



# SKYLINE PRU Report

2022 - 2023

SKY Dept - English for Speakers of Other  
Languages

Christopher Gibson

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12/15/2022

# Program Information

## Assessment Unit Information

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**Program Type**

Instructional

**Division**

Language Arts (LA)

**Assessment Contact**

Felicia Mazzi, Leigh Anne Shaw, Erinn Struss

**Comprehensive Program Review**

2024 - 2025

**Program Review Update**

Fall 2027, Fall 2029

# SKY Instructional Program Review Update

2022 - 2023

## SKY Instructional Program Review Update

**Submitter Name:**

Erinn Struss

**Submitter Date:**

09/30/2022

**DIVISION:**

Language Arts (LA)

**PROGRAM NAME:**

English for Speakers of Other Languages

**YEAR OF REVIEW:**

2022-2023

### 1. STUDENT LEARNING OUTCOMES

**What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:**

**i. What percentage of course SLOs have been assessed in the last three years?**

**Number of Course SLOs:**

30

**Percentage:**

100

**ii. Which course(s) were assessed in the last three years?**

ESOL 400, ESOL 875, ESOL 840, ESOL 854, ESOL 874, ESOL 830, ESOL 853, ESOL 873, and ESOL 808

**iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.**

We are not a degree-bearing program. However, we took part in pilot ISLO assessments in Fall 2021 for Info Literacy and in Fall 2019 for Lifelong Wellness.

**iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?**

87.2% of our SLOs are being met. This indicates that our SLOs accurately represent what students are learning and that our assessment methods work. This data also indicates that students are gaining skills from the courses.

In the numbers above, we have not reported the noncredit SLOs (ESOL 530, 573, 553) as we have not been able to offer these classes; we haven't yet even entered SLOs into the Platform for these courses and it may not be in our benefit to do so at this time. These are on the books in curriculum and here in "The Platform," but we have not yet had a mechanism through which to enroll students in mirrored noncredit classes. Thus, it's possible that maybe we should consider banking these courses for the time especially with SB 893. At present, it's probably best to hold on to those courses, and see what SB 893 brings.

# SKY Instructional Program Review Update

## 2. CURRICULUM

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**Please indicate whether the following tasks have been completed:**

**Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness**

Yes

**Updated Improve with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee**

Yes

**Updated new or changed PSLOs on the program website after they are published in the College Catalog**

Not Applicable

**Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee**

Yes

## 3. ADDITIONAL INFORMATION

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**4. The last step is to review the multi-year program goals, update their status, and add resource requests as needed. You can access program goals from the hamburger menu in the upper-left hand corner, Step 2: Goals and Resource Requests.**

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## GOAL

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Increase Enrollment

### Goal and Desired Impact on Students

Increase enrollment through outreach and retention.

### Year Initiated

2016 - 2017

### Implementation Step(s) and Timelines

A. Continue ESL Connect's work to advertise to new students with partnerships with: (1) Skyline's Marketing Department; (2) Skyline's Outreach Department at local K-12 and community events; (3) local K-12 districts and schools; (4) adult schools and Transition Coordinator.

B. Continue ESL Connect's work to identify ESOL students in the middle of matriculation who need help: (1) to sift through CCC Apply data and find students who haven't completed the steps for matriculation with Outreach, Skyline Counselors, Assessment, and the CRM team; (2) to identify ELLs at the HS who might need ESOL coursework; (3) to work with the Skyline Counselors and Outreach to comply with AB 705 and AB 1805 and inform students of their options; (4) to help students in their matriculation

C. Continue ESL Connect's work to retain students and get them to enroll in future classes: (1) email blasts to students about SEP, counseling, registration dates, and open classes; (2) one-on-one work in retention with at risk students; (3) ESL Connect extra credit partnerships with Skyline Programs such as Personal Counseling, TLC, SparkPoint, Financial Aid, and the Transfer Center

D. Continue ESL Connect's partnerships with Counseling in having a dedicated ESL counselor and in frequent communication with counselors, the Dean of Counseling, and their needs.

E. ESOL Departments coordination with Counseling, Assessment, the ISP Office, ESL Connect, the District (Other ESL programs at CSM and Cañada) to help smooth the assessment process for students post-AB 705 and make sure students are in classes that set them up with English skills for long-term college success.

### Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

### Resource Request

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#### Division Name

Language Arts (LA)

#### Year of Request

2022 - 2023

#### Resource Type

Student, Aides, Hourly, or Temporary Workers

#### Resource Name

ESL Connect Student Assistant Funding

#### Funds Type – Mark all that apply.

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

With student assistants, the ESL Connect office can remain open and serve students from multiple language backgrounds, thus supporting Skyline's students-first philosophy as well as the District's mission #4 to Provide developmental education in language skills required for the successful completion of educational goals. It supports the CCCCO's vision for success commitments to Focus relentlessly on student success, Always design and decide with the student in mind, Pair high expectations with high support, and Enable action and thoughtful innovation.

**Cost**

8,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

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**Division Name**

Language Arts (LA)

**Year of Request**

2022 - 2023

**Resource Type**

Supplies

**Resource Name**

ESL Connect Marketing

**Resource Description**

Printing costs for flyers, pens, pencils and other "give aways" to students and prospective students

**Funds Type – Mark all that apply.**

Recurring Cost

**Cost**

2,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

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**Division Name**

Language Arts (LA)

**Year of Request**

2022 - 2023

**Resource Type**

Other

**Resource Name**

ESL Connect Registration Events supplies

**Resource Description**

Food or welcome supplies to support ESL Registration activities throughout the county.

**Funds Type – Mark all that apply.**

Recurring Cost

**Cost**

1,800

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY****GOAL**

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Data

**Goal and Desired Impact on Students**

Increase our mechanisms for getting data on HS ELLs and current and former ESOL students at the College.

**Year Initiated**

2017 - 2018

**Implementation Step(s) and Timelines**

First, work with District's CCC Apply dashboard to see if we can tailor one question to get more relevant data on ELLs from the high schools.

Get longitudinal data. This will take several years.

Then, do a PRIE data request.

**Mapping**- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Social Justice: X
- Student Success and Equity: X

**GOAL**

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Cross Departmental Collaboration

**Goal and Desired Impact on Students**

Continue cross departmental and program collaboration if and when possible with popular programs and services at the College namely, the CTE programs (Auto, ECE, Business Cert), Business, Allied Health, the ISP, Counseling, SPWD, and the Transfer Center.

**Year Initiated**

2017 - 2018

**Implementation Step(s) and Timelines**

If possible partner with programs that our students frequent. This is a continuing aspirational goal; the steps and timelines aren't set. We are stating our ongoing desire to collaborate with CTE, Business, and Allied Health in any efforts they recognize to serve ESOL students in their programs.

**Mapping**- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Social Justice: X

- Student Success and Equity: X

## GOAL

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Support Greater Accessibility of Language Learning

### Goal and Desired Impact on Students

Provide current, high quality, and economically accessible materials, environment, and delivery systems that enhance language learning for our varied demographic to better support students who enter our program from various education systems, socioeconomic background, language and educational background, and residency status.

### Year Initiated

2022 - 2023

### Implementation Step(s) and Timelines

Step 1: Request upgrades to classrooms, furniture, and/or software materials that enhance the affective domain for quality language learning.

Step 2: Provide textbooks to embedded tutors, and review and revise textbook choices to increase low- or zero-cost resources while maximizing student learning.

Step 3: Review and revise curricular offerings to align with the Common European Framework of Reference (CEFR), enabling greater nuance in accurate placement of learners in the program.

### Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Student Success and Equity: X

### Resource Request

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#### Division Name

Language Arts (LA)

#### Year of Request

2022 - 2023

#### Resource Type

Instructional Equipment

#### Resource Name

Upgraded furniture and classroom appearance

#### Resource Description

Our classroom appearances are unwelcoming to our students and the furniture they must sit on impedes their learning. The walls have peeling paint from posters, wear and tear, and age; there are not enough bulletin boards or surfaces to better withstand the way we use our classroom walls. Desks are heavy, unwieldy, and difficult to move into pedagogically effective formations. The facing on the edge of the table tops is breaking off, snagging and damaging student clothing and even causing injury. There is no space to put books and belongings, and many of our students have cultural aversions to putting their belongings on the floor (not to mention that it is simply unwelcoming in a learning environment to tell students to put their belongings on a dirty surface). The chairs of the desks in every classroom are at least 1/3 broken or incapacitated; they do not



adjust appropriately to the user's height, are often pitched at uncomfortable angles, or are simply too low for comfortable use. Moving the desks makes a horrible screeching noise that disturbs the entire floor and can be heard even downstairs. We desperately need furniture that adjusts to a healthy, comfortable position for study, which can be moved quietly and effectively, and which can withstand heavy use, with space to hold books or bags below the chair. The vendor options selected by the district are not nuanced enough for the needs of our students and our pedagogy; we recommend this type of chair: [https://www.youtube.com/watch?v=ePNZ-buLxnY&feature=emb\\_logo](https://www.youtube.com/watch?v=ePNZ-buLxnY&feature=emb_logo) Our classrooms could benefit from a new, durable, more welcoming wall treatment and/or bulletin boards on the walls where posters can be placed.

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

This request addresses our goals to make our department more welcoming and accessible, which will aid in retention and success. This goal exemplifies Skyline College's priorities of Campus Climate that reflects a 'students first philosophy,' and connects to the priority of Academic Excellence with its commitment to well-equipped programs and an educational climate that values creativity, innovation, and freedom of intellectual exploration, discovery, thought, and exchange of ideas. This goal also connects to the SMCCCD mission to provide developmental education in language required for the successful completion of educational goals.

**Cost**

40,000

**Level of need, with 1 being the most pressing**

2

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

**Division Name**

Language Arts (LA)

**Year of Request**

2022 - 2023

**Resource Type**

Supplies

**Resource Name**

Funding to purchase textbooks for embedded tutors

**Resource Description**

Currently, there is no identified funding to purchase the textbooks that tutors need to use while embedded in the ESOL classroom. Some classes have 2-3 textbooks plus a reader

**Funds Type – Mark all that apply.**

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

Embedded tutoring gives critical support to our students that helps them through our pathway. AB705 has deemphasized additional units to transfer, so it is imperative that students make it through their ESOL classes on time, even if they struggle with the level of the class. The embedded tutor needs the books for the class in order to help our students.

**Cost**

500

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

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**Division Name**

Language Arts (LA)

**Year of Request**

2022 - 2023

**Resource Type**

Contract Services

**Resource Name**

Padlet Membership

**Resource Description**

1 yearlong subscription to Padlet for one instructor (Currently \$96-99 per year. \$110 estimate for next year given possible inflation.)

**Funds Type – Mark all that apply.**

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.**

Padlet is useful in the higher-level hybrid classes (ESOL 400) for keeping students engaged in regular and substantive instructor-initiated interactions between students in the group discussion format.

**Cost**

110

**Level of need, with 1 being the most pressing**

2

**FOR ADMINISTRATIVE USE ONLY**