

Instructional Program Review ESL

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

ESL

2. **Department and/or Program(s) Purpose Statement:**

To help students acquire English language skills in order to reach their personal goals.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

August 4, 2015

5. **Lead Person Responsible for this Program Review:**

Name: Carol Summers
Title: ESL Coordinator
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)				X
b. Completion				X
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)				X
e. Grades A-C				X
f. Annual Enrollment				X
g. Survey, Focus Group, & Related Data				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

N/A - ESL is a program, but does not have its own major code.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

N/A - ESL is a program, but does not have its own major code.

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)			
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

ESL Grammar and ESL Composition are doing well.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Our focus will be on ESL Reading and ESL Speaking & Listening.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Goal 3: Collaborate with Partners in the Community

The ESL program at Amarillo College strives to prepare English language learners for college whether that be a certificate program or an Associate's degree. Many prospective students have less English language ability than meet the ESL program's entrance requirements. Therefore, the ESL faculty and staff have built a stronger and closer relationship with community partners. These partners include Region XVI, the AEL Consortium, Amigo Center, Amarillo Public Libraries, the Amarillo Adult Literacy Council, Goodwill Agency, Texas Workforce Commission, Amarillo Independent School District, and many churches throughout the city. These partnerships allows a person with no or very limited English language ability to begin at his/her level and build skills to meet the ESL entrance requirements.

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Goal 2: Ensure Student Access

Strategy 2.3: Identify and remove institutionally created roadblocks for prospective students.

One roadblock prospective students encounter is the cost. The AEL Grant provides English classes at no cost. Another roadblock is the ability of students to access classes. During 2014-2015, the ESL department increased the number of classes offered and the location of these classes. ESL is offered on Washington Street Campus, Community Link and Hinkson Memorial Campus in Hereford. In 2014-2015, the ESL department communicated and planned new locations with partners throughout the city. In 2015-2016, these efforts will provide more access to English classes in various locations throughout Amarillo.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may

add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	Comp, Read, Sp & L
Critical Thinking Skills	Grammar
Empirical & Quantitative Skills	Comp, Read, Sp & L
Teamwork	Comp, Read, Sp & L
Personal Responsibility	Sp & L
Social Responsibility	Sp & L
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

The ESL program offers 4 courses and 4 levels. Levels 1-3 are part of the AEL Grant while level 4 has academic courses through Amarillo College. The AEL courses were designed around the National Reporting System which is outcome based. In order to enroll in these levels, students must enroll in all 4 classes. By attending all courses, the ESL department ensures students receive instruction in each of the identified objectives. In level 4, there are 3 courses, Composition, Reading, and Speaking & Listening. Each of these courses have been designed to develop more complex skills to make students more prepared for college.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	NA
Embedded Questions	NA
Licensure Exam	NA
Portfolios	NA
Projects/Essays	Writing prompts are given and writing is required throughout the semester
Testing (i.e. course-based testing; finals)	All potential students take the TABE CLAS-E exam to determine eligibility and placement. Level 4 Reading and composition students who show mastery, take the TSI exam (paid by the ESL dept.) at the end of the semester.
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

By administering the TABE CLAS-E which is a more thorough assessment, we have been able to level our students into appropriate classes more accurately.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

All ESL Reading courses at all levels incorporate critical reading. We realize comprehension is a difficult reading skill for English language learners. However, comprehension alone is not enough. Therefore, we take many steps in ensuring our students learn to read critically. Some strategies used for this skill are predicting, questioning, summarizing, comparing text to the student's life, and evaluating the text. Critical thinking skills are incorporated in all levels of Composition and Speaking & Listening. In both areas, students are presented with a topic. Students discuss in groups and as a class what they know or understand about the topic. They give opinions and conclusions on the topic. Required essays and/or speeches on the topics are often required.

PART E: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

The goal for the ESL program was to increase enrollment and student progress so that students advance to the ESL academic classes, AEL GED program or a college academic courses.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

After implementing recruiting efforts, ESL will see an increase in enrollment.

3. Identify your results and analyze your data.

In Fall 2013, the total enrollment was 174. In Spring 2014, the total enrollment was 128. For the 2013-2014 academic year, the enrollment totaled 302.

In Fall 2014 and Spring 2015, the total enrollment was 480. Enrollment increased 178 students from one academic year to the next. The increase equates to approximately 59% increase.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

The ESL program came under the AEL Grant during 2014-2015. This grant provided the opportunity to build our enrollment. By increasing enrollment, we also have had the possibility to increase completions either from the AEL ESL grant classes into academic ESL, AEL GED or college academic classes.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

My staff and I have changed the intake process. In the process we now have, students are thoroughly tested in their English ability before being accepted into the ESL program at Amarillo College. This allows us to place students more accurately than before. Besides the intake changes, new curriculum was developed and aligned with NRS standards. For each level, all teachers have these curriculum guides. After at least 50 hours of instruction and observable academic improvement, students are tested to access progress.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Through the AEL grant, each instructor is provided professional development opportunities throughout the academic year. The professional development includes departmental meetings, outside training, and much more.

3. What is the biggest issue/obstacle that your program currently faces? Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

The biggest obstacle for the ESL program is space. With the increase in enrollment, more classroom space is needed.

4. Additional Comments Pertinent to this Review (Not Required):