

# Skyline College

## *English for Speakers of Other Languages*

### Program Review

### Executive Summary



## Short Summary of Findings

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The ESOL department has two full-time faculty, eight adjunct faculty, and an average of 440 students. The department is central to the success of many departments on campus and provides a much-needed service to the community. The ESOL department has made many achievements in the last six years in the areas of 1) reclaiming courses once taught outside of the department, 2) revising and modernizing course delivery, 3) embracing technology in teaching, and 4) lowering enrollment barriers for students. The ESOL 400 composition class has increased in rigor, yielding identical ENGL 100 pass rates to students who took ENGL 846. The creation of the English Language Institute in 2009 brought dedicated counseling and support to ESOL students. ESOL is often asked to collaborate with other departments to increase the level of success for nonnative speakers across campus, but lack of full-time staffing hinders progress. Goals for this next cycle of program review are 1) to hire two more faculty over the next six years, 2) create more cohesion and similarity in textbook choices, 3) incorporate the skills of Listening & Speaking into the placement process and criteria for passing into levels, and 4) continue work on aligning the evening program with that of the day.

## Three Strengths of the Program

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- The ESOL department is forward-thinking and innovation-minded, working constantly to increase ESOL student success.
- The ESOL department is progressive and responsive in curriculum development and revision.
- The ESOL department is well-connected and collaborative with on-campus and off-campus groups.

## Three Suggestions for Improvement

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- The ESOL department needs to hire two more faculty in the next six years to continue to serve students at the level of need.
- The ESOL department needs to integrate Listening & Speaking fully into the curriculum, course placement criteria, and level proficiency criteria.
- The ESOL department needs to create more cohesion and alignment among courses and between the day and evening programs.

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### *Full-Time Faculty Signatures*

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*Garry Nicol, Professor*

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*Leigh Anne Shaw, Associate Professor*

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**Submitted on:** March 28, 2012

# SKYLINE COLLEGE

## PROGRAM REVIEW SELF STUDY

### PART A: Mission Effectiveness

#### Overview

1. *State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The ESOL department is a watershed department that provides language proficiency to nonnative speakers. The department's mission statement is "to develop English language competence in speakers of other language to support academic college study, pursuit of vocational certificates, enhancement of career options, and increase in civic engagement."

The ESOL Department's Program Student Learning Outcomes (PSLOs) are as follows:

"Upon completion of the ESOL program, students will be able to

- a. Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.
- b. Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.
- c. Listen effectively and consistently produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations."

The ESOL Department's mission statement and PSLOs directly reflect the values of Skyline College as stated in the College's Vision Statement in that the department "strives to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment." The Department's vision directly reflects the College's mission statement in that it is

"committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society."

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

Serving an average of 440 students, the ESOL department has the potential to impact every program on campus whose enrollment includes nonnative English speakers. With a strong ESOL department and several sections of instruction offered at each level, a steady stream of students can fill courses in every department. The ESOL department has engaged in campus-wide collaborations including the following:

- Work with the ENGL department in Fall 2007 and Spring 2008 to examine the level of rigor in the ESOL 400 course and align it with entry into the ENGL 100 course. This collaboration informed the creation of a rubric which is in use today.
- Campus-wide education of faculty and staff education on the issues of nonnative speakers in the classroom via two Flex-Day sessions;
- Collaboration with the Learning Center and the Student Activities Office in providing front-desk personnel to serve clients and students as part of the ESOL 803 Workplace ESOL course;

- Collaboration with Foreign Language on the successful creation of a Language Lab for use by Foreign Language and ESOL students;
- Creation of the English Language Institute (hereafter referred to as the ELI) and recruitment event called “Skyline ESL Registration Day” (formerly “Super Saturday”);
- ELI’s counseling for ESOL students; assistant anyone attempting to apply, take placement tests, and all the steps required to attend the college.
- Interdepartmental partnership and research among ESOL, Foreign Language, and the ECE departments on the Faculty Inquiry Network (FIN) grant from 2009-2011;
- Collaboration with the Early Childhood Education program to create an ESL for Child Care Providers course, offered initially in Fall 2011.
- Discussion with the Cosmetology department on support for nonnative speakers in Cosmetology classes. ESOL and COSM faculty attended a conference on contextualized learning; course support can be designed and provided when the logistics of scheduling can be resolved;
- Special forums for ESL students to learn about the various Career/Vocational-Technical departments such as Respiratory Therapy, Automotive Technology, and Surgical Technology;
- Deep connections with local high schools and active participation in the Cal-Pass grant. These efforts resulted in orientation of a total of 120 high school English learners who were able to visit Skyline College on two consecutive annual “College Day” events.

In these ways, the ESOL Department is an exemplary department, ready and willing to connect with colleagues to discover ways to ease the path of nonnative speakers into proficiency and academic success.

### *3. Explain how this program meets the needs of our diverse community.*

According to the U.S. Census Bureau’s QuickFacts web site, 44% of San Mateo County residents speak a language other than English in the home, and San Bruno alone reports that figure as 49%. ESOL is clearly needed in the community. In addition to on-campus collaborations, the ESOL department is a community leader in innovative approaches to education, as evidenced by the following community and cross-campus initiatives:

- College courses offered at the Community Learning Center of South San Francisco; the courses were in direct response to a request for them, and they have been enormously successful;
- Service provider of ESOL to Genentech via specially designed courses taught by an adjunct faculty member with over ten years’ experience in corporate ESL;
- Consultation with the Welcome Back Center of San Francisco, whose mission is to place foreign medical professionals into jobs in the medical fields; new ESOL courses created;
- Hosting the 2010 and 2012 Aligned for Success projects for the purpose of forging connections between Skyline College and our local adult schools; the project helps both program align pathways between them to better assist students transferring from adult school to Skyline;
- Participation in the 2010-2011 ALLIES project, a Silicon Valley Foundation-funded grant spearheaded by our sister college, Cañada, whose focus is on Immigrant Integration and creating stronger pathways between adult schools and community colleges;
- Participation in the 2010-2011 English Connect project, an initiative of South San Francisco Adult School and the Community Learning Center, whose goal is to provide more goal-oriented experiences for ESL students;

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

Since our last program review (2006), we have been busy attending to the needs of our students, and as a result, we have been one of the most productive departments on campus in terms of curriculum.

Goal #1: Reclaim courses once taught outside of the ESOL department.

In 2006, several courses for nonnative speakers were being taught outside of the ESOL department, i.e. Reading for Nonnative Speakers and Speech for Nonnative Speakers. This resulted in inconsistencies of student experience between the outside courses and the ESOL program courses, and students were confused by the multiple pathways to transfer-level classes. There was no alignment between courses of similar level, and faculty teaching these courses had completely different preparation levels.

In 2007, a bank of new courses was written to overhaul the entire ESOL program. This has enabled ESOL to have more control over what is taught to allow a more cohesive approach to serving students. These curricular changes can be best represented in the following chart:

Old Courses	New Courses	Reason for Change
ESOL 810 and 811 + 812	ESOL 851, 861, and 871	810 was the lowest level of ESOL; its population is generally older with severe time constraints and volatile job schedules. The course had myriad untenable delivery issues that are explained under goal #2.  The old courses were revised by being broken into three strands (Listening/Speaking, Reading/Writing, and Grammar) and were immediately more successful in terms of enrollment. They are now offered at the Community Learning Center.
ESOL 820 and 821 + 822	ESOL 852, 862, and 872	820 was the second level of ESOL, and the same untenable delivery issues as 810 prevailed. These courses were also revised by being broken into three strands (Listening/Speaking, Reading/Writing, and Grammar) and were immediately more successful in terms of enrollment. These courses are offered in both day and evening at the campus.
ESOL 831 + 832	ESOL 853, 863, and 873	While the ESOL 830 course is still functioning quite well with its demographic, the evening courses of 831 and 832 suffered from the same issues as the evening courses at the lower levels. These courses were replaced with separate-strand courses which are now offered in the day and evening.
ESOL 841 + 842	ESOL 854, 864, and 874	While the ESOL 840 course is still functioning quite well with its demographic, the evening courses of 841 and 842 suffered from the same issues as the evening courses at the lower levels. These courses were replaced with separate-strand courses and are offered in the day and evening. ESOL 854 has been offered on Saturdays with great success.

In addition, the ESOL department implemented five new Vocational ESL (VESL) courses:

- ESOL 803 – Workplace English for Speakers of Other Languages (3.0 units plus 2 hours by arrangement)
- ESOL 804 – English for Child Care Providers (3.0 units)
- ESOL 805 – English for Health Care I: Patients and Health Care Professionals (3.0)
- ESOL 806 – English for Health Care II: Health Care Practices (3.0)
- ESOL 807 – English for Health Care III: Challenges in Health Care (3.0)

The ESOL department is also hoping to create two new certificates:

1. English for Health Care Certificate of Specialization
2. Proficiency in American Culture and English (PACE) Certificate of Achievement

Goal #2: Course realignment and revision; matching the evening program with the day program

The last program review showed tremendous inequities between the day and evening programs, as described in the chart above. The department has made great strides in addressing this at each level by

creating the single-strand courses (Reading and Writing, Listening and Speaking, and Grammar) to replace the ill-designed former evening courses. There is still more work to be done in this area.

The pre-2007 evening courses had three fatal flaws.

- First, the evening courses were offered as “first half” and “second half” on a rotating basis. This meant that students whose point of entry was at the “second half” of the course began halfway through the textbook. Since language builds upon previous learning, these students were incredibly disadvantaged.
- Second, the lowest classes would frequently not fill, causing the levels 1 and 2 to occasionally be combined, making the courses impossible to assess effectiveness and a challenge for all involved.
- Third, the courses had a self-paced lab portion attached to them requiring students to do the listening/speaking portion of the course at the learning center, which closed 1-2 hours before the evening classes ended. Working students arriving to class at 6:00pm were unable to attend the lab before or afterwards. The lab provided no direct instruction; students were assigned to check out video and audio tape exercises with no instructional support whatsoever. Combined with the then-required Hours by Arrangement obligation, students were very confused by the requirement of one hour per week for the lab plus one hour per week for HBA, creating difficulties in enforcement.

Needless to say, this design of the courses failed to achieve pedagogical objectives, especially in improving listening and speaking and adhering to state requirements of SLOs and reporting.

The 2007 revision of the evening courses made use of the same curriculum as in the day. Listening & speaking has not yet been offered in the evening; there are plans to offer it in Spring 2013. Success and retention rates are higher for day students than for evening (see data reporting sheet). This is perhaps due to the inclusion of listening and speaking and greater support services, which are available during the day and not in the evening.

A full evening offering would comprise at least eleven sections (one each of the three course strands for levels 2, 3, and 4, plus two sections of ESOL 400), but there are currently only 6 sections offered. This issue of not being able to consistently offer a full range of sections has resulted in the ESOL counselor having to refer students to our sister colleges in order to get the courses they need. Students who don't wish to go elsewhere often sign up for any course they can get, even if it is not the course they need, resulting in classes with several students performing above or below level.

There is no one magic offering that all ESOL departments provide; every college is different. While Skyline and its sister colleges each offer a 5-unit transferable composition course below ENGL 100, delivery of below-transfer grammar, reading, writing, listening, speaking, and vocabulary varies:

	CSM			Cañada		Skyline		
Level 5	ESL 400 (5 units)			ESL 400 (5 units)		ESOL 400 (5 units)		
Level 4	Gram/Wrt	Lst/Sp	Read/Voc	Gram/Wrt	Rd/Lst/Sp	Grammar	Read/Wrt	Lst/Sp
Level 3	Gram/Wrt	Lst/Sp	Read/Voc	Gram/Wrt	Rd/Lst/Sp	Grammar	Read/Wrt	Lst/Sp
Level 2	Gram/Wrt	Lst/Sp	Read/Voc	Gram/Wrt	Rd/Lst/Sp	Grammar	Read/Wrt	Lst/Sp
Level 1	Gram/Wrt	Lst/Sp	Read/Voc	Gram/Wrt	Rd/Lst/Sp	Grammar	Read/Wrt	Lst/Sp
	(5 units)	(3 units)	(3 units)	(5 units)	(5 units)	(3 units)	(4 units)	(3 units)

Skyline ESOL wishes to offer Listening/Speaking classes in 2013 and is looking closely at the effectiveness of our sister colleges' offerings for potential modifications.

Goal #3: Fully embrace technology in teaching

Teaching ESOL at Skyline now looks very different today than it did in 2006. There is now a fully functioning Language Lab at the Learning Center where students can access the web portions of their courses, which increasingly more faculty are using as supplements to their textbooks. Students in the

listening/speaking classes use the lab to record their voices for conversation and pronunciation assessment. They access videos and web-based materials that further their listening and speaking skills. The Language Arts division now has document cameras in most classrooms; this technology is a boon for ESOL teachers, who use workbooks that can now be projected on screen for increased student engagement and time saved in review. Most faculty reserve the computer labs for their students regularly, and several use their laptops in their teaching. The department has indeed made great strides in embracing technology in teaching.

Goal #4: Mediate issues for students that cause barriers to enrollment

The ESOL department has long argued that its students face larger access issues than native speakers. Many nonnative speakers live “under the radar” as they attempt to support their families and assimilate to a culture that can occasionally be unwelcoming. In this way, many miss out on opportunities to avail financial, social, nutritional and educational services.

The creation of the English Language Institute (ELI) in 2009 gave instant access to and support for nonnative speakers seeking to navigate the college landscape in pursuit of a better life. The ELI provides ESOL counseling and assistance in all areas of matriculation and conducts the bi-annual Skyline ESL Registration Day (aka Super Saturday), whereby anywhere from fifty to ninety new students per year are given the chance to apply, take placement tests, get an orientation, and make an appointment with the counselor all in one day. The event also provides child care for the day, satisfying another need. Most importantly, the ELI forges connections with nonnative speakers, creating the opportunity to inform them of services that they may qualify for as well as to offer support for complicated processes such as financial aid forms.

The Fall 2010 and Spring 2011 Skyline ESL Registration Days resulted in 75 new students, one third of whom have declared majors of study (a large number, considering that most ESOL students delay their major declaration until their language skills improve). Furthermore, ESOL students do not only take ESOL classes. In 2008, 31.7% of all ESOL students at the College demonstrated participation in an academic program by enrolling in two or more classes within the same subject area (excluding MATH, ENGL, ESOL, READ, CRER, or LSKL). Therefore, the effort that ESOL puts into recruiting and teaching ESOL students is felt directly by the entire campus. While there will always be many barriers that our students face, the ELI has done many students a great service in significantly reducing barriers to enrollment and supporting academic pursuits.

## **PART B: Student Learning Programs and Services**

### **Overview**

- 1. If the program utilizes advisory boards and/or professional organizations, describe their roles.*

There are no advisory boards for the ESOL Department.

### **Curriculum**

- 1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

All of the ESOL courses directly contribute to the goal of making students more proficient in the English language. Course offerings include grammar, reading and writing, listening and speaking, ESL for the Workplace, ESL for Child Care Providers, ESL for Health Care, conversation, and supplemental assistance. The introduction of listening and speaking classes since 2006 appears to have contributed to

the increase in the day program's success and retention; if the evening program also offers listening and speaking, it is possible that their success and retention rates may rise. The Level 1 courses offered at the Community Learning Center are in direct response to the community's request for it.

2. *State how the program has remained current in the discipline(s).*

The faculty of the ESOL Department are active members of ESOL professional organizations such as TESOL and CATESOL. In April 2010 and again in 2012, Skyline ESOL faculty were selected to present at CATESOL.

3. *If the student population has changed, state how the program is addressing these changes.*

According to our student demographic data, the number of Hispanics is dropping slightly. While most ESL Registration Day participants tend to be Hispanic, we know that many who come to the event have residency issues that make college unaffordable. The ELI employs two Spanish-speaking staff to welcome and extend support to Hispanics, but Asian students continue to predominate at approximately 56%. This shift matches local demographics which show Asians edging out Hispanics in Daly City and San Bruno. Two ethnicities that do not show up on our data collection instruments, Middle Eastern and Brazilian students, appear to be increasing in number, but we are unable to document this shift.

Even with the Skyline ESL Registration Day event, the number of first-time students coming into ESOL has dropped significantly over the years. The department can point to two phenomena to explain this: the removal over the years of Skyline ESOL classes taught at high schools (due to Title V changes), and the conscious attempt to stem the tide of CCSF students coming over to Skyline in hopes of shortening their program by taking only the ESOL 400 course (thus showing up as first-time students in data reporting) and then immediately returning to CCSF. These sections that were cut were never backfilled with sections of other classes. The department now feels that it is time to add more listening/speaking courses to the program's offering; this will backfill the lost sections and offer more options to students.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

All courses have been reviewed for currency of textbooks. The only course that requires a significant change that must be brought before curriculum is the ESOL 400 course, whose refinement and increase in rigor has created changes in method of evaluation and choice of textbook.

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

There is no external accreditation or certification for the ESOL Department.

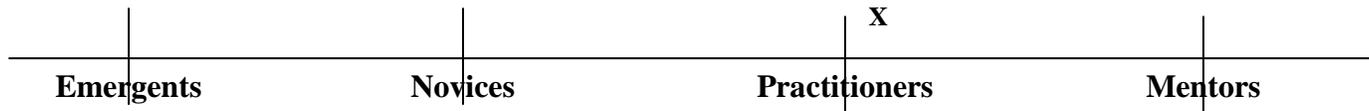
### **Student Learning Outcomes & Assessment**

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

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Mark an X on the continuum and briefly comment.



The ESOL Department regularly engages its entire department (two full-time and eight to ten adjuncts) in discussions of student success. This is especially achieved every semester at the holistic grading sessions that are held for all writing classes. In addition, there are regular faculty discussions, meetings, and task sessions addressing such things as the creation of a reader for ESOL 400, rubric training, and holistic examination of writing at various levels. In April of 2011, Skyline’s ESOL Department arranged a district-wide meeting of ESL faculty to share what is happening in our programs, and some of our adjuncts attended. We shared SLOs and program review data, and we plan to continue to do this every year. On March 9, 2012, nearly all ESOL faculty met to discuss progress and alignment of our various courses; we looked at some success data and talked about aligning the levels 4 and 5.

2. *Highlight any major findings and resulting course or program modifications.*

ESOL 400 has implemented a holistic final exam separate from the holistic exam for the rest of the department. The exam is graded using a departmental rubric that is the result of a long collaboration with the English department and aimed at aligning the outcomes of ESOL 400 with the entry expectations of ENGL 100. Since the implementation of this rubric, the rigor of ESOL 400 has increased, and current data shows that ESOL 400 students pass ENGL 100 at exactly the same rates (72%) as their counterparts who took ENGL 846. The department would like to see the average pass rates rise at least into the 75% range. Some suggestions include:

- Require the grammar class, ESOL 875, as a co-requisite to ESOL 400 (this will necessitate extra FTE to offer sufficient sections to match the ESOL 400 offering, but could complicate our sister colleges’ offerings of the equivalent course);
- Require completion of ESOL 854, the highest level listening/speaking class, as an additional measure to grow and broaden language proficiency prior to entry into ESOL 400;
- Create additional vocabulary courses to be offered as co-requisite or pre-requisite to ESOL 400;
- Increase the rigor and raise the outcomes of ESOL 840/Level 4 classes

The department has agreed that it is time to begin factoring in listening and speaking into placement for various levels to make for a more accurate placement. The entire department met on March 9, 2012 to discuss other alignment ideas.

3. *What additional resources are needed to implement the plan?*

The ESOL department is unable innovate any further than it has due to its lack of full-time faculty. ESOL has been asked to create courses for an International Students program, an impossible task at the current level of staffing. Redesigning the placement scores to factor in listening and speaking will require hours of analysis and research. ESOL and CTE are unable to move forward on much-needed collaborations to better prepare second-language speakers in those areas because there is no staffing to spearhead it. More attention needs to be paid to struggling demographic groups such as Hispanics, low-literate students, and poor students, and there is no time to carefully analyze the barriers they face in order to reduce them. The department badly needs its own faculty handbook and needs to overhaul its web page, both of which require precious time. The current full-time faculty donate hours of

uncompensated time over and above their teaching and college work in order to staff ESL Registration Day, work on community grants, and give presentations to adult schools and high schools often in evenings and on weekends. For this program review –the third in a row – the ESOL department is unhappy to report still being in need of additional full-time faculty, which have been steadily reduced since 1996, and which now hover at a ratio of two full-time to nine part-time for approximately 440 students. The ESOL department must hire new faculty if it is to continue to serve its community.

## **PART C: Resources**

### **Faculty and Staff**

- List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

<b>Achieved</b>	<b>Further Development Needed</b>
Hiring of ESOL tutors, 2006-12	More ESOL tutors are needed to meet the enormous demand in the learning center
Overhaul of 800 series of classes, 2007-8	Refinement of delivery; alignment of textbooks; refinement of SLOs; creation of assessment plans; parity created between day and evening program
Increase of rigor in the ESOL 400 course, 2008-10	More focus on aligning the outcomes of pre-400 courses; creation of department rubrics at each of the five levels of ESOL in all three strands; more support courses such as vocabulary and pronunciation
Creation of ELI, 2009	Permanent, full-time program services coordinator position is needed to replace the current short-term hourly position, whose 185-day limitation causes work at the ELI to be hindered
Language Lab 2009	More materials for students to access
Creation of Vocational ESL classes, 2009-12	<ul style="list-style-type: none"> <li>• Certificate for ESL for Health Care</li> <li>• Collaboration with CTE to support nonnative speakers in those areas</li> </ul>
Connections to adult schools and the community, 2010-12	Continued outreach and collaboration; teacher shadowing; sharing of curriculum; outreach beyond adult schools and into ROPs, CBOs, corporations, and government services who need ESL for their workforces

- Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

All adjuncts entering the Language Arts division receive an in-person orientation with the dean. In addition, a model portfolio to guide adjunct faculty evaluations has been created and is available in the division office along with samples of essays at the ESOL 400 level. More essay samples are being generated. The two full-time faculty each take half of the adjuncts and act as their evaluators, mentors, and guides. Special effort is made to provide at least one event per year to gather the entire department together for discussion and collaboration. However, with the changes to the curriculum, it has become apparent that the department needs more coordination in the area of orienting new faculty. Once the forthcoming Skyline College Faculty Handbook is made available, ESOL can create a partner ESOL department handbook to outline the particulars of the ESOL department.

ESOL tutors in the learning center are put through a tutor training program that all tutors undergo. This program involves ongoing study and supervision throughout the semester in which they are employed.

- If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Recruitment of faculty is not a problem as the department has a good pool of adjuncts and maintains strong relationships with the local universities. Diversity is an issue throughout the entire field of ESOL, and Skyline's ESOL Department is no different; however, the department has managed to find

tutors of a diverse background including Asian, Filipino, Turkish, and Hispanic. It is hoped that these tutors will eventually become adjunct instructors in the department. The ESOL lab serves as an effective and dependable recruitment and training process for future faculty; since 2006, five graduate tutors from SFSU have become adjunct ESOL faculty.

### **Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

The ESOL department does not identify any particular equipment needs. More resources towards the creation of language-rich activities in the Language Lab are always needed – such activities require staff more than equipment, since what is needed is coordination and development.

2. *List projected needs.*

There are no anticipated facilities needs at this time.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

There are no anticipated technology needs. The division and the smart classrooms are sufficient.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

No support is received from industry.

### **Budget Request**

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

The ESOL department needs to hire two more full-time faculty over the next six years.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

There are no plans to share resources with other programs within the College or District at this time.

### **PART D: Leadership and Governance**

1. *What leadership roles do the faculty and staff of your program hold in the college?*

The two full-time ESOL faculty have been involved in the Cal-Pass Professional Learning Council, Academic Senate, District Academic Senate, College Council, the Sparkpoint Center, TRIO, Accreditation, the ELI, Skyline ESL Registration Day, the ALLIES grant and the English Connect grant of the Silicon Valley Foundation, the Faculty Inquiry Network grant, several President's Innovation Fund grants, the College Success Initiative, Peer Review, the Technology Advisory Committee, the

Research committee, and Educational Policy committee. They evaluate and mentor nine adjunct faculty, write all curriculum, track all SLOs, coordinate holistic assessments, and approve all textbooks.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Both full-time faculty are active in discussions with our sister colleges on curriculum changes, trends, certificate creation, and grants, which inform policies and curricular changes across the district.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Full-time and part-time faculty have opened their classes to graduate students and tutors for mentoring and supplemental instruction. At least one event is held each year for the purpose of gathering ESOL faculty together to share ideas on improving the department. A Sharepoint site has been created for the purpose of sharing lesson plans and documents for all ESOL courses. President's Innovation Fund grants have been written for adjuncts to contribute to the department while earning extra money.

## **PART E: Action Plan**

*Describe the program's plan for addressing areas of improvement.*

- I. The ESOL department will request two full-time faculty hires over the next 6 years.
- II. The ESOL department will tighten textbook adoption policies in order to bring more cohesion and consistency to the teaching of all courses.
- III. The ESOL department will incorporate Listening & Speaking into the criteria for passing through the ESOL sequence and into ESOL 400.
- IV. The ESOL department will continue to work on the alignment of the day and evening programs, starting with the offering of Listening & Speaking classes in the evening.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous **Fall** semesters with the most recent on the right.

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Year	2008 Fall	2009 Fall	2010 Fall
WSCH	3857	2996	2903

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**Please comment on program enrollment and expected trends.**

During this three-year period from F08 through F10, sections were reduced 27% from 22 to 16. During this period the reduction in WSCH was a somewhat smaller proportion, 24.7%. The census head count during this period went down just 9%.

	F2008	F2009	F2010	Changes from F08
Sections ESOL	22	19	16	-27.3%
WSCH ESOL	3857	2996	2903	-24.7%
Duplicated Census headcount ESOL	689	681	628	-8.9%
Unique Headcount ESOL	464	420	414	-10.8

During this period of reductions, the variety of ESOL offerings was reduced by 20%, from 15 different classes to 12 different classes. Faced with the reduced numbers of student contact hours, sections, and variety of classes, the relatively stable head counts shows that when the offerings were reduced in both variety and times, all except 11% of our ESOL students found at least one class to take.

We are serving 50 fewer individuals, but the drop is proportionally less than might be expected given the cuts in sections. The relatively high duplicated headcount number suggests that our reduced number of students are taking more ESOL classes. This makes sense because since the last program review, the ESOL Department has increased discrete skill offerings and teachers have noticed some students taking, say, a grammar class at one level even though they are studying the same level grammar at the corresponding integrated-skills level.

Who are these 50 missing students? Further analysis shows how the missing weekly student contact hours are a result of deliberate strategic pruning. In the years leading up to Fall 2008, Skyline ESOL experienced a surge in City College students coming to Skyline to take our transfer ESOL 400 class as a way to shorten their sequence at City College. The teachers were concerned for the Skyline students, whose spaces were being

taken away by less committed and underperforming students who had no interest in Skyline beyond one course. Our answer was to reduce the sections of ESOL 400. Cutting just three sections of ESOL 400 resulted in a reduction of 887 weekly student contact hours. These 887 weekly student contact hours accounted for nearly all of the lost ESOL WSCH from Fall 08 to Fall 2010. The City College students also were crowding into ESOL 840, the prerequisite to ESOL 400. These two classes together contributed 26.5% of the department's reduced WSCH during this period, more than accounting for the program's 24.7% drop in weekly student contact hours.

	F2008	F2009	F2010	Changes from F08
ESOL 400 sections per time schedule	6	5	3	-50%
ESOL 400 census headcount	163	130	106	-35.0% (-57)
ESOL 400 WSCH	1421	653	534	-62.4% (-887)
887/3857 Total ESOL Fall 2008 WSCH				22.9%
ESOL 840 WSCH	796	857	657	-17.5% (-139)
139/3857 Total ESOL Fall 2008 WSCH				3.6%

When looking for trends in the college's record of student enrollment statuses over this same four-year period, we learn more about our missing 50 ESOL students: it is the first-time and first-time transfer students who were most impacted by the reduced sections.

#### Unique Headcount Status by Academic Year

	2008/09	2009/10	2010/11	% Changes from 08/09
ESOL				
Continuing	382	423	441	+15.4%
First-time	200	154	112	-44.0%
First-time transfer	179	166	120	-33.0%
Collegewide Uniques				
Continuing	9675	10818	10956	+13.2%
First-time	1623	1433	1293	-20.3
First-time x-fer	2450	2792	2552	+4.2
Sections by Year				
ESOL	44	42	38	-13.6%
Collegewide	2450	2389	2196	-10.4.1%

Now the picture is clearer. The ESOL reduction in sections is less drastic when taking in both semesters over the year. Still, Skyline ESOL cut more sections than did the college in general, and in doing so we reduced a higher proportion of our first-time enrollment, to the benefit of a 15.4% increase in our continuing student headcount. The numbers suggest that a large proportion of the 50-student drop in headcount were indeed the

targeted City College students who had declared themselves first-time or first-time transfers while concurrently taking classes at City College. Cutting three sections of ESOL 400 delivered the desired results: a reduction in the City College students gaming the system and a 15.4% increase in headcount for our continuing students. Put another way, during this period, in enrollments for continuing students, ESOL's 15.4% increase exceeded the collegewide increase of 13.2%.

***FTE and WSCH/FTE (LOAD)***

Report the previous 3 **Fall** semesters with the most recent on the right

---

<b>Year</b>	2008 Fall	2009 Fall	2010 Fall
FTE	6.53	5.67	4.93
WSCH/FTE	590	529	588

---

**Please comment on the comparison of this program to College trends.**

For Fall 2008 the ESOL department's load of 590 exactly matched this measure of productivity for the college as a whole at 590. By fall of 2010 the college's average load had increased to 647 while the load for ESOL teachers had decreased a bit to 588. At each of these measuring points, the ESOL numbers have held substantially higher than the native speaker English classes, where the load dropped to 449 in Fall 2010.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

---

<b>Year</b>	2008/2009	2009/2010	2010/11
Retention	84%	86%	85%
Success	61%	67%	70%

---

**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

During the three academic years from Fall 2008 to Spring 2011, the ESOL retention rate held steady, not varying much from 85%. This is a close match to the Skyline College general retention rate of 84% for this period. Native speaker English classes showed a retention rate of a little under 80%. ESOL success rates increased 9% during this period, at first less than Skyline's of a little under 70% but finally matching Skyline's for the academic year 2010/2011

By comparison, during this same period the native speaker English success rates have been in the 64-67% range. In general, when compared to the college and the English department, ESOL showed a somewhat lower success rate in 2008/2009, but has since improved its position so that by 2010/2011 the 70% success rate topped the college's by 2 percentage points, and those of native speaker English classes by 6 percentage points.

ESOL queried to find the success rates of students who took ESOL 400 to find out how well they succeeded in ENGL 100 compared with their ENGL 846 counterparts. The data showed that ESOL 400 students succeed in ENGL 100 at exactly the same rates - 72% - as ENGL 846 students do. This shows that the years of work done on the ESOL 400 class have yielded positive success results that impact the college as a whole.

## Program Review Course Outline & Prerequisite Checklist

Discipline: ESOL

Semester: Spring 2012

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ESOL 400	English Composition for Nonnative Speakers	2008	x	x		Prerequisite: Satisfactory completion (grade of C or better) of ESOL 840, or 841 and 842, or 864 and 874, or equivalent; or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012
ESOL 875	Advanced ESL Grammar and Editing	2012				Recommendation: Eligibility for ESOL 400, or completion of 840, or both 841 and 842, or 874, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 840	English for Speakers of Other Languages IV	2012				Recommendation: Satisfactory completion of ESOL 830, or 831 and 832, or 863 and 873, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012
ESOL 874	High-Intermediate ESL Grammar	2012				Recommendation: Satisfactory completion of ESOL 830, or both ESOL 831 and 832, ESOL 863, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 864	High-Intermediate ESL Reading & Writing	2012				Recommendation: Satisfactory completion of ESOL 830, or both ESOL 831 and 832, ESOL 863, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012
ESOL 854	High-Intermediate ESL Listening & Speaking	2012				Recommendation: Satisfactory completion of ESOL 830, or both ESOL 831 and 832, ESOL 863, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ESOL 830	English for Speakers of Other Languages III	2012				Recommendation: Satisfactory completion of ESOL 820, or 821 and 822, or 862 and 872, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	x	Y	Y	Y	2012
ESOL 873	Intermediate ESL Grammar	2012				Recommendation: Satisfactory completion of ESOL 820, or both ESOL 821 and 822, ESOL 862, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 863	Intermediate ESL Reading & Writing	2012				Recommendation: Satisfactory completion of ESOL 820, or both ESOL 821 and 822, ESOL 862, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012
ESOL 853	Intermediate ESL Listening & Speaking	2012				Recommendation: Satisfactory completion of ESOL 820, or both ESOL 821 and 822, ESOL 862, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 872	Pre- Intermediate ESL Grammar	2012				Recommendation: Satisfactory completion of ESOL 810, or both ESOL 811 and 812, or ESOL 871, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 862	Pre- Intermediate ESL Reading & Writing	2012				Recommendation: Satisfactory completion of ESOL 810, or both ESOL 811 and 812, or ESOL 871, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ESOL 852	Pre- Intermediate ESL Listening & Speaking	2012				Recommendation: Satisfactory completion of ESOL 810, or both ESOL 811 and 812, or ESOL 871, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 871	High-Beginning ESL Grammar	2012				Recommendation: Appropriate skill level of ESOL 810, or 811, as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 861	High-Beginning ESL Reading & Writing	2012				Recommendation: Appropriate skill level of ESOL 810, or 811, as indicated by ESL placement test and other measures as necessary.	X	Y	Y	Y	2012
ESOL 851	High-Beginning ESL Listening & Speaking	2012				Recommendation: Appropriate skill level of ESOL 810, or 811, as indicated by ESL placement test and other measures as necessary.	X	Y			
ESOL 807	English for Health Care III: Challenges in Health Care	2012				Recommendation: Eligibility for ESOL 400, or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.	X	Y			
ESOL 806	English for Health Care II: Health Care Practices	2012				Recommendation: Eligibility for ESOL 400, or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.	X	Y			
ESOL 805	English for Health Care I: Patients and Health Care Professionals	2012				Recommendation: Eligibility for ESOL 400, or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.	X	Y			

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST



**COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST**

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

\_\_\_\_\_  
*Highlight this text & type in name*

**Date Submitted:** *Highlight this text & type in date*

**Division Dean:** \_\_\_\_\_

*(Additional faculty signature lines may be added to this form as needed.)*



## **MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)**

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

<b>Skyline College Institutional Outcomes</b>									
<b>Key: (C) central to a course, (S) supported by a course, (blank) does not apply</b>		ESOL 800	ESOL 801	ESOL 802	ESOL 803	ESOL 804	ESOL 805	ESOL 806	ESOL 807
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.						C	C	C
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.								
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.						C	C	C
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.				S	S			
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.								
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.						C	C	C

<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	C	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	C	C	C	C
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.		C	C	C	C	C	C	C
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.				C	C	C	C	C
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.		C	C	C	C	C	C	C
	Demonstrate commitment to active citizenship.								
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.				C	C	C	C	C
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.								
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and				C	C			

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

## **MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)**

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Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

**Skyline College Institutional Outcomes**

**Key: (C) central to a course, (S) supported by a course, (blank) does not apply**

		ESOL 830	ESOL 840	ESOL 851	ESOL 852	ESOL 853	ESOL 854	ESOL 855	ESOL 861
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	C						
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	C	C						
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C						
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C							
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.								
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	S	S						

<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	C	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	C	C	C	C
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S	S	S	S	S		S
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.								
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C	C	C	C	C	C		C
	Demonstrate commitment to active citizenship.								
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	C						
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	C	C		C	C	C		
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and	C	C						

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

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<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	C	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	C	C	C	C
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S	S	S	S	C	C	C
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.								
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C	C	C	C	C	C	C	S
	Demonstrate commitment to active citizenship.								
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.		C	C					
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.		C	C					
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and		C	C					

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

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This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.



<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C					
	Effectively express ideas through speaking and writing.	C	C	C					
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S						
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S	S	C					
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	S	S						
	Demonstrate commitment to active citizenship.								
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	C	C					
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	C	C	C					
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and	C	C						

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

**Program Review - Resource Needs Summary Table**

**English for Speakers of Other Languages**

	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"><li>1. Two more full-time ESOL faculty.</li><li>2.</li><li>3.</li><li>4.</li></ol>	The number of ESOL full-time faculty has been steadily reduced since 1996. Our ratio of full-time to part-time is 2:9 for 440 students, compared with our sister colleges Cañada (5:14 for 550 students) and CSM (5:11 for 200 students). It is impossible for the ESOL department to grow and participate at the level the campus expects without more full-time faculty to shoulder the load.
<b>Equipment</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>	
<b>Facilities</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>	

## Appendix D Skyline College

### Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 120 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

*The time frame was adequate, but given all that the full-time staff are doing at this time at Skyline, it was still an incredibly difficult task.*

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

- a) *The data format on the data reporting sheet is locked so that it is not possible to insert charts. This limits how we can present information.*
- b) *Data via the office of planning and research was quick, efficient, thorough, and very helpful.*

3. Were the questions relevant? If not, please explain and offer suggestions.

*Questions about relevant ancillary programs and staff would be helpful. Also, the PSLOs make it very hard for skill-building courses to reflect skills such as Critical Thinking because the skills are not demonstrated in the ways that the PSLOs define. It makes our courses look less than rigorous.*

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

*Yes.*

5. Was the data you received from administration complete and presented in a clear format?  
Would you like additional data?

*Yes – the data was very good and helpful and cheerily provided.*

6. Please offer any comments that could improve and/or streamline Program Review.

*Curricunet is a good tool. TracDat, on the other hand, is so complicated and has such a learning curve that it is almost useless as a real tool for reviewing our data. It is actually easier to analyze the data outside of TracDat than within it, so that basically makes it a retrieval system, not a dynamic tool.*