

Program: English as a Second Language

Division: A&H

Writer(s): Leslie Payne and Julia McGurk

SLO/SAO Point-Person: Julia McGurk

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Two new programs: School Matters has had great enrollments and student success!; The creation of Achievement in College for ESL Students was approved during the 24-25 year and piloted Fall 2025. We are thrilled to have created a program that serve sthe needs of students who are attending college in the US for the first time.
- Hired and trained 3 new part-time faculty
- Adopted new textbooks that meet curricular needs, are more current and cheaper for students!
- Traci Peterson helped fund 3 ESL faculty to attend monthly MACC meetings for 2025-2026.
- We have been able to restart having ESL department meetings to ensure that faculty can be more involved in departmental decisions and to create a more collaborative, collegial environment.
- During the 24-25 academic year, we were able to add more classes due to increased enrollments, with our classes at capacity with waitlists
- Moving to a 16-week calendar will benefit our ESL students!
- Many of the challenges discussed in our 23-24 program review have been addressed and solved! (books, evening classes, new programs, etc.)

2. Please describe your most important **challenges** in year 24-25.

- We are seeing a worrisome decline in ESL enrollments since January '25 after experiencing robust growth in previous years:

Program Review Update 2025

- The ESL student population has been adversely affected by the current political climate; students are fearful, regardless of immigration status.
- We need to increase our outreach efforts to offset enrollment challenges, and would like to find funding at 20 hours/month for a previously funded position for an ESL specific outreach specialist that was filled by a part-time ESL faculty member. We believe this person could support Lilibeth Juarez in her outreach efforts and provide much needed ESL targeted outreach in our local communities.
- Every semester we are seeing our students come to LPC more and more underprepared. Creating the new program mentioned above is one way to address this, but we need to find a more effective way to partner with local Adult Schools.
- An enormous amount of time is spent on onboarding students. SEA has traditionally funded the ESL department full-time faculty for these hours; however, with changes to funding, we will be losing about half of this funding, and in addition, new state reporting requirements make it very difficult to serve the ESL population specifically. We are working in coordination with Dean Mattern and Cristine Sidela to create a new intake form to capture necessary data necessary for funding.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- The ESL department has always assessed every SLO, for every class, every semester. We have spent very little time analyzing outcomes due to the overwhelming amount of data.
- We are changing which SLOs will be assessed starting this fall (2025) in an effort to be able to better analyze and understand our disaggregated data and believe that the new system in CurrIQnetMeta will aid in this.
- We plan to create a new 3-year template next year that will be more effective for part-time faculty and the department as a whole.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Creating a new advanced oral communication course
- Revaluating and possibly creating new course titles to make it easier for students and counselors
- Selecting new full-length texts for our reading/writing classes
- Researching new oral communication textbooks
- Increased outreach
- Increased collaboration with Adult Schools, starting with MACC participation

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.