
Program: ESL

Division: A&H

Date: 10/27/2021

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SLO/SAO Point-Person: Jonathan Brickman, 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.

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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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 with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program s accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Creation of new Noncredit VESL Program: ESL for Retail	x	x	
2 Virtual ESL Open House	x	x	
3 Completion of AB705 Implementation Plan		x	
4 All ESL faculty trained for online teaching	x	x	x
5 Creation and implementation of ESL Guided Self-Placement		x	
6 Updated ESL program grammar textbooks	x	x	
7 Completed leveling BELL books in LPC library	x	x	

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Implementation of ESL Guided Self-Placement	x	x	x

2 Large-scale attrition of ESL students due to a multitude of factors	x	x	x
3 Lack of in-person Open House	x	x	x
4 Lack of in-person assessment and ESL mega-assessment	x	x	x
5 Lack of dedicated ESL counselor/s	x	x	x
6 Student and faculty mental health crises	x	x	x
7 Lack of online/virtual/computer skills among our student population	x	x	x

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Reinstatement of in-person assessment				x
Reinstatement of ESL application workshops, mega-assessment, and registration workshops				x
Return to in-person ESL Open House				x
Continue and broaden outreach to community partners, including local High Schools		x		
Campus presentations to divisions, departments, MLEA, SEA, etc.		x		
Creation of an ESL outreach position	x			
Expansion of VESL program		x		
Bring the majority of ESL classes back for in-person learnings		x		

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Partnering with Vicki Shipman to leverage CTE funding for VESL program development and an ESL outreach position	This is creating opportunities to recruit new students; offering new Vocational focused courses will help us meet the diverse needs of our English Language Learner community members
Participation in Basic Skills Committee, Undocu Ally, SEA, MACC, AAPI Interest Group and others	Engagement with equity minded campus partners has helped us share the needs of ESL students and better collaborate with the campus community; this informs our faculty and improves student connections to resources
DE Committee feedback for online course creation and participation in FLEX day presentation	Feedback from the DE Committee influenced positive changes in Canvas development and delivery

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Multiple ESL faculty members participated in the LPC Persistence Project (continuing through this academic year as well). The project elicited student feedback through surveys.
What did you learn?	Individual instructors received and analyzed itemized feedback electronically
How will you use the feedback?	Instructors were able to implement any necessary changes in their individual courses.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by 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 used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Data presented by Rajinder Samra in Fall 2020 which reviewed student attrition by race and age, matched the average ESL student profile. Comparing data on ESL students by race/age, it was startling to see the connection between our students and the students we lost between fall 2019 and fall 2020. Reflection on and analysis of this data has influenced our response to outreach, AB705, Guided Self-Placement and students resources.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
__x__yes ____no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly 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.

C1: Instructional Programs with PSLOs

PSLO Assessments:

(1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____No

(4)

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

(5)

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6)

(6) List changes that you plan on making to improve student learning and address inequities.

(7)

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8)

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

In the ESL department every instructor assesses all CSLOs every semester. We do this to keep a consistent record.

(2)

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100 %

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Many students struggled with online learning, and many faculty struggled to find the best way to assess student learning outcomes.

(4)

(4) Describe the pertinent findings. What, if any, equity issues emerged?

Difficulties with moving traditionally in-person classes to online coursework presented many challenges, including equitable assessment. Reflections show that ESL faculty actively tried to analyze and revise testing practices to support student learning.

(5)

(5) List changes that you plan on making to improve student learning.

We returned all of our reading/writing classes to in-person delivery, and are looking forward to returning more than 60% of our classes to in-person in spring 2022. Continuing to offer a few courses online will allow us to serve the diverse needs to our population while recognizing that language learning is more productive and efficient through in-person instruction.

(6)

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

Assessing language learning through in-person classes and assessments for the majority of our classes is a better and more equitable process for ESL students. In-person assessment allows faculty to provide greater feedback and support for students.

(2)

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

Online learning was a great challenge for our students for a variety of reasons, including challenges with child care, work and technology literacy.

(3)

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____x____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2)

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4)

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5)

(5) List changes that you plan on making to improve student learning.

(6)

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7)

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8)

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

I felt a little unsure about the level of detail I needed to provide. If something is unclear in our PRU, will we be contacted by someone to ask for clarification?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](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).*

Course Name & Number
ESL 24 and ESL 25 will need updating by fall of 2022.
ESL 29 will sunset
All other ESL and NESL courses do not need to be updated until 2023 or 2024.

B.

☐ YES ☒ No

- B. **Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____x____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

__x__YES _____No

If yes, please provide details and the rationale

We are interested in expanding our VESL course offerings by creating additional noncredit program certificates, perhaps including VESL for the biotech industry.

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

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B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

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

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

If not, what program improvements may be made to increase this metric?

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