

PROGRAM REVIEW Fall 2017

Program: ESL

Division: A&H

Date: 08/22/2017

Writer(s): Julia McGurk

SLO/SAO Point-Person:

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

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: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

There were some note worthy changes to our program's data this past academic year.

First, looking at fall comparing '15 to '16: student head count went up, but total course enrollments went down, so more students enrolled but took fewer classes; male numbers down; latino population still fluctuating; course success rate from 74-73; course completion from 94-90; FTEF from full-time faculty down significantly, enrollments as well.

Secondly, looking at spring comparing '16-'17: head count went up significantly (337-354), and total course enrollments went up significantly as well (540-572); male numbers stable; latino population seems stable; course success rate from 73-77; course completion from 92-91; FTEF from full-time faculty down, but enrollments and capacity are up to where they were two years ago!

We made some changes to our course offerings, and perhaps that influenced an increase in the data listed above. I think the increases we saw in spring are especially significant because the ESL population faced great uncertainty and instability post presidential election.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>1. Need for dedicated ESL classroom space in order to move 8 of our class sections out of a computer lab (805), portables (104, 900), 1726 and the dance studio (1427). In addition, our use of rooms like 1427 and 805 adversely affect departments, like theater, which need access to space designed for their classes. We are very grateful for one dedicated space in the new building. Thank you for the support and advocacy of the deans and administration. Still, the need for larger, permanent</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	x	Community Partnerships/Outreach
	x	Curriculum*

<p>classrooms, which are conducive to necessary group work and discussion, remains. In fall 2018, if the schedule remains, even with the addition of the room in the new building, six day-time classes will still be in inappropriate classrooms.</p> <p>2. Community and campus collaboration: We are still working on re-connecting with area adult schools, and libraries; continuing our partnership with Chabot ESL; beginning work with Thomas Allen has shown great promise; we have a goal of creating a map for students referrals, which will be accomplished through re-connection with MACC; we are advancing development of non-credit courses and other courses with our local community and industry partners.</p> <p>3. We hired Leslie Payne as Jonathan Brickman's sabbatical leave replacement for fall semester.</p> <p>4. Finding new ways to approach enrollment: post election decline in numbers of ESL students consistent across other colleges (due to other factors as well, improving economy, etc.). We had to cancel a few sections this past academic year, as well as cross-list four of the lower level classes which is particularly regrettable in ESL because ESL students who are not able to enroll in classes upon initial registration do not typically return to classes with any consistency. In addition, cross-listing sections is not ideal for many reasons. We've increased our grass roots efforts - delivering ESL pro-</p>	x	Enrollment Management
	x	External Factors
	x	Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
	x	Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	

gram flyers throughout the tri-valley. We're reconnecting with area adult schools and libraries, and hosted a successful Open House in spring. This semester, almost all of our sections are full, including classes with up to 17 students on the waitlist.

5. In partnership with local, Livermore industry partners, and due in large part to the hard work of Vicki Shipman, we created a new series of VESL courses - English for the Wine Industry, which we will pilot in spring '18. We hope to incorporate the class as non-credit in the future, and have plans to create a whole series of non-credit VESL courses: English for Hospitality, etc.
6. Conversation Corner: Based on student feedback for a desire for more speaking practice, and in partnership with the Tutorial Center, we established a Conversation Corner in spring '17 - a place where students can meet new friends and practice their oral skills in an informal but supported environment. We have re-established the Conversation Corner fall '17
7. We are working on a collaboration with speech to create a bridge class/workshop for students transitioning to non-ESL classes which will help students learn and practice American cultural classroom norms for participating in class. We are hoping to join the spring session of the Smartshop Series, and BSI and the HSI grant are helping our department find ways to pay ESL instructors for their time.
8. Faculty are working in collaboration with the library to help structure the BELL section (Basic and English Language Learner section)! In order to increase accessibility for students, the librarians worked hard over the summer, collecting and the moving BELL books from all over the library into one section. ESL instructors walked the stacks to update the books, and labelled them for beginner, intermediate and advanced readers in September.
9. Faculty revised outcomes and assignments for the research requirement for our reading and writing courses. We are piloting projects in fall and will meet to evaluate/revise.
10. We selected new textbooks for our reading and writing classes through an extensive vetting process: reviewing different books available, surveying faculty, selecting levels and units for each level based on students learning outcomes and are piloting the books this fall! The publisher came to campus twice to introduce the textbooks and online components of the books.
11. Based on student feedback, we began offering all four of our oral communication courses each semester as opposed to two/semester with great enrollment! In addition, to better serve student needs, we plan to write a course outline for an advanced credit oral communication class.

**Facilities will also be addressed in Question H.

- | | |
|---|--|
| <p>12. We were able to purchase ear plugs and fidget spinners from Basic Skills funds in hopes of addressing possible student learning disabilities which can be difficult to assess in language learners. ESL faculty have access to the materials at their discretion. We are also considering purchasing class sets of the Longman dictionary for easier student access during class.</p> <p>13. We overhauled the course outlines for all six of our reading and writing courses.</p> | |
|---|--|

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<ul style="list-style-type: none"> - Increase department meetings and collaboration: ESL faculty met during each FLEX day, and also for our holistic scoring each semester. - Have monthly meetings with the International Student Program to improve communication: Meetings with the ISP proved especially valuable to improve communication, understanding, and collaboration across our programs. - Updated ESL website: new look, new links, resource information for Conversation Corner and RAW added, updated texts, and editing for unit load completed. - Map CAI competencies: M. Marquis and J. McGurk mapped the ESL competencies in preparation for the implementation of the CAI. J. McGurk also met with the English department to brainstorm about cut scores and placement recommendations collaboratively. - Exploration of non-credit course development: We have created a two level VESL course: English for the Wine Industry in partnership with the Livermore Valley Wine Growers Association, local winery owners, and the Livermore Public Library. The course will be piloted in January 2018. - Revision of research projects required in all reading/writing courses: This has allowed better scaffolding and careful analysis of SLOs. Faculty will meet to discuss and revise at the end of fall. - Increased communication and collaboration with partners across campus has benefited our program and students: Continually developing and building relationships with A&R, Financial Aid, Counseling, and other departments on campus has been a great learning experience, and is improving student referrals and instructor autonomy. 	<p>Mark an X next to each area that is addressed in your response.</p>	
	<p>Definitions of terms: https://goo.gl/23jrxt</p>	
		<p>Community Partnerships/Outreach</p>
		<p>Curriculum*</p>
		<p>Enrollment Management</p>
		<p>External Factors</p>
		<p>Facilities,** Supplies and Equipment (Including Software)</p>
		<p>Financial/Budgetary</p>
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		<p>Learning Support</p>
		<p>LPC Planning Priorities https://goo.gl/LU99m1</p>
		<p>Pedagogy</p>
		<p>Professional Development</p>
		<p>Services to Students</p>
		<p>SLO/SAO Process</p>
	<p>Technology Use</p>	
<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>		
<p>**Facilities will also be addressed in Question H.</p>		

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<ul style="list-style-type: none"> - Increasing the number of oral communication classes offered each semester has been very successful. Our students consistently ask for more speaking practice, so we used existing FTEF to offer more classes and saw robust enrollments. This, coupled with the Conversation Corner, has given increased numbers of students valuable, authentic conversation practice for their day to day needs. - The new ESL handbook, organized by J. Brickman, is a great resource for new students, offering important information in English learner friendly language. - Updated reading and writing course textbooks thus far appear to be a valuable way for students to improve those skills. - The Open House organized by J. Brickman in spring '17 was a great success. Our community partners gave excellent feedback, and many students who attended made the transition from Adult School to LPC! 	Mark an X next to each area that is addressed in your response.	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<ul style="list-style-type: none"> - Being unable to offer late-start courses to our students continues to be a serious obstacle. Given that our student population is unique, we see different enrollment and registration patterns than elsewhere in the college. Every semester, large numbers of ESL students assess during the first week of classes, and then scramble to add before the add/drop deadline. For example, fall '17, we had 35 students assess during the first week of classes. Based on the new contract, we had no choice but to cancel and cross-list classes that may have otherwise filled given more time. The college is losing money, instructors are losing units, and most importantly, students are losing the opportunity to go to college. - We were denied a full-time faculty replacement. We will apply again this semester, in the hopes to have more stability and thus greater student success in the program. 	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxr</p>
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	<p>Curriculum*</p>
	<p>x Enrollment Management</p>
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<p>**Facilities will also be addressed in Question H.</p>	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<ul style="list-style-type: none"> - Create reading SLOs for the reading and writing courses. - Pilot our first VESL course in spring. - Train and support new faculty members. - Find faculty from the department to participate in the non-credit task force and MACC. - Pilot new reading and writing textbooks. Follow up with analysis and revision, especially focused on use of content, exams and quizzes connected to the texts, and the Essential Online Resources component. - Organize and promote the ESL Open House. - Connect with community partners: MACC, Adult Schools, Libraries, Industry. - Meet with CEMC and FA to share data regarding our move from late to regular start in order to ask for management advice. - Continue to collaborate and build relationships across campus. - Consider creating outreach materials in languages other than English. - Finalize new flyer for outreach with the help of Mike Alvarez. - Collaborate with Thomas Allen. - Revise and streamline the ESL assessment/orientation process. - Offer application workshops. - Continue curriculum revision based on guidance from the Curriculum Committee. - Continue grass-roots outreach effort across the tri-valley with the hopes of institutionalizing funding and assistance from our college partners. - Hire a full-time faculty replacement. - Guarantee the pay of ESL instructors who help with the ESL orientation. 	Mark an X next to each area that is addressed in your response.	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<ul style="list-style-type: none"> - Develop non-credit VESL courses. - Explore non-credit mirrored courses. - Create for-credit, advanced level speaking and listening courses. 	Mark an X next to each area that is addressed in your response.	
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

ESL needs dedicated classroom space in permanent, traditional classrooms. ESL best practices support this request.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

The ESL program supports the very heart of the LPC mission. Each classroom functions as an inclusive, learner centered, international community where all aspects of diversity are welcomed and celebrated. ESL students come with a variety of goals: transferring to a university, earning a certificate, helping their children with homework, being able to speak with their child's K-12 teacher, improving their job opportunities, making friends and becoming a part of their community, and improving their quality of life. Being part of the ESL program empowers many students who decide to stay to complete further education at the college. Our students come to learn English, and often gain much more in the process.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: ESL 120A
Text of the CSLO, SAO, or PSLO: Students will be able to name the verb forms (base form, past form, past participle form and present participle form) for the verbs on the list of most common 1000-2000 words.
Describe the quantitative or qualitative results: Discussions with instructors showed that verb lists and usage were inconsistent as was student success.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: The verb list was revised to be uniform and exams were revised to reflect the verbs required of students. Continued analysis and revision will be necessary. We need more consistent input of data from grammar instructors in the program.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? Increases in students achievement may be connected to the revisions made; however, more data collection and analysis is needed.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: <u>CSLO</u> PSLO SAO
Course, Program Name, or Student Service Area: ESL 131A, 131B, 121A, 121B, 24, 25
Text of CSLO/PSLO/SAO: Doesn't exist yet. We would like to create reading SLOs for each of the reading and writing courses in our program.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

ESL 131A, 131B, 121A, 121B, 24, 25, 136 and 29

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No

C. DE Courses/Degrees/Certificates: 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.

No

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?