Comprehensive Instructional Program Review Criteria- 2019/2020

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the Office of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the allocation process in the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access
   - Curriculum and programs
   - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - Increase visibility
   - Develop strategic partnerships
   - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - Communication
   - Employee development
   - Transparent Infrastructure

Department/Program Name:

Year of Last Comprehensive Review:

Year of Last Mini Review, if applicable:

Preparers' Name(s): Rachel Cohen-Reyes (ESL Coordinator)

Area Dean: Merryl Kravitz

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

The English as a Second Language Program at Evergreen Valley College started with the inception of the college in 1975. According to the 1975-1976 EVC catalog, three distinct ESL courses were offered in the college's first academic year. English 91A and English 91B (English for Foreign Students) were offered at 3 units each. In addition, the program also offered English 93 (English as a Second Language). The class was eight units and consisted of 5 units of grammar and composition skills and 3 units of reading. It was the ESL equivalent of English 92. The 1976-1977 academic year added English 99A and English 99B, which were both English as a Second Language Courses for Native Spanish Speakers. Each course was 5 units. Thus, the English as a Second Language Department started under the umbrella of the English Department as a modest program to assist students who did not speak English as a first language.

Over the past 45 years, as immigrants have continued to move to the San Jose area and as pedagogy in Second Language Acquisition has become more widely accepted and understood, the English as a Second Language Department at Evergreen Valley College developed and expanded to offer a comprehensive program that has five levels of ESL reading, writing, listening and speaking, grammar, and pronunciation courses. Our program provides a wide range of general interest and college preparatory courses to fulfill the various needs of our diverse student body. During fall and spring semesters, credit bearing listening and speaking, reading, writing, grammar, and pronunciation courses are offered at five levels of proficiency. Additionally, the ESL Department has a new and growing non-credit program to assist beginning level students in achieving the basic English skills they need to succeed in the community as well as to advance to our college credit program. The ESL program further includes an array of ESL Skills Development Lab Courses to enhance and extend the ESL Department's curriculum. During shortened summer sessions, many ESL courses are offered at their full credit value by meeting more hours per week. Day, evening, weekend, and online classes are available so that students can choose the best schedule to meet their diverse needs.

The ESL Lab offers many interactive software programs that provide extensive interactive practice across all levels of the ESL curriculum. In addition, CD-Roms and audio CDs for ESL textbooks and a variety of Dictionaries are available in the ESL lab. Most importantly, the ESL lab is staffed with a full-time instructional assistant and ESL instructors who work with individual students or small groups during day, weekend, and evening hours. Workshops enhance and extend the ESL department's courses in all skill areas.

Overall, the ESL Department has been guided by the principal of helping immigrants in our community achieve their goals in their new home. Our students come from many countries of the world in search of a better life for themselves and their families. In order to attain a better future, our students need to speak, read, and write in English. Our students often explain that English is the key to unlock their dreams in the community, in education, and in work. As a result, the ESL Department considers that is has a vital role in helping immigrants to this country integrate into life here by gaining the English and academic skills they need to be able to enjoy full participation in this society. We are here to help our students gain skills and knowledge in a supportive and nurturing environment where they are safe to learn and be themselves. We feel strongly in equity for all students, and immigrants to this country

need access to high quality non-credit and credit education in order to achieve their goals and dreams. In the United States, access to educational, career, and social resources begins with the ability to speak, read, and write well in English. Our purpose, therefore, is to give our students who speak English as a Second Language the same opportunities native English speakers have in college, in the workforce, and in the society at large.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

In our last program review, the ESL department set out the following goals:

1) Maintain quality and excellence in education.
Our department has achieved this first goal in the following ways. We have established and maintained uniformly enforced exit standards throughout the two highest levels of ESL reading/writing courses (ESL 91 and ESL 302) by continuing to participate with the English department in board graded final exams. We have kept the writing seminar format and topics updated to provide more practice in academic reading and writing before English 1A. We have updated technology-based activities in the ESL lab. We have also updated class and lab materials. ESL has maintained class size in all ESL classes at 30.

2) Establish and preserve equity in student access and success.
The ESL department is working to improve student placement by replacing our current tool, Accuplacer, with a self-guided survey and a writing sample to properly place students for greatest success. We continue to coordinate with the tutoring center to get help for students who need it. We also encourage students at all levels to make use of the ESL lab. In addition, we have added two non-credit course offerings beginning this semester to provide quality open education for all students who want it. More non-credit courses will be offered over the course of the next year. While we have eliminated our ESL 340 level and replaced these courses with non-credit options, more research should be done on how this affects our older student population that wants to improve English skills but doesn't want to transfer to four-year institutions. We don't want to reduce access to students who need basic English skills and don't have transfer goals.

3) Develop human resources.
The ESL department continues to provide workshops and training during PDD and throughout the year to assist faculty in maintaining the highest instructional standards. Full time faculty regularly observe and provide feedback to part time instructors. We participate in campus and district hiring committees and currently maintain a lab instructor with 60% reassigned time. This fall 2019, the department was awarded an ESL coordinator at 20% reassigned time to help manage the needs of ESL students and faculty. In addition, full time faculty continue to be awarded sabbaticals to improve skills. Currently, two full time instructors are taking sabbaticals this 2019/2020 academic year with one more instructor scheduled for a sabbatical for the 2020/2021 academic year.

4) Maintain equity in employment.
The ESL department continues to maintain a diverse pool of faculty who are familiar with the culture and languages which reflect student demographics.

5) Maintain fiscal stability.
Since the fall of 2014, the ESL department has taught a total of 760 total active sections with 26 various courses taught. We have maintained consistent numbers of course sections each semester, with the fall 2018 having 91 active sections, the highest number in four years. We have maintained an average headcount per semester of 970 students. We served 1011 total ESL students in Fall 2018. In short, our enrollment remains strong and steady.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The ESL department has had several significant recent accomplishments that contribute to the college's mission and success.

1) First, the ESL department has hired its first full-time ESL instructor in 18 years. Our newest hire is a veteran

ESL instructor – Kelly Nguyen-Jardin - who has a wealth of knowledge and experience at EVC and other Bay Area community colleges. Ms. Nguyen-Jardin helps meet student needs because of her training and background as a Vietnamese immigrant and English language learner. She understands our student population and can relate to their challenges first hand.

2) Second, the ESL department has secured an ESL Coordinator position with 20% reassigned time. The position was approved by the Academic Senate in spring 2019. The ESL Department is very pleased to have this position back beginning in Fall 2019 and extending for two years. We have been requesting the ESL Coordinator position be restored for more than 10 years, when it was first cut due to the financial crisis of 2008. The coordinator improves the ability to communicate within the department as well as with other departments on campus. The coordinator helps the ESL department focus on issues that serve students and faculty.

3) Third, the ESL department at EVC has successfully offered two online classes (ESL 316 and ESL 313) and is planning to add another online offering (ESL 107) in spring 2020. This increases access to more diverse students whose busy work/family schedules make attending face to face classes difficult.

4) Fourth, the ESL department has added non-credit course offerings beginning this fall 2019 semester. We now offer ESL 502 (Basic Skills 1), which meets 5 hours per week, and ESL 504 (Basic Skills 2), which meets six hours per week. In spring 2020, we will add ESL 506 (Introduction to Citizenship), which meets three hours per week. These non-credit classes increase affordable access to students in our community.

5) Fifth, the ESL department has updated all courses, which were launched in CurriQunet in 2017. We are moving through the curriculum process to gain approval for all lecture and lab courses. As of November 2019, we have gained approval for _____ classes and we are awaiting _____. These updates contribute to the college having current curriculum. However, the process has been slow and inefficient, leading to delays in timely updating of ESL courses. More research should be done in how to streamline the process and make it more efficient.

6) Sixth, the ESL department has matched our updated courses to comply with AB705 requirements.

7) Seventh, The ESL department continues to offer integrated reading and writing courses at our two highest levels, ESL 302 and ESL 91. We continue to offer board graded final exams for both levels of ESL. This ensures quality uniform exit standards and helps guarantee students are ready for English 1A.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

1. In the ESL lab, we have received funding to purchase new headsets, which are vital to students being able to complete lab activities.

2. We have received funding to update all ESL lab software licenses, which are vital to the lab being able to function.

3. We have received some minimal funding to advance instructor training/planning in AB705 (about 30 – 40 hours).

4. We have received some funding for instructors of ESL 312, 302, and 91 to participate in workshops to share ideas and collaborate across the three levels. This collaboration is important to maintaining exit standards and best practices for the three highest levels of ESL.

5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

The ESL Department at Evergreen Valley College hopes to continue on our successful path by finalizing our course updates for the college, continuing our SLO assessments, and adding to our online and non-credit course offerings.

In addition, we have the following specific goals for the next three years:

1) The ESL lab would like to install an overhead projector/document camera/screen for better and more convenient student instruction/orientations. Currently, there is no document camera, computer, and projector/screen to help facilitate instruction. Having this equipment will give lab instructors and staff better ability to teach lessons/give orientations.

2) The ESL department would also like to restructure the ESL 312L, 302L, and 91L writer's workshops to include whole group instruction as well as individual essay/summary writing and instructor feedback sessions. This will make instruction more efficient and better targeted to student needs.

3) The ESL department would like to create a community of practice for ESL 312, ESL 302, and ESL 91 by educating/training/assisting faculty by sharing resources in order to align curriculum content and collaborate between instructors.

4) The ESL department would like to establish a self-guided placement tool to replace Accuplacer to be in compliance with AB705.

5) The ESL department would like to pay part time instructors to attend department meetings and participate in SLO assessment. This supports the college's mission to improve communication and employee development.

6) The ESL department would like to create grammar units with 8 structures each for ESL 312, ESL 302, and ESL 91 to be used in the tutoring center with tutors who are helping students with their writing. We would like to help standardize grammar instruction in the tutoring center to guarantee better student success.

7) The ESL department would like to create a standardized training for lab instructors to be able to have better continuity in ESL 312, ESL 302, and ESL 91 labs.

8) The ESL department would like to increase to 40% the reassigned time for the ESL Coordinator position. Currently, with such a large department and so many new part-time instructors, with curriculum development in non-credit and online courses, and with the need to create a new placement tool and comply with AB705 requirements, the Coordinator needs more time to work on these pressing issues.

9) Create a certificate program once all ESL classes are updated with our new numbering system. Students can receive certificates of completion for each level of ESL to show success/accomplishment to employers.

10) The ESL department has a goal to increase our non-credit course offerings for greater student access.

11) The ESL department recognizes that we need better outreach and support for Hispanic students in our program. Our goal for the next three years is to find ways to better welcome and nurture Hispanic students so that they improve success rates in the program and increase their enrollment here.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. **Program Set Standards (<u>Summary Tab</u>)**

Overall, EVC's Institution Set Standard for success rate is **71%**, and the aspirational goal for student success is **73%.**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'18 average	80.77%	71%	n/a	72.70

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus?	Higher – ESL Program success is 80.77% and college as a whole is 71%.

b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

The ESL program is doing a number of things to ensure student success. First, we continue to participate in board graded final exams for ESL 91 and ESL 302 to ensure/maintain exit standards at our two highest levels of ESL reading and writing before English 1A. We continue to require lab classes at our three highest levels of ESL: ESL 312L, ESL 302L, and ESL 91L. These labs help students to improve targeted grammar, reading, and writing skills necessary for success in the class and success on the final exam. We update textbooks every year to ensure instructors have several contemporary texts to choose from for each class. We continue to hold regular meetings to identify our strengths and weaknesses in the department to better assist our students in the learning process. We participate in SLO assessments and trainings and sabbaticals that keep our skills up to date and our minds fresh. We currently have two ESL instructors on sabbatical. One is due to go on sabbatical next year. We participate in trainings for AB705 as well. Finally, we continue to maintain class size at 30 for all ESL classes. While this is more than 25 students per class we had historically, it has helped keep our student/teacher ratio more manageable for better one on one attention in the classroom.

c) Is the current program success rate higher than the program set standard? Yes.

d) How close is the program to meeting the program success goal? We have already met our goal.

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

Yes, they are accurate and current based on the most recent data provided by the college.

2. Success Rate ("C" or better)-average Fall 2014- Fall 2018

Success Rates: **Measures by IPEDs Race/Ethnicity**	Program (average total enrolled	EVC

	students/Success Rate)		
American Indian	35/79.8%	142	78.2%
Asian	1542/82.1%	10,301	77.4%
Black or African American	7/78.4%	575	61.6%
Hawaiian/Pacific Islander	3/100%	113	66.9%
Hispanic	99/66.1%	9,786	63.9%
Two or More Races	6/81.4%	704	69.0%
Unknown	204/78.3%	2,212	72.0%
White	18/77.5%	1,560	74.0%
Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC	
Female	1211/83%	13,577	72.8%
Male	698/77%	11,749	68.8%
No Value Entered	6/72.5%	85	72.1%
Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC	
17 & Below	1/50%	639	82.2%
18-24	506/80.4%	16,883	68.0%
25-39	639/82.1%	5,418	74.9%
40 & Over	766/79.8%	2,427	79.4%
Unknown	2/100%	25	66.3%

a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.

Our success rates for different age groups in ESL is remarkably consistent. Students of differing ages have similar success rates, which are higher than the college as a whole. However, Hispanic students do not follow this trend. Their success rate is 66%, well below the program average of 80%. ESL needs to identify specific causes for this lower success rate and mitigate factors with targeted interventions.

b. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)

The ESL Department should consider various measures to help Hispanic students achieve greater success. These interventions could include:
A) Bringing back Enlace classes in ESL.
B) Placing more tutors directly into the classrooms to assist students.

     c.   If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

First, the data for this section of the report are based on only 3 online classes in the Fall 2017 and Fall 2018. For these three online ESL classes, the average success rate was 62.36%. This is much lower than the ESL program as a whole (80.77%) and even lower than the campus average as a whole (71%). Online classes continue to have a large percentage of Asian students (83.77%). The ages of students taking online classes also differs from Fall 2017 to Fall 2018. In Fall 2017, 60.71% of students were 40 and over, 23% were 25 - 39, and 11.76% were 18-24. However, in Fall 2018, students' ages were evenly distributed. 33.33% of students were 40 and over, 33.33% of students were 25 - 39, and 33.33% of students were 18-24. Clearly, online ESL classes are new at EVC, and we should continue to monitor success rates as we try to achieve greater success in these online classes.

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type:	Number of Awards (Examine 2015-16, 2016-17, and 2017-18 data)

AA	
AS	
AS-T	
AA-T	
Certificate 12-18 units	
Certificate less than 12 (for data on these certificates please see your division administrator)	
Discussion:	

4. Student Enrollment Types (average F14-F18)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	369	38.2%	4,619	50.3%
Day & Evening	479	49.3%	3,239	35.3%
Evening	119	12.4%	1,087	11.8%
Unknown	3	.3%	239	2.6%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time	387	39.8%	**2,243**	24.4%
Half Time or less than half time	523	54%	6,175	67.2%

*Note: Not reported here are overload/withdrawn to equal 100%

a. Discuss any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review?

Discuss how do your program enrollments (Pct of total) compare to EVC?

The ESL department and EVC as a whole are reversed in terms of day and day and evening students. We have fewer day time students than EVC as whole. ESL has 38.2% of its students in the day while EVC has 50.3%. At the same time, ESL students who attend day and evening classes is 49.3% while EVC as a whole is 35.3%. Our evening only population matches with EVC as a whole. ESL evening students are 12.4% of the total. EVC evening students are 11.8% of the total. One question we would like to answer is does ESL have a higher number of students who attend both day and evening classes because students cannot find convenient times for the classes they need only at night or only in the day. In other words, are we offering sufficient night classes and sufficient day classes for our student population?

Based on the data, would you recommend any changes?

Since 2014, our number of full time students has declined from a high of 470 students in fall 2014 to just 373 students in 2018. However, given that the economy is good with low unemployment, this change makes sense. We tend to have higher full time enrollment when the economy is bad and jobs are not easily available. The ESL department does not recommend any changes at this time.

In terms of our population of students who attend both during the day and night, we should determine if students are being forced to attend at times they don't want because we don't have enough sections for them to attend only during the day or only during the evening. We may want to add/reschedule class offerings at more convenient

times.

5. Student Demographics- Headcount (average F14-F18)

Program Total Headcount			Headcount & Pct of Total	
Gender	**Headcount**	**Pct of Total**	**EVC**	
Female	609	62.8%	4959	54.0%
Male	358	37%	4185	45.6%
No Value Entered	4	.4%	38	0.4%
Age	**Headcount**	**Pct of Total**	**EVC**	
17 & Below	1	1.87%	393	4.3%
18-24	247	25.5%	5483	59.7%
25-39	320	33.1%	2266	24.7%
40 & Over	402	41.4%	1029	11.2%
Unknown	1	.1%	10	0.1%
Race/Ethnicity (IPEDS Classification)	**Headcount**	**Pct of Total**	**EVC**	
American Indian	18.1111	1.87%	50	0.5%
Asian	774	79.96%	3596	39.2%
Black or African American	4.55556	.47%	226	2.5%
Hawaiian/Pacific Islander	1	.1%	39	0.4%
Hispanic	58.333	6.03%	3609	39.3%
Two or More Races	2.7	.28%	249	2.7%
Unknown	102.333	10.45%	806	8.8%
White	9	.93%	608	6.6%

a. Based on the **program total headcount** and percent change year to year, discuss if your program growing or declining.
   If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

   In fall 2014 ESL had 1053 students. While college enrollment for ESL dipped to 899 students in spring 2017, enrollment is back up to 1011 in fall 2018. thus, enrollment is holding steady for ESL at the moment.

b. Discuss any gaps have you identified in your program.
   Discuss how your program enrollment is similar or different from the campus.
   Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.

For ESL, the program enrollment for Asian students is much higher than for EVC as a whole (79.96% compared to 39.2%). Likewise, our enrollment for Hispanic students is much lower than for the college as a whole (6.03% compared to 39.3%). The ESL department may wish to study this enrollment discrepancy to see how we could better meet the needs of Hispanic students while at the same time making sure we are providing enough resources and services for Asian students. Better outreach to

Hispanic students may be of interest.

Finally, our proportion of students 40 and over is much higher than EVC as a whole (41% to 11.2%). Likewise, our population of 18 - 24 year old students is much lower than the college as a whole (25.5% compared to 59.7%). This may mean that ESL does not have "traditional" college students whose goal is to transfer to four year colleges. While some ESL students may wish to transfer, we may have a large population of students whose main goal is to improve their English skills in order to assimilate into life in San Jose. The ESL department needs to make sure we are meeting the needs of older students. In particular, we need to study which courses older students are taking in the highest numbers. In addition, we need to implement a certificate of completion for each level of ESL so that students who don't wish to transfer can show progress and accomplishment to employers and other community members.

c.   Discuss what interventions the program can implement to address any gaps in enrollment.
ESL should work to have better outreach and recruitment to Hispanic students, who make up only 6% of ESL students when the college as a whole is 39.3%.

6. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
Capacity	72.21%	68.14%
Productivity (goal 16)	11.706%	14.08

Is your capacity rate higher or lower than the campus?	higher
Is your productivity goal higher or lower than the campus?	lower
If the program capacity and/or productivity is lower than the campus, please provide rationale: The ESL department caps all classes at 30 students in order to maintain better student/teacher rations that enable students to get more personalized attention from instructors. Since classes are labor intensive and also require fewer students to reach our goals, this lower class size is essential for our students' success.	

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

The ESL department launched an effort to renumber all courses for greater transparency and ease of matriculation in January of 2018. Rather than have courses with different numbers that were difficult to follow, ESL has renumbered courses to begin at the 350 level. The sequence includes a required reading class, a writing class, and a listening and speaking class at 350 and 360 levels. At 370 level, a reading class and a writing class are required with the listening

and speaking class being optional. After that, required courses are integrated six unit reading and writing courses at the 380 and 390 levels. English 1A follows from ESL 390. ESL offers a variety of optional pronunciation and grammar courses at various levels as well. At the time of writing this report, **8** courses have been updated with **9** still in the process. While the timeline is not ideal as course revisions have taken over 18 months to complete, the ESL department remains committed to the process of updating all courses in a timely fashion.

The ESL department is also updating all lab courses. It is currently in the process of applying the same numbering system to labs as it has to courses. It has also updated all SLOs for lab courses.

Finally, the ESL department has added a new non-credit program with a large variety of classes to choose from. These classes include basic ESL skills, citizenship preparation, English for job searching, and English for health and culture. The non credit courses give students more options to focus on English for specific purposes as well as basic ESL skills.

Once the department is able to update all courses in the program, we will have some time to make program changes as needed before the next program review.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.
   For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).
   Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

Our ESL Program offers both credit and non-credit courses for diverse purposes to meet the various needs of our students.

Academically rigorous, our credit program prepares students for college level course work and transfer to four-year institutions. Our upper three levels of ESL focus on integrated reading and writing and critical thinking skills to prepare students for English 1A and General Education courses. Students who complete our ESL credit program have the skills necessary to succeed at the college level.

Our first level of ESL credit courses starts at the high beginning level and continues with a program that can take up to five semesters to complete if students start from the beginning. More advanced courses prepare students for higher level reading, writing, listening and speaking tasks, such as writing essays and research papers, reading longer works of fiction and non-fiction, making prepared speeches in front of the class, and being able to ask questions and take notes in fast paced classes with high information content.

In addition to required reading, writing, and listening and speaking courses which are offered in the five different levels of ESL, our program also offers a variety of optional courses to meet specific student needs. Students who struggle with English pronunciation can take 3-unit pronunciation classes at the high-beginning, low intermediate, and intermediate levels. Students who require extra grammar practice can take 3-unit grammar classes at the three highest levels of ESL. Students who want extra listening and speaking practice can take an intermediate listening and speaking class for 3 units as an optional course. As a result, ESL helps students to achieve a wide range of academic, professional, and social goals.

The ESL Program also offers several non-credit beginning level courses for students to improve their basic reading, writing, listening, and speaking skills which they need to complete basic life tasks, such as

interacting with others at school, at work, or in the community.

An overview of our courses is listed below. We are currently updating all courses and changing to a new numbering system. We have eliminated our ESL 340 level courses in order to comply with AB705 that students require no more than five semesters of ESL to reach English 1A and college level courses. The only credit course we have retained at this level is the ESL 342L (ESL Skills Lab) which can accompany the non-credit courses and which is in high demand as an optional course. Otherwise, the ESL Department has replaced this beginning level with non-credit beginning level course offerings.

A review of the Evergreen Valley College class schedule for the past two years (Fall 2018, Spring 2018, Fall 2019, Spring 2019) shows that while we will change the numbers of our classes as we update our course offerings, we will not eliminate any courses from our program except for the 340 level (ESL 347, ESL 346, and ESL 345). In other words, all courses will remain active, and we will continue to offer these courses every semester.

ESL Program for SLOs

ESL 91: College Reading and Writing 2 (6 units)
Course Description
Students will study patterns of essay organization, relationships of paragraphs within essays, author's purpose, audience, tone, and mood. Student will read materials that highlight cross-cultural content and contemporary issues. Students will also acquire skills in the development and organization of ideas in coherent, well-developed paragraphs and in writing essays that require research. Concurrent enrollment in ESL 091L is required for computer-assisted and instructor-guided practice. This course is designed for non-native speakers of English one level below English 1A.

SLOs
1. Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level.**Refer to Proficiency Descriptors in 8a. Course Content section
2. Select, synthesize, use, and correctly cite source material in writing.
3. Write a variety of out-of-class essays at the advanced level.**Refer to Proficiency Descriptors in 8a. Course Content section
4. Write in-class essays in response to cold prompts at the advanced level.**Refer to Proficiency Descriptors in 8a. Course Content section
5. Evaluate, revise, and edit for a polished essay at the advanced level.**Refer to Proficiency Descriptors in 8a. Course Content section

To Become: ESL 390 Academic Reading and Writing 2 (6 units)
Course Description
Students will study patterns of essay organization, relationships of paragraphs within essays, author's purpose, audience, tone, and mood. Student will read materials that highlight cross-cultural content and contemporary issues. Students will also acquire skills in the development and organization of ideas in coherent, well-developed paragraphs and in writing essays that require research. Concurrent enrollment in ESL 091L or ESL 60L is required for computer-assisted and instructor-guided practice. This course is designed for non-native speakers of English one level below English 1A.

SLOS
1. Select, synthesize, use, and correctly cite source material in writing.

2. Write a variety of out-of-class essays at the advanced level.
3. Write impromptu in-class essays in response to cold prompts at the advanced level.
4. Evaluate, revise, and edit for a polished essay at the advanced level.
5. Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level.

ESL 91L: ESL Skills Development Lab (.5 unit)
Course Description
The content of this lab will facilitate skills development for the ESL 091 courses. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with materials previously assigned by the ESL instructor, or to write essays for individual critiques by an ESL instructor. Students must enroll concurrently in ESL 091.

SLOs
1. Demonstrate improvement in reading, writing, editing, grammar, and research skills at an advanced proficiency level through the use of technology, the internet, and/or other lab resources.

To Become 390L: ESL Skills Development Lab (.5 unit)
Course Description
The content of this lab will facilitate skills development for the course, ESL 390. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with an ESL instructor on assigned essays and summaries. Students must enroll concurrently in ESL 390.

SLOs
Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level.

ESL 107: Editing and Grammar for Writers (3 units)
Course Description
This course is designed to help ESL students improve their writing skills and grammar usage for success in ESL 091. The course focuses on persistent structural problems and offers in depth analysis of English grammar and syntax for advanced ESL college students preparing to pursue academic or vocational studies.
SLOs
1. Demonstrate consistent control of all verb tenses, verb markers, and tense sequencing.
2. Apply number and agreement rules consistently with nouns, pronouns, and verbs.
3. Demonstrate control of a variety of sentence types, including simple, compound, complex, and compound-complex.
4. Choose appropriate words, transitions, and connecting words for a variety of writing contexts and purposes.
5. Use editing and proofreading skills in a variety of written formats.
6. Demonstrate consistent control of paragraph organization, unity, and coherence.

To Become: ESL 396: Editing and Grammar for Writers 2 (3 units)
Course Description
This course is designed to help ESL students improve their writing skills and grammar usage for success in ESL 390. The course focuses on persistent structural problems and offers in depth analysis of English grammar and syntax for advanced ESL college students preparing to pursue academic or vocational studies.

SLOs
Recognize and use all verb tenses with increasing accuracy in verb form and use at an advanced level of writing.

Use a variety of sentence types including but not limited to noun clauses, adjective clauses, adverb clauses, and real and unreal conditionals at an advanced level of writing.
Proofread for spelling, punctuation, and mechanical accuracy at the advanced level of writing.
Recognize and produce an accurate variety of advanced grammatical structures.

ESL 302: Introduction to College Reading and Writing (6 units)
Course Description
Students will focus on development of multi-paragraph essays that have a clearly stated thesis that controls the logical development of ideas and demonstrates a high level of fluency and accuracy in sentence grammar and word choice. Students will study readings that demonstrate the ways writers organize and express ideas in different genres and for a variety of rhetorical purposes. Reading materials will include articles, essays, and short literary works highlighting current issues and topics of interest across cultures. Concurrent enrollment in ESL 302L is required for computer-assisted and instructor-guided practice. This course is designed for non-native speakers of English two levels below English 1A.

SLOs
1. Apply literal, inferential/interpretive and critical thinking skills to academic reading at the low-advanced level.
2. Summarize, paraphrase, incorporate and credit material from other sources in writing.
3. Write a variety of out-of-class essays at the low-advanced level.
4. Write in-class essays in response to cold prompts at the low-advanced level.
5. Evaluate, revise and edit for a polished essay at the low-advanced level.
* *Refer to Proficiency Descriptors in 8a. Course Content section

To Become: ESL 380 Academic Reading and Writing I (6 units)
Course Description
Students will focus on the development of multi-paragraph essays that have a clearly stated thesis that controls the logical development of ideas and demonstrates a high level of fluency and accuracy in sentence grammar and word choice. Students will study readings that demonstrate the ways writers organize and express ideas in different genres and for a variety of rhetorical purposes. Reading materials will include articles, essays, and short literary works highlighting current issues and topics of interest across cultures. Concurrent enrollment in ESL 302L. This course is designed for non-native speakers of English two levels below English 1A.

SLOs
1. Apply literal, inferential/interpretive and critical thinking skills to academic reading at the low-advanced level.
2. Summarize, paraphrase, incorporate and credit material from other sources in writing.
3. Write a variety of out-of-class essays at the low-advanced level.
4. Write in-class essays in response to cold prompts at the low-advanced level.
5. Evaluate, revise and edit for a polished essay at the low-advanced level.
* *Refer to Proficiency Descriptors in 8a. Course Content section

ESL 302L: ESL Skills Development Lab (.5 unit)
Course Description
The content of this lab will facilitate skills development for ESL 302 courses. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with materials previously assigned by the ESL instructor to write essays for individual critiques by an ESL instructor.

Students must enroll concurrently in ESL 302.

SLOs
Demonstrate improvement in reading, writing, editing, and grammar at an advanced-low proficiency level through the use of technology, the Internet, and/or other lab resources.

To Become: ESL 380L: ESL Skills Development Lab
Course Description
The content of this lab will facilitate skills development for the course, ESL 380. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with an ESL instructor on assigned essays and summaries. Students must enroll concurrently in ESL 380.

SLOs
Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level.

ESL 386: Editing and Grammar for Writers (3 units)
Course Description
This course emphasizes proofreading, editing, and grammar for ESL writers at a low-advanced level of English language proficiency. Course content focuses on a wide range of grammatical and syntactical structures in meaningful contexts and builds accuracy and fluency in academic writing.

SLOs
Evaluate, revise, and edit to improve grammar, word forms, and word choice at the low-advanced level of writing.
Evaluate, revise, and edit to improve sentence variety with adverb clauses, adjective clauses, noun clauses, and conditionals at the low-advanced level of writing.
Proofread for spelling, punctuation, and mechanical accuracy at the low-advanced level of writing.

ESL 312: Introduction to the Essay (5 units)
Course Description
Students read and write compositions of multiple paragraphs and short essays on academic topics to acquire grammar, writing, and vocabulary skills for college-level academic work. Concurrent enrollment in ESL 312L is required for computer-assisted grammar and writing practice with lab assistance. ESL 312 is a high-intermediate writing course for non-native speakers of English three levels below English 1A.

SLOs
1. Plan and compose expository essays of at least four paragraphs with high-intermediate proficiency.
2. Use transitions and other signal words to achieve coherence and clarity within the structure of the essay.
3. Demonstrate sentence variety and lexical and grammatical accuracy at a high-intermediate level.
4. Evaluate writing, using editing and revision strategies to eliminate errors in grammar, word choice, and punctuation and to improve content and organization.
5. Use technology to advance grammar and writing skills and to communicate within the academic environment.
*Refer to Proficiency Descriptors in 8a. Course Content section

To Become: ESL 372: Introduction to Essay Writing (5 units)
Course Description
Students read and write compositions of multiple paragraphs and short essays on academic topics to acquire

grammar, writing, and vocabulary skills for college-level academic work. Concurrent enrollment in ESL 312L or ESL 420L is required for computer-assisted grammar and writing practice with lab assistance. ESL 420W is a high-intermediate writing course for non-native speakers of English three levels below English 1A.

SLOs
Plan and compose expository essays of at least three paragraphs with high-intermediate proficiency.
Use transitions and other signal words to achieve coherence and clarity within the structure of the essay.
Demonstrate sentence variety and lexical and grammatical accuracy at a high-intermediate level.
Evaluate writing using editing and revision strategies to eliminate errors in grammar, word choice, and punctuation and to improve content and organization.

ESL 312L: ESL Skills Development Lab (.5 unit)
Course Content
The content of this lab will facilitate skills development for the ESL 312 course. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with software and web-based materials previously assigned by the ESL instructor, to attend workshops on grammar and composition, and to receive individual critique by an ESL instructor on assignments written for ESL 312.

SLOs
Demonstrate improvement in writing, grammar, editing, and vocabulary skills at an intermediate-high proficiency level through the use of technology, the Internet, and/or other lab resources.

To Become: ESL 372L:ESL Skills Development Lab (.5 unit)
Course Content
The content of this lab will facilitate skills development for high-intermediate ESL learners. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with software and web-based material. Written work will also be assigned and critiqued by an instructor.

SLOs
Demonstrate improvement in writing, grammar, editing, vocabulary skills, and critical thinking at an intermediate-high proficiency level through the use of technology, the Internet, and/or other lab resources.

ESL 310L: ESL Skills Development Lab (.5 – 1.0 unit)
Course Description
The content of this lab will facilitate skills development for the ESL 310 series. It is designed to supplement classroom instruction (in the ESL 310 series) by providing students the opportunity to work on an individual basis with materials developed for the ESL 310L course. Students utilize computer software programs, workbooks, and other supplementary materials to develop and improve their skills in listening comprehension, oral production, reading, writing and vocabulary development. Students must be enrolled concurrently in ESL 312, 313, or 314. Twenty-four hours of lab work are required for each 1/2 unit of credit. Repeatable to a maximum of 1 unit.

SLOs
At a high intermediate level:
Part One: Topics and proficiency using basic vocabulary, grammar, and syntax
Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips
Speak on everyday topics and refine pronunciation
Expand academic and practical vocabulary using vocabulary acquisition skills

Understand reading passages on a variety of topics
Apply syntax and grammar rules to written and spoken English
Part Two: Topics and proficiency using more advanced vocabulary, grammar, and syntax than Part One
Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips
Speak on everyday topics and refine pronunciation
Expand academic and practical vocabulary using vocabulary acquisition skills
Understand reading passages on a variety of topics
Apply syntax and grammar rules to written and spoken English

To Become: ESL 370L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate skills development for ESL learners at a high-intermediate level.   It is designed to provide students the opportunity to work on an individual basis with computer software as well as written work to improve their skills in listening comprehension, oral production, reading, writing and vocabulary development. Twenty-four hours of lab work are required for each 1/2 unit of credit. This lab is repeatable to a maximum of 1 unit.

SLOs
At a high intermediate level: Part One: Topics and proficiency using basic vocabulary, grammar, and syntax
Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips. 1. Apply speech on everyday topics and refine pronunciation. 2. Build academic and practical vocabulary using vocabulary acquisition skills. 3. Demonstrate understanding of reading passages on a variety of topics. 4. Apply syntax and grammar rules to written and spoken English. Part Two: Topics and proficiency using more advanced vocabulary, grammar, and syntax than Part One. 1. Illustrate comprehension on spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips. 2. Make use of speech on everyday topics and refine pronunciation. 3. Develop academic and practical vocabulary using vocabulary acquisition skills. 4. Understand reading passages on a variety of topics. Apply syntax and grammar rules to written and spoken English. Learn how to write an academic summary to a published article and respond critically to it.

ESL 313: Introduction to College Reading (3 units)
Course Description
This course is designed for non-native speakers at a high-intermediate level of English proficiency. Course content prepares students to read and respond to college-level texts, demonstrating literal and critical comprehension, and to expand vocabulary for academic purposes. Concurrent enrollment in ESL 312, ESL 314, and ESL 310L is recommended.

SLOs
Predict content using pre-reading strategies.
Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level* of language proficiency.
Use post-reading strategies to respond to a reading at the intermediate-high level*.
Use effective strategies to acquire and retain vocabulary at the intermediate-high level*.

To Become: ESL 373: Introduction to Academic Reading (3 units)
Course Description
This course is designed for non-native speakers at a high-intermediate level of English proficiency. Course content prepares students to read and respond to college-level texts, demonstrating literal and critical

comprehension, and to expand vocabulary for academic purposes.

SLOs
Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level of language proficiency.
Use post-reading strategies to respond to a reading at the intermediate-high level.
Use effective strategies to acquire and retain vocabulary at the intermediate-high level.

ESL 314: Intermediate-High Listening and Speaking Skills (3 units)
Course Description
This course refines listening comprehension and speaking skills in academic, vocational, and social contexts at the high intermediate level.

SLOs
Predict content and prepare for targeted listening at an intermediate-high level of listening proficiency.
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-high level of listening proficiency.
Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-high level of speaking proficiency.
Deliver oral presentations to a small or large group at an intermediate-high level of speaking proficiency.
**Refer to Proficiency Descriptors in 8a. Course Content Section.

To Become: ESL 374: Intermediate High Listening and Speaking Skills (3 units)
Course Description
This course refines listening comprehension and speaking skills in academic, vocational, and social contexts at the high intermediate level.

SLOs
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-high level of listening proficiency.
Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-high level of speaking proficiency.
Deliver oral presentations to a small or large group at an intermediate-high level of speaking proficiency.

ESL 316: Grammar for Writers 1 (3 units)
Course Description
This is an intensive grammar course for ESL writers at a high-intermediate level of language proficiency.
Course content focuses on a wide range of grammatical and syntactical structures in meaningful contexts and builds accuracy and fluency in oral and written discourse.

SLOs
Identify and formulate simple, compound, and complex grammatical and syntactic structures.
Choose appropriate grammatical structures for use in targeted functions and discourse at an intermediate-high level of writing proficiency.
Identify grammatical errors and make corrections of own work.
Compose well-written paragraphs at the intermediate-high level of writing proficiency.

**Refer to Proficiency Descriptors in 8a. Course Content section

To Become ESL 376: Grammar for Writers I (3 units)
Course Description
This is an intensive grammar course for ESL writers at the intermediate-high level of language proficiency. Course content focuses on a wide range of grammatical and syntactical structures in meaningful contexts and builds accuracy and fluency in written discourse.

SLOs
Identify and formulate simple, compound, and complex grammatical and syntactic structures.
Choose appropriate grammatical structures for use in targeted functions and discourse at an intermediate-high level of writing proficiency.
Identify grammatical errors and make corrections of own work at a high-intermediate level.

ESL 317: English Pronunciation 3 (3 units)
Course Description
Students develop native-like speech in English. They utilize the International Phonetic Alphabet to distinguish the sounds of English and produce natural-sounding speech in connected discourse. They learn different intonation, stress, and pitch patterns to change sentence focus and to signal middle and end of sentences. They use contractions and reductions and assimilate sounds to produce natural speech. Concurrent enrollment in (ESL 312 or ESL 313 or ESL 314) and ESL 207 is strongly recommended.

SLOs
Recognize and produce the phonemes of American English naturally in speech.
Pronounce final morphemes in words and link and blend vowels and consonants in speech.
Use pitch to signal incomplete versus complete thoughts.
Orally produce phrases, sentences, and questions with natural-sounding stress, rhythm, and intonation.
Use technology to refine aural discrimination and produce native-like speech.

To Become ESL 377: English Pronunciation 3 (3 units)
Course Description
In this course, students will develop native-like speech in English. The course provides an introduction on how to utilize the International Phonetic Alphabet to distinguish the sounds of English and produce natural-sounding speech in connected discourse. Different intonation, stress, and pitch patterns to change sentence focus and to signal middle and end of sentences are analyzed.

SLOs
Pronounce final morphemes in words and link and blend vowels and consonants in speech.
Orally produce phrases, sentences, and questions with natural-sounding stress, rhythm, and intonation.
Recognize and produce the phonemes of American English naturally in speech.

ESL 322: Paragraph Development (5 units)
Course Description
ESL 322 is an intermediate writing course for non-native speakers of English. Students will focus on writing well organized and fully developed paragraphs with correct grammar, sentence structure and word choice. Concurrent enrollment in 0.5 unit of ESL 320L is strongly recommended for computer grammar and writing practice and instructional assistance.

SLOs

Apply prewriting techniques to plan a paragraph.

Compose paragraphs both in and out of class in response to prompts at an intermediate level of language competence.

Use transitions and other signal words to achieve coherence and unity within the structure of the paragraph.

Demonstrate sentence variety and grammatical accuracy in writing.

Use technology for writing and grammar review.

Revise paragraphs for content development and clarity; edit for improved grammar, word choice, and punctuation at an intermediate level of writing proficiency.

**Refer to Proficiency Descriptors in 8a. Course Content section

To Become: ESL 362 Paragraph Development (5 units)
Course Description
ESL 362 is an intermediate writing course for non-native speakers of English. Students will focus on writing well organized and fully developed paragraphs with correct grammar, sentence structure and word choice.

SLOs
Apply prewriting techniques to plan a paragraph.
Compose paragraphs both in and out of class in response to prompts at an intermediate level of language competence.
Use transitions and other signal words to achieve coherence and unity within the structure of the paragraph.
Demonstrate sentence variety and grammatical accuracy in writing.
Revise paragraphs for content development and clarity; edit for improved grammar, word choice, and punctuation at an intermediate level of writing proficiency.

ESL 323: Reading and Vocabulary Development (3 units)
Course Description
This course is designed for non-native speakers at an intermediate level of proficiency in English. Course content and materials focus mainly on reading comprehension and vocabulary development. Integration of discussion and writing activities is also emphasized. Concurrent enrollment in ESL 322, ESL 324, and ESL 320L are recommended.

SLOs
Predict content using pre-reading strategies.
Apply reading skills to comprehend, analyze, and interpret a reading passage at the intermediate level*.
Use post-reading strategies to respond to a reading at the intermediate level*.
Use effective strategies to acquire and retain vocabulary at the intermediate level*.
The descriptors for the intermediate level are listed in 8a of the course outline.

To Become ESL 363: Reading and Vocabulary Development (3 units)
Course Description
This course is designed for non-native speakers at an intermediate level of proficiency in English. Course content and materials focus mainly on reading comprehension and vocabulary development. Integration of discussion and writing activities is also emphasized.

SLOs
Apply reading skills to comprehend, analyze, and interpret a reading passage at the low-intermediate level.
Use post-reading strategies to respond to a reading at the low-intermediate level.
Use effective strategies to acquire and retain vocabulary at the low-intermediate level.

ESL 324: Listening and Speaking Development (4 units)
Course Description
Students will focus on developing academic listening and speaking skills at an intermediate-mid level of language proficiency. Students will also acquire idiomatic and academic vocabulary, cultural awareness, and discussion skills through the use of multimedia materials.

SLOs
Predict content and prepare for targeted listening at an intermediate-mid level of listening proficiency**Refer to Proficiency Descriptors in 8a. Course Content section
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-mid level of listening proficiency*.
Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-mid level of speaking proficiency*.
Deliver oral presentations to a small or large group at an intermediate-mid level of speaking proficiency*

To Become ESL 364: Listening and Speaking Skills Development (4 units)
Course Description
Students will focus on developing academic listening and speaking skills at an intermediate-mid level of language proficiency. Students will also acquire idiomatic and academic vocabulary, cultural awareness, and discussion skills through the use of multimedia materials.

SLOs
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-mid level of listening proficiency.
Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-mid level of speaking proficiency.
Deliver oral presentations to a small or large group at an intermediate-mid level of speaking proficiency.

ESL 327: English Pronunciation 2 (3 units)
Course Description
Students further their study of the pronunciation, intonation, stress, and rhythm patterns of English. They are introduced to the phonetic alphabet and study the sound-spelling correlations of English. They also receive further instruction on the production of sounds in word-initial and word-final environments, intonation and stress patterns in multi-syllabic words, and native-like sentence stress, rhythm and intonation. Concurrent enrollment in (ESL 322 or ESL 323 or ESL 324) and ESL 207 is strongly recommended.

SLOs
Recognize and utilize phonetic dictionary symbols and related spelling patterns
Distinguish and produce correct final sounds or extra syllables on verbs and nouns
Distinguish and properly enunciate clear and stressed vowels vs. reduced vowels in the speech stream.
Link words naturally in sentences with native-like stress, rhythm, and intonation.
Use technology to gain more precise articulation and pronunciation.

To Become ESL 367: English Pronunciation 2 (3 units)
Course Description
Students further their study of the pronunciation, intonation, stress, and rhythm patterns of English. They are introduced to the phonetic alphabet and study the sound-spelling correlations of English. They also receive further instruction on the production of sounds in word-initial and word-final environments, intonation and stress patterns in multi-syllabic words, and native-like sentence stress, rhythm and intonation.

SLOs
Distinguish and produce correct final sounds or extra syllables on verbs and nouns
Recognize and utilize phonetic dictionary symbols and related spelling patterns
Distinguish and properly enunciate clear and stressed vowels vs. reduced vowels in the speech stream
Link words naturally in sentences with near native-like stress, rhythm, and intonation

ESL 320L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate skills development for the ESL 320 series. It is designed to supplement classroom instruction in the ESL 320 series by providing students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development. Students utilize English Interactive computer software program. Students must be enrolled concurrently in ESL 322, 323, or 324. Twenty-four hours of lab work are required for each 1/2 unit of credit. Repeatable to a maximum of 1.0 units.

SLOs
At an intermediate level: Part One: Topics and proficiency using basic vocabulary, grammar, and syntax
1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips
2. Speak on everyday topics and refine pronunciation
3. Expand academic and practical vocabulary using vocabulary acquisition skills
4. Understand reading passages on a variety of topics
5. Apply syntax and grammar rules to written and spoken English

To Become ESL 360L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate skills development for ESL students at an intermediate level. It is designed to provide students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development through the use of an interactive computer software program. A minimum of twenty-four hours of lab work is required for each 1/2 unit of credit and is repeatable to a maximum of 1.0 unit.

SLOs
At an intermediate level: Topics and proficiency using basic vocabulary, grammar, and syntax. 1. Illustrate the understanding of spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips. 2. Make use of speech on everyday topics and refine pronunciation 3. Build academic and practical vocabulary using vocabulary acquisition skills 4. Demonstrate comprehension on reading passages on a variety of topics 5. Apply syntax and grammar rules to written and spoken English

ESL 332: Basic Writing Skills 2 (4 units)
Course Description
This is a low-intermediate grammar/writing course for non-native speakers of English. Students learn grammar and writing techniques for composing sentences and short paragraphs.

SLOs
1 Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency*

2. Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writingproficiency.*
3. Use technology for writing and review of grammar.
4. Revise and edit paragraphs at an intermediate-low level of writing proficiency.*
*Refer to Proficiency Descriptors in 8a. Course Content section

To Become
ESL 352: Basic Writing Skills 2 (4 units)
Course Description
This is a low-intermediate grammar/writing course for non-native speakers of English. Students learn grammar and writing techniques for composing sentences and short paragraphs.

SLOs
1. Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency.
2. Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency.
3. Revise and edit paragraphs at an intermediate-low level of writing proficiency.

ESL 333: Basic Reading Skills 2 (3 units)
Course Description
This course is designed for non-native speakers who are at a low-intermediate level of proficiency in English. Course content and materials expand reading and vocabulary skills by focusing on literal and critical comprehension of text. Development of speaking and writing skills through interactive class activities is also emphasized. Concurrent enrollment in ESL 332, ESL 334, and ESL 330L is recommended.

SLOs
Use pre-reading strategies to predict content.
Apply reading skills to comprehend and analyze a reading passage at the intermediate-low level ofreading proficiency.**Refer to Proficiency Descriptors in 8a. Course Content section
Use post-reading strategies to respond to a reading at the intermediate-low level of readingproficiency.*
Use effective strategies to acquire and retain vocabulary at the intermediate-low level* of readingproficiency.*

To Become
ESL 353: Basic Reading Skills 2 (3 units)
Course Description
This course is designed for non-native speakers who are at a low-intermediate level of proficiency in English. Course content and materials expand reading and vocabulary skills by focusing on literal and critical comprehension of text. Development of speaking and writing skills through interactive class activities is also emphasized.

SLOs
Apply reading skills to comprehend and analyze a reading passage at the intermediate-low level of reading proficiency.
Use post-reading strategies to respond to a reading at the intermediate-low level of reading proficiency.
Use effective strategies to acquire and retain vocabulary at the intermediate-low level of reading proficiency.

ESL 334: Basic Listening and Speaking 2 (5 units)

Course Description
Students will learn listening and speaking skills at the intermediate-low level of English proficiency. Students will participate in class activities and use multimedia materials focused on aural comprehension, oral communication, and clear pronunciation in a variety of contexts.

SLOs
Predict content and prepare for targeted listening at an intermediate-low level of listening proficiency*.*Refer to Proficiency Descriptors in 8a. Course Content section for descriptors
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency*.
Use effective conversation techniques to exchange information and ideas at an intermediate-low level ofspeaking proficiency*.
Deliver simple oral presentations to a small or large group at an intermediate-low level of speakingproficiency*.

To Become
ESL 354: Basic Listening and Speaking 2 (5 units)
Course Desciption
Students will learn listening and speaking skills at the intermediate-low level of English proficiency. Students will participate in class activities and use multimedia materials focused on aural comprehension, oral communication, and clear pronunciation in a variety of contexts.

SLOs
Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency.
Use effective conversation techniques to exchange information and ideas at an intermediate-low level of speaking proficiency.
Deliver simple oral presentations to a small or large group at an intermediate-low level of speaking proficiency.

ESL 330L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate skills development for the ESL 330 series. It is designed to supplement classroom instruction in the ESL 330 series by providing students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development. Students utilize English interactive computer software program and workbooks to improve these skills. Students must be enrolled concurrently in ESL 332, 333, or 334. Twenty-four hours of lab work are required for each 1/2 unit of credit. Repeatable to a maximum of 1.0 unit.

SLOs
Part One: Topics and proficiency using basic vocabulary, grammar, and syntax1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English
Part Two: Topics and proficiency using more advanced vocabulary, grammar, and syntax than Part One1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and

practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English

To Become:
ESL 350L: ESL Skills Development Lab (.5 – 1 unit)
The content of this lab will facilitate skills development for the ESL 330 series. It is designed to supplement classroom instruction in the ESL 330 series by providing students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development. Students utilize an English interactive computer software program. Twenty-four hours of lab work are required for each 1/2 unit of credit. This lab is repeatable to a maximum of 1.0 unit.

SLOs
Part One: Topics and proficiency using basic vocabulary, grammar, and syntax 1. Demonstrate understanding of spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips 2. Make use of speech on everyday topics and refine pronunciation 3. Build academic and practical vocabulary using vocabulary acquisition skills 4. Illustrate comprehension on reading passages on a variety of topics 5. Apply syntax and grammar rules to written and spoken English
Part Two: Topics and proficiency using more advanced vocabulary, grammar, and syntax than Part One 1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips 2. Speak on everyday topics and refine pronunciation 3. Expand academic and practical vocabulary using vocabulary acquisition skills 4. Understand reading passages on a variety of topics 5. Apply syntax and grammar rules to written and spoken English

ESL 337: English Pronunciation 1 (3 units)
Course Description
Students are introduced to articulatory phonetics and basic intonation, stress, and rhythm patterns of English. Students will study the place and manner of the articulation of the sounds of English and spelling patterns for vowel and consonant sounds. Students will also be introduced to rhythm, stress, and intonation patterns, in English. Concurrent enrollment in (ESL 332 or ESL 333 or ESL 334) and ESL 207 is strongly recommended.

SLOs
Pronounce clearly the letters of the alphabet and the consonant and vowel sounds of English.
Pronounce clearly the letters of the alphabet and the consonant and vowel sounds of English.
Recognize and produce rhythmic patterns in common phrases.
Use technology to improve articulation, aural discrimination, and oral production of speech.

To Become:
ESL 357: English Pronunciation 1 (3 units)
Course Description
Students are introduced to articulatory phonetics and basic intonation, stress, and rhythm patterns of English. Students will study the place and manner of the articulation of the sounds of English and spelling patterns for vowel and consonant sounds. Students will also be introduced to rhythm, stress, and intonation patterns in English.

SLOs
Pronounce clearly the letters of the alphabet and the consonant and vowel sounds of English.
Use correct stress and intonation patterns in phrases, simple sentences, and simple questions.
Recognize and produce rhythmic patterns in common phrases.

Use technology to improve articulation, aural discrimination, and oral production of speech.

The Following Courses will not be offered in Spring 2020 and beyond in order to comply with AB705.

ESL 345: Basic Writing Skills 1 (4 units)
Course Description
ESL 345 is a novice-high grammar and writing course for non-native speakers of English. Students will study the grammar and syntax of written discourse in sentences and short passages. Students will learn how to write, revise, and edit a variety of sentences and short paragraphs.

SLOs
Demonstrate sentence variety and grammatical accuracy in writing at novice-high language proficiency.
Compose simple narrative, descriptive, and expository paragraphs at a novice-high level of language proficiency.
Use technology for writing and review of grammar.
Revise and edit compositions at a novice-high level of writing proficiency.

ESL 346: Basic Reading Skills 1 (3 units)
Course Description
ESL 346 is a novice-high reading course for non-native speakers of English. Students learn comprehension skills such as identifying and distinguishing main ideas and details and finding meaning of new words through context clues. Students also develop post-reading strategies such as paraphrasing important information and brief writing responses to readings.

SLOs
Use pre-reading strategies to predict content.
Apply reading skills to comprehend a reading passage at a novice-high level of reading proficiency.
Use post-reading strategies to respond to a reading at a novice-high level of reading proficiency.
Use effective strategies to acquire and retain vocabulary at a novice-high level of reading proficiency.
****Refer to Proficiency Descriptors in 8a; Course Content section**

ESL 347: Basic Listening and Speaking 1 (5 units)
Course Description
ESL 347 is a novice-high listening/speaking course for non-native speakers of English. Students will learn listening skills such as listening for main idea and details, phonemic differences, intonation and stress patterns, and sound reductions. Students will also learn speaking skills at novice-high level of restatement of important information, use of key words and phrases in questions and statements, description of speakers' opinions and feelings, and pronunciation of phonemic pairs, stress patterns, and sound reductions.

SLOs
Use effective conversation techniques to exchange information and ideas at a novice-high level of speaking proficiency.
Identify main ideas and targeted content from a listening segment or speaker at a novice-high level or listening proficiency.
Deliver simple oral presentations to a small or large group at a novice-high level of speaking proficiency.

ESL 340 Level will be replaced with Non Credit Classes.

ESL 341L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate language skill development for students enrolling in the ESL entry level courses by providing computer-assisted language instruction and workbooks. Students will work on an individualized basis, with assistance from staff as needed, to enhance language skills. It is highly recommended that students be enrolled concurrently in any ESL 340 series course. Repeatable to a maximum of 1.0 unit.

SLOs
Part One:1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English
Part Two: Advanced topics and proficiency using more complex vocabulary, grammar, and syntax than Part One1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls, radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English

To Become: ESL 342L: ESL Skills Development Lab (.5 – 1 unit)
Course Description
The content of this lab will facilitate language skill development for ESL students at a beginning level by providing computer-assisted language instruction. Students will work on an individualized basis with assistance from staff as needed to enhance language skills. This lab is repeatable to a maximum of 1.0 unit

SLOs
Part One: 1. Demonstrate spoken English in realistic language situations such as authentic dialogues, telephone calls,radio programs, and video clips 2. Make use of speech on everyday topics and refine pronunciation 3. Build academic and practical vocabulary using vocabulary acquisition skills 4. illustrate understanding of reading passages on a variety of topics 5. Apply syntax and grammar rules to written and spoken English
Part Two: Advanced topics and proficiency using more complex vocabulary, grammar, and syntax than Part One 1.Demonstrate understanding spoken English in realistic language situations such as authentic dialogues, telephone calls,radio programs, and video clips 2. Make use of speech on everyday topics and refine pronunciation 3. Improve academic and practical vocabulary using vocabulary acquisition skills 4. Illustrate understanding of reading passages on a variety of topics 5. Apply syntax and grammar rules to written and spoken English

ESL 502: Basic ESL Skills 1 (5 hours per week)
Course Description
ESL 502 is a non-credit high-beginning level ESL course designed to improve students' listening, speaking, pronunciation, grammar, and vocabulary skills. Students will learn how to pronounce basic words correctly, engage in basic communication with others, understand/use basic grammar structures, and acquire/expand basic vocabulary.

SLOs
Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions

Listen and understand words, phrases, and sentences in basic daily conversation
Respond appropriately to comments and questions in basic conversation

ESL 504: Basic ESL Skills 2 (6 hours per week)
Course Description
ESL 504 is a non-credit high-beginning level integrated ESL skills course with strong emphasis on basic reading, writing, grammar, and vocabulary. Students will learn to comprehend frequently used words in context, use learned phrases and sentences to express ideas in basic writing, understand basic grammar structures, and read simplified material.

SLOs
Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency
Identify the main idea and supporting details in short paragraphs
Write grammatically correct high-beginning level sentences

ESL 523: English for Job Searching (3 hours per week)
Course Description
This non-credit course is designed for students at an intermediate level of proficiency in English. The course will provide students the English language skills and knowledge needed to successfully search and apply for a variety of jobs in California as well as in the United States, using the latest technology and traditional methods. A combination of reading, writing, listening, and speaking skills will be practiced.

SLOs
Use writing language skills to complete a job application
Demonstrate effective job interview language through practice and role playing exercises
Demonstrate an intermediate level of competency in writing resumes, cover letters, business letters, and documents
Demonstrate an intermediate level of competency in understanding and producing English syntax and vocabulary used in the business world in both oral and written form

ESL 506: Introduction to Citizenship (3 hours per week)
This course is designed for students at the beginning level of English acquisition. The content includes the steps to become a citizen and the study of U.S. History and Government as they relate to the citizenship exam. This course provides instruction in reading and writing, sentence structure, and conversation skills in order to prepare for the U.S. Citizenship interview and test or transfer to the Advanced Citizenship class.

SLOs
Write short dictated English sentences that are grammatically correct.
Respond to questions orally about their citizenship application (N-400) and commitment to the United States.
Answer 20 questions orally about US government, history and geography in grammatically correct English.
Ask for clarification during the interview.

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).
Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

N/A

4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

ESL 302 and ESL 91

ESL 302 and ESL 91 continue to be innovative in that both classes integrate reading and writing skills at the advanced and high advanced ESL levels. Previously, ESL 302 and ESL 91 were taught as separate 3-unit reading and writing classes. However, research indicates that ESL students learn more effectively when reading and writing skills are taught together using an integrated approach. As a result, the ESL department at Evergreen Valley College merged these classes into one seamless class at each level. In both ESL 302 and ESL 91, students read challenging texts and articles and then write essays based on these readings. This approach helps students to learn reading material more profoundly and also helps students with grammar, sentence structure, organization, and idea development in their essay writing. When combined with the ESL writing seminar, these classes offer one of the most innovative ways of learning high level English reading and writing skills in the Bay Area.

ESL 302L and ESL 91L: Writing Seminar

This unique lab created just for ESL 302 and ESL 91 offers students practice in writing five paragraph essays and concise summaries. It is unique because students get one on one feedback from an ESL instructor every other week on essays and summaries students write in the lab. No other lab in the Bay Area offers students this same intensive one on one time with a professor and this same individualized feedback. The ESL Writing Seminar is truly one of a kind.

ESL 340, 330, 320, and 310 Skills Lab

Our ESL skills lab features the award-winning software—English Interactive—which seamlessly incorporates all four language skills in a high interest, integrated curriculum. Each level of the program focuses on a story line with characters from various backgrounds meshed into complex interactions among characters. This complexity simulates real-life setting for students to practice their English skills and become involved with the character development which increases their learning motivation.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

Once ESL is able to update all courses, we would like to create a certificate program for each level of ESL completed by the student. This would mean students could obtain a 350 level certificate, a 360 level certificate, a 370 level certificate, a 380 level certificate, and a 390 level certificate.

Students at EVC have a variety of goals. Some students want to learn English to get along in their new home more comfortably. Some students want to be able to speak English to find a job or help their children with homework and talk to their children's teachers. Some students want to learn English so that they can graduate from college with a degree.

Since not all of our students have a goal to transfer to a four year college, the ESL department would like to create a

way to recognize student achievement. We would like to offer certificates to students who complete each level of ESL coursework. In this way, students who do not have graduation or transfer as a goal can still mark accomplishments by earning certificates of completion for each level finished successfully. Students could then present these certificates to employers to show educational progress and achievement as a way to help them get a job or a promotion or be able to volunteer in a child's school.

We are still working on developing this idea further and will discuss it more when we complete the process of updating all our courses at EVC.

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6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

N/A

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7. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.
   N/A

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2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

ESL full time and part-time faculty have been involved in assessing student learning outcomes regularly each semester. The following charts represent faculty assignments for each course for the past 8 semesters. Full time and part-time faculty have collaborated whenever possible to complete assessments in multiple sections of the same course and discuss findings and implications for future instruction. Please see a record of faculty assignments for SLO assessment as given in the chart below provided by Dean Kravitz.

ESL	Fall 2015	Spring	Fall 2016	Spring	Spring	Fall 2018	Spring	Fall 2019

	2016		2017		2018		2019	
91	Longacre	Banh	Longacre	Banh	Banh	Longacre	Banh	Cohen-R
302	Strickland	Strickland	Strickland	Strickland	Cohen-R	Strickland	Salonga	Salonga
312	Salonga	Salonga	Nguyen	Salonga	Salonga	Salonga	Salonga	Salonga
313	Longacre	Burke	Bell	Han		Cohen-R	Cohen-R	Longacre
314	Burke	Dorais	Burke	Banh		Burke	Longacre	Burke
316	Bell	Longacre	Strickland	Longacre	Longacre	Salonga	Nguyen-J	Nguyen-J
317	Velez	Velez	Velez	Salonga		Longacre	Grenier Pino-Silva	NA
322	Jardin	Salonga	Cohen-R	Cohen-R		Strickland		Salonga
323	Jardin	Han	Jardin	Longacre	Jardin	Jardin	Jardin	Jardin
324	Burke	Burke	Burke	Cohen-R	Burke	Burke	Burke	Nguyen-J
327	Lawson	Longacre	Lawson	Longacre	Longacre	Longacre	Longacre	NA
332	Han	Han	Han	Strickland	Strickland	Han	Cohen-R	Burke
333	Jardin	Kallen	Jardin	Burke		Jardin	Bell	Jardin
334	Han	Jardin	Cohen-R	Han	Nguyen	Cohen-R	Strickland	Cohen-R
337	Han	Lawson	Longacre	Cohen-R		Han	jardin	Banh
345	Strickland	Burke Pino-Silva	Han	Burke	Burke	Longacre	Lawson	Burke
346	Banh		Longacre	Han		Banh	Burke	Cohen-R
347	Banh	Banh	Banh	Banh	Cohen-R	Banh	Banh	Banh
502							Strickland	Nguyen-J
504								Banh
labs (not 91L)				Strickland		Strickland	Longacre	Longacre
91L				Longacre		Han	Newman	Longacre
302L							Nguyen, W.	

As a faculty, we have been focused on improving outcomes for students of our two highest level integrated reading and writing ESL courses that lead to English 1A. These courses are ESL 302 and ESL 91. We are hoping to improve success rates in these courses, particularly on the board graded final exam that we have long done in cooperation with the English department. To that end, we have examined assessment data for ESL 302 and ESL 91 and recently started a discussion/working group of faculty teaching these courses. A workshop for ESL 302/91 courses has been scheduled for Friday, March 27, 2020 on our Professional Development Day (PDD).

It is worthwhile to analyze some assessment data for our two highest level reading/writing courses (ESL 91 and ESL 302) in this report since it is the focus of our attention and concern.

ESL 91:

In 2016, a standard essay in one class received the following scores from a total of 29 students:
A+ (1)
A (3)
B (8)
C (7)
D (8)

F (2)

This indicates that 19 students passed their essay assignment while 10 students did not receive passing scores. This means that the pass rate for essays in 2016 in this particular set was 66% and the non-pass rate was 34%.

By contrast, our latest data from 2019 show a different picture. In a class of 19 students, 17 students received passing scores while just 2 students did not pass the essay assignment for evaluation. This means the pass rate was 89% and the non-pass rate was 11%.

Of course, it is difficult to know what could have contributed to such striking improvement, but one very obvious fact is different class size. The class in 2016 with a pass rate of 66% had 29 students while the class in 2019 with a pass rate of 89% had just 19 students. We in ESL have long argued that smaller class sizes create better and more valuable learning opportunities for students. It is worth exploring further how class size might affect different ESL 91 classes going forward. For example, we should study student results/grades and take into account the number of students per class. If we can find a pattern of better student performance with smaller class sizes, this might indicate that lowering class sizes would be worthwhile for the highest level reading/writing courses.

In addition, our department might also want to find ways to lower student-teacher ratios by having tutors assisting in the classroom for all ESL 91 courses. With AB705 requiring new and innovative strategies for increasing student success rates in ESL courses, our department may want to try embedding tutors in all ESL 91 courses over a year to see if success rates improve in any of the SLOs.

ESL 302

With changes due to AB705, the ESL department just completed its first board graded final exam for ESL 302 without the cooperation and coordination with English 330. Our English course counterpart has been eliminated. As a result, the ESL department organized and carried out our first ESL only board graded final exam. It is worth comparing the results of this latest exam to previous ones.

In Fall 2011, 272 students took the board graded final exam. This includes English 330 and ESL 302 students**. A mean score of 7.29/12 or C+ was recorded in this test result. We do not have data from this assessment that isolates ESL 302 students' scores.**

We were able to isolate ESL student data for three recent semesters with the following results.

In Fall 2017, a total of 67 ESL students took the board graded final exam along with English 330 students. **These ESL students had a mean score of 6.72 or D.**

In Spring 2018, a total of 75 ESL students took the board graded final exam along with English 330 students. **These ESL students had a mean score of 7.67 or C+**

In Fall 2019 (the first time we gave the board graded final exam only to ESL students), a total of 91 ESL 302 students took the board graded final exam. **A mean score of 6.8 or D+ was recorded in this test result.**

Aside from a bump in results for Spring 2018, ESL students seem to fare consistently low (D) on the board graded final exam. The ESL department should continue to explore better ways to help students succeed on these challenging in class essay timed writing assignments. Aside from Spring 2018, ESL students seem to be stuck with a D+ average, which is not an adequate result. We need to have further conversations about techniques that help students write more effectively. In addition, we should explore how the ESL 320 lab could be enhanced to further support student learning and success.

Recent Activities:

During PDD for January 2019, ESL faculty attended an AB705 writing lab workshop sponsored by the English department. ESL faculty learned about different options for English 1A students in the writing lab and how these options might apply to ESL students mainstreaming into English courses. This workshop helped ESL instructors determine how to tailor instruction to better facilitate the transition of ESL students into English 1A courses and writing labs.

ESL Meeting Minutes for November 13 also shed light on our most recent discussion regarding SLO assessment. It should be noted that faculty have been more concerned with SLO reporting procedures than with focusing on SLO assessment results themselves. This shows our difficulty with correctly creating SLO matrices and having these matrices approved rather than with focusing on assessment outcomes, which really should be the focus of our time and energy.

ESL Department Meeting 11/13 – C101B 1:45 – 3:45 pm.
Present: Kelly Nguyen-Jardin, Rachel Cohen-Reyes, Leticia Burke, Phuong Banh, Ken Jardin, Richard Longacre

1. Discussed SLO assessment concerns that the website isn't clear with several matrices listed for many courses. Instructors have to download all matrices and save to a PC in order to open and see which matrix is most current. Instructors are not able to see any matrix by directly clicking on the link. Some computers, if older, do not open the matrix at all. We therefore cannot easily see SLO assessment data on the EVC website. Very time consuming with too many steps.
2. ESL has so many classes, it is difficult to assess every section of every course. We are not like other departments that offer only 5 to 10 classes. We have more than 20 offerings each semester.
3. ESL faculty are concerned that SLOs are not assessed when part-time instructors teach all sections of a class for a semester. Part-time instructors are no longer paid to conduct SLO assessment. This leaves gaps in our data.
4. Instructors feel more concerned with producing a complete matrix since this is not an easy task. The matrix is very small and hard to see. Data must be copied and pasted. The process is very time-consuming. Instructions are not necessarily clear. Instructors spend more time worrying about producing a matrix for the website than discussing/analyzing data. The process needs to be easier and more efficient to give instructors more time to actually discuss data.
5. The ESL department intends to invite the SLO coordinator to a meeting in spring 2020 to clarify procedures and express concerns.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

As a result of SLO assessment, ESL faculty have referred students who do not meet certain outcomes to Early Alert for interventions. Once referred to Early Alert, students receive extra tutoring and academic counseling, increasing their

chances of success.

As a result of SLO assessment, ESL 91 instructors determined that students performed better in writing tasks if allowed to choose between several options for topics. Two ESL 91 instructors now offer two or more articles per each analysis essay assignment for students to choose from. Students have higher pass rates on these essays since implementing this change.

As a result of SLO assessment in one ESL 91 class, an ESL instructor found that 9 out of 24 students did not pass the first in-class essay assignment. Consequently, the instructor contacted William Nguyen, Coordinator of the Tutoring Center, to arrange for a senior ESL tutor to come to class and schedule appointments for additional tutoring help for those struggling students who wanted it. Seven students out of twenty-four signed up for this additional tutoring, including some of the struggling students. All students met with the tutor approximately four to five times for the rest of the semester. Of the seven students who met with the tutor, all passed the ESL 91 board graded final exam.

ESL Faculty continue to plan workshops for ESL 302 and ESL 91 for Professional Development Days to share SLO data, share techniques, and find strategies to improve student retention, persistence, and success at the two highest levels of ESL.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

Full Time Faculty:

Stephen Blades

1. B.S., M Ed., Oregon State University

2. Language Arts: ESL/English, Counseling and Guidance, Psychology (Medical Behaviorism)/Psycholinquistics, Critical Thinking, and Screenwriting.

3. One of my areas of expertise via the Institute for Brain Potential (IBP) is a science-based approach toward identifying and working with student learning modalities in the classroom for digital natives.

4. I have attended seminars/workshops/lectures in the following areas: screenwriting, neuroscience, culinary arts, art (two and three dimensional) to name a few. The information I have learned is and has been applied to teaching in the classroom.

Leticia Burke

1. M.A. TESOL, San Jose State University, B.A. Developmental Studies, UC Berkeley, Certificate in Teaching Post Secondary Reading, San Francisco State University

2. English as a Second Language, Generation 1.5, Service Learning, Learning Communities, and Developmental Reading.

3. I use my experience as a daughter of Mexican immigrants in a Spanish-speaking home environment to direct and inspire students to better understand how to use the English Language effectively. I use my participation in a twelve month student exchange program to Thailand while living with a Thai host family and completion of a university-level semester abroad at Pontifica University in Rio de Janeiro, Brazil to motivate students to adopt successful learning strategies while learning academic English. I have developed a whole new level of ESL courses—ESL 345 Basic Writing Skills 1, ESL 347 Basic Listening & Speaking 1, and ESL 346 Basic Reading Skills 1 in order to enhance student success at the novice-high level of the ESL program. I have also served as the ESL Department Representative in the All-College Curriculum Committee updating 14 Course outlines. I have taught two ESL learning communities with Ken Jardin and Richard Longacre. I have taught 9 ESL courses that integrated service learning options for students through a partnership with the Second Harvest Food Bank.

Phuong Emily Banh

1. MA TESOL, Graduate Certificate in Teaching Composition—both from San Francisco State University (1995)

2. ESL and English

3. Since August 2008, besides teaching a full load each semester, I have participated and worked in capacities that extend beyond the classroom and ESL Department. Since 2008, I have chaired Matriculation and Student Success Committee, and in 2010 I co-chaired Achieving the Dream Committee. Therefore, most of my contributions have centered on student success initiatives at the college level and not specifically for the ESL program.

Rachel Cohen-Reyes

1. MA TESOL San Jose State University.

2. ESL

3. I am currently serving the ESL department as a full-time instructor and also ESL Coordinator. I have created one online class and am set to introduce a second online class in Spring 2020. I also contribute to the board graded final exam for ESL 302 and ESL 91.

Helen Han

1. Helen Han, M.A. TESOL NYU 1987

2. Area of expertise: ESL

3. I teach all skills at all levels of the Evergreen Valley College ESL program. I keep current of latest developments in second language acquisition research and developments through journals, seminars, conferences and collegial interactions. I attend regional and national professional conferences in the teaching of ESL as well as in English language, literature and composition. I am active in department/division-wide efforts to update curriculum and course outlines as well as campus-wide efforts to apply appropriate SLOs to all courses, syllabi and programs. I have been a sitting member of the Scholarship committee and am currently on the Staff Development committee. I have served a term on the Academic Senate and has been a member of the Facilities and Safety committee for two years. I was the Listening/Speaking representative for the Communications Across the Curriculum initiative for two years and was active in Learning Communities with fellow ESL colleagues for two semesters.

4. The professional development aspired to has been to keep abreast of the latest theoretical and practical aspects of teaching English as a Second Language to speakers of other languages. In an effort to achieve this goal, I am currently on sabbatical for the 2019/2020 academic year.

Kenneth Jardin

1. MA Linquistics, BA French

2. ESL and French

3. I have a very high rate of retention.

4. Frequent conference attendance, courses completed in technology, online teaching.

Richard Longacre

1. MA TESOL - School for International Training, 1996

2. Graduate Certificate in the Teaching of Composition - San Francisco State University, 2014

3. ESL and English

4. Currently holds the position of Lead Faculty for ESL Lab

5. Presently serves on Institutional Effectiveness Committee and the Student Grievance Committee

6. Actively involved in the preparation and implementation of AB705

7. Served as the Writing-Across -the- Curriculum Consultant for two years

8. Taught several learning-community classes

9. Integrated service-learning in an advanced ESL course

10. Taught ESL in Mexico (three years) and Japan (seven years)

Kelly Nguyen-Jardin

1. MA TESOL – SJSU, 2008.

   BS Business Administration – SJSU, 2001.
2. ESL and Vietnamese

3. As full-time tenured track faculty having FSAs in both ESL and Vietnamese, I'm currently serving as the leader of the Vietnamese Translation and Interpreting Program task force. Our goal is to complete the development of the program by Fall 2020 and to offer the classes to our students in the Spring of 2021.

   This semester, Fall 2019, is my 2nd year serving as a sitting member on the Student Success Advisory Committee.
   I have been a member of the Non-credit task force since December 2017 and a certified CASAS proctor.

I'm currently an active member of the AB 705 task force.

I have extensive knowledge and experience with Intensive English Programs where integrated instruction is emphasized. I'm also a certified TOEFL administrator.

Lana (Hyeseong) Strickland

1. MA in TESOL and MA in English Literature.

2. Composition, Reading, Listening and Speaking, Pronunciation, Grammar, accelerated courses, ESL Lab, Writing Center, Curriculum Development, Innovative Classroom Teaching Materials and Instruction.

3. As a tenured faculty with the FSA in both disciplines (50%/50%), English and ESL, I serve as a liaison between two departments. I have made adjustments to both programs in order to maintain consistency in the level of rigor and standards. To that end, I have developed the ASPIRE Program, English 1L, English 341, and ESL Lab Writing Seminar. I teach in both disciplines. I attend department/division meetings regularly, participate in adjunct hiring committees, collaborate with SJCC for enhancing ESL Lab curriculum, and fulfill other committee duties. As an ESL Lab instructor for the past 5 years, I have developed lab assignment sheets, improved the ESL Lab program each semester, and interact with students to assist and resolve challenges that occur in the ESL Lab. I am currently on sabbatical for the 2019/2020 academic year.

Currently, ESL faculty serve across campus to help achieve greater student success. ESL faculty serve on the Academic Senate, Curriculum Committee, Institutional Effectiveness Committee, Scholarship Committee, Staff Development Committee, Facilities Committee, Student Success Advisory Committee, Student Grievance Committee, multiple tenure review committees, screening committees, the Early Alert Program, the Assessment Task Force, and the Non-Credit Task Force. ESL faculty are integrally involved in campus activities and initiatives.

Part Time Faculty List

Last Name	First Name	Hiring Date
Antonini de Pino	Maria	8/1/2014
Arnao	Paul	8/1/2017
Bell	Lisa	8/23/2010
Chien	Sharon	8/1/2017
Dorais	Catherine	8/23/2010
Elasigue	Darlene	8/1/2019
Gagliardi	Jennifer	1/1/2018
Henninger	Michelle	8/29/2002
Jasper	Katherine	9/1/2001
Khuu	Ty	9/23/2008
Lawson	Erika	9/1/2001
McDonald	John	8/1/2017
Mohan	Neha	10/1/2017

Newman	Cheri	8/17/1992
Nguyen	Lynh	8/29/2002
Norment	Marta	8/30/2001
O'Neal	Karen	8/1/2012
Pino-Silva	Juan	1/1/2015
Reddy	Rebecca	1/1/2014
Ro	Minna	1/18/1996
Saeed	Maged	8/1/2019
Sanders	Kaye	9/3/1991
Smith	Antonio	8/1/2017
Tran	Anh	8/1/2019
Tyler	Huong	8/1/2014
Velez	Miriam	3/17/1981
Winiecki	Cecily	1/1/2013

The above part-time faculty make our program great with their experience, enthusiasm, dedication, and diverse backgrounds. Our part-time faculty mentor students and help them to achieve success. We are lucky to have such a dedicated and diverse group to meet the needs of our students.

2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.

Our department needs continued training in online instruction, AB705 implementation, ESL writer's workshop, integrated reading and writing courses.

We would like to use PDD days to train new ESL faculty in teaching techniques for integrated reading/writing courses as well as best practices for writer's workshops.

We need continued training for AB705 as we need to comply with this law by fall 2020.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the

budget in meeting the program's needs.

ESL Coordinator with 40% reassigned time:

The ESL department has recently gained a coordinator position with 20% reassigned time. However, this amount of reassigned time, while great appreciated, is still not enough to meet the tremendous needs of the ESL program. The ESL department at San Jose City College has a coordinator with 40% reassigned time. That coordinator has the following duties:

1. Serve as the primary author of the department Program Review2. Coordinate departmental activities designed to enable faculty to meet the proficiency level for SLOs by providing training and support for:
· Ensure that all SLOs for each course are assessed within a 4-year program review cycle
· Ensure a program level SLO is assessed each year.
· Dialoging on the assessment results and identifying gaps
· Reporting of SLO assessment results in campus-wide tool
· Using the results of dialogue for course and program improvement
· Ensuring that students demonstrate progress in attaining goals and purposes of courses and programs in which they are enrolled
· Monitor campus-wide reporting tool to insure 100% compliance
3. Coordinate adjunct faculty evaluations
4. Conduct Coordinator office hours
5. Schedule and facilitate monthly ESL Department meetings (develop agenda, facilitate meetings, publish meeting minutes)
6. Facilitate course development and revisions
7. Support Dean in adjunct faculty staffing decisions, including recruitment of adjunct faculty
8. Provide orientation to procedures to new department faculty
9. Support Dean in evaluating prerequisite challenges and recommending placement in ESL
10. Respond to email inquiries from SJCC website
11. Coordinate resource allocation request for department and facilitate follow up actions (ordering, purchasing, distribution of supplies and materials)
12. Serve as liaison for department and other campus departments (Counseling, Assessment and Testing, IT, etc.)
13. Ensure schedule of ESL courses in ESL program allow best prerequisite flow process for student (in line with Guided Pathways, AB705 goals)
14. Ensure the department is current and updated on noncredit issues and development through ESL participation in noncredit interest groups.
15. Oversee and mange ease of offering noncredit course
16. Respond to campus queries and need
17. Other duties assigned

With 20% reassigned time, the current coordinator only has time this semester to conduct meetings, spearhead program review, monitor and complete SLO assessment, schedule full time instructors for fall/summer 2020, and conduct a pilot the ESL self guided placement survey. However, with these enormous duties, there is no time for outreach to part-time instructors, training, or mentoring. To better serve the department, increased reassigned time is required for the coordinator position.

Mentoring Program: As detailed above, ESL programs at various colleges differ greatly, so any new instructor to a course needs to be mentored by other experienced teachers in order to fully understand EVC specific student needs, course standards, expected course contents, and administrative procedures. In the past, we had mentor-mentee projects in ESL and English where both parties observe each other's classes, provide feedback, and implement suggestions for higher student success and satisfaction. Providing a mentorship program for new ESL instructors will improve consistency in course standards, student retention and success. A budget set aside for this purpose is highly recommended.

SLO Assessment: Currently, only full time faculty may conduct SLO assessment; part-time faculty are not paid for their assessment efforts. This needs to change. Each semester, we have a handful of courses that are only taught by part time instructors. These courses need regular SLO assessment, and part time instructors need to be paid for their work outside of the classroom. As a result, ESL needs to budget for part-time instructors to complete SLO assessment for targeted courses each semester.

Compensation for Part time faculty to attend department meetings: Currently, part time ESL faculty are not compensated for attending ESL department meetings. If our goal in ESL is to have better instruction and communication in the department, then we need great participation of part time instructors in meetings/trainings on campus. As a result, ESL needs to budget for part time instructors to attend 3 - 4 ESL meetings per semester.

Compensation for faculty to work on the ESL Self Guided survey/AB705: Fall 2020 is the deadline for ESL to comply with AB705 in terms of course offerings and assessment. We need funding to help us with this effort.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.

The current and future technology needs for ESL students and the ESL Department remain tremendous.

First and foremost, ESL students continue to need access to computer stations with printers in order to complete school assignments. Many of our ESL students still do not have computers with Internet access at home, and they also do not have working printers. It is important that students have free access to these resources on campus in the library and in the ESL lab to be successful in their courses.

Second, the ESL department has long had a vision of having several classrooms that are dedicated to Listening/Speaking courses. These rooms would have computers so that students can record themselves talking and listen to the recordings. These rooms would be for ESL only and not shared with the English department.

Third, the ESL department continues to require smart classrooms with teacher computer/multimedia workstations with LCD projectors.

Finally, the ESL lab continues to need updated computer work stations for ESL lab course materials and a new LCD projector. Our ESL lab offers seven distinct sections divided by level and skill. Three of them are co-requisites for the most-advanced courses. Group orientations are given to hundreds of students at the start of each semester to review the syllabus, go over lab rules, and show how to access the software used in the lab. Currently, we have no LCD projector to present the abundance of all this crucial information. This makes sharing the information quite cumbersome. Some students, especially those with minimal English skills, have difficulty following the orientation

without viewing it on a large screen. Presenting the handouts on a document camera would provide the valuable visual reinforcement for student understanding. Moreover, demonstrating the use of the software on a large screen is even more essential. At present, we are forced to take each orientation group to an individual station and huddle around a small computer screen to show how to access and use the software. With larger groups, some students are not able to view all that is presented, thus causing them to be unprepared to begin their lab work. A computer, document camera, and LCD projector would also provide an opportunity to expand student learning in the lab. Special workshops could be offered during the semester as an added support for student success.

Finally, both full-time and part-time faculty continue to require up to date computer work stations with Internet and printers in order to create lessons and activities, email colleagues and students, and complete their work in an efficient and timely manner. In particular, part-time instructors need office/work space to meet with students, communicate with students, hold office hours, and otherwise complete work duties.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

Since the beginning of the semester, the ESL department has worked closely with the SLO coordinator to ensure timely and complete assessment of all outstanding SLOs. In a meeting with the SLO coordinator on 11/14/2019, the ESL coordinator was notified that the following ESL courses were in compliance with SLO assessment: ESL 91, ESL 302, ESL 302L, ESL 310L, ESL 312, ESL 312L, ESL 313, ESL 314, ESL 316, ESL 317, ESL 320L, ESL 322, ESL 323, ESL 324, ESL 327, ESL 330L, ESL 332, ESL 333, ESL 334, ESL 337, ESL 341L, ESL 345, ESL 346, ESL 347. The SLO coordinator indicated faculty needed to complete SLO assessment this semester for the following courses: ESL 322, ESL 327, ESL 334, ESL 91, ESL 313, ESL 316, ESL 324, and ESL 345. With this information, the ESL faculty have sent completed assessment data for ESL 91, ESL 313, ESL 316, ESL 324, and ESL 322. We are still waiting for data for ESL 327 and ESL 345 at the time of writing this report. In other words, the only two courses we need to complete SLO assessment are ESL 327 and ESL 345.

On 11/20/2019, the SLO coordinator wrote a new email explaining that ESL faculty need to edit/modify 30 SLO assessment matrices already approved and published on the EVC website. To be clear, the ESL department does not believe we need to change/alter/edit/modify already approved and published ESL matrices which appear on the EVC website. However, if work needed to be done, we should have been informed about this earlier in the semester when there was still time. The matrices the SLO coordinator has suggested for changes were the very ones on her list as in compliance on 11/14/2019.

The conflicting and unclear messages received by the ESL department have made SLO assessment confusing and difficult this semester. We need clear and timely instructions to be able to complete SLO assessments correctly. ESL faculty have worked hard this semester to complete all necessary assessments in time to meet ESL Program Review deadlines. Should the IEC require detailed documentation of work done, the ESL coordinator is able to provide any and all records.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.		
Faculty and staffing requests 2019-2020 2019-2020	Ongoing Budget Needs: AB705 training for part-time instructors still a need. Request for part-time instructors to attend ESL department meetings each semester for a total of $20,000 requested to be able to have better communication/training in the department. One-time Expenditure: $523.00 for SLO assessment by adjunct faculty where no full-timers is teaching the course. $2,615.00 for placement issues	Request linked to: SLO/PLO #: **SLO Assessment** Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: **Part time faculty training/meeting time to better coordinate initiatives within the department.** Achievement of program set standard for student success**: improve placement tool**
Facilities	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant) (Also discuss how long the technology you are requesting will be viable; how frequently will this technology need to be replaced; also discuss any issues surrounding disposal of requested technology items).	Ongoing Budget Needs: One-time Expenditure: computer station for faculty to use in the ESL lab is needed. 2019-2020 request. $2,000.00	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: **improve student learning**

Equipment/Supplies	Ongoing Budget Needs:	Request linked to:
		SLO/PLO #:
	One-time Expenditure:	Strategic Initiatives (student centered, organizational transformation, community engagement):
		Improving Student success rates:
		Achievement of program set standard for student success: