

PROGRAM REVIEW Fall 2020

Program: English as a Second Language

Division: Arts and Humanities

Date: 10-23-2020

Writer(s): Leslie Payne

SLO/SAO Point-Person: Jonathan Brickman

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing:

<https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. <https://bit.ly/3fY7Ead>

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person:

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 2020_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

1. Successful organization and completion of fall 2019 ESL Open House/application workshop and assessment/orientation workshop. Due to Covid-19, we were not able to offer the same open house and workshop in the spring.
2. Successful continuation and further development of recent projects: Smart Shop Workshops, BELL section, Conversation Corner, library collaboration, etc. We saw a very high attendance rate of ESL Smart Shops and added new books to the BELL section in collaboration with LPC librarians.
3. Successful implementation of AB705 standards
4. Continued collaboration with our MACC partners
5. Support for adjunct ESL instructors: part-time faculty were invited to participate in a number of funded department projects.
6. We re-evaluated course offering structures, and are implementing new course offerings at new times to better serve our student population, including evening course offerings; moving oral communication class schedules and offerings each semester; moving grammar course offerings each semester; cross-listed course evaluation
7. Guided pathways: We were able to secure funding through the SEA Committee to pay full-time instructors to offer in-class registration workshops for continuing students during fall 2019 semester; due to Covid-19, we could not offer the in-person workshops in the spring.
8. We were able to secure funding for instructors offering the ESL Open House through the SEA Committee.
9. We are continuing our collaboration with counseling and English to promote effective student registration and counseling, especially in light of AB705
10. We are continuing our efforts to support all students, including International Students, through course curriculum and objectives, and collaboration with the International Student Program.
11. SLOs: There is a new ESL SLO point person, Jonathan Brickman, who revised department SLOs, organized our eLumen page and did outreach with part-time faculty on inputting and tracking SLOs. We believe this will lead to more effective analysis and use of SLO data.
12. In spring 2020, Leslie Payne worked with Emerald Templeton, the education partnerships project manager, to create 2 new ESL marketing videos for the ESL department website and YouTube.
13. Jonathan Brickman has updated and redesigned the ESL department website.
14. Jonathan Brickman, Julia McGurk, and Leslie Payne created a new online guided self-placement tool for ESL placement.
15. In the fall of 2019, we began offering some new non-credit courses. The curriculum committee approved four new non-credit writing classes, and four new non-credit grammar classes. We also added two new course offerings: a spelling course and a vocabulary course.
16. Jonathan, Julia, and Leslie completed all of the DE addendums, and they have all been approved.
17. Julia created a Canvas website, specifically for ESL instructors, where they can share resources, best practices, syllabi, and ask questions.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

1. Non-credit: As stated above, we would like to create a branch of non-credit VESL courses. We believe these courses would have high enrollments, and satisfy a currently unmet need in our community. However, without increased FTEF, we will not be able to offer non-credit classes.
2. Evening students are suffering from a lack of course options, and the ripple effect of canceling evening classes seems that it will continue in the coming semesters. We are offering mirrored course options to encourage evening students to attend and complete more units/semester.
3. In fall 2019, we lost our full-time assessment specialist, and she was replaced by temporary employees, which resulted in a significant decrease in student support during the assessment process. This caused a dramatic decline in students' abilities to access assessment and complete the enrollment process. For this reason, we feel that there is a strong need for a full-time assessment specialist replacement.
4. We are very concerned about the challenges that students are having with our new Guided Self Placement. Students are really struggling with it. It requires a tremendous amount of time for Julia to interact with students when they have questions and are confused. In addition to spending hours and hours answering initial questions, she has to administer a writing sample to each student, explain it, read it, and place students. Then she has to send them to the GSP. Once the students have gone to the GSP, we lose access to them and their scores because we currently do not have a way to track these students. This poses a real challenge programmatically because we cannot see placement test scores. Therefore, we cannot advise students or answer faculty questions about student placements. In the past, Jonathan, Julia, and I had access to this information. We used it as a tool to help guide students into level-appropriate classes. We also used it when there was a discrepancy such as a student or an instructor felt that they had been placed in the wrong level. This information was an invaluable tool and it is no longer accessible to the full-time ESL faculty.
5. The ESL Open House and Registration events have been very successful for many years. We have been told my administration that we will no longer be able to get support for ESL specific events, and that we will need to transition to having new ESL students participate in the orientations/registration events for all LPC students. We are deeply concerned about issues of equity should that step be enforced considering the language needs of our students. We no longer have an ESL dedicated counselor. In addition, due to lack of staffing, we were not able to offer application workshops and ESL specific orientations. From March 2020 to early June 2020, no ESL assessments were offered, and for most of July, no ESL assessments were offered. We want to continue offering these valuable services to our students. We are hopeful that administration will take this into account and support our efforts to best serve our student population.
6. The Fast Pass orientations are not working for our students and have led to a lack of accessibility and support for students.
7. Decreased access for our students has led to decreased enrollments, course cancellations, and a loss of FTEF. We hope that CEMC and administration will support an increase of FTEF for ESL once we build back our enrollments.
8. We would like to improve our collaboration with LPC Outreach, Counseling, Admissions and Records, and Adult Education. We appreciate all current efforts to collaborate and look forward to improving communication and processes. We especially need help in sharing out registration, application, and curriculum information with current and new students.
9. We are looking for ways to advocate for our program through the merging of Basic Skills and SEA.

10. We are concerned about lack of classroom space in the future. Anywhere from 12-18 of our classes are held in buildings that will be demolished in the future. Having access to classroom space to offer classes during times that work for our students which can support their needs is our top priority. We will need support from administration to ensure we do not have to cancel classes simply from lack of space.

11. Our student population is currently confronting significant obstacles due to the current pandemic. Covid-19 has made it extremely difficult for them to access online learning due to a lack of reliable Internet, home computers, economic, and family struggles. Political obstacles, such as ICE raids and threats thereof, the human rights crisis at the border, tariffs on students' home countries, the travel ban, and other anti-immigration policies are also a consistent and systematic means to spread fear and uncertainty among our immigrant student population, documented and undocumented alike. We are concerned about our students' mental health, equitable access to learning and resources, information sharing and disinformation. We are certain that LPC wants to provide a welcoming and supportive environment for this vulnerable population, and we believe that we need to actively collaborate across campus to ensure that message is being clearly sent to all students on campus.

12. Transitioning to online synchronous and asynchronous ESL classes has been challenging for both instructors and students. Even though online training courses were offered in the summer, there are some instructors that still need to complete the training.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

In fall 2019, we had robust enrollment numbers due to the fact that we were able to implement our application workshops, ESL open house, we still had a dedicated ESL counselor, and full-time support in the assessment center. However, when all of this support was taken away, our enrollment numbers for spring 2020 declined by more than half. While the previous data does not reflect our current enrollment struggles, I anticipate that the current academic year will more accurately show our enrollment challenges. We will continue to study this trend of declining enrollment.							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. We plan to create a virtual ESL open house. The A&R dean has agreed to support us in this effort by allowing us to utilize an admission and records specialist to assist us with virtual application workshop.
2. Get administrative support and funding for ESL Open House, Orientations, and Application workshops.
3. Secure funding for instructors offering the ESL Open House and doing in-class registration visits.
4. Work with Counseling, Admissions and Records, Outreach, English and other departments to promote effective student registration and counseling.
5. We plan to research the effectiveness of the GSP. We would also like to return to our original assessment practices as soon as possible.
6. With the Covid situation in our area improving and the campus starting to re-open, we would like to look into the possibility of offering in-person assessment in the spring if it is safe to do so. This is a big priority for us, and we believe that it will have a dramatic effect on our enrollments.
7. We need to get access to assessment data as soon as possible. As stated earlier, we have no ability to access enrollment data which puts both instructors and students at a severe disadvantage when it comes to accessibility, placement, and success rates.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW					
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. <https://bit.ly/3fY7Ead>

A lack of adequate support for ESL students during the enrollment process, such as loss of assessment support, loss of a dedicated counselor, and a loss of ESL orientations and open houses negatively impacted the students' abilities to enroll in classes. Additionally, transitioning to online learning has also posed challenges for students and created significant equity gaps that must be addressed. Covid-19 has made it extremely difficult for ESL students to access online learning due to a lack of reliable Internet, home computers, economic, and family struggles.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. <https://bit.ly/3fY7Ead>

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

ESL is not a degree granting program.

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

Upon completion of ESL 131B, the student should be able to produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development, and language use.

This CSLO was selected because it is an efficient way to assess and analyze the data.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
 (If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of ESL 131B, the student should be able to produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development, and language use.		X	

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

This will be analyzed and discussed during next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mweist@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

All of our courses have been very recently updated.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

No, there are not any courses that need modification.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

All of our DE Addendums have been completed and approved.