and exercises
- 6. Use in-class and out-of-class technological resources more frequently to support learning and provide greater study flexibility
  - Goal met, but always ongoing
    - Built dozens of pages, exercises, assignments, and quizzes into Canvas for ease of student access in and out of class
    - Integrated access to dozens of website resources into Canvas courses
    - Obtained four additional Chromebooks and mice (now totaling 8) for in-class use
  - Factors contributing to goal attainment
    - Countless hours during and after work hours spent building assignments and Canvas pages.
    - Received Endowment Mini-Grants enabling the purchase of Chromebooks
  - Positive outcomes
    - Students who miss class or who desire additional review can access materials when and as frequently as they wish
- 7. Host an annual ESL Student Day for area high schools
  - Goal met
    - Hosted events for Garden City, Hugoton, and Johnson County high schools in 2016 and 2017. Holcomb did not participate. The 2018 event had to be canceled due to GCCC's mandatory assessment training
  - Factors contributing to goal attainment
    - Built relationships with area high school ESL teachers and transition coordinators
    - Assistance from JoAnn Garrier in testing and advising
    - Materials obtained from Admissions and Financial Aid
    - Volunteers who met with students to answer questions
  - Positive outcomes
    - Tested and enrolled English language learners who might not otherwise have been served by the ESL sequence
- 8. Orient and train all enrolled ESL students in the appropriate and responsible use of the Canvas learning management system – reduce levels of fear, anxiety, and confusion surrounding the use of this learning platform
  - Goal met
    - Students are able to use Canvas to access and submit work
  - Factors contributing to goal attainment
    - Canvas orientation and demonstrations are frequently incorporated into classes at the start of each semester
    - Canvas assistance is provided to students as needed throughout the semester

- Students are required to use Canvas to access information and assignments as well as to submit work
  - Positive outcomes
    - Students are prepared for academic course work with other instructors at GCCC and universities
  - Challenges
    - Students arrive at GCCC with little to no experience with learning management software, or indeed, with educational software in general
    - A great deal of class time and office hour time is consumed by assisting students with technological issues, thus reducing time available to focus on course content
- 9. Hybridize the two writing courses to offer students greater scheduling flexibility
  - Goal met
    - LANG 222: Intermediate Writing in ESL and LANG 232: High-Intermediate Writing in ESL have been run as hybrid courses since Fall 2017
  - Factors contributing to goal attainment
    - Completion of online certificate in how to teach online
    - Creation of dozens of pages and exercises for each course
    - Identification and adoption of free software to provide online skills practice
  - Positive outcomes
    - Students learn how to use Canvas (the current learning management software) to pace and supplement their learning outside of class
    - Students become prepared for other GCCC courses
    - Students who transfer to universities will be able to transfer their learning management software knowledge to other LMSs at their new schools
  - Challenges
    - Students typically require two to three weeks at the start of the semester to learn how to use Canvas successfully
    - Some students have difficulty taking responsibility for their own learning in the hybrid portions of the courses
- 10. Implement an online Academic Vocabulary course to offer students a more flexible opportunity to study over the summer
  - Goal met
    - LANG 205: Academic Vocabulary in ESL has been run online since 2016
  - Factors contributing to goal attainment
    - Completion of the online certificate in how to teach online
    - Supplemental pay to compensate for the significant investment of time in the development of the online course
  - Positive outcomes
    - The course is now online and can be reused and modified as needed
  - Challenges
    - Students are deterred from enrolling in larger numbers by the increased cost of online classes, increased personal responsibility for their learning, and fear of technology
- 11. Meet with students in GCCC's Adult Learning Center's ESL bridge classes to inform them of college-level ESL course offerings, answer questions, and assist with registration
  - Goal partially met
    - Meetings have occurred approximately once per year
  - Factors contributing to goal attainment
    - Cooperation with Linda Miller when a bridge class is held
  - Positive outcomes
    - Linda oversees placement testing and encourages enrollment in courses
  - Challenges
    - Bridge classes are not ready every semester
    - Cannot consistently coordinate with the ALC to meet with students
    - ALC state funding requirements change periodically, requiring different outcomes from their programs, including diminishing ALC ESL course offerings and requiring transitions to work or technical programs instead



**B.5 Analysis of Faculty Qualifications:** From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

The lone faculty member is qualified to teach the ESL course sequence and has met goals intended to improve the curriculum.

Diversity: The lone instructor is a white, female, native speaker of American English. No other faculty teach in the ESL course sequence.

Gaps: No gaps exist in faculty preparation, expertise, or scholarly production.

**B.6 Full-Time Faculty Workload:** For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18
Jean Ferguson	30	36	33	35	34	n/a	n/a	n/a	Program Review	n/a

**B.6.1 Analysis of Faculty Workload:** In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

The workload is appropriate and in keeping with the negotiated agreement.

**B.7 Percentage of courses taught by each faculty classification:** The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2013-14	2014-15	2015-16	2016-17	2017-18
Full-Time	100%	100%	100%	100%	100%
Part-time					
TOTAL	100%	100%	100%	100%	100%

**B.8 Student Faculty Ratio:** The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
# of Full-Time Faculty	1	1	1	1	1
FTE Faculty	1	1	1	1	1
# of Full-Time Students	6	4	6	1	3
# of Part-Time Students	19	25	30	27	22
FTE Student	12.33	12.33	16.00	10.00	10.33
FTE Student: FTE Faculty Ratio*	12.33	12.33	16.00	10.00	10.33

\*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

**B.8.1 Analysis of Faculty Distribution:** Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

The number of full-time faculty is adequate to deliver quality education.

**B.9 Summary of Teaching Effectiveness:** The following figure includes data derived from student end of course evaluations for the program.

#### Average Student Course Ratings

Student Course Ratings										
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
LANG 220		3.96				3.24	3.67			3.944
LANG 221		4.0				3.5	3.668			4.0
LANG 222		3.734				3.3	3.68			3.944
LANG 223			4.0				3.34			
LANG 231		3.75				3.4	3.0			3.944
LANG 232		3.8	4.0			3.298	3.466			3.723
LANG 233		3.886				3.056				3.523
LANG 242 No longer offered				4.0						

Below is a sample of student comments. They are copied exactly, including spelling and grammatical errors.

Everything in the class was just perfect and helpful for me

The teacher is a very kindness person.

she is friendly.

She always repeats and explains the important things.

She teaches well and clear. If we didn't understand, she explained everything.

My teacher is kind, makes eye contact with students, and smile or laughs while teaching. She is the best teacher.

She always help students with problems.

It makes me confident when I write an essay

She is one of the best teachers that I have ever met.

She is good at preparing us and giving us feedback

This class make me improve writing and good editor.

She often use some examples, and then I imagine with her example so that I understand more and clear.

She's does a good job - nothing to improve

She encourages us to do homework and study hard.

She always has enthusiasm in every single class.

I would suggest her to other students

This class help me to improve reading and vocabulary.

She always help us to prepare for a test and returns grades on time.

I have improved my English thanks to her

She is a great teacher.

she does a good job.

Our English is improved

nothing to improve she does well at her job

No comments she is a good teacher

She always helps us in all of problems.

Strongest part she does a good job

She is just an amazing teacher.

Used clear strategies

Nothing t improve she does well.

I like the way she teaches.

She repeated important questions everyday.

She is very nice to us. She helps us any problem when we ask.

She is friendly to every students.

The class was juist to helpful for me and I like the way she taught me new skills.

Used helpful teaching materials

**B.10 Other Evidence of Faculty Effectiveness:** Programs may provide additional evidence (not anecdote) of faculty effectiveness.

Number of then-current and former ESL students who received academic honors:

Academic Honors			
	President's List	Dean's List	Honorable Mention
2013-2014	13	17	n/a
2014-2015	2	10	3
*data missing for fall 2014			
2015-2016	8	18	6
2016-2017	8	18	10
2017-2018	3	9	1
*data missing for spring 2018			



Students' ability to make the honor rolls indicates that ESL classes prepared them for college-level academic work.

The following is from an unsolicited email received by the instructor on 1/5/19:



Yuri Williams <Williams.yuri@outlook.com>

Jean Ferguson

Sat 1/5

Hello

You forwarded this message on 1/6/2019 7:40 PM.

Hi Ms. Ferguson,

You might not remember me but I was in one of your ESL classes while I attended GCCC. My name is Yuri Williams but you might remember my maiden name Lira. I know this is random but I wanted to say thank you for teaching me grammar and the proper way to write an email. I remember you would say I would probably utilize it when my son got older and I may have to send his teacher an email. Well after many years later you are correct. I have two sons now and yes I email their teachers occasionally. Once again thank you for teaching and helping me while I was in your class.

Yuri Williams

This letter is an example of the type of feedback I receive years after students have passed through ESL classes.

**B.11 Analysis of Teaching Effectiveness:** Using data from the data above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

The faculty member is effective in providing English instruction. Student evaluations and subsequent honor roll placement indicate that students leave courses and the ESL sequence prepared to participate and even thrive in academic coursework. Additionally, students indicate satisfaction with both the course content and the instructor.

**B.12 Faculty Summary Analysis:** Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

The quality of faculty in the ESL sequence is high enough to prepare students for continued high-quality academic and professional work. The instructor is academically qualified and experienced in teaching ESL. The instructor pursues professional development opportunities both formally and informally for continued growth. Formal professional development in the form of online and face-to-face coursework, on-campus training, and conference attendance are supplemented by ongoing reading of developments in ESL instruction as well as the pursuit of mastery of new technologies.

The number of faculty members (one) in the ESL sequence is sufficient at this time. The course load is adequate and meets the needs of students as well as the requirements of the negotiated agreement, with occasional opportunity for overload.



## **Component C - Quality of Curriculum and Student Learning**

**C.1 Curriculum Structure:** Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The ESL curriculum includes eight courses in vocabulary, reading, grammar (2), speaking and listening (2), and writing (2). During some of the years included in this review, it also contained courses (3) providing additional out-of-class practice with English for those students who desired it or who could not come to campus. Those three courses have since been removed from the curriculum as they were not instructor-led, had low enrollment, and utilized software that later became directly available to students.

The eight remaining courses are somewhat comparable to ESL sequences at other community colleges. As ESL courses are not included under KBOR's umbrella, each college develops programs to meet the needs of the students in their community. GCCC's ESL sequence is broader and deeper than those of neighboring community colleges such as Dodge City Community College and Seward County Community College, but is smaller than those in metropolitan areas with greater enrollment such as Johnson County Community College.

The instructor ensures that the sequence remains not only relevant, but also responsive to students and on-campus academic programs through monitoring of trends in ESL instruction published in professional journals and through conference attendance. Locally, the instructor maintains communication with the English and Reading department faculty to ensure that course content is appropriate and prepares students for future enrollment in the courses of academic programs.

**C.2 Assessment of Student Learning:** Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

The 2017-2018 school year marked the initial use of an Annual Program Assessment. The sequence outcome measured the following program learning outcome:

Completers of the ESL course sequence will be able to communicate competently in academic American English writing.

The direct measure used was Essay 2 in LANG 232: High-Intermediate Writing, which was a research essay that incorporated both subjective and objective writing elements, and cited outside-source evidence. The target was that 75% of sequence completers would earn a grade of 70% or higher, based on a writing rubric. Only one semester of data was available for inclusion in this analysis.

The goal was not met. Five out of eight students (63%) met the writing criteria. One student disappeared from the course in January but never withdrew, so his data had to be included. Without it, 75% of the students met the criteria, which met the stated goal for the sequence. Two other students did not complete the majority of essay steps or meet with the instructor for feedback sessions prior to essay submission. Their essays show the predictable deficiencies that resulted from their failure to complete required essay tasks.

All of those students who did complete the required tasks and sought feedback prior to essay submission met the writing criteria.

The rubric used to measure this criterion is included below.

Objective Essay 2 Rubric						
Criteria	Ratings				Pts	
This criterion is linked to a Learning Outcome Opening and Closing Hooks	2.0 pts Hook elements gain the reader's attention and are related to the topic and to each other.		1.0 pts Some hook elements are unrelated to the topic or to each other or are difficult to understand.		0.0 pts Hook elements are missing or unrelated to the topic or to each other.	2.0 pts
This criterion is linked to a Learning Outcome Thesis and Review Statements	3.0 pts Thesis statement and review contain all required elements and are correct and easy to understand.	2.0 pts Thesis statement and review contain most required elements and are correct and easy to understand.	1.0 pts Thesis statement and/or review contain some required elements but some parts may be incorrect or difficult to understand.	0.0 pts Thesis statement and review are missing important required elements so that the point of the essay cannot be understood.		3.0 pts
This criterion is linked to a Learning Outcome Transitions, Topic Sentences, and Concluding Sentences	3.0 pts Transitions refer specifically to the previous paragraph topics and show the connection to the topic of the new paragraph. Topic and concluding sentences specifically state the topic and what about it. They are correct and easy to understand.	2.0 pts Transitions refer to the previous paragraph topics and show some connection to the topic of the new paragraph. Topic and concluding sentences contain information regarding the topic and what about it. They are relatively easy to understand.	1.0 pts Transitions may not refer to the previous paragraph topics. Topic and/or concluding sentences may be missing information regarding the topic and what about it. They are unclear and/or difficult to understand.	0.0 pts Transitions to the previous paragraph topics are missing or are replaced by signal words. Topic sentences and/or concluding sentences do not contain clear information regarding the topic and what about it. They are unclear and/or difficult to understand.		3.0 pts
This criterion is linked to a Learning Outcome Signals and Subtopic Sentences	2.0 pts Signal words are precise and help readers to understand the relationship between the sentences. Subtopic sentences clearly explain an important point about the paragraph topic. Paraphrases contain the same idea as the original and are easy to understand.	1.0 pts Signal words are present but might not show the relationship between the sentences. Subtopic sentences contain an important point about the paragraph topic. Sentences may not be correctly written or may be somewhat difficult to understand. Some paraphrases do not contain the same idea as the original or are difficult to understand.		0.0 pts Several signal words may be missing or fail to show the relationship between the sentences. Some or all subtopic sentences are missing or do not explain an important point about the paragraph topic. Paraphrases do not contain the same idea as the original or are difficult to understand.		2.0 pts
This criterion is linked to a Learning Outcome Detail Sentences	2.0 pts All detail sentences help the reader to understand the important points. Paraphrases contain the same idea as the original and are easy to understand. In-text citations are correct.	1.0 pts Most detail sentences help the reader to understand the important points. Some paraphrases do not contain the same idea as the original or are difficult to understand. Some in-text citations are incorrect.		0.0 pts Some detail sentences may be missing or fail to help the reader to understand the important points. Several paraphrases do not contain the same idea as the original or are difficult to understand. Several or even all in-text citations are missing.		2.0 pts

This criterion is linked to a Learning Outcome Format: header, heading, font, spacing, indents, and title	1.0 pts Mostly correct academic formatting.	0.0 pts Several errors in academic formatting.	1.0 pts
This criterion is linked to a Learning Outcome Formality and clarity	1.0 pts Mostly correct use of formal language. Thoughts are clear and complete.	0.0 pts Frequent incorrect use of formal language. Thoughts are incomplete or difficult to understand.	1.0 pts
This criterion is linked to a Learning Outcome Grammar	1.0 pts Mostly correct use of grammar.	0.0 pts Frequent incorrect use of grammar, causing confusion.	1.0 pts
This criterion is linked to a Learning Outcome Punctuation	1.0 pts Mostly correct use of punctuation.	0.0 pts Frequent incorrect use of punctuation, causing confusion.	1.0 pts
This criterion is linked to a Learning Outcome APA: In-Text Citations	1.0 pts Most in-text citations are correct.	0.0 pts Most or all in-text citations are missing or incorrect	1.0 pts
This criterion is linked to a Learning Outcome APA: Reference Page	1.0 pts Most of the following elements exist: correct title, double spacing, hanging indent, includes all APA reference elements, and has correct APA format.	0.0 pts Page is missing several components or has several errors in title, double spacing, hanging indent, APA reference elements, or APA format.	1.0 pts
Total Points: 18.0			

### C.3 Curriculum Map of Program Student Learning Outcomes:

Paste your program's curriculum map below or attach as an appendix.

**\*\*Note:** "Mastered" means for the purposes and at the level of the course.



Program:		<i>Course to Program Map</i>				
Program Outcomes: Upon completion of the program, graduates will be able to...	Essential Skills	PLO 1 (Speaking) Express ideas competently during oral communicative interactions with native speakers of American English	PLO 2 (Listening) Comprehend native speakers of American English during oral communicative interactions	PLO 3 (Writing) Express ideas competently in academic, American English writing	PLO 4 (Reading) Comprehend academic American English written texts	
<b>Courses</b>						
LANG 205 - Academic Vocabulary	M	I	I R	I	I R	
	ES	2	2	1	I R	
LANG 220 - Intermediate Reading	M	I R	I	I R	I R M A	
	ES	1 2 3	2	1 3	1 3	
LANG 221 - Intermediate Speaking/Listening	M	I R M A	I R M A	I	I	
	ES	2 4	2 4	1 2	1 2	
LANG 222 - Intermediate Writing	M	I	I	I R M A	I R	
	ES	2	2	1 2 3 4	1 3	
LANG 223 - Intermediate Grammar	M	I	I	I R A	I R	
	ES	2	2	1 3 4	1 3	
LANG 231 - High-Intermediate Speaking/Listening	M	I R M A	I R M A	I	I	
	ES	2 4	2 4	1 2	1 2	
LANG 232 - High-Intermediate Writing	M	I	I	I R M A	I R	
	ES	2	2	1 2 3 4	1 3	
LANG 233 - High-Intermediate Grammar	M	I	I	I R A	I R	
	ES	2	2	1 3 4	1 3	

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact
Essential Skills	
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

**C.4 Assessment of Curricular Effectiveness:** Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

The annual reporting evidence so far consists only of the spring 2018 criterion of communicating competently in academic American English writing. The goals for written communication are ambitious, including the mapping criteria of introduced, reinforced, mastered, and assessed as well as the Essential Skills of written communication, oral communication, critical thinking, and cultural diversity.

As the goal of 75% of students earning a 70% or higher on the rubric in an assessment of a research essay was not met, the plan to improve goal achievement is to require students who do not complete



essay-step assignments or attend feedback sessions to provide evidence of meeting with tutors in the Writing Center. Please note, however, that those students who completed all required steps of the essay process did meet the criterion.

Further, the required inclusion of data from students who are no longer part of the class artificially skews the achievement results. Such students' results should be removed from the assessment as their inclusion does not provide meaningful, interpretable data.

**C.5 Assessment of Diversity in the Curriculum:** Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

English as a Second Language classes are likely the most diverse classes on campus given the makeup of the enrolled students. Not only are students from a variety of national and linguistic backgrounds, but a significant proportion of them are non-traditional aged. Students share their own cultural, linguistic, and life information through writing assignments, class discussions, oral presentations, and on-campus field trips. The instructor shares cultural information with students in the context of American college and professional expectations of language use, behaviours, and cultural norms.

Additionally, ESL students have shared their immigration stories with the campus community and the public through the LANG 233 Grammar Project Presentations held at the end of each spring semester since 2005.

**C.6 Use of Continuous Assessment for Educational Effectiveness:** Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

The instructor formally assesses the ESL sequence at the course level each semester and at the program level annually. These practices were adopted in 2016 and 2017 respectively.

As the instructor of a one-person academic sequence, I am responsible for the planning, teaching, and evaluation of eight separate courses each year. In addition to the required summative assessment, I evaluate my courses each semester formatively to determine which explanations, classroom practices, exercises, and assignments are most effective with the group of students who make up that particular class. Because the assessment is formative, I am able to make changes to meet the needs of the students. This process is informal, yet it is carried out each and every semester. As I become familiar with alternate approaches, materials, or technologies, I incorporate them into my courses or reconstruct the courses for improvements.

Annually, we have recently begun a Program Assessment process. To date, I have completed only one assessment from the spring of 2018, which assessed the sequence goal of written communicative competence. Because of the college's definition of a "completer" is someone who did not withdraw from a course, I was required to include data from a student who met that definition but who had not attended classes after the first month. Naturally, his work did not meet the criterion, and the inclusion of his data skewed the overall result, which I had to report as a failure to meet the goal. Removing data from students who do not submit assignments used to evaluate assessed criteria should be policy so that the data is more accurate, interpretable, and usable.

I devised an action plan to address the problem of future students potentially failing to complete all steps of the assessed essay or failing to seek and receive feedback. Such students will be required to visit the Writing Center in order to receive feedback and guidance if they do not receive it in class. If students take advantage of this option, they will still receive instruction to help improve their writing and increase their communicative competence.

The effectiveness of the Annual Program Assessment cannot be determined based solely on one data collection point. The spring of 2018 was the initial use of this tool. Its helpfulness remains to be determined. Likewise, helpful changes to the process cannot be determined until more data are collected.



## Component D: Student Enrollment and Success

**D.1 Student Enrollment:** The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2013-14		2014-15		2015-16		2016-17		2017-18		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident						5		4		4	13
Asian	8	3	9	2	9	3	6	4	2	1	47
Black, non-Hispanic	1	1		1	1	2		2	1	4	13
Hispanic	10	2	11	6	11	5	9	3	8	5	70
American Indian or Alaska Native											
Native Hawaiian / Other Pacific Islander											
Two or more races											
Race/ethnicity Unknown											
White, non-Hispanic											
<b>Totals</b>	19	6	20	9	21	15	15	13	11	14	143

**D.2 Recruitment and Enrollment:** Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

From 2013-2018, the ratio of female to male students has shifted significantly from over 3:1 to nearly 1:1. When I began at GCCC in 2003, almost all of my students were female. My female Hispanic students reported that they were allowed to attend school, while their brothers were expected to go to work full time. The same group of students now report that their families want both their daughters and their sons to receive a higher education. Although this data only includes the years 2013-2018, it is part of a larger picture of the shift toward more Hispanic males who need English language instruction attending college. To further explain the change in gender ratios, the men's soccer team has recruited more international students, some of whom enrolled in ESL classes.

The evidence suggests that a more even numbers of females and males who require English language instruction may enroll in ESL classes.

### Changes to recruitment strategies Existing Problems

Enrollment in ESL courses is low relative to the number of language learners on the GCCC campus. This is due to language learners not being assessed using the ESL-specific placement test (Michigan Placement Test) and the lack of placement test results directing advisors to enroll students in ESL courses. Instead, the COMPASS and Accuplacer test results recommend placement into developmental English and Reading courses, as ESL course listings have not been programmed into the software.

Additionally, if students have had poor experiences with previous ESL courses in high school or at the Adult Learning Center, they state that they are resistant to enrolling in ESL courses out of concern that they might not be helpful. Another difficulty is with athletic advising. Student-athletes are sometimes enrolled in developmental courses instead of ESL despite the disadvantages this results in for students. The reasons given are scheduling conflicts with athletic travel or concerns about transfer of credits (This point is moot. Developmental course credits do not transfer either). As a result, many advisors do not enroll students who are clearly non-native speakers of English into ESL courses.

#### Proposed Solution

The solution I propose to this problem is that all students take the Accuplacer placement test. A few changes need to be made to the biographical question section and results output so that students who (1) indicate that English is not their first language and who (2) test into developmental writing and/or reading classes receive a results page stating that they should enroll in the ESL classes listed below.

#### Developmental Courses

ENGL 090: Basic English

ENGL 091: Intermediate English

READ 092: Reading Improvement

→

→

→

#### ESL Courses

LANG 222: Intermediate Writing

LANG 232: High-Intermediate Writing

LANG 220: Intermediate Reading

Currently, the Accuplacer result sheets automatically recommend placement in developmental courses only, even for ESL students. Enrollment in developmental courses is not to the students' advantage for the following reasons:

1. ESL courses were designed specifically to address the needs of language learners and increase English language proficiency at an accelerated rate. Developmental courses do not specifically address language learner needs
2. developmental instructors have indicated that they are unsure of how to help English language learners (detailed explanations of language rules, the origin of student errors and appropriate corrections, etc.)
3. developmental courses are larger, so language learners do not receive as much help or feedback as they do in the smaller ESL classes
4. developmental courses are non-credit whereas ESL courses count as electives leading to graduation

ESL classes address all of these problems and provide explicit instruction in how English works and how to make improvements.

ESL testing and enrollment policies should be in line with those of the English, Math, and Reading departments, in which students must take the placement test and enroll in courses that they test into. If students wish to "skip" part of the ESL course sequence, they should receive instructor permission, or "release" to do so.

**D.3 Student Fit with Program Mission:** Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Students enrolled in ESL courses are typically immigrants, refugees, or international students from a variety of countries. The largest single group is Hispanic, followed by Asians, then equal numbers of Black, non-Hispanic, and International students. It should be noted that the broad ethnic categories, while helpful for general data collection, do not sufficiently describe ESL students. Students sharing the same ethnic category vary widely in national heritage as well as cultural and linguistic backgrounds. Regardless, these are the students who should indeed be served by the ESL sequence of courses, as they are all English language learners preparing for college course work, entry into a profession, or personal enrichment.

The changes desired in the type of student enrolled in the ESL sequence include an expanded number of language learners representative of the number of language learners on the GCCC campus. Specifically, many language learners were given the COMPASS or Accuplacer placement tests rather than the Michigan Placement Test, and therefore, were not identified as language learners or enrolled in the ESL classes they needed to improve their English more rapidly. Every semester, a minimum of three different faculty members will question me about the suitability of my ESL students' enrollment in their courses, only to discover that the students they refer to were never enrolled in the ESL course sequence, but would have benefited from the

classes. Therefore, a number of students each semester are erroneously enrolled in courses, many of which are developmental, when they should instead be enrolled in the ESL sequence.

**D.4 Student Organizations:** Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

There are no organizations specifically designed for students enrolled in ESL courses.

Enrichment activities include field trips to receive services from the Cosmetology department for students in the Speaking/Listening courses each semester. These trips allow the ESL students to interact with new people and practice expressing their thoughts or requests to service providers. The Cosmetology students also benefit by learning to interact with customers from different linguistic backgrounds.

In the semesters when former Speech Instructor Stacey Carr offered Intercultural Communication courses, we coordinated schedules so that students in her courses could interact with students in the ESL Speaking/Listening courses. Both groups benefited: IC students learned firsthand about elements of other cultures, and ESL students gained practice in communicating complex ideas with new people.

Students enrolled in the ESL sequence are eligible to benefit from the services provided by the ESL Peer Mentor. Students can receive guidance in how to complete and submit homework assignments, use Canvas, practice English, prepare for tests, and locate campus services.

**D.5 Student Assistance:** Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

The ESL sequence has one scholarship to award to ESL students per semester. One student who has successfully completed the ESL course sequence is selected to serve as the ESL Peer Mentor. His/her duties include assisting current ESL students with studying, homework, Canvas usage, guidance through college administrative procedures, conversational language partnership, helping students prepare for tests (by quizzing them), and posting to social media, etc.

Additionally, I serve as the temporary advisor for most currently-enrolled ESL students. This is to ensure that students are enrolled in courses appropriate for their language level. When students complete the ESL sequence, they are transferred to an advisor in their chosen major.

Each semester, the student with the highest overall achievement in ESL is awarded a certificate and a prize. The award is given at the end of the ESL Olympics final exam. In addition, members of the winning Olympic team are awarded medals and prizes. All prizes are provided at the instructor's, not the college's, expense.

**D.6 Student and Alumni Achievement:** Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Although ESL does not have a formal method of acquiring data from successful completers of the sequence, some students do stay in touch through social media or in person and provide updates on their accomplishments.



As exemplified in the Academic Honors table in Section B.10, there are more than 125 instances of students who went on to perform successfully in other academic coursework at GCCC after completing the ESL sequence.

Former students have also achieved academic and professional goals:

- Two have presented posters at academic conferences.
- Two have earned CPAs and are practicing accountants.
- Two have entered law enforcement.
- Three have started local businesses.
- Four have become teachers in the local school district.
- Five have opened successful restaurants in Garden City and the surrounding area.
- Seven have been hired at large companies in metropolitan areas in positions in their chosen fields.
- Numerous others earned promotions in the companies where they worked full time while they were students. They reported that they were promoted because their English improved enough to communicate effectively with management.
- More than a dozen others reported that the ESL courses they took helped them to communicate more effectively in their daily lives, when they had been isolated and unable to communicate well enough to meet their needs before taking the courses.

#### D.7 GPA Trend Analysis by Ethnicity: N/A per VP of Institutional Effectiveness & Accountability

**D.8 Completions Analysis by Ethnicity:** The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1<sup>st</sup> and June 30<sup>th</sup> of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)	0	0	0	0	0	6	0	3	0	4
Asian	5	3	6	3	9	2	7	3	0	0
Black, non-Hispanic	0	1	0	0	0	0	0	0	1	0
Hispanic	8	0	6	2	7	4	1	3	7	4
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0	0	0	0	0	0

\*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

For the ESL sequence, “completion” is defined as a student who passed LANG 222: Intermediate Writing in ESL or LANG 232: High-Intermediate Writing in ESL, or both, with a grade of A, B, or C. The reason for not considering only those students who completed the higher-level writing course as completers is that 1) some students move away, 2) leave college for non-academic reasons, 3) consider their English language goals to have been met, 4) are mis-advised into a developmental writing course in the English department, or 5) have scheduling conflicts with the high-intermediate ESL writing class. The data presented in the tables below are an aggregate of completers of LANG 222 and LANG 232, with the exception of the final table in this section (D.8).

Some students tested first into LANG 222: Intermediate Writing in ESL and passed the course with a grade of A, B, or C before taking LANG 232: High-Intermediate Writing in ESL. Other students tested directly into LANG 232: High-Intermediate Writing in ESL and did not have to take the intermediate writing course.

After completing the intermediate writing course, some students enrolled directly into an English department developmental writing course without completing the writing sequence by enrolling in the high-intermediate writing course. This was for one of two reasons: 1) they were mis-enrolled into the developmental courses by their advisors, or 2) they were enrolled in developmental courses due to scheduling conflicts with the ESL high-intermediate writing course.

Additionally, some students who completed LANG 222: Intermediate Writing in ESL with a grade of A, B, or C did not enroll in further GCCC classes because they 1) moved to another region of the country, 2) stopped attending school for work, family, or financial reasons, or 3) had met their English goals. These students did not "complete" the ESL sequence, but for reasons unaffiliated with their abilities.

From the fall of 2013 to the Spring of 2018, 95 students successfully completed LANG 222 and/or LANG 232 with a grade of A, B, or C.

#### Successful completers of both LANG 222 and LANG 232, by ethnic category

Completers by Ethnicity			
Ethnicity	Successful Completers	Total # of All Students Enrolled	Completers ÷ Enrolled %
International	13	95	13.6%
Asian	38	95	40.0%
Black	02	95	02.0%
Hispanic	42	95	44.2%

Hispanic and Asian students, respectively, constituted the largest ethnic groups who successfully completed ESL writing courses.

#### Successful completers of both LANG 222 and LANG 232, by gender

Completers by Gender			
Gender	Successful Completion (A, B, or C)	# of Female or Male Students Enrolled	Completers ÷ Enrolled %
Female	57	86	66.2%
Male	38	57	66.6%

No significant gender differences exist in successful completion of ESL writing courses.

During the 2013-2014 to the 2017-2018 academic years, 37 out of 50 (74%) of students who completed LANG 222: Intermediate Writing in ESL enrolled in LANG 232: High-Intermediate Writing in ESL in a subsequent semester. In that same time period, 45 out of 143 (31.4%) students who were enrolled in ESL courses (not all of whom took writing courses) completed LANG 232: High-Intermediate Writing in ESL and passed the course with a grade of A, B, or C, thus completing the sequence. Not all of those students were the same because the time frame contained some students who tested only into LANG 232, some who had not yet reached LANG 232, and some exiting students, but the figures give a reasonable estimation of student success in completing the ESL course sequence.

#### Student success rate in combined preparatory writing sequences: English and ESL



Success Rate in Combined Preparatory Writing Sequences			
Course	Successful Completion (A, B, or C)	Course Completion	Successful Completers ÷ Completers %
Developmental ENGL Total (090 and 091)	1,252	2,079	60.0%
ESL Total (LANG 222 and LANG 232)	95	122	77.8%

The student success rate in the combined preparatory writing courses is higher in the ESL sequence than in the English sequence.

#### Student success rate in the final course of the preparatory writing sequences: English and ESL

Success Rate in Final Preparatory Writing Courses			
Final Course in the Preparatory Writing Sequence	Successful Completion (A, B, or C)	Course Completion	Successful Completers ÷ Completers %
ENGL 091	827	1338	61.8%
LANG 232	45	57	78.9%

The student success rate in the final course of the preparatory writing sequences is again higher in the ESL course than in the English course.

Students' overall success in the ESL writing sequence is greater than the English department's developmental courses despite the lower initial language proficiency levels of the ESL students and the higher-level writing tasks required in ESL's LANG 232 (somewhat comparable to ENGL 102's advanced research-based writing course – identifying appropriate academic sources, source inclusion, citations, reference pages, and objective writing style). This higher success rate can likely be attributed to the small ESL class sizes, focus on language issues, and frequent individual feedback opportunities.

At the end of the high-intermediate writing course, students were required to take the COMPASS or Accuplacer placement test to determine the subsequent semester's writing course enrollment, just as any other GCCC student would do. They were then enrolled in the English department writing courses recommended by their placement test results.

**D.9 Evidence of Successful Completion:** The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1<sup>st</sup> and June 30<sup>th</sup> of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

#### D.9a - D.9d - Program Success Rates - N/A per VP of Institutional Effectiveness & Accountability

The ESL sequence is not a major from which students can graduate. Instead, its purpose is to prepare non-native English speakers for academic coursework beyond the sequence, preparation for professional work, and personal enrichment. Successful students are those who complete the ESL course sequence with grades of C or higher. Students may begin the sequence at different levels depending on their placement test scores.



Because the definition of a “completer” is different from academic and technical programs, data regarding student success beyond the ESL sequence is difficult to track because ESL students enter a variety of majors and often graduate years later due to full-time work and family responsibilities. Additionally, many ESL students take courses for personal enrichment – desiring not a degree, but instead an improved ability to communicate and function in the United States. Finally, many ESL students belong to migrant populations who frequently move to other parts of the country in search of better job opportunities or to reunite with family members. As a result, they do not always complete their studies at GCCC, but several have reported continuing their education in their new communities.

#### **D-9a Retention Rates**

#### **D-9b Graduation Rate (150% of time)**

#### **D-9c Average semester credit hours for program graduates**

#### **D-9d Program Graduates Time to Degree**

**D.10 Retention and Student Success Analysis:** Summarize and evaluate the effectiveness of the program’s recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?  
**n/a**
- b. List specific events/activities that the program uses to increase student retention and degree completion.  
**n/a**
- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.  
**n/a**
- d. Identify any areas in need of improvement for producing successful students.  
Testing and enrolling more English language learners from the GCCC population into the ESL sequence would help students to be successful. Students enrolled in developmental and other courses instead of ESL courses experience greater difficulty with coursework and presumably lower rates of success. Addressing the need for improved testing and enrollment practices and procedures would help GCCC to retain more language learners.

### **Component E: Academic Opportunities and Class Size**

**E.1 Instruction Type:** The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

***N/A per VP of Institutional Effectiveness & Accountability***

**E.2 Class Size Analysis:** Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking

student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

**Class Subsections:** A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2013-14 Class Sections	12	2						14
2013-14 Class Sub-Sections								
2014-15 Class Sections	16	1						17
2014-15 Class Sub-Sections								
2015-16 Class Sections	4	7						11
2015-16 Class Sub-Sections								
2016-17 Class Sections	12	3						15
2016-17 Class Sub-Sections								
2017-18 Class Sections	9	4						13
2017-18 Class Sub-Sections								
Totals Across 5 Years	53	17						70

**E.3 Non-credit Courses:** If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

N/A. All courses in the ESL sequence are credit bearing.

**E.4 Academic Opportunities and Class Size Analysis:** Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

The ESL sequence has struggled with small class sizes. This is due to the lack of appropriate testing administered by the Assessment Center. Many non-native English speaking students who should be given the Michigan Placement Test are not. Since the COMPASS and Accuplacer placement test results do not include ESL course recommendations because they are not programmed into the software, students are enrolled in the recommended developmental reading and writing courses instead of ESL classes, thus diminishing ESL enrollment numbers and overfilling developmental courses and denying seats to truly developmental native-English-speaking students.

Small class caps of 12 for reading, writing, and speaking/listening classes and 15 for grammar and vocabulary classes allow for individual support and feedback as students learn to communicate more effectively in English. The smaller-than-usual class sizes are necessary for this level of individualized assistance.



## **Component F - Student and Constituent Feedback**

**F.1 Student Feedback:** Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

As ESL is not a major, no feedback mechanism is currently in place other than Student Course Evaluations, which are overwhelmingly positive. Former students occasionally reach out via email or approach me in person on campus or in public. Though I have not collected data from these encounters, all feedback about the ESL course sequence has been positive. The most frequently-remarked on topics include the following:

1. They learned a great deal in ESL classes
2. They use what they learned in ESL in other classes or on the job
3. General gratitude for helping them learn more English to help them be successful

Students have not provided negative feedback or made suggestions for improvements. These data are skewed, however, as most students would not approach an instructor to offer negative feedback.

ESL students are often a migratory group, changing locations frequently and not necessarily completing degrees at GCCC, so collecting satisfaction data more formally would be difficult.

One option would be to collect it at the end of each semester, but students often do not realize the value of what they have learned until they are required to use it in other courses or on the job, so an end-of-semester survey would not provide the most meaningful data.

Another option is to send surveys via Facebook, but that limits feedback requests only to those students who have a social media presence, and specifically to those on Facebook, and who have sent friend requests to me, or who "like" or "follow" GCCC's ESL page.

**F.2 Alumni Feedback:** Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

As reported in section F.1 above, the most frequently-remarked on topics from former students include the following:

1. They learned a great deal in ESL classes.
2. They use what they learned in ESL in other classes or on the job.
3. General gratitude for helping them learn more English to help them be successful.

**F.3 Employer/Supervisor Feedback:** Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

N/A

**F.4 Constituent Feedback Analysis:** Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?



The ESL course sequence has not used feedback as part of the assessment process to date. As stated earlier, students requiring ESL instruction are often a migratory group. As refugees or immigrants, they do not typically have strong ties to the region other than their current jobs. When other job opportunities present themselves, local community leaders move, or family emergencies arise in their home country, the students leave the area, often with little notice. Thus, many students do not complete degrees at GCCC but nevertheless benefit from their time here. Collecting satisfaction data more formally would be difficult but not impossible. However, it must be understood that data would be incomplete as surveys would likely reach a small proportion of former students who remain in the region or who remain in contact via social media.

## ***Component G - Resources and Institutional Capacities***

**G.1 Information Literacy and Library Resources:** Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

Students in the ESL sequence are trained to seek information primarily online. The course which most strongly demonstrates information literacy is LANG 232: High-Intermediate Writing in ESL. In this course, students learn how to run effective, focused information searches using search engines, evaluate website quality and author bias, select information to include in their arguments, paraphrase, summarize, synthesize, and cite information, and create reference pages. During the semester, students prepare three essays which include sourced information. Each essay has less scaffolding than the previous one so that students will be able to produce other research essays independently in courses outside the ESL sequence.

As the High-Intermediate ESL writing course focuses on information gathering, evaluation, and writing processes, I provide instruction on how to use technology to access information and what to do with it. Library staff offer presentations on how to use resources, but I have not used their services for some years as I take the responsibility for training students myself at each step of the writing process.

By the end of the semester, most students are able to demonstrate an intermediate to high-intermediate level of digital literacy as evidenced by their research-based essays.

No further resources are needed.

**G.2 Resource Analysis:** Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

To secure needed resources, I utilize the following strategies:

1. Directly request office/classroom supplies from the division secretary
2. Directly request funds for classroom resources from the Dean of Academics
3. Apply for Endowment Association Mini Grants
4. Apply for the newly-introduced Innovation Grant

To date, requests for educational resources have been successfully met. As yet, no improvements are needed.



**G.3 Revenue and Expense Analysis:** Insert program data from at least five academic years.

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
2013-14	32,688	n/a	70,489	n/a	-37,801	n/a
2014-15	28,472	-12.90%	72,675	3.10%	-44,203	16.94%
2015-16	41,773	46.72%	71,393	-1.76%	-29,620	-32.99%
2016-17	36,962	-11.52%	74,671	4.59%	-37,709	27.31%
2017-18	35,972	-2.68%	72,166	-3.35%	-36,194	-4.02%

**G.4 Analysis of Acquired Resources:** Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

The only financially significant program resource acquisitions in the last five years are the following:

1. Conversion of LANG 205: Academic Vocabulary in ESL to an online format, which resulted in a one-time course development fee paid to the instructor.
2. The acquisition of eight classroom Chromebooks and mice, paid for by two Endowment Association Mini Grants.

Both of the acquisitions resulted in improved sequence quality. Offering an online course to ESL students allows for greater learning flexibility for students who work or travel during the summer as well as the opportunity to learn how to learn online, which may serve students later in their academic programs or in professional settings. Enrollment in the online course, however, has been relatively low. Student-cited reasons for this include the greater expense of online classes (five students), feeling intimidated by being solely responsible for their learning (three students) and fear of technology (three students). Currently, I am debating the continuation of the online version of this course. It offers several positive advantages, but students are not entirely convinced of its benefits.

The classroom technology enables instruction to continue without disruption (such as moving to a computer lab), access to additional information, increased technological competence, and opportunities to access online course content during class for students who do not have, or have forgotten to take to class, personal digital devices. Having the Chromebooks available in the classroom has reduced time lost to the need to change locations while moving to the lab or waiting for or re-instructing students arriving late because they forgot that class was being held in the lab. Additionally, it allows for speedier access to information for all students and not just those with their own digital devices. Finally, it allows students who finish class work early to access homework assignments in class, thus saving them time at home.

No data is available to address questions of enrollment, retention, or revenue indicators of effectiveness.

**G.5 Resource Allocation Relative to Capacity:** Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The ESL budget has not seen significant changes, nor has it been negatively affected by the current budget.

The ESL sequence has experienced decreased enrollment not due to budgetary changes but rather to a lack of appropriate ESL placement testing by the Assessment Center and to subsequent mis-enrollment of language learners into developmental reading and writing courses.

Changing the ESL testing and enrollment policies and procedures will reduce costs slightly by not having to purchase more Michigan Placement Tests. Language learners would simply take the Accuplacer placement test like all other students do. Programming the Accuplacer software to include ESL courses in the results section could be done in-house at no additional cost to the college. Enrolling language learners in ESL courses could also alleviate some overcrowding in developmental writing and reading courses, thus providing an improved learning environment for developmental and language learners, again, at no cost to the college. Further, enrolling students appropriately in ESL courses allows them to increase their language proficiency, leading to greater success in subsequent academic and technical courses. This should lead to greater student retention for the college.



## **Summary Conclusions**

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

The ESL sequence has the following strengths and weaknesses:

### **Strengths**

- It serves the non-native English speaking student population at GCCC
- Met the previous program goals
- Has a qualified faculty member
- Faculty is involved in college and community activities
- Eight out of 11 goals were met, and another 2 out of the 11 were partially met
- Workload is appropriate
- All ESL courses are taught by full-time, qualified faculty
- Appropriate student-to-faculty ratio
- Evidence of a high level of teaching effectiveness evidenced by student ratings, comments, and student academic achievements
- Strong curriculum that services GCCC student needs
- Assessment show that students who participated fully in courses met sequence writing goal
- ESL sequence helps GCCC meet the essential skill of diversity
- Sequence shows continuous improvement, evidenced by formative and summative evaluations
- Male student enrollment has increased
- Sequence completion rates are higher than those of the English departments
- Students enrolled in courses fit the sequence mission
- Enrichment activities are available to ESL students
- High student achievement evidenced by honor roll and meeting of professional goals
- Small class sizes allow for frequent interaction and feedback
- Feedback from alumni is positive
- Students build digital and writer literacy
- Resource needs are met through acquisition channels
- Budget has changed little, but it meets sequence needs
- Effective instruction leading to student achievement as evidenced by honors membership
- Relatively low cost to maintain the sequence

### **Weaknesses**

- Assessment data included from a student who disappeared from class negatively skewed Annual Program Assessment results
- One out of the 11 of the goals of the ESL sequence over the past five years was not met – there is still no effective or official ESL testing and enrollment policy to ensure that all eligible English language learners are assessed during placement testing and enrolled in appropriate ESL courses when needed
- Low enrollment in ESL sequence due to the failure to test all eligible students and failure to advise ESL students correctly has led to the failure to provide ESL services to all of the students who need it
- Recruitment strategy solution (increased testing, results section output programming changes, and enrollment changes) have not been adopted yet
- ESL sequence runs at a financial deficit – largely due to GCCC's failure to adopt/implement an appropriate testing and enrollment policy/practice.

## Program Goals with Recommended Action Steps

Program Name: English as a Second Language Sequence

Date: January 2019

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's**

**Administrative Response, as well as ongoing strategic planning processes.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context							
B - Faculty Characteristics and Qualifications							
C - Quality of Curriculum and Student Learning							
D - Student Enrollment and Success	Institute a new ESL placement testing practice	1 Develop second-language-learner-identifying biographical questions to include on the Accuplacer intake section.  2 Code L2-identifying questions and test result output to display ESL course placements.  3 Develop new assessment Placement Chart that includes ESL course listings based on Accuplacer scores.  Ferguson Garrier Terpstra Ruda	Start: Spring 2019 End: Summer 2019	New testing procedure used with incoming fall semester students	Coding of Accuplacer to display new result section including ESL courses	High	A greater number of English language learners will be identified and enrolled in the ESL courses designed to help increase their language proficiency

<b>E - Academic Opportunities and Class Size</b>	Increase the number of students appropriately enrolled in ESL courses	1 Use the new assessment and result procedures to determine appropriate courses for students  2 Instructor and advisors enroll eligible students in ESL courses, increasing enrollment numbers  Ferguson Garrier	Start: Spring 2019  End: ongoing	Progress Metrics: enrollment numbers  Timeframe: Initial results should appear for fall semester enrollment	Training of advisors regarding new result category (\$0)  Cost savings from not purchasing Michigan Placement Tests (\$100 or more per year?)	High	An increased number of eligible students will be enrolled in ESL courses rather than in developmental reading and writing courses
<b>F - Student and Constituent Feedback</b>							
<b>G - Resources and Institutional Capacities</b>							
<b>Summary Conclusions</b>							



## Template Appendix A

### *Program Goals with Recommended Action Steps—From Previous Review*

Attach this document with your Program Review Report for Section A.2 above.

From 2016:

#### **V. Program Goals**

A. Describe planning goals and strategies for program development.

12. Continued education and training in best practices and resources for online teaching
13. Evaluate and adopt more free language-supportive software for student use
14. Use in-class and out-of-class technological resources more frequently to support learning and provide greater study flexibility
15. Host an annual ESL Student Day for area high schools
16. Hybridize the two writing courses to offer students greater scheduling flexibility
17. Implement an online Academic Vocabulary course to offers students a more flexible opportunity to study over the summer

B. Identify resources required to support implementation of program goals.

1. Coordination with on-campus entities will be necessary to provide an enriching ESL Student Day experience for students
2. Funding for continuing education in flipping, hybrid, and online teaching practices
3. Other goals may be met at no cost to the college

#### **VIII. Summary - Action Plan for Program over the Next Three Years**

A. Strategies to Recruit New Students

1. Host an ESL Student Day for teachers and ESL students from area high schools; activities to include assessment, enrollment, and tours
2. Continue the relationship with Hugoton High School to serve their students in dual-credit online ESL lab classes
3. Develop and implement an online Academic Vocabulary in ESL course
4. Work with Hugoton High School's College and Career Readiness Advocate to enroll students at GCCC rather than at their service-area college, SCCC
5. Continue to work with the Adult Learning Center's ESL and CAMP programs to transition their ESL and migrant students to ESL courses and the college
6. Continue visits to the Adult Learning Center's Bridge Class to inform, recruit, and assist with enrollment
7. Continue to host an "Immigration Stories" project each spring to recruit Adult Learning Center students

B. Revisions, Additions, or Deletions to the Program Curriculum

1. Add one online Academic Vocabulary in ESL course to run in the summer of 2016
2. Hybridize two ESL writing courses in the 2016-2017 academic year
3. Continue to add course components that build student digital literacy as relevant, affordable technology becomes available
4. Train students in the use of the Canvas learning management system as part of each course
5. Oversee new duties of the Language Learning Community's Peer Mentor, including the training of new ESL students in the use of Canvas

C. Strategies to Improve Completion Rates

1. Require students to meet with the Peer Mentor for class review, additional study time, and technological assistance in accessing online materials as needed
2. Provide more learning materials online so that students who miss class for personal reasons have more opportunities to keep from falling behind
3. In writing courses, provide more online assignment feedback when students are absent

D. Professional Development

1. Attend professional ESL conferences
2. Continue online reading to remain abreast of issues in ESL theory and instructional practices
3. Enroll in more online courses on hybrid and online teaching practices



**Template Appendix B***Administrative Response Sheet—From Previous Review*

Attach this document with your Program Review Report for Section A.2 above.

There was no administrative response to the 2016 ESL Program Review.

The current Program Review will serve as the baseline for future reviews.

## Template Appendix C

### *Annual Assessment Reports—Since Last Program Review*

Attach the program's Annual Reports for the last 5 years or since the last program review.

#### Annual Program Assessment

<b>Program:</b>	English as a Second Language Course Sequence
<b>Program Mission Statement:</b>	The ESL course sequence exists to help English language learners increase communication proficiency by improving reading, writing, speaking, listening, grammar, and vocabulary knowledge and skills. The intention of the sequence is to help students meet their academic and professional goals by preparing them for other college-level courses and/or employment.
<b>Year:</b>	2017-2018
<b>Instructors:</b>	Jean Louise Ferguson

Phase 1: Beginning of Semester	<b>Program Learning Outcome:</b>	Completers of the ESL course sequence will be able to Communicate competently in academic, American English writing.
	<b>Direct Measure #1:</b>	Essay 2 in LANG 232: High-Intermediate Writing in ESL
	<b>Target:</b>	75% of sequence completers will earn a grade of 70% or higher, based on a writing rubric, on a research paper incorporating both subjective and objective writing elements, and cited, outside-source evidence.
	<b>Sampling:</b>	100% of ESL students enrolled in LANG 232 in fall 2017 and spring 2018 courses
Phase 2: End of Semester	<b>Data/Results:</b>	5/8 63%
	<b>Data Summary/Analysis:</b>	Goal was not met. One student disappeared from the class after January 16th but did not withdraw from the course, so all of his subsequent scores were zeroes. Without the inclusion of his non-existent data, the goal of 75% would have been met. Two other students did not complete the majority of essay steps or meet with me for feedback sessions prior to submitting their essays for grading. Their essays showed the predictable deficiencies that resulted from their failure to complete required essay tasks.
	<b>Action Plan (if needed):</b>	Require students who do not complete essay-step assignments or attend feedback sessions to provide evidence of meeting with tutors in the Writing Center.
	<b>Responsible Party:</b>	Ferguson
	<b>Completion Date:</b>	End of Fall 2018
	<b>Resources Needed:</b>	N/A
	<b>Overall Assessment of PLO:</b>	May 2018: Students who completed assignments and met with me for feedback met the criterion, providing evidence that program participants are able to meet the criterion if they participate fully.



## Template Appendix D

### *Strategic Plan and Status Reports Since Last Review*

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

This Program Review serves as the baseline for future reviews.

