

PROGRAM REVIEW Fall 2018

Program: English as a Second Language

Division: Arts and Humanities

Date: 10-22-18

Writer(s): Julia McGurk, Jonathan Brickman, Leslie Payne

SLO/SAO Point-Person: Julia McGurk

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 10/22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by 10/22.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

Section One: Program Snapshot

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 Review was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The ESL Program serves a diverse student population in their pursuit of English language acquisition. We offer a rigorous academic six-semester program, with beginning to advanced level classes in reading and writing, grammar, oral communication and pronunciation. All of our advanced level classes are UC and CSU transferable. We also offer a variety of support courses through our ESL Smart Shop Workshops. Students who successfully complete ESL 25 have the ability to move directly into English 1A, and that student population consistently has the highest success rate in English 1A.

Students come to us from all over the world to learn English for many different purposes: to get a new job or promotion, to improve their ability to communicate in their every day lives, to be able to talk with their children's teachers and help their children with homework, to act as role models for their family members, and to earn a certificate or transfer. After taking ESL, many of our students decide to stay at the college and further their education.

Our program is unique in that we serve a student population quite different from the average LPC student and as such the student needs and our strategies to support them are similarly unique. For example, we work tirelessly with local Adult Schools and Public Libraries across the bay area, we partner with local businesses to assess employer needs, and we collaborate with Chabot to ensure that language learners in the bay area have resources to learn English.

The majority of our students are between 30 and 50 years old, compared to the college average of 19. Many of our students have professional degrees from their native countries, but many never completed an elementary education. We have resident, non-resident, undocumented, international and visa students in our program. Our students often live in large extended-family homes and work while going to school. To better serve these students we offer morning, evening and weekend classes.

Instructors in the ESL program act as teachers and mentors. We help our students navigate culture, community and resources as they work to achieve their goals in English fluency.

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 2017).

1. We hired a full-time replacement, Leslie Payne.
2. With the opening of the new building, we have been able to move almost all of our courses into appropriate classrooms. However, we are currently using rooms in 400, 500 and 600, so there is concern about where those classes will move after the demolition of those buildings. Currently the demolition will effect a minimum of 12 of our classes.
3. We continue to see increased enrollments, especially in our day time sections. We believe this is based in part on our efforts to collaborate with area Adult Schools and libraries including classroom visits, flyer distribution, a new method for assessment/orientation, and the continued success of our ESL Open House. Unfortunately, we are seeing a sharp decline in our evening student population. Factors for this are diverse, but include improved economy, and the changes we have had to make in our program scheduling. For example, if we cancel the first level evening course, the following semester, the second level evening course experiences low enrollments and is cancelled. This continues to have an unfortunate ripple effect on our evening course offerings, and we are concerned about our ability to serve working students in the future if this continues.
4. Last year we observed a need for more collaboration with the LPC library, so through funding provided by the Basic Skills Committee we will be completing many projects: offering Library to ESL in-service training, and ESL to Library in-service training; labeling books in the BELL section; making book recommendations; and scaffolding our library research projects.
5. We are currently updating all six of our grammar course outlines, and three of our speaking/listening course outlines.
6. Non-credit: We have the desire to create a non-credit branch of VESL courses in our program. We have the knowledge and funding to create the courses, and they would be unique in the Tri-valley; however, we have serious concerns about our ability to offer these courses without increased FTEF. Without increased FTEF, offering non-credit VESL courses will be impossible.
7. AB705: We are working in collaboration with math and English as we all navigate the new rules of AB705. New guidelines have been set for ESL, but we are still awaiting a timeline. Because our program is a six-semester program, our program will be impacted as the new rules require that ESL students be able to complete English 1A within six semesters. We have deep concerns about the state's new rules especially because completing English 1A is not a goal for the majority of our students, and we are unsure how our program will be impacted if the students do not complete 1A. We are considering non-credit options as well as an effort to make our highest level reading and writing ESL course, ESL 25, English 1A equivalent. We are actively collaborating with English to ensure that students understand the difference between the English and ESL pathway prior to registration and/or ESL assessment, and we see the need to also continue our collaboration with the LPC counselors.
8. We would like to develop a bridge class to help students moving from Adult Schools to the college ESL program better prepare for the college course work.
9. We plan to purchase classroom sets of American English Language Dictionaries to help our students succeed with in-class work.
10. Leslie Payne is collaborating with Puente as a Puente mentor.
11. We are actively exploring the idea of creating an ESL learning community and believe this would have a positive impact on our disproportionately effected student population.
12. FTEF: After reviewing the discipline plans over the past four years, we realized that we have lost more than 1.0 FTEF. We need to investigate and understand this loss, and see if there is a process to re-gain it.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr			
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process

X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

1. Through the ESL workgroup with the Mid-Alameda County Consortium, we were able to create a flow chart to help inform students of their options for ESL: library, Adult School, college. The chart is being distributed to help improve student placement and movement through the community pathways.
2. In addition to the above mentioned flyer, our collaboration with our community partners from MACC, including classroom visits, faculty observations, curriculum comparisons, etc. has improved our relationships and ability to refer students successfully.
3. Hiring a third full-time instructor, Leslie Payne, as a replacement for Marilyn Marquis has had a tremendous impact on our program.
4. We have a dedicated space in the new building, and have been able to move almost all of our classes into appropriate classrooms. The positive effects of this, on both students and instructors, cannot be overstated.
5. Our piloted course offerings, including a VESL course, new Smart Shop Workshops, and an ESL-CSM collaboration, achieved great success during the 17-18 academic year, and will be offered again this coming year.
6. We received positive student response for Conversation Corner and will continue to offer it again this academic year as well.
7. Our piloted combined assessment/orientation was a success in fall '17, and we saw greater, earlier enrollments in spring of 2018. We have decided to continue offering this resource in the coming semesters.
8. With the help of Nessa Julian, we have received stable funding for reading ESL assessments and performing ESL orientations.
9. The ESL Smart Shop workshops had a high rate of attendance during their pilot last year. We surveyed our students and faculty and in response have added even more workshops this academic year.
10. The new reading/writing curriculum, including course outlines and new textbooks, has been successfully implemented with positive feedback from students and faculty.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use

	External Factors	X	Learning Support		Professional Development		
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D. 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 packets available; if your program does not have a data packet, 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

<p>Since 2012, we have seen a yearly increase in overall student success rates partnered with lower withdrawal and non-success rates. For example, in 2012-2013 the overall success rate was 65.8%, whereas in 2017-2018 it was 79%.</p> <p>Most notably, of ESL 25 students who took English 1A, there is a <u>100% pass rate</u> over the past three cohorts beginning in 2014.</p>							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data

○ **Labor Market Data**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

F. 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 B-E).

The combined Open House/application and assessment/orientation workshops piloted in fall of 2017 simplified the registration process for new students and eased their transition into college. This was accomplished through excellent collaboration between the ESL department, Admissions and Records, Assessment, and Outreach.							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

G.

G.

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

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. Can we identify alternative funding, so we can offer evening courses to serve that student population?

3. **AB705:** We are very concerned about the requirement of ESL students to complete English 1A within six semesters as that is not a common goal among our student population. Based on IR data, 100% of students who move to English 1A from ESL 25 are successful. We boast the most successful student completion rate in English 1A; however, only 53% of our students actually move on to take English 1A. We are unsure how the state will handle this discrepancy between what we are being mandated to do, and what the actual needs and goals of our students are.

4. The decrease of more than 1.0 FTEF for our program since 2014 is troubling. I would like to account for this loss in order to try to rectify it.

5. We would like to improve collaboration with LPC Outreach, Counseling, Admissions and Records, and Adult Education.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. Revision of 9 ESL course outlines
2. Organization of fall and spring ESL Open House/application workshop and assessment/orientation workshop
3. Development of ESL Bridge Class
4. Continuation and further development of recent projects: Smart Shop Workshops, BELL section, Conversation Corner, library collaboration, etc.
5. Implementation of AB705 standards, including collaboration with English, math and counseling
6. Continued collaboration with MACC
7. Support for adjunct ESL instructors: teacher trainings, ability to participate in department projects, mentoring, observations, department meetings
8. Future ESL Department schedules: evening course offerings; moving oral communication class schedules and offerings each semester; moving grammar course offerings each semester; cross-listed course evaluation
9. Exploring and developing an ESL learning community: Is this possible? What is our target population? What is the process?
10. Finding classroom space when 400, 500, and 600 are demolished
11. Creation of reading SLOs for our reading and writing courses
12. Guided pathways: secure funding to pay full-time instructors to offer in-class registration workshops for continuing students each semester
13. Secure funding for instructors offering the ESL Open House
14. Secure institutionalized funding to continually maintain ESL Extensive Reading Libraries
15. Work with counseling and English to promote effective student registration and counseling
16. Continue to support International Students through course curriculum and objectives, and collaboration with International Student Program.
17. Secure funding for our grassroots outreach efforts.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxt>

X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

I. 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).

1. Development of non-credit VESL courses
2. Implementation of AB 705
3. ESL Learning Community
4. Space for classes currently held in space set to be demolished
5. Adjunct support and mentoring
6. ESL course offerings
7. SLOs: revision of department SLOs; new ESL SLO point person; training for adjunct faculty on inputting and tracking SLOs; more effective analysis and use of SLO data

Mark an X before to each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxt>

X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
X	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

Our programs plan to analyze our schedule and course offerings, develop curriculum, offer combined Open House/application and assessment/orientation workshops, and possibly create an ESL learning community reflect A1, A2, A3 and A4 from the college's Educational Master Plan.

In addition, all of our efforts to collaborate with MACC, local libraries, businesses, and Adult Schools, as well as our grass roots outreach campaigns and interest in developing a much needed non-credit VESL branch of our program address all of the goals from section B.

Lastly, our efforts to support adjunct ESL faculty, revise and develop SLOs, and secure funding to provide opportunities to collaborative training match goals D3, D4 and D5.

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

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

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

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

We will need additional classroom and lab space after buildings 400, 500, and 600 are demolished.

D.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The ESL faculty (both part-time and full-time) consistently attend CATESOL conferences statewide. In 2017-2018 faculty also attended non-credit workshops and conferences.

Funding obtained from the Basic Skills Committee in 2017-2018 has allowed us to pay instructors to attend department trainings and to work on important department projects.

Funding for the LPC Smart Shop Series has allowed us to pay instructors for the creation and delivery of this important resource for our students.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Supporting ESL adjunct instructors is a top priority for our department. Since our program functions as a guided pathway, we collaborate extensively through classroom assignments and also across courses and departments. Because our part-time instructors often work at other colleges, scheduling trainings and workshops can be a challenge. The ability to pay instructors for their time has been an important indication of how valuable we believe the trainings are. We believe this is an investment in the success of our program. To continue this work, finding funding through grants, the Basic Skills Committee, Equity and SSSP will be essential.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

I feel as though I repeat the same information multiple times throughout the review. Is that something that is helpful or does it slow the PR process for readers? Perhaps during a workshop, you could help newer faculty members who are completing program review to learn ways to better organize the reviews.

Section Three: SLO/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs 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 to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: N/A
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: We did not accomplish this goal. While we did report on our writing SLOs, we did not create new reading SLOs. This is a goal for us this academic year.
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:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

DO you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area: ESL 131A, 131B, 121A, 121B, 24, 25

Text of CSLO/PSLO/SAO: As stated above we would like to create new reading SLOs for our reading and writing courses.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: 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 130A, ESL 130B, ESL 120A, ESL 120B, ESL 23, ESL 26, ESL 133, ESL 136, ESL 123

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.

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.