Program Review Comprehensive Report

NORCO COLLEGE

Program Review - Instructional: English as a Second Language

Supplemental Reports and Attachments

2014 - 2017

Comments or Notes: NCB ENTERED
Attachments:
2014_17_ESL_CurriculumRPT.pdf
2014_17_ESL_SuccessEfficiencyRetentionRPT.pdf
2014-17_INSTRUCTION_ESL_ResourceRequests.xlsx
2014-17_ESL_SLO_DISCIPLINE.pdf

Program Trends and Updates

2014 - 2017

Program Update Section
Has your unit shifted departments in the PAST 4 years?: No
Do you anticipate your unit will shift departments in the NEXT 4 years?: No
New certificates programs created by your unit in the PAST 4 years?: No
New certificate programs anticipated by your unit in the NEXT 4 years?: No
Substantial modifications made to certificates/degrees in the PAST 4 years.: N/A
Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.: N/A
Activities in other units that impacted your unit in the PAST 4 years.: N/A
Activities in other units that impacted your unit in the NEXT 4 years.: The ESL Discipline needs to provide ongoing assessment of transitioning ESL students to transfer level English 1A and develop a mechanism to bridge the gap between ESL 55 and English 1A.
Previous Program Review Resource Requests
Resource Requests Received: N/A
How did the resources received impact student learning?: N/A
If you requested resources but did not receive them, how did that impact student learning?: N/A
Program Data Highlights Section
COR Review: All COR's are current.
Program Metric Highlights: RCCD-ESL Position Statement on AB 705

Spring 2018

AB 705, signed by the Governor on October 13, 2017, took effect on January 1, 2018 with three key guiding principles (CCC, 2018). First, this bill mandates that a community college district "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe" (AB 705, p. 91). It is important to note that this one-year timeframe does not apply to the ESL discipline. According to AB 705, "instruction in English as a second

language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above"(CCC 2018, p.3). Moreover, legislative advisory group is currently working on defining AB 705's implementation for ESL students. Second, the bill requires that a community college district use multiple measures (e.g. high school coursework, high school grades, high school grade point average or other assessments or combinations thereof) in the placement of students into English and math to optimize student success in completing transfer requirements. Third, the implementation timeline for Spring 2018, Fall 2018 and Spring 2019 stipulates specific responses by all California community colleges.

The RCCD-ESL Discipline has delineated the actions taken collectively to address AB 705. The RCCD-ESL Discipline has engaged in the following areas, echoing AB 705 implementation guidelines. In Spring 2018, the RCCD-ESL Discipline was mindful of the importance in utilizing high school data central to assessment and placement process. However, when such information was not available, the RCCD-ESL Discipline continued with the process of validating the Proficiency Test of English as a Second Language (PTESL) through the California Chancellor's Office. The PTESL had undergone a thorough cultural bias study as well as tests in the areas of content validity, construct validity, criterion-related, and face validity. As a result, the RCCD ESL Discipline promotes multiple measures, including the PTESL, for appropriate placement. During Spring 2018, district-wide Discipline engaged in professional workshops to promote student learning and acceleration in current courses. The Discipline has also engaged in discussions in curricular shifts in ESL and contacted other colleges regarding the implementation of AB 705. Furthermore, the Discipline initiated curricular exploration and development consistent with the spirit of AB 705 to promote accelerated learning and transfer-level preparation.

Therefore, the RCCD-ESL Discipline will continue to engage in the following activities:

1.   Research best practices and other institutions' ESL course offerings and strategies in response to AB 705.
2.   Create non-credit to support existing academic courses and career pathways.
3.   Provide ongoing assessment of transitioning ESL students to transfer level English 1A.
4.   Develop a mechanism to bridge the gap between ESL 55 and English 1A.
5.   Work with English Discipline to develop activities and resources for ESL students in English 1A and co-requisite English 91. This may entail workshops with the English Discipline faculty to recognize non-native speaker's language acquisition within English courses and share strategies for addressing those areas.
6.   Revise course outlines for ESL 53, 54, and 55 to incorporate essential skills such as reading, vocabulary development, and oral skills.
7.   Continue with MMAP and PTESL for most appropriate placement.
8.   Research and follow the forthcoming best practices/recommendations of the AB 705 ESL Advisory Group.

Assessment Report Highlights: ssessment is ongoing. However, some assessment results cannot be entered because SLO's listed for some classes here are old and need to be updated in the system.

Program Goal: Goal #1

Respond to AB 705

Goal Status: In Progress
How do your goals support the Educational Master Plan?: Increase student achievement and success
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 2 Objective 1:

Activities

2018 - 2019 - Research best practices and other institutions' ESL course offerings and strategies in response to AB 705.
 Research and follow the forthcoming best practices/recommendations of the AB 705 ESL Advisory Group.
 Revise course outlines for ESL 53, 54, and 55 to incorporate essential skills such as reading, vocabulary development, and oral skills (Active)

Program Goal: Goal #2

Participate in ABout Students Consortium (AB86) at district and college levels by collaborating in ESL work groups and working with administration and adult schools to implement the strategies from the Plan.

Goal Status: In Progress

Program Review - Instructional: English as a Second Language

Goal Year(s): 2014 - 2017
How do your goals support the Educational Master Plan?: Increase student achievement
Strengthen student learning
Create community partnerships
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 9: , Goal 1 Objective 10: , Goal 2 Objective 1: , Goal 2 Objective 2: , Goal 2 Objective 3: , Goal 2 Objective 4: , Goal 2 Objective 5: , Goal 2 Objective 6: , Goal 3 Objective 1: , Goal 3 Objective 2: , Goal 3 Objective 3: , Goal 3 Objective 4: , Goal 3 Objective 5: , Goal 4 Objective 1: , Goal 4 Objective 2: , Goal 4 Objective 3:

Activities

2017 - 2018 - Meet with ESL colleagues from adult school (Active)

2018 - 2019 - Align the process of student transitioning from adult school to college (Active)

Program Goal: Goal # 3

Continue to assess courses

Goal Status: In Progress
Goal Year(s): 2014 - 2017
How do your goals support the Educational Master Plan?: Increase student achievement and success
Strengthen student Learning

Activities

2018 - 2019 - Keep more detailed records on how the assessment informs teaching (Active)

Program Goal: Goal # 4

Maintain communication with adjunct faculty

Goal Status: In Progress
How do your goals support the Educational Master Plan?: Strengthen our commitment to our employees

Activities

2018 - 2019 - Include adjunct faculty in decision-making process Invite adjunct faculty to ESL meetings and grading/assessment sessions. (Active)