Program: English as a Second Language

Division: Arts and Humanities

Date: 10/31/2024

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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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

★ Tools for Writers - with contacts for help with specific sections.
★ Program Review Glossary - defines key terms you can review when writing.
★ Fall 2023 Program Reviews
★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

- We have new classes and new certificates! 5 new non-credit classes, one new credit class, and 3 new certificates, with more coming down the pipe!
- ESL Open House success, including inviting new community partners, such as local High Schools, local Adult Schools tabling, etc.
- Created new relationships with local partners, such as Livermore Learns, Livermore ELAC, etc.
- Registration workshops for continuing students; Lilibeth has been an innovative force, helping us create new and engaging events and workshops!
- Large growth in enrollments at every level!

B. Challenges, Pain Points, and Needs

- FTEF: We lost FTEF in the past due to enrollment struggles, but our program has rebounded and grown. We are really excited about this because we have spent the last few years working very hard on community outreach. The result is that we have full classes, some classes over capacity, and waitlists! We would like to offer more sections and bring back classes we had to cut in the past. We anticipate enrollments will continue to increase, especially if we are able to move to a 16-week calendar.
- Full-time faculty member: We have one full-time faculty member on reduced load. Many universities have cut MA TESOL programs, so finding experienced part-time faculty has been a challenge. We have so many innovative ideas and are accomplishing many, but having another full-time faculty member is necessary for growth so we can continue to support community needs
- CCC Application: Completing the application is still a big hurdle for our students, but we are partnering with counseling and assessment to offer application workshops
- Student preparedness – We are starting to serve more students, and more under prepared students. Some would be better served by Adult School but don't want to go. We are creating new curriculum to address this (some has already been launched), but we need to consider creating a Noncredit level below our Level 1 courses.

C. Planning: What are your program's most important plans, either new or continuing?

We have a few top priorities:

- Continue developing our program branches (academic (ESL), noncredit CDCP, and community based)
- Find new books – we are looking for new full-length texts, grammar, and reading/writing textbooks.
- Bring back the Mega-assessment, partnered with application workshops
- Continue to reestablish our evening program and Oral Communication branch through increased FTEF allotment.

- Create an ESL student ambassadors/mentors program: We need ESL student ambassadors who can help our students navigate the college system. We need to create a system and sustainable funding source from which to promote for, train, and pay ambassadors. Possible funding may be through MACC or the student assistant program.
- Late Start Classes: We would like to go back to a 16-week semester schedule for ESL. Over the past year, we lost somewhere between 75-100 students who tried to add classes late at the beginning of each semester. There are many reasons students try to add late, but one of the most significant is that the majority of our students have school age children, and wait to begin classes until after their children start the school. In addition, most of the ESL programs at surrounding colleges work on a 16-week semester schedule. The students who we cannot add late leave LPC, and enroll in colleges that have a 16-week calendar. We operated on a 16-week schedule for many years in the past, but it was taken away. It would be a simple transition for our program and faculty. A compressed schedule would greatly benefit our students and enrollments. We would like the opportunity to pilot this for one year in order to collect data and present an argument for making this the regular schedule for ESL classes.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

- AB 705 and assessment limitation
- Application process, including the need for Noncredit students to reapply each semester
- Late start classes (compressed calendar)

Suggestions:

- Unfortunately, we cannot control the assessment limitation requirements imposed by the state.
- Unfortunately, we cannot control the CCC application process
- We plan to work with our dean and college to request moving all ESL classes to late start beginning Fall 2025.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes X__   No____

2. Comments (Optional): We have updated 15 courses this semester already.

3. Please review your program [maps](). Do you need to make any modifications?
   Yes____   No_X__

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison](#)** to initiate changes.

   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

   Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

   Yes_X___   No____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us*

to see how our students are progressing in their learning. For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

    Will at least one SLO be assessed in each course by June 2026?
    Yes____   No____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
    - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

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

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   Yes_X__   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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

All CSLOs will be reviewed.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

100%

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

Truthfully, we are assessing too many SLOs. We need to create a more specific plan as a department, so we can focus on specific outcomes and how they impact our students and program. We plan to revise our 3-year plan during the next cycle.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

Based on data and outcomes, we have created a new certificate program to try to support underprepared students. These Noncredit CDCP short-term courses will be piloted in Fall 2025.

6. 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.

N/A

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?

   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.](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?