Name of Program	Division	Author(s)
English As A Second Language	Arts, Letters, & Social Sciences	Marilyn Marquis

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The ESL program is dedicated to promoting the academic, professional, and personal success of non-native speakers of English. This includes a commitment to rigorous instruction,

reflective pedagogy, and thoughtful, research-backed curriculum delivered in manner that fosters engagement, encourages success, and develops self-esteem.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The LPC Mission implicitly acknowledges that the attainment of academic goals is but one reason of many our students attend LPC, and it could be argued that this is particularly true of ESL students. To that end, the ESL program strives to give students the knowledge, tools, and self-confidence that will allow them to complete transfer, degree, basic skills, career-technology, and retraining goals.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)
1. Will any course outlines be revised or updated in the academic year 2014-2015?

    (Highlight the appropriate box to type in an X.)

    YES x   NO ☐

    If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

    (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
131A 131B 121A 121B	Scheduled update
	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

    YES ☐   NO x

    If yes, please describe briefly what new curriculum is planned.

> Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES X   NO ☐

If yes, please describe briefly what new initiatives are planned.

1. Send letter to everyone who takes the ESL assessment

2. Create an ESL brochure

3. Distribute flyers to our students and encourage them to invite others from their community to attend ESL classes

4. Create a video of featuring ESL students at LPC

5. Secure funding to give a stipend to ESL part-time grammar instructors who participate in the end of semester holistic scoring activity for reading and writing classes

6. Establish a smooth transition from adult school to LPC ESL through outreach efforts

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

   (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
15	15	6

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

   (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

   ESL 131A, 131B, 121A, 121B, 24, and 25 are assessed every semester. The courses use a common writing final which is holistically scored by two ESL faculty members, n the instructor of record. The results are discussed during the holistic scoring session. This has been an ongoing process for several years. The grammar classes (ESL 130A, 130B, 120A, 120B, 23, & 26) do not have common assessments and do not have any full-time instructors, so they are assessed less frequently. There are SLOs for those courses and some have been assessed and reported in eLumen.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	N/A

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

   (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > We have a dialogue during the holistic scoring sessions at the end of every semester to discuss the final exam results for each level. We discuss the results and identify changes that would lead to better analysis of student writing. After the May 2013 assessments, we identified, for example, some improvements in the rubric. The evidence will be found in the change. We do not have meeting notes, coordinator records, or email to prove that we have done this work.

   b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

   (Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

   > We analyzed the assessment results and entered those results in eLumen. We learned that our current rubric needs to be changed to flesh out development, organization, and language skills so that we can identify which aspects of student writing need additional instruction.

   c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

   > Our request for academic year 2014-15 is an additional faculty member. We cannot continue to keep the same level of work on SLOs for our program when we have one fewer faculty member. We have no full-time instructors teaching grammar and that makes it difficult for us to encourage full participation in the SLO process.

   d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

   > ESL has planned a 2013-2014 project to revisit the SLOs for five sequential grammar courses. There are currently four SLOs for each course, so we plan to revisit them, create assessments, use the same assessment across every section of the course, and analyze the results. We plan to analyze the results of this project during the academic your 2014-15.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

   (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > We do not have any evidence of dialogue about student data in the form of agendas, minutes, internal reports, or discussions with deans or Institutional Researcher. We had never looked at this student data before we were required to fill out this form. When we did look at the results, we became curious about the randomness and shared the data with part-time instructors at a meeting where we were developing SLOs for our grammar sequence, but we don't have any evidence that we did that. We all noted the random results and more importantly learned that the college is keeping and publishing the data. That awareness helped the full-time instructors impress the significance of SLOs and the importance of the project we are now working on.

   b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

   (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

   > We confirmed that although students realize that they may not achieve the language skills necessary to receive credit for the course, they do not drop the class. Our W percentage in about 10% on average while the non-success rate may be as high 35%. We are pleased to see the ESL teachers encourage students to continue to come to class and learn as much s they can.

   c. To what extent, and how, do the student data results support resource requests?

   (If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

   > We believe that the random success rate over the five year period could be stabilized if we had additional full-time instructors. Full-time instructors both time and proximity needed to maintain an on-going discussion of student success. We clearly need to hire an additional full-time instructor.

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   > Fall 2012: 9.24
   > Spring 2013: 9.06

   b. If this amount differs from 2011-12, describe what changes have occurred.

   (To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

   > No difference

   c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

   > We will need to increase the FTEF slightly (.5 units each semester) because of changes to the course outlines. We offer 29.5 units of grammar classes each semester now, but in 2014-15 we will offer 30 units of grammar each semester.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

   (Enrollment Management data is posted on the IR website:
   (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
9.7	2.05	21.3%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to	Click here to enter text.	Click here to	Click here

	enter text.		enter text.	to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

    YES ☐   NO x

    If No, briefly describe. Provide any data which support these needs.

    > We have had one fewer full-time faculty member for three years and need to have that position replaced.

3. Are there Staff Development needs for the academic year 2014-15?

    YES x   NO ☐

    If yes, elaborate. Provide any data which support these needs.

    > We will have new grammar course outlines and would like to offer staff development opportunities for the instructors who teach those courses. Since we do not have any full-time instructors teaching grammar, it is extremely important to offer opportunities for the part-time instructors. We will have a required common final exam for grammar courses and will need to create the exams in collaboration.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO x

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

The ESL program needs designated classrooms, or, at a minimum, we need consistency of assigned classrooms so that we can have instructional material that is unique to our program on the computers and so that we can keep supplies in the classrooms.

	Classroom 1	Classroom 2	Classroom 3	Classroom 4
Monday				
8:30 am	ESL 24	ESL 131B	ESL 131A	ESL 120A
9:00 am	ESL 25			
6:00 pm	ESL 24	ESL 131B	ESL 131A	ESL 25
Tuesday				
8:30 am	ESL 121B	ESL 121A		ESL 130A
12:00 pm	ESL 121B	ESL 121A		
6:00 pm	ESL 121B	ESL 121A		
Wednesday				
8:30 am	ESL 24	ESL 131B	ESL 131A	ESL 120B
9:00 am	ESL 25			
6:00 pm	ESL 24	ESL 131B	ESL 131A	ESL 25
Thursday				
8:30 am	ESL 121B	ESL 121A		ESL 130B
12:00 pm	ESL 121B	ESL 121A		
6:00 pm	ESL 121B	ESL 121A		ESL 23/26
Friday				
9:30 am	ESL 23/26	ESL 123/126	ESL 133/136	
	Room 2460	**Room 2470**	**Room 2480**	**Room 2490**
6:00	ESL 130A	ESL 130B	ESL 120A	ESL 120B

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

    YES ☐x   NO ☐

    If yes, please briefly describe amount and general uses.

    > We have had a budget of $1500.00 annually in the past but we've had rotating deans and little consistency over the last couple of years. We have used that budget to support program needs, especially in the form of adjunct assessment readers, on-going staff development, extensive reading books, part-time instructor conference costs, maps and posters for classrooms, and marketing material. Each reading and writing has class a set of classroom books for each of our reading & writing sections (10 sections each semester) which needs to be replenished annually. We did not have any money last year to do that and now do not have a sufficient number of books for each section. It is also essential for ESL students to have well informed instructors, so supporting their attendance at local conferences is also essential. The college has not paid for ESL assessment since the matriculation fund was disappeared, so we appreciate being able to pay for that work.
    >
    > We would also like to provide a small stipend to grammar instructors who participate in the holistis scoring of writing exams at the end of every semester. (I have made this request in two different places.)

2. Are there any **new** financial needs for the academic year 2014-15?
    (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

    YES ☐x   NO ☐

    If yes, briefly describe. Provide any data which support these needs.

    > ESL Assessment for accurate placement into ESL courses is essential. Las Positas has a two part assessment, one objective and the other written. Two ESL instructors read the written assessment and make placement recommendations based upon a combined score of the two. The ESL instructors were paid through student services matriculation funding until matriculation funding ended. For several years the full-time instructors have been reading those assessments every week during the assessment period…with no remuneration. This policy is unjust and exploitive. ESL instructors should be paid fairly for the work they do in support of a student services responsibility. During each assessment period, approximately 30 weeks, two ESL instructors should be paid for one hour each at the F-hour rate of approximately $46.00 an hour. This would cost student services about $2760.00. This is not a great deal of money, but it makes a difference to those who do not appreciate being exploited because they are willing to do the work that supports their students.

I. Other information pertinent to the program.

  In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> Las Positas College made the decision to build the International Student Program many years ago. At that time student services and academic services worked harmoniously to create an ESL program that could support the needs of international students. Since that time, the ISP has thrived and the college has benefited from the diversity those students bring to our campus. Last year with the new budget allocation model, the financial benefits to the college will become evident. The responsibility that we have to support those students will also become more important. The ESL program appreciates having international students in our classes, but the reality is that our community also has many immigrants who would like to attend ESL classes. Our courses have a high fill rate, especially at the beginning and intermediate levels. Sometimes half of the students in class are from ISP, which negatively impacts immigrant students.
>
> We would like the ISP to fund additional sections of ESL courses every semester so that the FETF that we receive can be used for immigrant students in a fair and balanced manner.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
    (The 2012 Academic Program Review Updates can be found on the Grapevine

    http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

    (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> 1. One of the goals from our last program review was to select a now theme for spring semester. African American history had been the theme for several years and many of the instructors wanted something new. We had many suggestions from instructors, and finally decided on Women's History. We selected six sequential books for students from the beginning to the advanced level and now every student in the program reads one full-length text on a famous woman and does some research on the contribution of women in various fields. Since the 2012 program review update, we have created an anthology of women poets that we use during Poetry Month in April.
> 2. We have created and have in use a document for the assessment center that helps the assessment specialist identify the appropriateness of the ESL assessment for non-native speakers.
> 3. We have revised the rubric for scoring the final exams for reading writing. The rubric assesses content, development, and language on each essay. We implemented a policy where 40% of the score is based on language accuracy.
> 4. We identified creating final exams for every grammar class as a goal. We have revised

the course outlines for all of the grammar classes and have included the use of a common final exam as a method of evaluation for each course. We have also begun the process of developing and assessing SLO for each grammar class. This project includes inviting part-time instructs to work on developing assessments for two SLOs for each course.

5. We have revised the flow chart of ESL courses to meet Basic Skills committee standards.

6. One objective that was not on our last program review specifically was course outline revisions. As a result of reevaluating our grammar courses we decided to revise the unit value of four courses and to eliminate the TBA lab for two courses. We also revised three oral communications classes and wrote a new pronunciation & fluency course for the beginning level. We have submitted ten (10) courses outlines through curricUNET.

B   Summarize objectives not accomplished since the program review update (2012) and why not.
(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

1. We have not created SLOs for technology, study skills, or reading for ESL courses.
2. We have not acquired dedicated classrooms the ESL.
3. We have not continued to expand the ESL classroom libraries because of lack of funding.
4. We have not created ESL student surveys

C. What are the objectives for the academic year 2014-15?
(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

1. We will have several revised and one new course offered in fall 2014. The six grammar courses have new unit and lab values as well as new course objectives. The new course outlines also require the use of a common final exam for every section of the course. We will create common final exams for use in fall 2014.
2. We will assess the SLOs every section of 131A, 131B, 121A, 121B, 24, & 25
3. We will assess SLOs for every section of 130A, 130B, 120A, 120B, and 23
4. We will establish lists of verbs that will be used in ESL grammar courses to ensure that students develop mastery of irregular verbs and verbs that have unique grammar restrictions for every ESL 130A, 130B, 120A, & 120B.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.
(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

A. Students will be affected if we do not update our course outlines because with each update faculty members confirm the importance of each expected outcome, course content, methods of instruction, and methods of evaluation. This process revitalized

the courses by introducing the most recent research and new technologies.

B. Under new initiatives we identified six items most of which relate to marketing the ESL program to tri-valley community. For example, sending letters that introduce the ESL program and welcome potential new students will help us build the ESL program and provide learning opportunities to greater numbers of students.

C. We hope to secure funding to pay a stipend to part-time instructors for participating in holistic scoring at the end of each semester. Honoring instructors also motivates them to do their best. Students are negatively impacted when their instructors feel exploited and disrespected.

D. Human resources needs have a tremendous impact on students. The ESL program currently does not have any full-time instructors teaching grammar or oral communications. Four sections of the twelve sections of reading & writing courses are taught by full-time instructors. The institutional knowledge and commitment of full-time instructors in important for maintaining the quality of instruction and for helping students navigate through the program and into degree and transfer courses.

E. Technology resources for ESL are closely connected to the need for designated classrooms for our courses. The textbooks that we uses have online and computer components that we want to use in the classroom. When our rooms change every semester, it is difficult to have the technology in place at the beginning of the semester. Students are negatively impacted when instruction is hampered.

F. The ESL course outlines specify extensive reading as an important part of the content of each reading and writing course. We need to have a selection books for each class so that students can become a community of readers through discussion of the books they read and the experience of reading. Students cannot experience the full breadth of the course when there are not enough books for them to read. We need funding to maintain the classroom libraries.

G. Assessment and accurate and appropriate placement into ESL courses is crucial for ESL learners. When part-faculty are not compensated for reading assessments, the full-time faculty are left with the burden of reading approximately 240 assessments during each assessment period for no pay. This places time pressure on the faculty and risks the possibility of incorrect placement because the readers are rushed or exhausted from overwork. When the same two readers read every assessment, objectivity is hindered. Students need a variety of readers to ensure accuracy of placement.

H. ISP brings in increasing numbers of international students to the college and while the college as a whole benefits from these students, the ESL program is impacted negatively because when individual sections of ESL classes have as much as a third of class from the ISP, the immigrant population in the community cannot find space in the courses. The IPS should fund some of the ESL courses so that all second-language learners have an opportunity to learn.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
English As A Second Language	Arts, Letters, & Social Sciences	Marilyn Marquis

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Create final exams for six sequential ESL grammar courses	The college wants lots of SLO date and this will help ESL provide that.		I will count the number of final exams and divide that by the number of final exams I plan to write and then have a percentage that measures my effectiveness.	Click here to enter text.	Instructor energy and the skill to find the percentage to measure effectiveness	Student learning outcomes
2	1	Acquire designated space for ESL classes	Using technology in the classroom		I will count the classrooms that are used for more than one section of ESL each day and the	facilities	classrooms	I don't know

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					number or requested programs that are on each of those classroom computers			
3	1	Create a list of verbs for each level of ESL grammar.	This is linked to one of the ESL SLOs. We will measure student knowledge of these verbs		Instructors will give the students an exam. They are required to have 80% mastery of those verbs.	Instruction	Instructors to agree on the verbs for each level.	I don't know.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.