



Program Review - Overall Report

Instructional: English as a Second Language

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

The ESL Discipline provides access to college courses for non-native speakers of English. Our classes offer both credit and non-credit avenues for a diverse cultural population both locally and from abroad to acquire the language skills they need to continue on to their chosen fields or degrees.

Enrollment in ESL courses has been unsteady for the last three academic years. It went from 359 students in 2018-2019 to 381 in 2019-2020 and then to 174 in 2020-2021. The sharp drop in enrollment in 2020-2021 could be explained by the switch to the online offerings during the pandemic, during which many students decided not to register for ESL classes.

As for retention, it has been consistently high. The retention rate went from 92.8% in 2018-2019 to 85.8% in 2019-2020 to 87.9% in 2020-2021.

The success rate declined from 82% in 2018-2019 to 78% in 2019-2020 and 77% in 2020-2021. This is likely due to the new online environment.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

According to the data supplied, there is some disproportional impact seen. In general, the success and retention rates of Hispanic females are lower than the success and retention rates of both Hispanic males and females of other ethnicities. This may require intentional support to overcome cultural barriers influencing success and retention of this group of students.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Student equity gaps are often discussed in ESL Discipline meetings. Success stories and best practices are shared informally, and plans are developed based on those. In Spring 2020 and Summer 2020, the ESL Discipline conducted trainings on implementing the new course sequence structure.

Also, the ESL Discipline believes that the new mirrored non-credit courses will offer an opportunity to reduce obstacles that have traditionally been barriers to our local multilingual population in the area - expense and resident status. By offering this option as a starting point and returning back to campus to face-to-face instruction, we believe that enrollment can start increasing, and both success and retention rates for all groups of students are likely to increase, too. Moreover, there has been discussion about using hybrid learning so that courses could be offered at times more convenient to students.

Data Review

In addition, we hope to make ESL courses more valuable to students by making them equivalent to other language courses in degrees and transferability, which will allow non-native English speakers to meet their career and transfer goals.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

English as a Second Language Discipline is included in this assessment.

What percent of SLOs in the disciplines you identified above have been assessed?

All (100%) of SLOs in ESL have been assessed.

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

N/A

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

Currently, ESL does not have any PLOs.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

No

If the appropriate SLOs are not mapped to GELOs, please explain why.

Currently, we intend for the highest of our new credit ESL courses (ESL 49 and 50) to represent a language course option in general education for an AA degree so that students who are academically fluent in two languages do not have to bear the burden and expense of taking an unnecessary language course to meet the requirements of a degree.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

ESL does not have PLOs.

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

To what to you attribute this success?

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

ESL does not have PLOs.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

AB705 implementation has impacted the ESL Discipline. During the initial implementation for English, there was a general lack of awareness of how to handle ESL students or even a clear definition of who should take ESL rather than English; therefore, the default placement rule was to enroll all students into English 1A. The Chancellor's Office has since established the guidelines indicating that if a student is not a native speaker of English and has had fewer than four years of English at an American high school, he/she should not be automatically placed into English 1A.

Furthermore, the ESL Discipline has designed a guided self-placement tool for students to help them enter the ESL class appropriate to their language fluency. The self-placement tool is aligned to the best practices for English language courses suggested by the Chancellor's Office memo addressing AB705 Guidance for the ESL Discipline. We hope that as new guidelines become more widely known and with the implementation of the guided self-placement, more true ESL students will be able to find the path to ESL courses.

The implementation of AB 705 has also led to major curriculum changes in ESL. In Spring 2020, a new sequence of ESL classes (ESL 46/846-50/850; both credit and non-credit paths) replaced an existing sequence (ESL 51-55).

What are your plans/goals (3-year) regarding this goal?

The ESL Discipline will continue the work of monitoring the GSP (guided self-placement), monitoring enrollment/success/retention data with newly launched curriculum as the college returns to face-to-face instruction, continued outreach across the college to help make sure that clear/accurate information is available through the website, in placement services, and in counseling regarding ESL courses, both credit and non-credit.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Understanding and using the English language is necessary no matter what field a student wishes to access. Now, that the students have the option to take credit or non-credit classes, the ESL Discipline recognizes

Program Review: Part 1

that ESL can be more directly linked to pathways and should be part of the language equivalent in degree completion for students who are fluent in their first language and are taking ESL. Course offerings are being evaluated to match our population.

What are your plans/goals (3-year) regarding this goal?

Since our local area ESL population is increasing, we need to expand our evening classes and classes that are offered during elementary school hours to meet the needs of working adults or adults who are caring for children. We also need to offer some hybrid courses to provide equitable access and timely pathway completion.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

10% or less

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

ESL 51-55 have been deleted. These courses have been replaced with a new ESL sequence - ESL 46/846- ESL 50/850.

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

This program review is a good fit for all disciplines.

What questions do we need to ask to understand your program plans, goals, needs?

The ESL Discipline believes that all relevant questions are already included in this program review.

What types of data do you need to support your program plans, goals, needs?

The ESL Discipline believes that all the necessary types of data have been made available in this program review.

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2021 - 2024

What resources do we already have?

What resources do you need?

There are no resource requests at this time.

Request related to EMP goal or Assessment?

\$ Amount Requested

Resource Type

Potential Funding Source(s)

The evidence to support this request can be found in:

This request for my area is Priority #:

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes