



PROGRAM REVIEW PACKET



PROGRAM REVIEW PACKET INDEX

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CAÑADA COLLEGE INSTRUCTIONAL PROGRAM REVIEW INTRODUCTION

Revised in 2004

In accordance with Title V regulations and Accrediting Commission mandates, review of instructional programs at Cañada College will be performed under the following procedures. In addition to meeting the Title V mandates, the College affirms the purpose of Program Review is to improve the quality of instruction and student services at Cañada College and to demonstrate institutional effectiveness. In addition, Program Reviews form the basis for College and District long range educational and facilities planning and will be linked to our accreditation self study.

Program Reviews will serve as the basis for annual planning and budget allocations in instructional and student service areas each year. These reviews are of prime importance in providing program assessment and analysis. Program Review should be the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. Since resources are limited, not all projects can be funded; priority will be given to requests with appropriate justifications found in Program Review documents.

Purposes

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize the potential for student learning, success and access
- ❑ To promote cooperation among faculty, administration, classified staff, and students
- ❑ To enhance interaction among instructional and student support services
- ❑ To ensure the effective and efficient utilization of the College's personnel, financial and physical resources
- ❑ To ensure a process of orderly institutional self-direction consistent with legal requirements and District and College mission and goals

Cycle

Each department conducts a Comprehensive Program Review every six years based on a calendar maintained by the Office of the Vice President of Instruction. The Office of Instruction will provide current standardized data to each Department annually for consideration. Departments will be required to submit the Bi-Annual State of the Department report every second year. Each Program Review may be the work of a single Department, or it may be the work of a combination of Departments as determined by the Department faculty, Division dean, and the Curriculum Committee. During the sixth year there should be time set aside for analysis of information, development of proposals and preparation of a final report. Program Review culminates with a special meeting of the Curriculum Committee. The President, the Vice President and Deans will be invited to attend. All members of the campus community are also invited and encouraged to attend. After Curriculum Committee review completed Program Reviews are submitted to the College Council and the Budget and Planning Committee by the Curriculum Committee Chair. Finally The President will submit the Executive Summary to the SMCCCD Board of Trustees.

SUGGESTED TIMELINES

FOR THE BI-ANNUAL STATE OF THE DEPARTMENT PROCESS AND THE SIX YEAR COMPREHENSIVE PROGRAM REVIEW PROCESS

BI-ANNUAL STATE OF THE DEPARTMENT TIMELINE

March

- The Office of Instruction will provide current standardized data to each Department. At that time faculty analyze the state of the program with any necessary assistance from the Division Dean. Analysis includes the following: program goals and objectives, curricular offerings, enrollment data, faculty and staffing concerns, and equipment and facilities concerns. Departments may include additional data to aid in analysis. Additional materials for this analysis may be provided to the Department representative by the division dean as necessary.

August

- The Department must complete a Bi-Annual State of the Department Document and submit it to Division Dean by August 31.
- One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if Department faculty intends to make requests with budgetary implications (faculty, staff, instructional equipment other than replacement, and technology needs) for the fiscal year, a Bi-Annual State of the Department must be completed, and a copy of the document will be forwarded with program recommendations by the Division Dean to the Budget and Planning Committee for consideration.

COMPREHENSIVE PROGRAM REVIEW SELF STUDY TIMELINE (20 PAGE MAXIMUM)

August

- Department is informed by the Division Dean of scheduled Program Review. Forms are available on the Academic Senate web page at: <http://Cañadacollege.edu/about/academicsenate.html>. The Division Dean will provide to the Department all previous Bi-Annual State of The Department documents and the Office of Instruction will provide the most current standardized data at this time.
- Department/Program faculty will appoint a review team and select a review team leader. Small or one-person Departments may need to consult with their peers at CSM or Skyline, or meet with Division Dean to acquire assistance. While all full time faculty are expected to participate in the Program Review process, Departments are urged to include part-time faculty and appropriate classified staff in the review process

September

- Division Dean will convene a meeting of the review team. At this meeting the team will discuss review instrument and plan review process

October through December

- Review team collects data, reviews all course and assures course outlines are correctly formatted and up-to-date. Courses that require substantial modifications should be submitted to the Curriculum

Committee by Department faculty with assistance from their supervising Dean following the Curriculum Committee's deadlines.

January through February

- Review team analyzes data and information
- Review team completes a program review draft
- All Department/Program faculty and Division Dean discuss and analyze the initial findings.

March

- Prior to March 30, department faculty finalize the Program Review report and submit the original signed report to the Office of the Vice President Instruction for the Curriculum Committee's review and response. The Vice Presidents office will make copies for all Curriculum Committee members.

April

- The Curriculum Committee, Vice President of Instruction and the Academic Deans will read and respond to Program Review reports. The President is also invited to review the document. At this time Department/Program members meet with the Committee to present their Program Review in a 10 to 15 minute oral presentation, highlighting its findings and allowing the Committee to ask questions. The campus community is invited by the Curriculum Committee to the presentation.
- The Curriculum Committee will review the document to:
 - ✓ Determine if the Program Review follows the applicable model
 - ✓ Assess the coherence of the program goals with general college goals
 - ✓ Determine the progress on prior goals (if applicable)
 - ✓ Review the program's responses to load and retention (instruction) and outcome data (student services)
 - ✓ Develop responses to the recommendations
 - ✓ Respond to other sections in the Program Review

May

- The Curriculum Committee, Deans and Vice President of Instruction will submit a written response to the department within 30 days using the response sheet
- Department faculty will incorporate Program Review recommendation into planning and budget requests for the subsequent academic year.
- Vice President of Instruction will forward the Executive Summary to College Council for their review.
- Vice President of Instruction will forward the Program Review documents to the Budget and Planning Committee for consideration in the planning process.
- President will forward the Executive Summary to the SMCCCD Board of Trustees.

RESPONSIBILITIES OF COMMITTEES INVOLVED IN PROGRAM REVIEW

The Cañada College Curriculum Committee, a standing committee of the Academic Senate and the Office of Instruction are jointly responsible for the oversight of Program Review. All full-time faculty and Division Dean's shall participate in the process with additional support from part-time faculty and College staff.

Department Faculty:

- ❑ Stay abreast of current trends in their discipline.
- ❑ Review and revise as necessary each course outline regularly and at least within the six year Program Review cycle.
- ❑ Review and analyze annual standardized data

Program Review Committee:

- ❑ Meet with Dean to establish schedule of Program Review process
- ❑ Meet regularly to research and review all relevant data
- ❑ Complete all required documentation within the established guidelines including but not limited to:
 - ✓ Bi-Annual State of the Department Data Collection Document
 - ✓ Comprehensive Program Review Checklist
 - ✓ Comprehensive Program Review Self Study Document
 - ✓ Comprehensive Program Review Executive Summary
 - ✓ Evaluation of the Comprehensive Program Review Process
- ❑ Make oral presentation to the Curriculum Committee

Curriculum Committee:

- ❑ Maintain and update the Program Review process as necessary
- ❑ Schedule the oral presentation and invite the campus community
- ❑ Read and respond to program reviews with the primary focus for
 - ✓ academic/curriculum standards
 - ✓ impact on educational and support services
 - ✓ ensuring projections are reasonable

Division Deans:

- ❑ Stay abreast of Program Review calendar and cycle
- ❑ Provide support to Program Review Committees
- ❑ Read and respond in writing to each Program Review within their division and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ ensure that Department faculty have consulted with related programs on campus with respect to comprehensive course offerings
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable

Vice President Instruction:

- ❑ Keep the Program Review calendar, inform programs of scheduled review and keep on file completed Program Reviews
- ❑ Provide standardized data and institutional information to the departments
- ❑ Read and respond in writing to each Program Review and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable
- ❑ Ensure that Budget and Planning Committee has the Executive Summary of each Program Review and the required written response from administration and Curriculum Committee

Budget and Planning Committee:

- ❑ Maintain a master notebook with Program Review information for all completed Program Reviews
- ❑ Ensure that Program Reviews be given to each successive chair with clear statements as to which recommendations have been acted on and which have been carried over.
- ❑ Utilize Program Review recommendations in the budget and planning process

College President:

- ❑ Review Program Review documentation as necessary
- ❑ Submit completed Executive Summaries to SMCCD Board of Trustees



BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Each year, no later than April 30th, faculty analyze the state of their department, using this form. Each Department may include additional data to aid in analysis. The Office of Instruction will provide new standardized data. The Division Dean will assist in compilation of data for sections II and III. One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if program faculty intend to make requests with budgetary implications (faculty, instructional equipment, technology needs) for the fiscal year, The Division Dean will forward the Departments recommendations with a copy of the completed Bi-Annual State of the Department document to the Budget and Planning Committee for consideration.

I. Program goals and objectives:

The English Institute provides English as a Second Language instruction and classes to non-native speakers of English in order to prepare students for entry into occupational programs or university transfer courses. Students who wish to enroll in the program should have a knowledge of basic English equivalent to at least one year of previous study in programs such as Adult Basic Education or language schools, or previous English instruction in their native country. The English Institute placement test is administered prior to the beginning of each semester in order to assess English ability for correct placement.

By the end of Level IV, students will be able to:

- Compose short, coherent, well-organized essays on various topics in response to academic readings.
- Analyze introductory college-level texts and synthesize information from them and various sources in both written and oral responses.
- Prepare and deliver a ten-minute, well-organized, coherent oral presentation considering audience and purpose.
- Recognize and use Standard English grammatical patterns for college-level work.
- Use English to engage in community and civic life.

II. Curricular offerings:

A. New, deleted, “banked,” and “unbanked” in the past two years (check all that apply)

Name and Number	New	Delete	Bank	Unbank	Gen Ed	IGETC	AA/AS	Basic Skills	Workforce
Online Grammar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
811, 812, 813, 814 Listening/Speaking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

801, 802, 803, 804 Grammar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
851, 852, 853, 854 Reading/Writing 836 Vocabulary (new not banked) 837 Pronunciation (new not banked)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
836 Vocabulary	X	<input type="checkbox"/>							
837 Pronunciation	X								

**B. All current offerings except those previously identified in section A
(check all that apply; attach a separate table as necessary)**

Name and Number	General Ed	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
800 Preparatory Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fall 2004
821, 822, 823, 824 Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2004
831, 832, 833, 834 Speaking/Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spring 2004
841, 842, 843, 844 Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fall 2004

**C. Recommended areas of curricular need based on current offerings
(check all that apply; attach a separate table as necessary)**

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
WSCH	10, 447	9,751
FTES	348.2	325

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
FTE	22	18.7
LOAD	475	521

C. Retention and Success (If applicable)

Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2003	2004
Retention	79.1%	Unavailable
Success	69.3%	Unavailable

D. Certificate, degree, and transfer status (If applicable)

Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2003	2004
Certificates	Unavailable	Unavailable
Degrees	10% from 2001	to 2004 (only data available)
Transfer	Unavailable	27.3%

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

- The decline in WSCH and FTES from 2003 to 2004 is a result of cuts to the program because of budget constraints.
- Retention and success rates from 2001 to 2003 show a steady improvement (retention = 70.5% to 76.4% to 79.1%; success = 61.5% to 68.5% to 69.3%). These retention and success rates reflect our commitment to addressing the needs of Generation 1.5 students through curriculum improvement, as well as the incorporation of computer technology in all of our classes.
- 10% of the students who earned a degree at Cañada College from 2001 to 2004 came from the English Institute. We anticipate a continual increase in this number due to curriculum improvement and program updating.
- 27.3% of students from the English Institute continued to transfer courses from Fall 2003 to Spring 2004. As with our statistics regarding degrees, we anticipate a continual increase in this number due to curriculum improvement and program updating.
- Most of the students in the English Institute come to Cañada College with goals other than degree, certificate or transfer. We make every effort to inform our students of their options, including inviting speakers from many other departments on campus to introduce our students to their programs.
- It is important to note that the status of some of our students as undocumented interferes with their ability actively to seek transfer to 4-year institutions.

IV. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification (**Please see attachment.**)

Position	Areas of expertise needed
ESL Instructor	Advanced Reading and Writing

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed

C. List staff requests and attach formal justification

Position	Areas of expertise needed
ESL Computerized Classroom Technician	ESL and Computer Technology

D. List professional development needs:

Funding for:

- Conference attendance (CATESOL, TESOL, etc.)
- Interdepartmental Learning Communities
- Technology training
- Adjunct Faculty meeting participation

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
networked laser printer	\$1,000
ESL language software site license	\$5,000

B. List facilities needs:

New	Maintenance
Smart classrooms	



COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- Comprehensive Program Review Self-Study Document
- All Bi-Annual State of the Department Documents since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form
- Additional data as necessary

Date:

Program Name:

Review Committee Chair:

Review Committee Members:



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

NA

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

Transfer and General Education:

- Update curriculum to strengthen it academically to ensure success in transition-level courses.
- Arrange speakers from different departments.
- Work with counselors to develop English Institute program orientations and general college orientations.
- Engage in discussions between the English Institute and the English Department.
- Mentor new faculty.
- Update and maintain Combined Americanization and Civics Education in English (CACEE) training and curriculum.
- Collaborate with Career classes through Freshman Success Program.

Professional/Technical Programs and Basic Skills:

- Modify English Institute class schedule to encourage students to take courses in other disciplines, including Business, Math and ECE.
- Train faculty in use of computerized classrooms.
- Incorporate computer skills in English Institute classes.

- Create Language Arts Project and present campus-wide.
- Create Learning Community with English Institute Grammar and Business Computer Skills classes.
- Establish liaison with Medical Assisting Program to promote student success.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Changes to Student Population:

The students entering the English Institute have a variety of needs. Some students need to learn general English language skills. A few are international students, but a growing number of students in the English Institute are younger graduates from local high schools. To ensure the transition of the Generation 1.5 population (from local high schools), the English Institute has strengthened the academic curriculum in the following ways:

Pedagogy and Content of Existing Courses:

- Emphasize reading and discussion skills in reading classes.
- Experiment with combining and then separating the reading and writing classes. (Joining courses was proven pedagogically sound through research; however, logistically it was not possible to continue.)
- Invite speakers from different departments to inform students about the different programs on campus.
- Introduce computer technology (including Internet use and email communication) in classes to ensure academic success and create a familiar environment for high school students.
- Choose texts with a multicultural approach.

Development of New Courses:

- Vocational ESL
- On-Line Grammar

Other:

- Lab hour by arrangement in the Learning Center

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

NA

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students.

- The courses provide students with a background in English necessary to transition to other programs at Cañada, transfer to other colleges and universities, and succeed in career and personal goals.
- The courses are offered both day and evening and many have multiple sections in order to meet the demands of students' personal schedules.
- Third, the courses work together to provide a comprehensive background in English which includes all modes of language use (i.e. writing, reading, listening and speaking).
- The courses in the program are designed to allow students to address their individual language needs at a variety of levels, rather than forcing them to follow a one-track system. (e.g. Students may enter the program at Level I in Reading, but level II in Grammar.)

2. State how the program has remained current in the discipline(s).

- Courses are continually modified in terms of objectives, content, and scheduling in order to meet the demands of evolving college goals.
 - Changed schedule from four-hour, four-day-a-week block to M/W/F and T/R block to encourage and enable students to take courses in other disciplines.
- Instructors in the program regularly attend conferences, workshops, discussion groups, and other professional gatherings in order to maintain contact with other experts in the discipline and to update their knowledge of current discipline trends.
 - Hosted Northern California Regional CATESOL Conference in November 2003.
 - Developed Language Arts Project in conjunction with the Foreign Language and English Departments.
 - Attended conferences on assessment, curriculum and TESOL.
- Regular meetings occur within the department, which enable all instructors to build consistency among their courses and teaching methods.
 - Coordinated and attended level, skill and department meetings on a regular basis.
 - Attended meetings across disciplines with English, ECE and Business Departments.
- Technology (e.g. Internet, CALL, audio/visual equipment) has been widely incorporated into the program.
 - Created online courses.
 - Integrated technology in the classroom.
 - Developed and participated in training program for instructors.
- Courses have been developed for special purposes to supplement the regular program offerings.
 - Created four levels of Learning Center courses for Grammar.
 - Created Learning Community with Business and Workforce Division.
 - Collected and prepared materials for lab hours by arrangement.
 - Developed and offered courses in Vocabulary, Pronunciation and Computer Skills.
 - Developed a transferable Introduction to Linguistics course for both native and non-native speakers.
- A grant-funded Combined Americanization and Civics Education in English Program (CACEE) was created and infused into the core curriculum.
 - Created, collected and incorporated civics and citizenship materials at each level.
 - Collaborated with community organizations (e.g. World Without War Council, International Institute of San Francisco).
 - Participated in the Citizenship Project Workshop.
 - Provided training workshops for faculty.

3. All courses in this program should be reviewed and, if appropriate, modified every six years...

The course outlines of the entire ESL Program were modified during the 2003-2004 academic year. These modifications included changes in course objectives, content, unit value and numbering in order to create consistency between all day and evening sections and the CBET Program, thereby unifying and strengthening the English Institute and enabling it to work in harmony with the overall Cañada environment.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

5. Describe how your program is articulated with similar departments within SMCCCD, or with Sequoia High School district or other four year institutions. (Include articulation agreements, common course numbering, etc.)

- SMCCCD
 - Attended and participated in SMCCCD ESL Department meetings.
 - Aligned and updated English 400 within the district.
 - Restructured the ESL placement test to align it with Skyline's ESL placement test.
 - Aligned courses with CBET program and the South Coast Collaborative ESL program.
- Sequoia Union High School District
 - Met with faculty and administrators from Sequoia High School ESL.
 - Created a bridge course between Cañada and Sequoia Adult School to facilitate the transition between the institutions.

6. Discuss plans for future review and program modification.

- Discussions are currently in progress regarding possible partnerships with other departments on campus so that the course and program requirements of the English Institute will complement those of other departments and vice versa.
 - ECE
 - Business
- The English Institute is continually researching ways of establishing transfer credit and degree applicability for its courses.
- The English Institute will capitalize on the experience of the liaison established between Sequoia Union High School District ELL program and the E.I. by one of the English Institute's full-time faculty, currently the Visiting Dean of ELL for SUHSD.
- The English Institute plans to fill the full-time faculty position left vacant by the departure of the English Institute Coordinator at the end of the fall 2004 semester.
- The ESL Program will compile and continue to conduct research on the demographics, needs and goals of the ESL population in our service area to remain current in the ways it serves students.
- The ESL Program, in conjunction with the college researcher, will track alumni to understand better how to improve the Program.
- The ESL Program will solidify the connections between its various components: English Institute, CBET, Menlo Park, Pescadero/South Coast Collaborative.

PART C: Student Outcomes

Please attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

By the end of Level IV, students will be able to:

- Compose short, coherent, well-organized essays on various topics in response to academic readings.
- Analyze introductory college-level texts and synthesize information from them and various sources in both written and oral responses.
- Prepare and deliver a ten-minute, well-organized, coherent oral presentation considering audience and purpose.
- Recognize and use Standard English grammatical patterns for college-level work.
- Use English to engage in community and civic life.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

- Jenny Castello, ESL and Basic Skills
- Anniqua Rana, ESL and English
- Katie Schertle, ESL

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

- CATESOL
- Curriculum Institute
- Great Teachers
- International Association for Intercultural Education Conference
- Language Arts Project
- Museum of Tolerance
- Student Learning Outcomes Assessment Summer Workshop
- Summer Faculty Leadership Conference
- Title V
- Boot Camp
- Online Education Workshop
- World Without War Council
- Citizenship Participation Workshop

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

- Until spring 2005, the orientation for new full-time and adjunct faculty and staff was conducted by the English Institute Coordinator. Since there is no longer a Coordinator, this responsibility has shifted to the Division Dean and the three full-time faculty.
- The current student aide for the English Institute was trained by the former Coordinator.

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

- The computerized classrooms in 13-11 and 6-13 are in dire need of repair, modernization and upkeep. The printers in both classrooms do not work and several of the computers have ongoing malfunctions.
- Room 6-13 has presented accessibility problems for those students in the English Institute with disabilities.
- Access to smart classrooms will greatly enhance the effectiveness of instruction.

2. Describe the use and currency of technology. List projected needs.

The following was contributed voluntarily by several faculty from the English Institute as part of a survey regarding use of computers and the computerized classrooms in our department:

READING IV **Rebekah Taveau**

How often are students using the computer?

My Reading IV students used the computers nearly 100% of the days we rotated into the computerized classroom and for 85-90% of the class period. When we were actually in the computerized classroom, students used the computer about once a week for shorter periods of time. I could definitely have them use the computers more in this classes, but because the amount of access has varied from semester to semester, it has not made sense to plan the course curricula around that (yet).

How does the usage of computers in Reading IV connect to the course objectives and student learning outcomes?

Course Objectives	Student Computer Use	Desired Student Learning Outcomes
Read critically sophisticated college material at the advanced level	Read a variety of sophisticated advanced level academic texts (not presented in textbooks but supplementing course topics). Compare sources, and work collaboratively with other students to answer evaluative discussion questions. Do interactive reading	Experienced with sophisticated academic material from diverse sources Ability to critically evaluate a variety of texts and to judge web site sources Greater facility with

	comprehension quizzes on line	advanced level reading
Read and comprehend using reading skills such as recognizing main idea and important details in complex readings, identifying complex rhetorical modes, recognizing complex transitions, distinguishing facts and opinions, guessing meaning of words from context	Read a variety of sophisticated advanced level academic texts (not presented in textbooks but supplementing course topics) and answer main idea, detail, discourse, fact versus opinion, and meaning in context questions provided in worksheets and online interactive quizzes.	<p>Increased awareness of reading skills</p> <p>Experience applying reading skills</p> <p>Greater facility applying reading skills</p>
Respond orally and in writing to topics covered in reading selections	We tried using the chat option in yahoo but there were too many timing consuming logistical issues to justify this. An intranet chat connection would be needed to make it worthwhile.	<p>Experience responding to reading selections</p> <p>Experience responding to reading selections in synchronous and written communication (CMC) format</p>
Read and complete work of authentic and unabridged fiction or non-fiction	Visit websites with multimedia presentations and biographical materials relating to readings in the authentic and unabridged non-fiction work chosen for the class (currently American Legacy)	Appreciation and richer understanding of the authentic and unabridged non-fiction work
Recognize and demonstrate understanding of the important principles of the Constitution and other documents	<p>View presentations of the United States Constitution, Declaration of Independence, Emancipation Proclamation, and other essential documents of American history on line in their entirety and original medium.</p> <p>View pictures of authors and institutions associated with essential documents of American history.</p> <p>Listen to songs and speeches relating to the essential documents of American History (The Star Spangled Banner, Civil War Chants,</p>	<p>Understanding and appreciation of the important principles of the Constitution and other documents</p> <p>Engagement in readings of American history</p>

	Civil Rights chants, Martin Luther King's "I Had a Dream Speech", etc.)	
Develop independent reading skills	Conduct research on topics of choice relating to course themes and present information in class	Ability to find, select, evaluate, and process (skim and scan for important details and main ideas, and critically evaluate) readings independently

WRITING IV
Rebekah Taveau

How often are students using the computer?

My Writing IV students used the computers nearly 100% of the days we rotated into the computerized classroom and generally for 90% of the class period. When we were actually in the computerized classroom, students used the computer about once a week for shorter periods of time. I could definitely have them use the computers more in this class, but because the amount of access has varied from semester to semester, it has not made sense to plan the course curricula around that (yet).

How does the usage of computers in Writing IV connect to the course objectives and student learning outcomes?

Course Objectives	Student Computer Use	Desired Student Learning Outcomes
Write paragraphs and basic essays in various rhetorical modes	<ul style="list-style-type: none"> Visit interactive website where students can work collaboratively studying and responding to information related to specific rhetorical modes. Read a variety of online examples not presented in textbooks 	<ul style="list-style-type: none"> Enriched understanding of rhetorical modes (through the investigation of the modes in different mediums -multimedia in addition to discussion, lecture, or reading) Understanding of the application of various rhetorical mode in a variety of disciplines
Develop writing process skills	<ul style="list-style-type: none"> Visit interactive website where students can practice (collaboratively or individually) and evaluate applications of different phases of the writing process (brainstorming, outlining, editing, etc.) 	<ul style="list-style-type: none"> Increased knowledge of how to apply different writing process skills Ability to critically evaluate applications of the process skills

	<ul style="list-style-type: none"> • Practice writing in word processor using formatting tools, saving, and printing • Practice editing and re-organizing writing in word processor using tools such as spell check and cut and paste 	<ul style="list-style-type: none"> • Ability to employ word processing skills that are essential to college level work • Ability to use word processor as a pre-writing (as well as final writing) tool.
Follow and apply standard English punctuation, capitalization and spelling rules	<ul style="list-style-type: none"> • Complete interactive punctuation, capitalization, and spelling quizzes on line. Respond to feedback on wrong answers through analysis, repeated attempts, and correction (often in order to be able to complete quiz) 	<ul style="list-style-type: none"> • Developed awareness of punctuation, capitalization and spelling rules • Awareness of common punctuation, capitalization and spelling errors
Write simple, compound and complex sentences with correct grammar at the advanced level (proper verb tense, passives, gerunds and infinitives, etc.)	<ul style="list-style-type: none"> • Select and complete interactive grammar quizzes on line (depending on weak areas identified for each student). Respond to feedback on wrong answers through analysis, repeated attempts, and correction (often in order to be able to complete quiz) • Read examples of grammatically correct writing • Practice editing of grammatical mistakes 	<ul style="list-style-type: none"> • Improvement in individual “weak” areas of grammar • Developed “ear” for grammatically correct sentences (for what reads well) • Increased awareness of the application of grammatical rules
Critically read and comprehend sophisticated material at the advanced level	<ul style="list-style-type: none"> • Read advanced level texts with multimedia components • View a variety of texts on the same topic from different 	<ul style="list-style-type: none"> • Enhanced understanding of sophisticated materials/class themes. • Ability to use and interpret multimedia to better understand texts and cultural information associated with class topics • Awareness of different sources and ability to

	viewpoints or sources	critically evaluate material based on its origin
Respond in writing to topics covered in reading selections	<ul style="list-style-type: none"> Do in class writing assignment in word processor often responding to stimuli (picture, reading, or voice on computer) Write collaborative documents 	<ul style="list-style-type: none"> Developed comfort with the response writing mode Experience with and knowledge of different types of response writing

Jenny Castello

These are the ways that I use the computerized classroom to offer the students in my classes valuable experience using computers and access to information and activities not available in their textbooks.

ESL 863 AA Reading III

In this class, we use the computers to visit our *American Perspectives* textbook website and practice vocabulary. The textbook author has developed a lot of fun activities to learn the vocabulary for each chapter. www.longman.com Companion Websites

For *American Government*, we use several very useful websites for the students to find out who their congress members are, who their state legislators are, some facts about the State of California, who their local government representatives are, information about voting from the Secretary of State of CA, information about the White House, information about voting and how to be an informed voter from the League of Women Voters, and information on citizenship and naturalization from the official website of the Bureau of Citizenship and Naturalization. These websites are particularly useful because most of this information is not in our textbook.

www.congress.org.

www.ca.gov

www.ss.ca.gov

www.redwoodcity.org

www.smartvoter.org

www.whitehouse.gov

www.bcis.gov

ESL 843 AA Writing III

In this class we use the computers to do exercises on the transition words and grammar points explained in the textbook, *Blueprints Book 1*, and the students have access to the computers to work on drafts of their writing assignments. They lose a point for final drafts that are typed, so this gives students who do not have computers the opportunity to work on their keyboarding skills and to type their assignments. Also, we use a version of Eureka that was installed on the computers in 13-11 to investigate careers when we do the Unit on writing about a career.

www.hmco.com Textbook website

Microsoft Word

Eureka

ESL 831 AA Speaking and Listening 1

In this class, we use the computers to visit websites related to the topics of the Units in our textbook, *Northstar Basic*. In addition, we use the Listening component of *Focus of Grammar Basic and Low Intermediate Levels* software to do Dictation practice.

www.longman.com Companion Websites

Focus on Grammar Basic

Focus on Grammar Low Intermediate

ESL 824 AA Grammar IV

In this class, we use the Focus on Grammar software on the computers to practice the grammar points that we are covering in our textbook, *Grammar Links Book 3*. In addition, we use the textbook website for the Practice Tests.

Focus on Grammar High Intermediate Level

Focus on Grammar Advanced Level

www.hmco.com Textbook website

I use the computers for other activities as opportunities arise. For example, after the presentation on Japanese Americans in Redwood City during World War II, in the Grammar IV class, we logged onto the Redwood Remembers website and wrote adjective clauses about the people, places, and events we had heard about in the presentation and read about on the website.

I find the computerized classroom to be a valuable tool in my teaching, and I hope to be able to take my reading, writing, and listening/speaking students to the classroom soon.

Reading IV

Why I use the computer?

1. Students need to learn specific strategies for reading English online and using online texts

Skimming and scanning tactics such as looking at the overall organization of web pages (titles, subheadings, menus.)

Keeping track of the online sources and citing them

Evaluating online sources

2. Students also need to learn to conduct research through online reading. They need to know how and where to obtain information and how to filter through abundant amounts of online text in English

How I use the computer

Every time we are assigned to the computerized classroom (and everyday that I was in the smart classroom) I plan specific activities related to course curricula. I am careful only to choose activities that are *better* done on the computer rather than using the computer just for the sake of it.

1. Students read online texts related to the civics component of the course. They are given specific questions to guide their reading and work with a partner. For the most part, I have chosen multimedia sites with sounds and images that facilitate comprehension of the topic. For example, we read and listen to Martin Luther King's "I had a Dream" speech while looking at his picture.

His powerful voice and eloquent delivery are especially inspiring in this multimedia form and it makes it easier for the ESL students to follow the text.

2. Students visit informational websites to enhance appreciation and understanding of poetry and short story readings in the course. For example, a reading by Amy Tan is accompanied by a visit to her website with a picture of the author and her biography.
3. Students do online quizzes which help them practice reading comprehension and reading strategies interactively. This is often better than reading in print because the computer prompts force passive readers to interact more with the text

Writing IV

Why I use the computer?

1. Students need to learn to word process: they need to get used to writing papers on the computer, to using cutting and pasting as a strategy for editing and organizing their essays, and to using the spell check and grammar feature.
2. Interactive quizzes on writing mechanics and grammar provide much needed practice. Grammar needs to be revisited and practiced repeatedly in order for students to be able to apply it in their writing, but a teacher can only correct so much! Most of the computerized quizzes and exercises I use are corrected on the spot. Even better, they often require the student to try several times until they get it right.

How I use the computer

Every time we are assigned to the computerized classroom (and everyday that I was in the smart classroom) I plan specific activities related to course curricula. I am careful only to choose activities that are *better* done on the computer rather than using the computer just for the sake of it.

1. Students do interactive exercises and quizzes to supplement course topics. In particular, the grammar component of our textbook is a little weak. I have written up directions for students to go to specific sites where they follow up on grammar points we address in the book (and which are listed in our course outline).
2. Students do in class essays on the computer
3. Students write collaborative documents on the computer

Research Findings: Why ESL Learners Need Computers and What they Need to Learn

- English as a Second Language learners today need to be able to obtain, interpret, evaluate, and present English language materials using computer technology (American Council for Teaching

Foreign Language, 2001; Furstenberg et al., 2000; Gonglewski, 1999 ; Warschauer & Cook, 1999).

- Electronic Literacy, the knowledge of how to use computers to interpret and express meanings, is a critical part of English language learning today because information technology has had such a large influence in virtually every realm (academic, professional and social) of our society (Reinking, 1997; Shetzer & Warschauer, 2000).
- Employment trends dictate a greater need for autonomous learners, people who can access online resources and tools, sort through an overabundance of material, interpret constantly changing information, and take charge of their learning. (Kasper, 2000; Shetzer & Warschauer, 2000).

Jack Siebert Reading, Writing, Listening and Speaking

Thanks for the email; I've been waiting to hear about the schedule as I am anxious to have my students begin working with the computers. As one who was a bit reluctant to use the computers when I first started at Cañada, I can now say that I am a total convert. I find them useful for the following reasons:

(1) they give the students another modality from which to learn English - a variety of modalities is important so that they can hear different accents/voices, use skills which they are learning in class (be it reading, writing, grammar or listening & speaking), practice at their own pace, repeat a lesson when they need the extra practice, etc.

(2) I also find this a perfect time for me to go around and listen in as they are working on an activity; if they are having difficulty with a particular area, I can do 1:1 mini-teaching then and there. I can't do this as well in our regular class as we have so much to cover; I feel that I am racing to get through as much as I can.

(3) many of the students have limited or no access/practice with computers; even though they have access to the Learning Center computers, most of my students work part or full time and do not have the extra time to go to the LC, so the practice I can give them when we go to the lab is invaluable.

Brandon Smith ESL 863 and 843 Reading and Writing

I find the computers to be a valuable tool in the classroom. I use them in the following ways:

ESL 863 Reading III

Jenny and I have several "web" exercises to compliment our American government and citizenship content.

ESL 843 Writing III

We use the *Blueprints* text's website to practice grammar and the mechanics of writing for each of the chapters we cover.

Vikki Van Horn ESL 844 Writing

I would like to use the lab for two purposes. First, since my class is a writing class, I want to teach my students how to write in word. They seem a little scared of using the computers probably because they don't know how. Additionally, I want to teach them how to communicate via email. They would be able to attach documents and communicate with their classmates or myself and all in writing.

Gabriella Boheme Grammar

This semester due to the large number of students (40) I was assigned to room 6-13, which is one of our computerized classrooms. I have tried using computers with my class but most of my students feel overwhelmed by the whole situation and it takes so much out of class time just trying to get them to follow me. This is a Grammar I class. I hope that once the rotation begins, we could get a room with no computers where we don't need to rotate. Two semesters ago, I lost many of my students once the rotation started because they became extremely frustrated and confused with the rotation schedule.

Pat MacGee Listening/Speaking

I have used the computers in the past but this term I will not be using them for my L/S class and am already meeting in 6-13 for my reading class so have access if I wish. I have found the changing of classrooms to be disruptive in the past and would like to avoid doing so this term , if possible. Thanks for arranging it though. I used it for grammar last term and it was very helpful.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

N/A

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

- The demographics of the Bay Area illustrate the increasing need for additional full-time instructors with expertise in such specialized areas as Workplace English and Generation 1.5 Instruction.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years?

- Because of the evolving use of technology in the classroom, there is an increased need for trained technicians who are qualified to assist ESL students in computer use.
- A full-time, Spanish/English bilingual office assistant is needed to accommodate the large number of Spanish-speaking students.

2. What equipment will be needed in the next six years in order to maintain or build the department?

- New computers
- New printers

3. What facilities will be needed in the next six years in order to maintain or build the department?

- Use of the new Library/Learning Center/Student Resource Building
- Additional office space with computer access for adjunct faculty
- A fully-staffed ESL student resource center with computer access

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

N/A



**ENGLISH INSTITUTE
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY
(2 page maximum)**

Short Summary of Findings

The English Institute continues to be a dynamic program which serves the growing population of non-native speakers of English in our service area. By taking English Institute classes, students are prepared for transfer, degree, certificate and workforce programs at Cañada. In addition, the combination of language and civics instruction offers our students the necessary skills to become active participants and leaders in our college community and the community at large. As a program, we continue to support and collaborate with the other programs and departments on campus and expand our valuable and productive partnerships with various organizations in the Bay Area. The faculty is to be commended for their continual efforts to update curriculum to meet the needs of their students and remain current in the field. With continued support from the college, the English Institute will carry on its tradition of excellence.

Three Strengths of the Program

- Collegial, dedicated, expert faculty
- Fully-revised, innovative curriculum
- Cohesive, flexible, dynamic program with college-wide relevance

Three Suggestions for Improvement

- Need for additional full-time faculty
- Updated technology and maintenance expertise
- Release time for program coordination



EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

Approximately 25 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

No. It was difficult to compile the data and compose the responses.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

It was clear. However, there was a lot of repetition. Data input was severely impeded by formatting constraints.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Yes. However, they seemed repetitious.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. The process of program review provided the opportunity to evaluate carefully the strengths and weaknesses of our program and articulate them.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Some data was obtained through the Division Office. Additional necessary data was obtained directly from the campus researcher and the Cañada College website.

6. Please offer any comments that could improve and/or streamline Program Review.

It would be helpful to include hyperlinks on the online Program Review form which connect to institutional research data on the college/district website.



PROGRAM REVIEW INSTITUTIONAL RESPONSE SHEET

Program: English Institute

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean

Signature

Comments:

#2. Curriculum Committee Chair

Signature

Comments:

#3. College Vice President

Signature

Comments:

Appendix A

MISSION AND GOALS OF THE SAN MATEO COMMUNITY COLLEGE DISTRICT

Please check current catalog for most recent mission and goal statements.

Mission

- ❑ Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement
- ❑ Provide lower division programs to enable students to transfer to baccalaureate institutions
- ❑ Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Provide developmental and remedial education in language and computational skills required for successful completion of educational goals
- ❑ Provide a range of student services to assist students in attaining their education and career goals
- ❑ Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community
- ❑ Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success

Goals

- ❑ Provide varied general educational opportunities which acquaint students with the broad outlines of human knowledge and experience
- ❑ Provide lower-division transfer programs which prepare students for continued education in four-year colleges and university
- ❑ Offer occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Advance the economic growth and global competitiveness of our community through education, training, and services that contribute to continuous work force improvement
- ❑ Offer development/remedial education to enable students to develop those basic skills essential to successful completion of college goals
- ❑ Identify and meet community needs not otherwise served by college credit courses by offering self-supporting Community Service classes and activities
- ❑ Provide a program of student services to assist students in attaining their educational and career goals
- ❑ Actively support a program that promotes diversity in recruitment of students as well as personnel

APPENDIX B

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

Honestly, there is no guarantee. The Academic Senate Governing Council has developed a process that will allow the conclusions from the Program Review process to have an impact on planning and future development. It will be up to all participants to fulfill their responsibilities and check to see that the process has been effective.

3. I and/or others on campus have done a Program Review and it went nowhere. How will this be different?

With the implementation of this new process, we have a clear system in place for reviewing your work. This process provides for an increased level of oversight from the Curriculum Committee, the administration and the Budget and Planning Committee. Some examples of that oversight are as follows. Within 30 days of the oral presentation each program will receive a written response from their Dean, the Vice-President and the Curriculum Committee. The Vice President will give a copy of the completed Program Review to the Chair of Budget/Planning committee. The Chair of the Budget and Planning Committee will be expected to utilize these summaries during planning and budget. Each Division Dean will also have the Reviews available during the planning and budget process.

4. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review to the Curriculum Committee serves two purposes. Primarily, it will educate a cross-section of the campus community about the Departments accomplishments, future goals and needs. It will allow each program to shine! Secondly, it allows the Program Review process to become more personal. The oral presentation provides an open forum at which Curriculum Committee members and programs faculty and staff will have the opportunity to interact, question each other, and discuss the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

5. I am a one-person department – I don't have the capability or time to perform this review.

All forms are now available on line. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation for the Comprehensive Self Study; please call upon him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

6. How will the self-study questions be kept current and useful?

Academic Senate Governing Council with the help of your feedback, along with The Curriculum Committee will review the process regularly.

APPENDIX C

DEFINITION OF TERMS

DEPARTMENT: An organization of faculty and staff offering courses and academic support in a specified discipline.

PROGRAM: A single department or a group of departments offering an organized sequence of courses and academic support, leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education in the areas of lower-education, and student development. (District Rules & Regulations 6.01).

WSCH – weekly student contact hours

$WSCH = \text{contact hours per week} \times \text{enrollment in the class}$

FTE – One full-time faculty assignment

$FTE \text{ for one class} = \% \text{ of a full assignment}$

LOAD – a measure of efficiency

$LOAD = WSCH / FTE$

FTES – full time equivalent student

One student taking 15 units per semester for two semesters

$FTES = \frac{WSCH \times 17.5}{525}$

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

$RETENTION = (A+B+C+D+CR)/(A+B+C+D+F+CR+NC+W)$

$SUCCESS = (A+B+C+CR)/(A+B+C+D+F+CR+NC+W)$