Departmental Assessment Analysis
(DAA form)

"Capturing the meaning of the assessment for the program."

Instructions:
- After departmental discussion and review of SLAS forms, complete the following form.
- Submit form to SLO Taskforce semi-annually. Due by census date.

<table>
<thead>
<tr>
<th>Program/Degree / Certificate:</th>
<th>English as a Second Language (ESL)</th>
</tr>
</thead>
</table>
| What does the department think it can do to improve teaching and learning? | • Work to develop an acceleration model for ESL in order to increase the number of ESL students who complete credited classes, earn certificates and degrees, and transfer.  
• Restructure curriculum to move from separate skills courses to higher-unit integrated courses.  
• Offer future trainings for restructured curriculum.  
• Strengthen collaboration with Support Services (Writing Center, Tutor Center, etc.).  
• Include peer assistance (PASS Peers) in more ESL sections.  
• Build connections and collaborate with CTE, possibly developing a CTE readiness certificate.  
• Collaboration with English.  
• Find out what language skills ESL students need to be successful in their courses (through student focus groups and communication with faculty in other disciplines).  
• Have regular collaborative level staff development trainings for which faculty are compensated, increasing opportunities for sharing of ideas and best practices.  
• Restructure meetings to make time for idea-sharing.  
• Increase consistency across courses and instructors.  
• Restructure evening courses to better meet student needs and availability.  
• Build community outside of the ESL classroom through increased social networking with our students (ESL club, activities, etc.).  
• Help students self assess to see their own areas of weakness (using tools such as Google Voice or video cameras).  
• Include more use of technology (Canvas, etc.) because students need the ability to use technology.  
• Update ESL faculty technology skills so that we can help students.  
• Help students learn to be creative and take the reins on student learning (e.g., group-driven work and research, WIKI writing |
| What help or resources are needed from the college to improve teaching and learning? | assignments, groups making short movies)  
| - Include group work in all classes and teach skills for collaborating effectively in group work  
| - Incorporate campus events (Earth Day, People & Culture Days, guest speakers, etc.) and resources (Career Connection, Natural History Museum, etc.) into lessons as well as community-building assignments.  
| - Instructor training and materials development to increase dictionary skills and collocation understanding at low to intermediate levels.  
| - Include more extensive reading as well as more and better instruction on collocation to understand vocabulary in context.  
| - Utilize voice recordings of students in Listening/Speaking classes.  
| - Funding for stipends for faculty to help the Acceleration leadership with research, planning, and implementing of acceleration model(s).  
| - Adequate time to develop curriculum and materials for acceleration models.  
| - Stipends to pay faculty for participating in collaborative course-level meetings. For example, opportunities for instructors to collaborate on instruction and share ideas, projects, and ways to teach various skills.  
| - Time and resources to develop adequate training for our new integrated-skills model.  
| - Stipends to pay faculty for training on future acceleration models.  
| - Adequate resources (release or staffing increase) for coordination with adult ed. regarding entry level abilities for the novice level.  
| - Extend library hours and campus resources (Tutoring, Writing Center, Student Success Workshops) for evening students to increase and improve access to reading materials. Increase number of ESL readers and class sets of readers and English language novels.  
| - Access to lab, especially evening  
| - Resources to transition our lab into a student support center with various functions for classes (lab, conferencing, workshops, campus connections, etc).  
| - More voice recording devices for listening classes.  
| - More online resources that connect with the textbooks and course content.  
| - Offer compensation for faculty working with PASS tutors so that more faculty can work with them and have PASS peers available in more sections.  
| - Collaboration from CTE and various academic programs on campus so that we can use backward design to develop curriculum that prepares ESL students for their courses.  
| - Funding for new desks that enable collaboration and group work. |
| What are top priorities for improvement? | Redesigning the program to meet student needs which involves more higher-unit integrated courses rather than separate skills courses.  
Collaboration with CTE.  
Coordination with adult school.  
Common assessment.  
Improve access to reading materials.  
Training & staff development to be successful teaching in our new model.  
Collaboration time/opportunities/resources.  
Strengthen collaboration with the Writing Center.  
PASS peers in ESL classes.  
Development of a formal challenge process (and summer bridge) for skipping levels in ESL.  
Investigate decreased student enrollment, especially in evening and novice level courses. |
|---|---|
| How will department implement those priorities? | Design an effective model that enable students who are capable the opportunity to accelerate.  
Discuss and evaluate options with ESL faculty.  Faculty Inquiry Groups.  
Train all faculty in new acceleration model.  
Provide mentors and workshops.  
Introduce students to the Writing Center and Tutor Center by taking them to it and requesting that the Writing Center give presentation to students in the classroom.  
PASS peers are being piloted in several ESL courses this semester.  
Expand connections with adult education concerning course content and CASAS test levels.  
Research ways to make resourced collaboration a reality.  
Research language needs of NNS in CTE courses to better support their success  
Increase outreach and promotion of ESL classes in local ethnic communities |
| Provide timeline. | 2015-16: Research options for making a model which includes resourced faculty collaboration groups.  Design/develop the new model and write curriculum.  
2015-16: Continue with AB86 work group, collaborate with CTE, the Tutor Center, the Writing Center, and the English department.  
2016-17: Begin implementation of the new model  
2017-2018: Continue and complete rollout of new model.  
2016-2018: Provide funded ongoing training and collaborative staff development work groups. |