

## **Center for Learning Advancement**

Prepared by: Cathy Lindsley

### **English as a Second Language**

#### **1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes?**

ESL monitors census data, registrations, persistence, student evaluations and comments and class completions to determine what classes to add, schedule changes to make, outcomes to adjust.

As a part of the college's Title II Adult Education and Family Literacy grant, all Oregon ESL and Adult Basic and Secondary Education programs are reviewed by an outside team from Dept. of Community Colleges and Workforce Development and community college peers on a 7-year (formerly a 5-year) rotating schedule. The last Lane Review was completed in 2003 and the next will be in January 2010. Based on state plan requirements organized in the Indicators of Program Quality framework, a team of ABSE and ESL professionals from across the state spend one week on-site, reviewing documents, attending classes, meeting with and interviewing staff and students. Their recommendations and commendations inform program improvement efforts. Lane ABSE/ESL program staff have participated as team members in reviewing other ABSE/ESL programs. For the current Indicators of Program Quality, see <http://www.oregon.gov/CCWD/ABE/Word/IndicatorsProgramQuality.doc>

ESL analyzes student outcomes data from TOPS (Oregon's system for reporting Title II, Adult Education and Family Literacy Act data) for the program as a whole and for the English Language Civics grant (a subset of classes) every year. An annual report to CCWD reflects on improvements made and improvements needed, compared to both past results and compared to other institutions of similar size. The reports indicate how ABSE and ESL perform on the five National Reporting System performance measures and compares Lane's performance to other community college's Adult Basic Skills and ESL programs in Oregon. For more on the NRS system, see <http://www.nrsweb.org/>. Results inform scheduling, marketing, curriculum development, professional development, assessment and other areas of program change.

ESL has revised budget tracking to allow cost comparison between and across programming delivered at Downtown Center, Main Campus, Cottage Grove and Springfield. This information is used to help in decisions about future programming.

ESL Advisory Committee, community members from a variety of partner organizations, meet regularly to provide feedback, share knowledge of the non-native English speaking population and ideas on programming.

#### **2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?**

- After gathering data on student schedule preferences, enrollment and comparisons to other programs, the ESL schedule was redesigned for 2005-06 to reflect best practices and student (customer) needs. Curriculum development funds paid for faculty time to re-align student learning outcomes for each class. This complex work continues in an effort to provide effective combined skills, listening/speaking and reading/writing instruction. ESL continues to assess how the program can provide enough, but not too much, repetition in introducing, practicing and mastering skills and then objectively and efficiently assess outcomes for mastery.
- ESL and ABSE are participating in a statewide effort to develop an Oregon Basic Skills Content Standards document. Supported by state/federal funds, Tracy Henninger and Cathy Lindsley participated in development of the pilot for standards in reading, listening/speaking. Another group worked on math standards. In 2009-2010, the team will expand to include seven members from ESL (including EL Civics) and ABSE (ABE to GED). Facilitated by national experts, Oregon joins other states to define what adult basic skills learners need to know and be able to do from a very beginning level up to college entrance level. The framework will help (but not dictate structure for) local programs.
- To improve student learning, Tracy Henninger is leading development of an ESL wiki to provide students with opportunities to practice and improve their skills independently in an online environment. She has trained instructors to use the pbworks wiki tool, which is available to all. As a result, more students are using the computer lab. The project earned a Lane innovation award of \$250 that allowed ESL to purchase Flip video cameras to develop teacher and student created content. See: <http://lccopencomputerlabesl.pbworks.com/>
- Over the years, ESL advocated for increased advising time to help students make decisions about their educational goals. Several changes since 2004 tried to address this need. Beginning 2009-10, Carl Perkins funds will provide an ESL/ABSE advisor to work with basic skills students to assist them to make transitions to career/technical programs.

## **Tutoring**

### **1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes?**

- reviewed sign-in and data collection process for students seeking tutoring assistance to find an efficient, time-saving method to track student participation.
- reviewed peer-tutor learning outcomes to evaluate need and possible content for master tutor course.
- monitored Community College Student Success and Engagement results for information to evaluate student satisfaction with tutoring services. Tutoring consistently receives high marks for quality and availability. Students ranked satisfaction with tutoring and peer-tutoring at Lane above the mean compared to both Oregon schools and other large community colleges. For more information on CSSEE and tutoring, see <http://www.lanecc.edu/research/ir/2008CCSSE.htm>
- participated in college review of options for supplemental instruction. Tutor coordinator served as supplemental instruction project leader, reviewing results of pilot efforts and literature on supplemental instruction practices at community

colleges and potential for using students vs. faculty in delivering supplemental instruction.

- reviewed use of peer mentors/success coaches in Fast Lane learning community cohort, involving tutor coordinator who also teaches College Success in Fast Lane, first-term experience.

**2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?**

- trained and hired more peer tutors, which provided more students the opportunity to reinforce their own skills teaching others, serving as role models, providing work experience and allowed for more tutoring hours.
- standardized tutor hiring process to assure appropriate and qualified students are hired and trained.
- revamped the sign-in process for students seeking tutoring assistance, simplifying the process to a one-time registration. This saves students and tutors time and streamlines registration and FTE tracking process.
- completed application for master tutor course to be offered for the first time The course will create a system for tutors to mentor new tutors with a system for tutors to reflect on their own skill development in 1:1 teaching. Offering the master course also allowed Tutoring Services to apply for and attain the highest level of College Reading and Learning Association certification.
- reorganized tutoring spaces and locations to better meet student needs.

**Academic Learning Skills**

**1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes?**

- reviewed online keyboarding curriculum to analyze whether an internet-based curriculum would provide more practice opportunities and better teaching/learning platform compared to currently used lab-only based program.
- analyzed student enrollment data and surveyed advisors/counselors to determine what changes in course offerings should be made.
- participated in Accuplacer analysis of student success based on placement test scores in hopes of determining validity of cut-off scores.
- analyzed needs of ESL and international students to determine best process for transition from ESL to credit program.
- faculty leads in each area (Reading, Writing, Effective Learning, technology, Math 10) review data, best practices and recommend changes in materials and courses.

**2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?**

- curriculum development project concluded that a change in WR80-WR90-WR95 continuum from 6+4+3 to 5+5+5 would better serve students. Department applied through curriculum approval process to implement the change, which was unanimously and enthusiastically approved. After extensive deliberation, Academic and Student Affairs said in March 2009 they could not give final approval because of

current budget limitations. Department is exploring and evaluating other options until change can implemented.

- began offering both in-class and hybrid online Keyboarding class for students with little or no keyboarding training, critical skill for student success. New system allows students more options for practice than the limited hours available in ALS computer lab. Students can also continue using the practice material after the course is completed.
- increasing number of instructors use Moodle and technology, including faculty websites, to communicate with students, allowing students access to materials and online options for monitoring their own progress.
- initial stages of writing curriculum review recommended change of WR95 to 3 credits from 4 credits. Curriculum change was approved and implemented in 2006-07 and 2007-08.
- revised Using Computers to Write courses aligning skills and outcomes with ALS writing objectives.
- began offering an evening rotation of writing courses to meet needs of working adults. Cycle is now Fall, RD80 & WR95; Winter, WR80; Spring, WR90. Math 10 is offered Fall and Winter terms and Effective Learning is offered on Saturdays Fall term.
- participated in development of several learning community and targeted population options, including Fast Lane, International Bridge, cross-cultural math learning communities. New learning communities and partnerships in 2009-10 include Effective Learning for Adolescents (name to be determined); Effective Learning/Latino Leadership; Beyond the Field (College Success for athletes) and writing course in collaboration with Counseling/Advising. Efforts are based on best practice research from Title III grant and CCSSE.