

PROGRAM REVIEW Fall 2022

Program: English as a Second Language

Division: Arts and Humanities

Date: 10/27/2022

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SLO/SAO Point-Person: Jonathan Brickman

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. Brought back in-person ESL Open House. This is now offered three times a year
2. Brought back in-person ESL assessment. We returned to a writing assessment and CELSA
3. Completed leveling BELL books in LPC library
4. Hired an ESL Outreach specialist for our department
5. Updated the ESL Department Website
6. Updated the ESL Handbook
7. Created new ESL outreach materials such as flyers, a banner, and stickers
8. Created new relationships with community organizations such as tri-valley high schools and the Mariachi group
9. Created registration workshops for continuing students
10. Updated curriculum

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Lack of a dedicated ESL Counselor
2. Large-scale attrition of ESL students due to a multitude of factors
3. Lack of ESL mega-assessment
4. The Covid vaccine upload procedure is a big hurdle for our students
5. The application process is a big hurdle for our students
6. Many students do not know how to get their W number when they apply
7. The Assessment Center needs to avoid closing during ESL assessment times except if it is absolutely necessary
8. We need to bring back application workshops that are dedicated to ESL students only
9. We need an ESL Bootcamp that helps our students prepare to be a college student
10. We need ESL student ambassadors that help our students navigate the college system
11. We need to change the rule that non-credit students need to reapply each semester
12. The push to low-cost textbook options is not great for our students/curriculum.
13. The shift in enrollment trends (our advanced-level classes are low-enrolled)
14. The directions regarding approved assessment tools from the state are constantly changing

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Our ESL outreach coordinator created a Google Doc that allows inquiring students to request information such as how to apply, how to assess, etc. They can also request an email for help

from the department coordinator. This has really taken some of the guess work out for students and has boosted our Fall 2022 enrollment.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

College Mission: Our courses are designed to be inclusive. Our student population is very diverse. They come from different backgrounds, are different ages, have different education levels, and represent many ethnicities.

Educational Master Plan: Our program leads directly to transfer-level. We discuss educational options with students such as career technical programs and certificates, and we always refer them to academic counselors to help them navigate a path forward to success.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
1. Reinstatement of ESL application workshops, mega-assessment, and registration workshops				X
2. Continue and broaden outreach to community partners, including local high schools		X		
3. Creation of a permanent ESL outreach position				X
4. Respond to state directive regarding assessment		X		
5. Create an ESL Bootcamp for new and returning students	X			
6. Advocate for ESL student ambassadors	X			

F. 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.	We created a survey that asked students what type of classes they prefer and at what time. Our outreach specialist has also gathered data about student preferences.
What did you learn?	The vast majority of students (90%) expressed that they want a return to in-person classes. A smaller percentage of students also expressed a desire for evening classes.
How will you use the feedback?	This fall, we added two evening classes. In spring of 2023, we are bringing almost all of our classes back to in-person instruction. We are only keeping three one-unit classes online. Of these three, one will be offered as Hyflex in the spring.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
We have a lack of night classes in our program. This in turn means that we have fewer male students and fewer full-time workers as students. We would like to offer more night classes, but we worry as a department that if we offer more evening classes, these classes will get cut due to low enrollment. It will take time for these classes to become full again.	We would like to be able to offer more evening classes. If we can offer these classes (even if they are under enrolled), we would be able to reach a lot more students. Eventually, our night program will become robust again.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Data presented by Rajinder Samra in Fall 2021 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 2021. Reflection on and analysis of this data has influenced our response to outreach, AB705, Guided Self-Placement and students' resources.

The newest data presented by Rajinder this semester (Fall 2022) shows a large increase in non-credit and non-resident students. This is most likely linked to the fact that non-residents can take our non-credit classes without having to pay fees. The out-of-state fees for non-residents are extremely expensive. In the past, these fees have kept these students from attending Las Positas College.

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 are 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?
_____ Yes X No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The data reflects we did not meet the standard. This is likely due to the challenges of the online learning environment for our students.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). 90 %

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

Online learning creates barriers for our students and reduces their success.

4. List changes that you plan on making to improve student learning.

We have decided to bring all of our classes back in-person except for three one-unit classes that are low stake. We will offer two of these classes asynchronously in the spring, and one will be offered in a hyflex modality.

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.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

X Yes No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

 YES X NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Some instructors don't complete the full CSLO assessment process. They only enter partial data. It might be helpful if we send multiple reminders to enter the data.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____Yes ____No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

____YES ____NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for The ESL program does not offer degrees or certificates.
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒ YES ☐ No

Course Name & Number
ESL 24 was updated this semester
ESL 25 was updated this semester
ESL 29 was deactivated this semester
All other ESL and NESL courses do not need to be updated until 2023 or 2024

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES X No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

 X YES _____ No

Course Name & Number
ESL 29 was deactivated this semester.

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

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