YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name <u>English Language Development</u> **Academic Year** <u>2024-2025</u>

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

   The program mission and primary function have not changed.

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

   The ELD program began offering ELD 533/ELDN 7533: Advanced Writing. This course is designed to assist students in research writing, which is necessary for transfer level English classes.

   The ELD Certificate of Accomplishment requirements have been changed from the previous ESL Certificate of Accomplishment. The new ELD Certificate of Accomplishment requirements are more rigorous and necessitate successful completion of the highest level reading, writing, and grammar course plus a conversation or pronunciation course.

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

   Yes, the two-year program map is in place.

4. **Were there any staffing changes?**

   Our ELD Center technician resigned from her position. We are in the process of preparing to hire a replacement.

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

   All mirrored ELD and ELDN courses were updated and approved by AP&P last year.

   The Language Lab was successfully renamed to English Language Development Center, which is reflected in the signage on the exterior windows.

   We are currently piloting an instructor-tutor program. Julie Knight and Andria Perdue-Keiser have been holding tutoring hours in the ELD Center to assist any students, especially those enrolled in ENGL 101 with an ELD background.

Learning Outcomes Assessment

a. **Please summarize key results from this year's assessment.**

After reviewing the SPOL data, we determined that we will need to work with Eric Arevalo to reconfigure the mirrored credit/noncredit courses in SPOL. We found that when there is only one registered student in a class (which occasionally occurs in cross-listed courses with limited enrollment), and he/she does not pass, the data is excessively skewed negatively. However, when this situation does not exist, the data is positive and shows 70% or more of students who complete either credit or noncredit sections of reading, writing, grammar, and conversation courses are meeting the Program Learning Outcomes.

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

We were not surprised to find that 70% or more of students who complete courses in reading, writing, grammar, and conversation courses (credit or noncredit) are meeting the Program Learning Outcomes.

The larger question is that there are some students who do not complete the semester. Identifying the causes for the lack of completion is a goal going forward.

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

We plan to meet with counselors in order to develop a plan to promote the use of the self-assessment tool.

In the first week of classes, we will attempt to identify students who appear to have been misplaced and recommend that they take the online self-assessment tool in order to find a course that better meets their needs and skill levels.

We will be utilizing our tutors to call and survey students about their reasons for not completing the semester.

We will meet with the Director of Institutional Research to fine tune SPOL to better analyze mirrored course data.

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

N/A

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 Courses*)

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

   We do not offer ELD courses via DE Modality at this time.

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?

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?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning 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

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Area of Focus Discussion Template
ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

> **Possible topics**:
> - Collaborate with student success team members to ensure institutional barriers are mitigated.
> - Review and summarize student support options.
> - Implement student surveys and evaluate results.
> - Assess co-curricular support programs and services.

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

   We surveyed students about their greatest areas of need/interest in order to provide a targeted student services workshop. The students identified three areas of greatest need/interest:
   1. Study skills (test-taking skills, time management, etc)
   2. Books and materials
   3. Health Center

   As a result of the student survey, we provided a targeted student service workshop on March 7.

   Using SuccessNet, we identified which students (credit and noncredit) did not have a CSEP. The majority of credit students had a CSEP.

   Each semester, the ELD program invites two counselors to the ELD Center to meet individually with students to ensure they have an CSEP and assist them in registering for the upcoming semester.

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?**

Challenges with Access
- Night students do not have easy access to student services, especially counseling.
- The LAP Office does not offer an assessment tool for non-native speakers.
- Students are unfamiliar with the location of services available to them.

Challenges with Success

- We have unidentified LAP students in our classes.
- Our students, perhaps more than the general student population, sometimes need to drop classes because of job, childcare, transportation, and housing issues.

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

We plan to utilize our embedded tutors to encourage students without CSEPs to complete one.

We plan to continue to utilize our embedded tutors to communicate with nonattending students. In the future we would like tutors to track the reasons students withdraw from classes.

We will provide student services workshops in the ELD Center.

We will have counselors available in the ELD Center to assist students in creating CSEPs and registering for upcoming semesters.

We will organize a walking tour of the campus during the first 6 weeks of the semester so that students know the location and staff of most of the services available to them.

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

We will track how many students have completed their CSEPs at the beginning and end of each semester, beginning F2025.

We will track the number of students who attend the walking tour of the campus.

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

6. 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)
7. Are there specific recommendations regarding the core topic responses from the validation team?

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

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Program Review Signature Page:

_____   5/20/25

Program Review Lead   Date

_____   5/20/2025

Program Review Lead   Date

_____   05/27/2025

Program Dean   Date

_____   07/21/2025

Vice President, Academic Affairs   Date

ELD ELDN _2024-25 Program Review - Academic Services and Support

Final Audit Report   2025-07-21

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