Area of Focus Discussion Template
CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:
- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

In Fall 2022, the full-time ESL and NESL faculty and Language Lab Technician met to find the best approach to integrate the credit and noncredit programs, beyond mirroring all of the credit ESL courses with noncredit ones. There was a consensus to do the following:

- **Update the program name and prefix to more reflective of our English learners' experience, such that English isn't necessarily one's second language.**
- **Create a sequential numbering system within the programs that also complemented each other**
- **Rename courses to accurately depict the targeted proficiency level of students**

Additionally, course description and SLO changes were made to all ELDN courses to simplify the language for students as well as other minor changes. The certificates of competency changed from Basic and Advanced to Basic and Intermediate. These changes were made to align with the credit ESL program, now ELD; an advanced writing course was created with a mirrored noncredit course that is one level below transfer to better prepare English Learners for ENGL 101. The pathway from ELDN to ELD is fluid along the CB21 coding levels below transfer with an area of overlap at the intermediate level; however, ELD courses are more rigorous and focus on discrete skills as opposed to the integrated ELDN courses.

A bilingual (English/Spanish) flyer was created to illustrate the new ELDN pathway, programs, and changes, and the two NESL webpages were updated.

VESL also changed to ELDV. Along with the prefix change, the range of hours were reduced to better schedule the courses alongside the ECSN counterparts. Conversations with the faculty

regarding the optimal time needed for the VESL support courses were used to determine the updated range of hours.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

   There are two current challenges.
   1. **Amid concerns regarding AB 1705 requirements, the NESL guided self-placement tool process was put on hold after being tested. With the green light to move forward, updates to the placement and course language on those documents need to occur given the curriculum changes before it can be rolled out.**
      1. **Helping students better determine their level through this self-guided placement tool is one way to address lower PLO rates due to students not choosing the best level for themselves.**
   2. **New program certificates of competency need to be created for:**
      1. **Spanish Literacy, given the addition of Spanish Literacy 2 and**
      2. **Advanced ELD to encompass the mirrored courses as their own certificate as opposed to numerous electives in the Basic and Intermediate ELD ones.**
         1. **Offering certificates of competency for all of our course sets honors and celebrates our students' educational journeys and better showcases their skills.**
   3. **Improving persistence and retention best practices across the program.**

3. What are your plans for change or *innovation*?

   Regarding the aforementioned challenges, CAEP funding for Summer 2024 projects to roll out the ELDN self-guided placement and CNET launch of certificates of competency for Spanish Literacy and Advanced ELD will be requested.

   Through a CAEP funding request, an ELDN faculty cohort will be piloted in Fall 2024 where faculty meet throughout the semester to focus on persistence and retention practices in their respective ELDN courses.

4. How will you *measure* the results of your plans to determine if they are successful?

   The following measurements will determine success.

   - **Student and faculty surveys regarding the self-guided placement tool for students**
   - **An increase in PLO target percentages through SPOL data collection**
   - **Certificates awarded for the added programs**
   - **Institutional data showing increased persistence and retention**

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

   While all of the non-mirrored ELDN courses are built for DE, they have not been offered as such to date.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

   No validation done this year.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25
Description:	
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

EQUIPMENT NEEDS

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	Video cameras $600 each

Sheet tabs: EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

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Revised 8.28.2023

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Program Review Signature Page:

_____
Andria Keiser (Aug 30, 2024 17:21 PDT)

Program Review Lead

Aug 30, 2024
_____
Date

_____
Alicia Paniagua
Alicia Paniagua (Sep 3, 2024 11:25 PDT)

Program Dean

Sep 3, 2024
_____
Date

_____
Vice President, Academic Affairs

Sep 6, 2024
_____
Date

YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name: English Language Development Noncredit (ELDN)

Academic Year: 2023-2024

1. Has your program mission or primary function changed in the last year?

   No, it hasn't.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

   Yes. NESL changed to ELDN. Along with the new program prefix, major modifications were made to course titles and numberings; course description and SLO changes were made to simplify the language for students as well as other minor changes. The certificates of competency changed from Basic and Advanced to Basic and Intermediate. These changes were made to align with the credit ESL program, now ELD; an advanced writing course was created with a mirrored noncredit course that is one level below transfer to better prepare English Learners for ENGL 101. The pathway from ELDN to ELD is fluid along the CB21 coding levels below transfer with an area of overlap at the intermediate level; however, ELD courses are more rigorous and focus on discrete skills as opposed to the integrated ELDN courses.

   Spanish Literacy 2 was created out of a need for students advancing from Spanish Literacy (now Spanish Literacy 1) before students moved on through the program.

   A bilingual (English/Spanish) flyer was created to illustrate the new ELDN pathway, programs, and changes, and the two NESL webpages were updated.

   VESL also changed to ELDV. Along with the prefix change, the range of hours were reduced to better schedule the courses alongside the ECSN counterparts. Conversations with the faculty regarding the optimal time needed for the VESL support courses were used to determine the updated range of hours.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

   As a noncredit program, we do not have two-year program maps in place. All courses are offered each semester, and with some of our accelerated term courses, students theoretically could complete a certificate in one semester, though most students need more time for language acquisition.

4. Were there any staffing changes?

   No, there weren't.

5. What were your program successes in your area of focus last year?

   NESL was up for Program Review in 2021, and the pilot of the Program Review and Planning process was used to complete its Program Review. As such, the 2022-2023 academic year was taken as a "break" year.

Learning Outcomes Assessment

1. Please summarize key results from this year's assessment.

   Fall 2023 PLO Entry Data:

PLO by Courses in Certificate Program	Actual Result of 70% Target
1 Basic integrated skills courses (Span. Lit, Pre-A, A, B)	67.85
2 Basic grammar course (mirrored)	42.86
3 Basic conversation course	93.02
4 Advanced integrated skills courses (C, D)	62.5
5 Advanced grammar course (mirrored)	N/A
6 Advanced conversation course	72.34

   Compared to 2022-2023 PLO Entry Data:

PLO by Courses in Certificate Program	Actual Result of 70% Target
1 Basic integrated skills courses (Span. Lit, Pre-A, A, B)	49.81
2 Basic grammar course (mirrored)	58.96
3 Basic conversation course	58.33
4 Advanced integrated skills courses (C, D)	54.33
5 Advanced grammar course (mirrored)	N/A
6 Advanced conversation course	67.50

2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

   The data from 23-24 improved from 22-23. This is a good pattern to see and a large part of this may be attributed to implementation of our managed enrollment model in Fall 2023, closing registration at the end of week two; this allows for better, consistent instruction throughout the term with a set group of students, rather than the influx of students throughout the semester which interferes with the pacing of the class. Upon a deeper look, the grammar PLO data is not from the mirrored grammar courses, but from PLO 1 data that was incorrectly

entered. **There are other instances of occasional data entry error that will need to be cleaned up once we have a SPOL analyst in place. Faculty in this program are getting more used to entering their PLO data, and this academic year, it was part of the end of our professional development time. Faculty have commented how helpful this was, so it continues to be part of our PD time. This consistent and supportive group practice fosters a positive atmosphere for faculty to get the support needed; the more data we have, the better we can use it to inform program improvements for our students.**

3. Please summarize recommendations and/or accolades that were made within the program/department.

   With a good amount of PLO data entered in previous years, a review of this data to inform program changes to SLO assessments as well as persistence and retention practices in 2024-2025 is tentatively planned; having a designated SPOL analyst will help with this process. There is a need to create formalized ELDV SLO assessments and ELDV PLOs. There was successful faculty engagement of entering PLO data at the end of our CAEP PD sessions during Fall and Spring terms.

4. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning.

   There are no changes in the works. We will continue with entering PLOs for the majority of the non-mirrored ELDN section offered each term.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the _Rubric for Assessing Regular and Substantive Interaction in Distance Education Course_s)

   a. Which courses were reviewed for regular and substantive interactions (RSI)?

   While all of the non-mirrored ELDN courses are built for DE, they have not been offered as such to date.

   b. What were some key findings regarding RSI?

   - Some strengths:

   - Some areas of possible improvement:

    c.   What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

    a.   Does the program meet documented labor market demand?

       N/A

    b.   How does the program address needs that are not met by similar programs?

    c.   Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

    d.   Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

    e.   Have recommendations from the previous report been addressed?

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2023-2024 ELDN Program Review

Final Audit Report 2024-09-06

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