



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
<u>2019-2020</u>	<u>Amy Christensen</u>	<u>achristensen@cnm.edu</u>
Academic Year	Contact Person	Email

Name of Program:	Courses:
ESOL Communication & Culture Cert	ESOL 1001 ESOL 1010 ESOL 1020 ESOL 1030

PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
<p>The Bilingual Customer Service Representative Certificate AND the ESOL Certificate in Communication and Culture in Customer Service is a two-term, dual certificate program for students who are non-native English speakers. Students must be able to speak, read and write English well as the courses are completely taught in English.</p> <p>The program is designed to help students develop English communication skills and soft skills that will prepare them for jobs in customer service occupations. Classes are offered in the evenings and online.</p> <p>The certificate is a collaborative effort between the Schools of Adult and General Education and Business and Information Technology. Employment opportunities in retail, hi-tech and small business as a: Bilingual Customer Service Representative; Bilingual Client Relations Representative, or Bilingual Online Support Specialist.</p> <p>This dual certificate program is composed of six classes. They are:</p> <ol style="list-style-type: none"> 1. ESOL 1001: Academic and Workplace Communication. 2. ESOL 1010L Reading and Vocabulary.

- 3. ESOL 1020 Grammar and Composition
 - 4. ESOL 1030 U.S. Culture and Contemporary Issues
 - 5. BA 2230 Customer Service
 - 6. OTEC 1170 Telephone Skills
- In Fall 2019/Spring 2020 there were two separate cohorts. One had students from two different high schools in Ohio. These classes were offered 100% online with two facilitators in the high schools in Ohio helping the students navigate the courses. 11 students earned their ESOL certificate in this program. The other cohort was offered face to face and in a hybrid fashion at CNM. 11 students got their certificates in the face-to-face cohort. The main challenge this program faces is scaling it up. We continue to have low enrollment despite the efforts of the Bilingual Program Manager’s herculean efforts to promote the program. The success of the program is its high retention of students.

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	18	20	0

Number of declared majors	26	36	43
Average class size	14	10	10
Annual Average class retention rate is 70% or above (SAGE 65%)	97%	99%	85%
Annual C-Pass rate for coursework is 60% or above	76%	94%	75%
Average class fill rate at 60% or above capacity within a term or over a year	55%	40%	50%
Transfer numbers/percent	NA	1 (5%)	0 (0%)
Full-time to part-time faculty ratio	4: 6	6: 4	2: 0

Summarize how your program met or did not meet the target measures based on the data above.

The average fill rate is still below 60%, but it has gone up from the previous year. The average class fill rate did do up from 40% in 18-19 to 55%, so it is headed in the right direction. The retention rate has been high which speaks to the screening of the students that the Bilingual Program Manager does prior to enrolling the students as well as to the value of the content in the classes. There is only one full-time ESOL faculty member. So, the full-time to part-time ratio numbers do not appear to be correct unless it is also counting the BIT instructors in the Certificate program.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
1. Communicate effectively and appropriately with clients and co-workers in industry settings and formats.	ESOL 1001.	Test or quiz.	Conflict Resolution Quiz. 18/24 or 75% earned an 81% or higher. Target was 80%. Need to add more content to this module on conflict resolution and review the quiz items to look for patterns in which ones were missed
2. Design and deliver effective presentations appropriate for the industry specific setting.	ESOL 1001.	Other.	Leadership Presentation. 20/23 or 87% of students earned an 81% or higher on the presentation. Target was 80%.
3. Reading: Apply pre-, during, and post-reading strategies.	ESOL 1010.	Class project, and Homework assignments.	Textbook analysis project. 26/26 or 100% of students earned 81% or higher on this project. Target was 80%.
4. Vocabulary: Employ strategies to develop academic and/or professional vocabulary.	ESOL 1010.	In-class writing assignment.	Vocabulary Action Plan Journal Entry. 25/25 or 100% of the students earned 81% or higher on this activity. Target was 80%.
5. Writing: Demonstrate professional writing conventions (grammar, audience awareness, formality) appropriate to purpose and context.	ESOL 1020.		Data not collected because of COVID-19 in Spring 2020.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
6. Grammar: Recognize and understand the meaning of targeted grammatical structures.	ESOL 1020.		Data not collected because of COVID-19 in Spring 2020.
7. Demonstrate awareness of the ways in which beliefs, values, and ethics can influence interactions and expectations among and between clients, colleagues, and supervisors.	ESOL 1030.		Data not collected because of COVID-19 in Spring 2020.

Interpretation of Assessment findings
<p>We completed the third year of this dual certificate program, so we do not have large numbers of students to evaluate. Nonetheless, we hit our target of 81% for the identified outcomes except for the conflict resolution quiz where 75% of the students earned an 81% or higher. The students are all carefully screened by Ana Patino-Guillen who serves as the Bilingual Program Manager in BIT which may factor into their success on the outcomes we measured. A large percentage of the students earned as in these classes which is a testament to the students' commitment to the program and the support and encouragement that Ms. Patino-Guillen offers the students. In addition, the facilitators in the Ohio high schools were critical in helping their students succeed. One of the facilitators was new to the program this year and mentioned later that he would try to do a better job of screening students and promoting this program for next year.</p>

Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Reduce the number of program outcomes from 7 to 4 and do a crosswalk to determine which assignments best demonstrate mastery of the outcomes. Use these assignments in updated Final Measure reports.	After reviewing other program outcomes like the Customer Service Representative program and the Modern Languages Spanish Certificate of Completion, we decided to rewrite the ESOL certificate program outcomes.
2020-2021	Given the low numbers of students enrolled in this Customer Care Certificate program, SAGE needs to retool the entire curriculum so that it appeals to more ESOL students outside of Customer Service. Originally, SAGE wanted classes entirely composed of students interested in health care or customer service. Unfortunately, the demand is not there to support We need to reach out to other schools to find out if there is a need for collaboration in which students can earn the ESOL certificate to help them be more successful in the careers they have chosen to pursue. The activities in the current curriculum for Customer Care need to be altered to appeal to a wider audience. The need for additional collaborations needs to be identified, a student population recruited, and curriculum changes made.	55% class fill rate and only 22 students earning a certificate in 2019-2020

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	From Fall 2016-2019, 72 students have identified ESOL as their major. We need to reach out to those students to find out what “special purpose” they are interested in pursuing. Then, we need to alter the current ESOL series of four courses to integrate assignments that more closely match the students’ career area of interest. This is a major curriculum revision which requires either course release or project compensation.	Historically, up to 40% of SAGE IRW classes have ESL learners in them. Many of them may benefit from having ESOL classes with content from their majors in them. Thus, they could earn a certificate in their prospective field as well as a certificate in ESOL Communication and Culture. A comprehensive survey of ESL student interest in certificates and degrees should be completed.

Please Select all the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision Assessment methodology revision Assignment revision
- Budgetary reallocation Change in teaching approach Course content revision
- Curricular Revision Faculty training/development Process revision

Part 6: COMMENTS

Use this section to record any comments, notes, or questions from individuals who reviewed this report.
School Dean:
SAAC Representative: