

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: English as a Second Language

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

The LMC English as a Second Language (ESL) Program/Department has not offered degrees or certificates during the last 5 years.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

A. Noncredit

The LMC ESL Department has submitted documents for approval to create a new Noncredit Career Development and College Preparation (CDCP) ESL Program that includes eight new Noncredit ESL course outlines of record (COORs) and four corresponding Certificates of Competency (for more information see text below). Six new Noncredit ESL COORs – which were written and designed based on Cycle 1 CSLO assessments, equity research, pathways to GE and CTE research, and Habits of Mind and 21st century academic and employment skills research – have been submitted, and we are awaiting control numbers from the state; the two remaining COORs are being written now and will be submitted this semester. The first three out of the following four Certificates of Competency have been submitted for state approval. Each of these certificates is achievable by successful completion of two 54-hour courses (note: noncredit courses are not identified by “units” but by “hours”), which we plan to offer on a sequential 8-week schedule during the new 16-week semester. The research-based rationale behind the two-course certificate structure being that early success leads to later success.

- 1. Foundational Grammar for General Communication Certificate of Competency**
- 2. Essential Pronunciation and Conversation Certificate of Competency**
- 3. Basic Vocabulary and Reading Development Certificate of Competency**
- 4. Fundamental Writing Skills Certificate of Competency**

It should be noted that while the certificate achievement in a single or dual language-skill area supports students progressing on to a credit course in that skill area, it will be our mission to help students and

the entire LMC community understand that in order to have the best chance to succeed in credit ESL courses and in all future general education and career technical education courses, our multilingual language learning students need to build a complete English language foundation by studying and completing all of the Level 1/Level 2: *Entering* noncredit courses which we describe as a way to “build[] a foundational language learning base and a bridge into college credit ESL.”

Our rationale for these changes can be explained by the related section copied below from the “New Instructional Program Proposal” for our *Noncredit English as a Second Language for General Purposes Program* that was submitted and approved in Fall 2016:

Mission/Goals

*Describe the purpose and goals of the program. Who is it designed to serve?
Will the program offer an Associate Degree? No A Certificate of Achievement? No*

Rationale

What role would this program fulfill in the college curriculum? Why is it important to offer this program?

In order to more equitably and successfully serve and support the East Contra Costa County population of adult English language learners, the LMC English as a Second Language (ESL) department is developing eight new Noncredit ESL courses and four related certificates of competency – listed above. At the same time, eight existing lower level ESL courses – courses that are three and four levels below transfer – that are currently offered as credit classes will become inactive. The proposed *entering-stage* Noncredit ESL courses are English for general purposes (EGP) courses and will support our foreign-born, adult students’ acquisition of beginning to low-intermediate basic interpersonal communication skills (BICS). These skills will enable them to engage in everyday social, personal, and civic transactions and interactions with increasing confidence and competence and will, thus, meet what our data and experience have shown are the most immediate language learning needs and desires of the ESL students who come to Los Medanos College from within our service area.

Additionally, the eight Noncredit ESL courses will serve to establish a ‘base of success’ for these students who, as their basic language proficiency increases, become interested in and can see themselves taking advantage of the many educational/career opportunities the college has to offer. On a pathway to these opportunities, students who are first provided the means to establish this base and develop the necessary BICS via our Noncredit ESL curriculum will increase their ability to successfully progress on to understanding and building their cognitive academic language proficiency (CALP) – the focus of our subsequent *engage-* and *exit-stages* and our intermediate and advanced Credit ESL courses, which are English for academic purposes (EAP) courses. As our Credit ESL courses integrate disciplinary and career content, skills, and behaviors, multilingual English language learners engaging in and exiting our program will be prepared to pursue their interests and be prepared to participate and succeed in any of the general and career technical education courses that make up their educational plan.

Our students' ability to achieve such a goal will be significantly increased by our new Noncredit ESL courses – and program and certificates – as they will enable our ESL population of students, comprised of older adults, new immigrants who have had limited exposure to English and are unfamiliar with the U.S. educational system and the college classroom, and students with varying and low first-language literacy rates and educational backgrounds, to benefit from the needed additional time and practice and the more flexible entry and exit system that the Noncredit ESL courses' repeatability and managed enrollment features allow for. Furthermore, the 'no tuition/no fees' feature of the Noncredit ESL courses will help support our low-income students' ability to access the LMC ESL program as it helps us improve our capacity to address the economic realities and financial challenges we know that they face.

Finally, the LMC Noncredit ESL program at LMC has established solid and meaningful course student learning outcomes (CSLOs) for each of the eight courses. Additionally, these CSLOs have also been systematically mapped to determine a) the degree to which they support the introduction and practice of the combined noncredit and credit ESL program student learning outcomes (PSLOs), and b) the manner in which they help bridge students into undertaking the reinforcement and mastery of those PSLOs when they transition into the intermediate and advanced courses respectively. The comprehensive *LMC English as a Second Language Curriculum Map* is included for review (final page of document).

Overall, the above purpose, goals, and rationale for and description and explanation of the LMC Noncredit ESL program, the manner in which it has been designed, and how it has been positioned serve to address the opportunity and achievement gaps that the LMC Student Equity Plan data show this population of students face in terms of access and numerous completion categories of success. We are, thus, excited to see it implemented as part of a comprehensively designed and institutionally supported program working to meet the needs and challenges of this unique population of students.

From the 6th edition of the Program and Course Approval Handbook

Noncredit and Career Development and College Preparation (CDCP)

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment to be successful in college level-credit coursework. In accordance with California Code of Regulations, title 5, section 55151, colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code section 84750.5 and 84760.5. CDCP certificates can be awarded in the following noncredit categories: elementary and secondary basic skills, English as a second language, immigrant education, adults with disabilities, and short-term career technical education.

As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program. CDCP funding for courses that are part of a CDCP program cannot be received until the program is approved.

....

Certificate of Competency

Pursuant to Title 5, section 55151, colleges may offer a sequence of noncredit courses that

culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associates degree, or transfer to a baccalaureate institution. For students completing noncredit courses taken in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework, including basic skills and ESL, a certificate of competency may be awarded. A noncredit certificate of competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The certificate of competency must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, and list the relevant competencies achieved by the student. (p. 100-101)

From the 5th edition of the Program and Course Approval Handbook

New Noncredit Course for a NEW (Forthcoming) CDCP Program

When submitting a noncredit course proposal to the Chancellor's Office for review and in preparation for developing a new CDCP program; coding and the sequence of selecting codes can be a bit complicated. The following discussion is outlined in sequential order to help clarify this process:

1. The new noncredit course must first be submitted to the Chancellor's Office with a course program status (CB24) equal to 2 (Not Program Applicable) and a course classification status (CB11) equal to L (Non-Enhanced Funding).
2. After Chancellor's Office approval of the new course (obtainment of a course control number), the new noncredit CDCP program proposal may be submitted to the Chancellor's Office for review – for which, the course report will include the active new noncredit course(s).
3. After Chancellor's Office approval of the new CDCP program (obtainment of a program control number), the college must amend (via nonsubstantial change) all active associated noncredit course records and update each course program status (CB24) to equal to 1 (Program Applicable), build submit the corresponding course classification status (CB11) according to the processing edits shown below:
 - o If the approved CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
 - o If the approved CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

Now, the noncredit courses that comprise the new CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. (p. 100-101)

B. Credit

As opposed to simply updating the existing course outlines of record based on the results of individual CSLO assessments, the LMC ESL Department undertook a comprehensive analysis of the Cycle 1 CLSO assessments of their courses and, as stated above under the Noncredit section, made use of equity research, pathways to GE and CTE research, and Habits of Mind and 21st century academic and employment skills research to completely re-envision and redesign the ESL Credit course outlines of record (COORs) and Program at LMC. In addition to these sources of information, our redesign efforts integrated years of data and information emanating from the Basic Skills Cohort Tracker; our own 4CD

Environmental Scan reports; placement research and reporting; financial aid research; Adult Education Block Grant interactions; 3SP reporting and activities; orientation, outreach, and counseling needs; and years of LMC ESL faculty and student engagement.

Furthermore, our Credit ESL Program redesign efforts reflect the observed and heard movements and statements that have surfaced about international students at LMC, including the notion of how expanding that student population would serve to “bolster” the LMC ESL Department/Program. While ESL has not been brought into any discussions with management regarding this, to the extent that 1) international and immigrant non-native English speaking college- or university-going student populations differ in a number of key second language learning factors, and 2) the ESL program at LMC has to-date historically been missioned to serve the predominately immigrant non-English speaking population in our East Contra Costa County community/service area, the redesigned ESL Credit Program (i.e., for now in the form of the new COORs and associated LMC Skills Certificates) has taken it upon itself to intentionally incorporate specific curricular and instructional elements that would include instructionally serving and supporting any potential increase of international students at LMC who may need English language support and, thus, enroll in our courses.

Below is a chart overviewing the COOR and certificate revisions/changes. The two redesigned level 3 and 4 grammar courses appear already in the latest LMC Course Catalog. The other four level 3 and 4 COORs have been submitted for technical review and are being edited based on that review. They will be submitted for LMC Curriculum Committee review by February 12, 2018. Two new LMC Skills Certificates, as shown below, will also be submitted by that date, along with all other needed documentation.

Current Upper-level ESL Courses		Redesigned Credit ESL Program	
Level 3 – Intermediate		Level 3 – Engaging : Developing skills and strategies for college and work engagement and success	
ESL-013 <i>Intermediate Text Skills</i>	3 units / 4 hours	ESLC-085WRV <i>Intermediate College Writing, Reading, Vocabulary, and Dispositional Thinking</i>	5 units/hours
ESL-043 <i>Writing & Reading III</i>	4 units / 4 hours	ESLC-085G <i>Intermediate Grammar for College and Career Communication</i>	4 units/hours
ESL-023 <i>Grammar for Communication III</i>	4 units / 4 hours	ESLC-085SL <i>Intermediate Oral Communication for the College Classroom and Beyond</i>	3 units/hours
ESL-033 <i>Intermediate Oral Skills</i>	3 units / 4 hours		
14 units / 16 hours		12 units/hours	
No certificate		<i>Intermediate English for College and Career Success Skills Certificate</i>	
Level 4 – Advanced		Level 4 – Exiting : Preparing for academic and career/professional advancement and excellence	
ESL-013 <i>Intermediate Text Skills</i>	3 units / 4 hours	ESLC-095WRV <i>Advanced Academic Writing, Reading, Vocabulary, and Dispositional Thinking</i>	5 units/hours
ESL-043 <i>Writing & Reading III</i>	4 units / 4 hours	ESLC-095G <i>Advanced Grammar for College and Career Communication</i>	4 units/hours
ESL-023 <i>Grammar for Communication III</i>	4 units / 4 hours	ESLC-095SL <i>Advanced Speech Communication for Academic and Professional Advancement</i>	3 units/hours
ESL-033 <i>Intermediate Oral Skills</i>	3 units / 4 hours		
14 units / 16 hours		12 units/hours	
No certificate		<i>Advanced English for Academic and Professional Advancement Skills Certificate</i>	

The rationale for the changes - which include working with management to ensure that our courses are offered every semester in a carefully structured way to increase a 12-unit course-taking pattern among

our students and ensuring there is the needed support among our new ESL Counselor and her counseling colleagues and student services staff and management in outreach, assessment, financial aid, and admissions to meet the very specific needs of this historically underserved multilingual, multicultural student population – can be characterized as a unique second language acquisition adaption and integration of best-practices research and information emanating from acceleration, guided pathways, first-generation college students, curricular transformation and [backward] redesign, habits of mind and 21st century skills, equity pedagogies, appreciative advising and instruction, and positive psychology.

C. Additional Resources

The changes mentioned are curricular and instructional. For the past three ESL has had one full time faculty member. The part time ESL faculty, when they choose and have time and desire, have shouldered a significant amount of work that support changes and innovations in the ESL Department; however, as adjuncts with their own interests, lives, backgrounds, and goals, those efforts have never been able to offer the equivalent of what an additional full-time faculty member would potentially be able to provide the program. In order to implement, assess, review, sustain, and continually improve the above curricular and instructional changes and innovations, there is a great need for an additional full time ESL faculty member, especially if we are to begin offering classes again at the Brentwood Center.

Furthermore, to the extent that ESL is an academic department – soon with both noncredit and credit programs - that serves unique student populations that have a myriad of specific linguistic, cultural, and sociocultural/linguistic needs when it comes to understanding the U.S. college system, college-going culture, and college-surviving and -thriving environment, there is a great need for new ESL staff – classified professional(s) and student workers – who are provided a specific space on campus to coordinate creative and ongoing ESL student support services associated with in-take, admissions, placement, orientation, transitioning, financial aid, and instructional and informational technology, including in relation to much needed student and program support in the existing ESL Lab . Without such staff and a stable budget to finance such (ie., as opposed to piecemeal proposal submission based budget, written and submitted each semester to one committee or another, which, while has gratefully enabled many, many exciting and ultimately impactful efforts to be implemented each semester, also require a significant amount of time, coordination, supervision, feedback, assessment and evaluation, and reporting – on the front end, the back end, and throughout the span of each effort – and which have led and continue to lead to employee/faculty bandwidth and capacity challenges and failures and ultimately to burnout), ESL and ESL students will continue to struggle.

Lastly, as we look forward to beginning a new noncredit program, which will be the only one at LMC, where we have never implemented noncredit, the ESL Department believes there is a strong need for a specialist who can coordinate all aspects related to supporting this program and the students to ensure its and the students' success.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	NA	NA	NA	NA

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

ESL has not offered a degree or certificate; no ESL course falls into this category.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

As explained above, all of the ESL courses have either undergone extensive re-envisioning and redesign or will this semester. Once a redesigned course and associated certificate have gone through the approval process, and we are able to offer it, we will de-activate (or “inactivate”) each existing course.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

The given table will be used to project program intentions for new Credit ESL courses. The information provided on the “New Instructional Program Proposal” submitted and approved in Fall 2016 will be copied and pasted below to show program intentions for the new Noncredit ESL courses.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ESLC-085G	1	1	1	1
ESLC-085WRV	1	1	1	1
ESLC-085SL	1	1	1	1
ESLC-085G	1	1	1	1
ESLC-085WRV	1	1	1	1
ESLC-085SL	1	1	1	1

Rationale for any Major Changes
There are no major changes being proposed.

From the “New Instructional Program Proposal” for the *Noncredit ESL for General Purposes Program* – submission date 10/20/16

List the proposed sequence of program-specific courses and the projected enrollment:

We propose a Managed Enrollment system be established that takes into account our institutional enrollment pattern and capacity data, ESL faculty consultation, and research and information from long-standing noncredit ESL programs such as that of Mira Costa Community

College: <http://www.miracosta.edu/instruction/continuingeducation/esl/managedenrollment.html>.

Working with this last item, the following course scheduling is proposed using the given Year 1 and Year 2 semester break-down. With this proposed schedule of courses, our goal would be to support both day-only students and evening/night-only students attaining all four certificates of competency, finishing the Noncredit ESL for General Purposes program, and being ready to enter the Credit ESL for College and Career Education Program within a single year.

Fall-Year 1

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR		
Evening/Night	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W		

Spring-Year 1

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W		

Instructional Comprehensive Program Review

Evening/Night	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR		

Fall-Year 2

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W
Evening/Night	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR

Spring-Year 2

	Pittsburg		Brentwood	
	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks	Term 1 First 8 or 9 Weeks	Term 2 Second 8 or 9 Weeks
Day	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR
Evening/Night	ESLN-065PC ESLN-065VR	ESLN-075PC ESLN-075VR	ESLN-065G ESLN-065W	ESLN-075G ESLN-075W

Projected number of students in the program*:

Fall-Year 1 50-75 ; Spring – Year 1 50-75

Fall-Year 2 75-125 ; Spring – Year 2 75-125

** Unduplicated total headcount in program-specific courses.*

Enrollment projections are based on: Existing numbers in the lower level credit versions of these proposed courses and new outreach efforts being undertaken by our newly hired Adult Transition Specialist and the implementation of the activities in the Adult Education Block Grant.

Projected Annual FTES (to be completed by the Office of Instruction)

Year 1 _____ (did not have the chance to see what was proposed by the OOI)

Year 2 _____ (did not have the chance to see what was proposed by the OOI)

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
ESL-011	Paula Gunder
ESL-012	Paula Gunder
ESL-013	Paula Gunder
ESL-014	Paula Gunder
ESL-021	Paula Gunder
ESL-022	Paula Gunder
ESL-023	Paula Gunder
ESL-024	Paula Gunder
ESL-031	Paula Gunder
ESL-032	Paula Gunder
ESL-033	Paula Gunder
ESL-034	Paula Gunder
ESL-041	Paula Gunder
ESL-042	Paula Gunder
ESL-043	Paula Gunder
ESL-044	Paula Gunder

I, Paula Gunder, admittedly fell behind in the revision of the ESL COORs, as I and the adjuncts who had helped to complete the required CSLO Assessments each semester did not undertake the required additional immediate next step of updating the COORs. As I have either extensively redesigned or will extensively redesign all of the ESL COORs, they have been designated at “New” as opposed to being “Existing” and given a new course number. Thereby, the above listed courses are essentially being replaced by the new courses as listed below, and, therefore, I will not be submitting an “updated COOR”

for the above listed courses “to the Curriculum Committee by April 18, 2018.” If there are any issues with this, please let me know.

Noncredit ESL	Credit ESL	Status
ESL-011 -> ESLN-065VR ESL-012 -> ESLN-075VR ESL-021 -> ESLN-065G ESL-022 -> ESLN-075G ESL-031 -> ESLN-065PC ESL-032 -> ESLN-075PC	ESL-023 -> ESLC-085G ESL-024 -> ESLC-095G	Submitted and approved
	ESL-013 and ESL-043 -> ESLC-085WRV ESL-033 -> ESLC-085SL ESL-014 and ESL-044 -> ESLC-095WRV ESL-034 -> ESLC-095SL	Submitted for technical review; being edited for submission to Curriculum Committee by 2/12/18
ESL-041 -> ESLN-065W ESL-042 -> ESLN-075W		Being redesigned for submission before end of SP18

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	<ul style="list-style-type: none"> - Integrating greater and more effective use of technology enhanced language instruction - Embedding individualized faculty interactions/attention and peer tutor assistance via the ESL Lab - Exploring and integrating interactive learning, Habits of Mind, and Appreciative Advising/Instruction - Incorporating college and community resources and authentic materials and projects - Utilizing strengths-based and positive psychology approaches to engender confidence and hope and decrease affective filter
How have these changes enhanced your program?	<ul style="list-style-type: none"> - Students receive individualized support and attention - Able to focus on areas of need and build on strengths - Building a stronger community of learners - Greater faculty collaboration and support – building a team of teachers - Play and fun are entering our language learning world - Students are moving on and coming back to report they are applying for scholarships, joining the Honors Program,

	graduating, transferring, and dreaming and persisting to reach their career goals
--	---

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	Please see above detailed description and explanation.
What significant changes to existing course content would need to be made to support the new degree or certificate?	Please see above detailed description and explanation. Changes have been extensively detailed in the new course outlines of record; should you need me to provide that information here, please let me know.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Not Applicable

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

All ESL courses that were scheduled and run – i.e., not canceled – were assessed.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other:

The course in Cycle 1 that was not assessed and for which I re-utilized the last CSLO assessment of the course from 2011 – ESL-014 - has been redesigned and will be replaced by the new ESLC-095SL. It will be part of a LMC Skills Certificate entitled, *Advanced English for Academic and Professional Advancement*. The redesign’s goal is that successful completion of this course – in conjunction with corresponding overall English language grammatical and reading/writing proficiency – purposefully prepares students to succeed in Communication Studies (Speech Communication) courses, other college-level courses, and job/workplace/career opportunities. It will be “marketed” as part of the Level

4 – *Exiting* 3-course package of advanced general and career technical education transition and support courses for multilingual English language learners – ESLC-095WRV, ESLC-095G, and ESLC-095SL.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M’s.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

Even when dedicating part of our Opening Day Flex Department Meeting agenda every semester to CSLO Assessment, due to the full time vs. part time makeup of the ESL department and the time the adjuncts (and I) have available to meet, plan, understand, learn, and discuss the assessment process and products, there is never enough time. Additionally, while a single faculty member who undertook the assessment uncovered important and meaningful information about the course and their teaching, it was very difficult to grow that information through sharing, discussion, and further engagement with the other ESL faculty. Much of our sharing and discussion happened via email and/or only between the ESL adjunct doing the assessment and myself, which I would try to share with others. I do not know how to change this.

What we have been able to do is to work, at times collaboratively, with the support of BSI funds to pay for adjunct participation, to align, integrate, streamline, and rewrite the ESL PLSOs and CLSOs, which will hopefully serve to bring meaning to the process as everyone is now more aware of them, understands them, and is working together to build certain activities and assessments to support them. There are also fewer CSLOs for each course, which may help to *focus our meaningfulness*. I think I will copy and paste all of our new PLSOs (copied below) onto the CSLO Assessment Template/Form and also include another column to the left on the form to show which PLSO or PSLOs that course and those CLSOs are attempting to address. This may help to increase the overall or big-picture meaningfulness. After having just finished the PSLO Assessment and taking a good long time analyzing the CSLO data on my own, I also had the idea that instead of waiting until year 5 to do this, we/I should do a subset of this each year after a year’s worth of CSLO assessments – i.e., each of courses are mapped to our PSLOs and serve to significantly address one or two, so we could focus on that one or those two PSLOs each year, which would help us keep the connection between the PSLOs and CSLOs right in front of us on an ongoing basis and bring in the larger program-level meaningfulness.

There is nothing that can beat collaborative professional learning, including discussion and sharing, around the assessment process and the connection to classroom instruction and assessment, which, alas, takes time, and that is a very, very hard thing to come by among our ESL faculty.

Program-Level Student Learning Outcomes (PSLOs):

The Los Medanos College English as a Second Language (ESL) / English for Multilingual Students (EMLS) program infuses *habits of mind* – intelligent behaviors and thinking dispositions – and the LMC Institutional SLOs into our second language acquisition-oriented program student learning outcomes (PSLOs) to optimally help prepare students to meet their social and civic language needs and achieve their academic and career goals.

As a non-native English language learner who successfully completes our program, you will

PSLO 1 Reading	PSLO 2 Vocabulary	PSLO 3 Writing	PSLO 4 Grammar	PSLO 5 Speaking/ Listening	PSLO 6 Language Awareness
Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multigenre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.	Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.	Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.	Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to	Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.	Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

			achieve solid understanding and intended meaning.		
--	--	--	---	--	--

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

There was shared identification of how much better students who come up from a previous level within a skills-strand outperform students who test into that level. This did make us review and revise the existing placement cut scores, which has helped some, and/but we know we need to undertake more work on our placement mechanism because it is not meeting our/our students’ needs. This knowledge is helpful.

The need to develop our noncredit courses and program came – in part – directly from the CSLO assessments, and while these courses have not been implemented yet, so I cannot attest to impact or effectiveness, I am very hopeful.

There has been an increase among faculty sharing materials, syllabi, and talking about teaching and learning.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Using averages of our CSLO assessment proficiency levels, ESL has an overall 54.4% “exceed proficiency,” 31.2% “meets proficiency,” and 14.4% “needs improvement” for its five PSLOs. Our curriculum and instructional efforts have resulted in being able to succeed in helping students reach the program student learning outcomes.

7.2.2. What was the biggest challenge in conducting program level assessment?

Time.

7.2.3. What resource needs, if any, were identified in your program level assessment?

- Another full ESL time faculty member.
- To have ESL-included Program Reviews done by the AEBG Transition Specialist and the ESL/Puente Counselor.
- To have ESL included in the Program Reviews done by Outreach, Assessment, Financial Aid, and other key student service areas, and to have those results shared with the ESL Department/Program – an instructional/academic area responsible for curriculum and instruction – so that both the department/program and the college might work to collectively better serve our students.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low-income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program). Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate ESL	95%	93.52% (non-low-income = 81.18%)	91.82%
Success Rate ESL	95%	84.67% (non-low-income = 74.36%)	82.23%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

The FA14 – SP17 data show that our Hispanic student population – which was our largest ethnicity group comprising an averaged 56.1% of our headcount and 53.9% of our seat count – completed and succeeded at a six-semester average rate of 90.71% and 78.9% respectively. Assuming I am calculating correctly, this equates to completion and success achievement gaps of -1.11% and -3.33%.

The FA14 – SP17 data show that our Asian student population (not including Filipino) – which was our second largest ethnicity group comprising an averaged 29.3% of our headcount and 28.7% of our seat count – completed and succeeded at a six-semester average rate of 91.3% and 82% respectively. Again, assuming I am doing this calculation correctly, this gives us completion and success achievement gaps of -.52% and -.23%.

As a Hispanic Serving Institution, with our large Hispanic ESL student population and with an ever-increasing population of “Asian” ESL students, I would like support to understand how we can find out more about these students, their needs, and how we can work to help them achieve.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low-income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

African-American and low-income students are completing and succeeding at higher rates than the overall student population in the ESL courses. We have very few foster-youth ESL students. The data actually show that our non-low-income ESL students have a completion and success achievement gaps of -10.64% and -7.87%; thus, I am interested and concerned about these students and learning more about them.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>Goals Listed in final question of 2012-13 ESL Comprehensive Program Review:</p> <ol style="list-style-type: none"> 1. Continue to improve ESL student completion, success, and improvement rates. 2. Help more non-native English speaking students in East County access and take advantage of the opportunities available to them via the LMC ESL program. 3. Support ESL student pathways to success inside and outside of the classroom. <p>We have data that show we have achieved Goal #1: our SP10-FA12 six-semester averaged completion and success rates were 89.9% and 78.5% respectively – positive percent changes of 1.92% and 3.73%.</p> <p>As for Goal #2, I can report that our SP10-FA12 six-semester averaged headcount and seat count were 222.67 and 404.17. When compared with the FA14-SP17 six-semester averages of 88 and 140.33, it appears we have failed quite miserably.</p> <p>I do not have any data to support achievement or lack thereof of Goal #3.</p> <p>We, as an ESL faculty, have worked very hard to create an awesome language learning instructional experience. I think this has supported student completion and success.</p> <p>Perhaps my other 2 goals were not stated in measurable ways.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>If I were to report anything here, I would be seen as eschewing responsibility. Over the years, I have ventured into every area of ESL student support from outreach to assessment to orientation to advising to in-take support to tutoring and to transitioning to name but a few, and I have felt it has stretched me, my focus, and my professional responsibilities and capacities to ineffective breaking points. As a faculty member, chair, and</p>

	<p>lead with reassigned time, I have had the ability to create change within the curriculum, my own teaching, my fellow ESL adjunct faculty's professional development. There are simply too many areas of support and need beyond my academic faculty member teaching role (and time) that directly impact the goals that I stated. These goals are no less important to ESL student access, success, and excellence than the ones that I have direct impact on supporting in my responsibilities to teach, chair, coordinate, and provide faculty professional development; however, they are beyond the scope and capacity of my position.</p> <p>As for the above goals, I do not recall making a "plan" per se, so I cannot truly report how they did or didn't go according to such, nor can I name key elements that impeded progress other than what I have stated above.</p>
--	---

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy,</p>

	demonstrating empathy and compassion when working with students.
--	---

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Implement/teach assess, and update/improve the new Noncredit and Credit ESL courses at both Pittsburg and Brentwood campuses, offering both day and evening night sections	1 3	1 3 4
Goal 2: Improve ESL course completion and success leading to certificate achievement and transitioning into chosen GE and/or CTE coursework	1 2	3 4 5
Goal 3: Via the work of the AEBG Transition Specialist and the ESL Counselor, increase ESL student access, pathway identification, and equitable success.	1 2 3	1 2 3 4 5
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goals 1 and 2		Objectives 1, 2, and 3	
Department/Unit Name		Position Name/Classification	FTE
English as a Second Language		Tenure Track ESL Faculty	1
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits

<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Beginning at \$81,468 – \$87,689
Justification:			
Three years ago, the second ESL faculty member chose to become and full-time faculty member in the English department. Since then, the majority of our courses have been taught by adjunct faculty. We/I, the remaining single fulltime faculty member, have struggled to manage all of the elements associated with a department and program that serve a very unique and historically underserved student population and which requires time, effort, understanding, background, and skill in a variety of student support areas across campus in order to serve and support these multilingual students. Additionally, any move to begin offering ESL classes in Brentwood necessitates a new fulltime ESL faculty member.			

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goals 1, 2, and 3		Objectives 1, 2, 3, 4, and 5	
Department/Unit Name		Position Name/Classification	FTE
English as a Second Language		ESL Program Coordinator: Noncredit Specialist, In-take and Transition Support Specialist (and as needed a combined ESL Lab Coordinator)	1
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Beginning at \$55,000 (I really have no clear idea of the Classified Salary schedule)
Justification:			
As I wrote above, the ESL Department with its Noncredit and Credit Programs, its multilingual, multicultural student population – currently predominately comprised of immigrant students, but which could grow to include more international students – who have limited to no understanding of the U.S. college/higher education system and culture need institutionally dedicated support staff to assist, guide, and help them learn and navigate the college process and environment.			

Instructional Comprehensive Program Review

LMC English as a Second Language Curriculum Map

ESL/EMLS Stages, Courses, and Program Student Learning Outcomes		PSLO 1 Reading	PSLO 2 Vocabulary	PSLO 3 Writing	PSLO 4 Grammar	PSLO 5 Speaking/Listening	PSLO 6 Language Awareness
<p>The Los Medanos College English as a Second Language (ESL) program infuses <i>Habits of Mind</i> – intelligent behaviors and thinking dispositions – and the LMC institutional student learning outcomes (ISLOs) into our second language acquisition-oriented program student learning outcomes (PSLOs) to optimally help prepare students to meet their social and civic language needs and achieve their academic and career goals.</p> <p>As a non-native English language learner who successfully completes our program, you will</p>		Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multigenre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.	Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.	Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.	Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to achieve solid understanding and intended meaning.	Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.	Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.
Language Learning Stages and Courses		LMC ISLO 1, 2, 3, 4, 5	LMC ISLO 1, 3	LMC ISLO 1, 2, 3, 4	LMC ISLO 1, 2, 3	LMC ISLO 1, 2, 3, 5	LMC ISLO 1, 2, 3
I. ENTERING	<p>ESLN-065VR ESLN-075VR <i>Basic Vocabulary and Reading Development 1 and 2</i></p>	I-4 P-4	I-4 P-4	AS-2 AS-2	AS-2 AS-2	AS-1 AS-1	I-3 P-3
	<p>ESLN-065W ESLN-075W <i>Fundamental Writing Skills 1 and 2</i></p>	AS-2 AS-2	AS-1 AS-1	I-4 P-4	AS-3 AS-3	AS-1 AS-1	I-3 P-3
	<p>ESLN-065G ESLN-075G <i>Foundational Grammar for General Communication 1 and 2</i></p>	AS-2 AS-2	AS-2 AS-2	AS-2 AS-2	I-4 P-4	AS-2 AS-2	I-3 P-3
	<p>ESLN-065PC ESLN-075PC <i>Essential Pronunciation and Conversation 1 and 2</i></p>	AS-1 AS-1	AS-2 AS-2	AS-1 AS-1	AS-2 AS-2	I-4 P-4	I-3 P-3
II. ENGAGING	<p>ESLC-085WRV <i>Intermediate College Writing, Reading, Vocabulary, and Dispositional Thinking</i></p>	R-4	R-4	R-4	AS-3	AS-1	R-3
	<p>ESLC-085G <i>Intermediate Grammar for College and Career Communication</i></p>	AS-2	AS-2	AS-2	R-4	AS-2	R-3
	<p>ESLC-085SL <i>Intermediate Oral Communication for the College Classroom and Beyond</i></p>	AS-1	AS-2	AS-1	AS-2	R-4	R-3
III. EXITING	<p>ESLC-095WRV <i>Advanced Academic Writing, Reading, Vocabulary, and Dispositional Thinking</i></p>	M-4	M-4	M-4	AS-3	AS-1	M-3
	<p>ESLC-095G</p>	AS-2	AS-2	AS-2	M-4	AS-2	M-3

Instructional Comprehensive Program Review

advancement and excellence	<i>Advanced Grammar for College and Career Communication</i>						
	ESLC-095SL <i>Advanced Speech Communication for Academic and Professional Advancement</i>	AS – 1	AS – 2	AS – 1	AS – 2	M – 4	M – 3
TOTALS		32	34	32	40	30	42

I = PSLO is **Introduced**

P = PSLO is **Practiced**

R = PSLO is **Reinforced**

M = PSLO is **Mastered**

AS = PSLO is **Additionally Supported**

The degree each PSLO is emphasized: 0 = **No Emphasis**; 1 = **Slightly Emphasized**; 2 = **Moderately Emphasized**; 3 = **Significantly Emphasized**; 4 = **Mainly Emphasized**