Instructional Units Program Review Year Five Update - English as a Second Language Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Gunder, Paula** on **10/24/2021 22:16**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Curriculum and Instruction
The most impactful change that was made since our 2019-20 Program Review Year Three Update occurred due to the coronavirus pandemic and Covid-19 safety stay-at-home protocols that went into effect half-way through the Spring 2020 semester. All classes at LMC, including ESL/ESLN classes, were moved into the online learning environment and have remained there during the subsequent semester – SU20, FA20, SP21, SU21, and FA21.

Currently, the third draft of the SP22 schedule as followed recommendations by management to consider offering our department's courses in the form of 80% online and 20% face-to-face or hybrid modes of instruction: We have proposed offering our full program(s) of 28 mirrored Credit/Non-credit courses in a 71% / 29% instructional mode split that transitions our four oral skills courses (065PC, 075PC, 085SL, and 095SL) from fully online to a hybrid mode.

The ESL department went through the program and curriculum develop and review processes (local and state) to be able to offer our service area community equity-enhanced college second language learning opportunities. The process included designing a mirrored tuition-free non-credit series of courses which can support low-income, first generation American, and undocumented non-native English-speaking learners. Additionally, each of the General and Academic ESL courses (credit and non-credit) went through extensive review and transformation by employing curricular, instructional, and pedagogic theory, approaches, methods, and practices such as 1) backward design, 2) content-based instruction (contextualization), 3) signature pedagogies and dispositional thinking, 4) threshold concepts, 5) intensification (a second language acquisition version of various 'acceleration' practices, and 6) appreciative advising and instruction.

In Spring 2019, we offered our first Non-credit courses and two certificates. Over the next year additional programmatic and curricular changes were made, including creating Credit College Skills Certificates for the first time in LMC ESL's history, and we awaited state approval of all of our Certificates of Competency [It should be noted here that ESL programs are not allowed by the state Chancellor's Office to seek approval for state-approved credit-course-related Certificates of Achievement, and, thus, the local certificates are the only means available to us to support students taking our credit classes a means by which to enhance their language develop by working toward the earning of certificates as they advance along their language learning and educational pathway(s).]. It was not until Spring 2021 that were able to offer our full curriculum – all 28 mirrored Credit/Non-credit and all 6 Certificates of Competency and 6 College Skills Certificates.

We recently learned the very disconcerting news that due to a technological issue, none of the Certificates of Competency, for which students must apply and have their applications reviewed by Admissions and Records in order to receive, have been conferred. Rikki Hall, our Director or Admissions, has been working with District IT to solve the issue, and she has been updating the ESL department chair and our 60% ESL counselor on the status of these efforts. We have received a large amount of negative feedback from our students regarding this and have heard a lack of faith in us as a department and as a college, which is incredibly disheartening due to the amount of work that has gone into our curricular transformation. This along with a host of other issues that have come up over the past three years make it more apparent than ever that the college needs to take a much greater managerial role to Non-credit at LMC – first and foremost, by assigning an actual manager to learn all about noncredit.

This is the most recent update regarding the certificates ESL@LMC (https://www.losmedanos.edu/esl/index.aspx) offers:

From: Hall, Rikki <RHall@losmedanos.edu (mailto:RHall@losmedanos.edu)>
Sent: Friday, October 8, 2021 10:17 AM
To: Gunder, Paula <pgunder@losmedanos.edu (mailto:pgunder@losmedanos.edu)>
Subject: Certificates ESL/ESLN

Hi Paula,

I went through the ESL Skills Certificate applications and processed them yesterday so that we can mail the remainder of spring and summer next week.

You have the following totals:

2021SP: 7 certificates approved
2021SU: 3 certificates approved

For the noncredit certificates of competency, I cleaned out the queue and returned all forms that did not apply. (i.e. students completed credit version of course and not noncredit). The below totals are what we have in A&R to date. The paper applications were submitted for 2020SP when we discovered the Colleague error in academic level.

2021SP: 16 noncredit certificates of competency pending (5 appear to be duplicate requests)
2020SP: 30 paper applications received prior to DF conversion (pending review)

All applicants previously pending in the queue through DF have been notified.

Thank you,

Rikki

Having also recently learned that I had mis-represented the number of hours that each of Non-Credit Certificates of Competency make up by only listing "Course In-Class (Contact) Hours" and not including "Course Out-of-Class Hours" for the "Total Student Learning Hours" as are accurately reflected on the course outlines of record (CORs) that were designed in eLumen and approved locally and at the state levels, I will be submitting a program revision to Curriculum Committee. The accurate hours and the full program to-date is shown in the table below.

CERTIFICATES OF COMPETENCY (Non-Credit)	Hours	COLLEGE SKILLS CERTIFICATES (Credit)	Units
	162		3
	162		3

Entry/Bridge
• *Basic Vocabulary and Reading Development*
   ○ ESLN-065VR - Basic Vocabulary and Reading Development 1
   ○ ESLN-075VR - Basic Vocabulary and Reading Development 2
	324	**Entry/Bridge**
		• *Basic Vocabulary and Reading Development*
		   ○ ESL-065VR - Basic Vocabulary and Reading Development 1
		   ○ ESL-075VR - Basic Vocabulary and Reading Development 2
			6

• *Foundational Grammar for General Communication*
   ○ ESLN-065G - Foundational Grammar for General Communication 1
   ○ ESLN-075G - Foundational Grammar for General Communication 2
	162
	
	162
		• *Foundational Grammar for General Communication*
		   ○ ESL-065G - Foundational Grammar for General Communication 1
		   ○ ESL-075G - Foundational Grammar for General Communication 2
			3
			
			3

• *Essential Pronunciation and Conversation*
   ○ ESLN-065PC - Essential Pronunciation and Conversation 1
   ○ ESLN-075PC - Essential Pronunciation and Conversation 2
	324
	
	162
		• *Essential Pronunciation and Conversation*
		   ○ ESL-065PC - Essential Pronunciation and Conversation 1
		   ○ ESL-075PC - Essential Pronunciation and Conversation 2
			6
			
			6

• *Fundamental Writing Skills*
   ○ ESLN-065W - Fundamental Writing Skills 1
   ○ ESLN-075W - Fundamental Writing Skills 2
	162	• *Fundamental Writing Skills*
		   ○ ESL-065W - Fundamental Writing Skills 1
		   ○ ESL-075W - Fundamental Writing Skills 2
			3

	324		6
	162		3
	162		3
	324		6

	270		4
Intermediate and **Advanced**	162	**Intermediate** and **Advanced**	3
• *Intermediate English for College and Career Success*		• *Intermediate English for College and Career Success*	
○ ESLN-085G - Intermediate Grammar for College and Career Communication		○ ESL-085G - Intermediate Grammar for College and Career Communication	
○ ESLN-085SL - Intermediate Oral Communication for the College Classroom and Beyond	216	○ ESL-085SL - Intermediate Oral Communication for the College Classroom and Beyond	5
○ ESLN-085WRV - Intermediate College Writing, Reading, and Dispositional Thinking		○ ESL-085WRV - Intermediate College Writing, Reading, and Dispositional Thinking	
	648		12
• *Advanced English for Academic and Professional Advancement*		• *Advanced English for Academic and Professional Advancement*	
○ ESLN-095G - Advanced Grammar for College and Career Communication		○ ESL-095G - Advanced Grammar for College and Career Communication	
○ ESLN-095SL - Advanced Speech Communication for Academic and Professional Pursuits	270	○ ESL-095SL - Advanced Speech Communication for Academic and Professional Pursuits	4
○ ESLN-095WRV - Advanced Academic Writing, Reading, and Dispositional Thinking	162	○ ESL-095WRV - Advanced Academic Writing, Reading, and Dispositional Thinking	3
	216		5
	648		12

To the extent this also means that the college has been under-reporting our Positive Attendance hours, I have informed the Direct of A&R, the VP of Instruction, the Interim Dean of ESL, and others seeking resolution.

In that all of the ESL/ESLN classes have been taught online for past 5.5 semesters, our instructional and pedagogical practices have expanded to include effective and best practice oriented second language learning lessons, activities, assignments, lectures, and exercises for distance education. It is not possible for me to capture all of the ways in which our instruction has changed and shifted as we have learned how to use and leverage the online and virtual educational spaces and technologies and tools to best support our students' English language development; as a faculty group, we have embraced this new-to-us adventure into online teaching and learning, and we are all extremely proud of our Canvas courses, and the high-quality content and instruction we have been able to offer students. As most of our students are new to online learning environment, we have worked to develop and share with one another methods for supporting the technological needs and challenges students face along with supporting their language and learning needs. It's been very challenging and rewarding.

Professional Development
All of the ESL faculty – full time and adjunct – had the opportunity to go through the District's "Becoming an Effective Online Instructor" course, from which we were able to experience and learn about key online teaching and learning factors. This course also helped and supported each of us to build a professional and instructionally sound online course in Canvas.

We have since shared our Canvas courses with another and will continue to do so in order to offer on-going in-house professional learning to and among our faculty group.

ESL faculty have also participated in 3CSN, RP Group, State Chancellor's Office, California Acceleration Project, TESOL, and CATESOL professional learning opportunities, in our own efforts to support our teaching and our understanding and ability to address equity issues and disproportionate impacts faced by our ESL student populations.

ESL faculty are also advancing their professional degree and certification through local and online graduate programs.

Communication and Marketing
The department chair, Paula Gunder, was provided training and support from the LMC web designer, Eloine Chapman, in order to completely overhaul the ESL@LMC (https://www.losmedanos.edu/esl/index.aspx) webpages.

Placement / Assessment / AB705
 After a long period of uncertainty and general lack of research-based support from the Chancellor's Office, after conducting our own primary and secondary research on second language acquisition placement methods and practices, after attending numerous AB-705 and ESL workshops and webinars, and with the help of the LMC Assessment Center Coordinator, Nicole Almassey, the classified professional, Ninnette Alfaro, and Jay Schaffer at the District, we developed and were able to launch our new "LMC ESL Guided and Informed Self-Placement" mechanism for the 2021-2022 academic year (and thus comply with state mandated time-lines for AB-705 implementation at least from the ESL department standpoint).

Summer 2021 and Fall 2021 were the first semesters when the self-placement was available to students. There have been numerous issues with the placement due mainly to the instability and lack of support emanating from a realignment of the Assessment Center and the positions in that area not being filled.

We have had issues with students not going through the placement process and, thus, not engaging in this important step to understand the program and choose the best pathway, stage, and courses.

We currently have a New Instructional Program Proposal – Phase 1 proposal up for a 'second read and approval' item at the 10/25/21 Academic Senate agenda, which will serve to address this issue along with others that have surfaced with regard to onboarding these students, supporting their navigation of important student service areas, and accessing key learning support resources. The program will offer a Non-Credit Certificate of Competency entitled, *College ESL Student Success*. Three associated course outlines have also been submitted to the Curriculum Committee and are slated for review and approval on 11/3/21. The next steps will include moving through the entire program and curriculum review and approval processes. Our hope is that this program will be approved and it and the related courses offered for the 2021-2022 academic year.

1b. Please address the following enrollment data provided for your program.
    1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

In **FA18**, ESL offered 8 of its former Credit ESL courses with the old numbering system and former curriculum.
- Credit ESL -- Enrollment = 203; Fill rate = 73%; Productivity = 14.2
- College – Enrollment = 26,868; Fill rate = 72%; Productivity = 17.1

In **SP19**, ESL had revised its Credit ESL course outlines of record and offered 5 of these courses, and it had gotten approval for and was able to offer the first 4 of its new Non-credit courses.At this point in time the curriculum was split – the Entry/Bridge stage courses (065 and 075) were all and only Non-Credit, and the Intermediate and Advanced stage courses were all and only Credit.The Intermediate and Advanced courses were scheduled over the 16-week semester, and the Entry/Bridge classes were scheduled in a new eight-week and eight-week strategy. Reviewed separately, enrollment, fill rate, and productivity for each was similar:
- Credit ESL -- Enrollment = 124; Fill rate = 92%; Productivity = 13.2
- Non-Credit ESLN– Enrollment = 105; Fill rate = 105%; Productivity = 13.8
- Overall – Enrollment = 229; Fill rate = 98.5%; Productivity = 13.5
- College – Enrollment = 24,544; Fill rate = 63.7%; Productivity = 16.1

In **SU19**, ESL offered the same 4 new Non-credit classes we had in SP19.At this point, the state had only approved these four.We experimented with offering the two Entry stage classes the first four weeks of the summer and their 075 Bridge counterparts the second 4 weeks of the summer.
- Non-Credit ESLN -- Enrollment = 82; Fill rate = 82%; Productivity = 10.9
- College – Enrollment = 5,533; Fill rate = 49.8%; Productivity = 14.9

In **FA19**, with two more of its CDCP Non-credit courses and new related certificate approved, ESL offered 6 Non-credit Entry/Bridge courses (the data show 8 sections were offered, but the schedule of classes only shows 6) and its 5 Credit Intermediate and Advanced ESL classes.
- Credit -- Enrollment = 118; Fill rate = 94%; Productivity = 12.9
- Non-Credit – Enrollment = 192; Fill rate = 96%; Productivity = 14.2
- Overall – Enrollment = 310; Fill rate = 95%; Productivity = 13.55
- College – Enrollment = 26,827; Fill rate = 71%; Productivity = 17

In **SP20**, the final two of our CDCP Non-credit courses and certificate were approved, and ESL offered 6 Non-credit Entry/Bridge classes and its 5 Credit Intermediate and Advanced classes.This is the semester that the pandemic forced us all to move our courses online during the eighth week of the semester.
- Credit -- Enrollment = 92; Fill rate = 73.6%; Productivity = 9.6
- Non-Credit – Enrollment = 158; Fill rate = 105.3%; Productivity = 13.4
- Overall – Enrollment =250; Fill rate = 89.5%; Productivity = 11.5
- College – Enrollment = 24,310; Fill rate = 62.9%; Productivity = 15.9

In **SU20**, we offered two Entry stage Non-credit ESL classes over the six-week summer session, and then again experimented with offering an Entry/Bridge Non-credit package in a four-week + four-week schedule.This is the first summer session of a fully online schedule for ESL.This is before faculty went through the BEOI course.
- Non-Credit ESLN -- Enrollment = 96; Fill rate = 96%; Productivity = 12.7
- College – Enrollment = 5,7.2; Fill rate = 60.5%; Productivity = 18.1

In **FA20**, ESL offered an early version of its newly redesigned mirrored Credit/Non-credit curriculum.The courses are no long split into some being NC and some being C; all courses, except for the noncredit version of 095WRV are offered in this semester (14 Credit and 13 Non-Credit mirrored classes).This is the first fall semester of planned-for fully online schedule for ESL. This is after faculty went through the BEOI course.
- Credit -- Enrollment = 82; Fill rate = 23.7%; Productivity = 6.3
- Non-Credit – Enrollment = 204; Fill rate = 62.8%; Productivity = 15.4
- Combined – Enrollment =286; Fill rate = 86.5%; Productivity = 10.85
- College – Enrollment = 3,850; Fill rate = 69.1%; Productivity = 16.5

In **SP21**, ESL was again offered fully and only online, and we offered our mirrored curriculum almost in full (13 classes - all but 095SL - were offered).
- Credit -- Enrollment = 75; Fill rate = 23.1%; Productivity = 5.4
- Non-Credit – Enrollment = 174; Fill rate = 53%; Productivity = ??   0
- Combined – Enrollment =249; Fill rate = 76.1%; Productivity = ??
- College – Enrollment = 28,555; Fill rate = 62%; Productivity = 14.8

In **SU21**, ESL experimented with offering two Entry stage Credit/Non-Credit mirrored sections, one Intermediate and one Advanced Credit/Non-Credit mirrored section for a total of 4 mirrored classes running in the six-week session.
- Credit -- Enrollment = 35; Fill rate = 35%; Productivity = 8.3
- Non-Credit – Enrollment = 57; Fill rate = 57%; Productivity = 10.8
- Combined – Enrollment = 92; Fill rate = 92%; Productivity = 9.55

- College – Enrollment = 5,130; Fill rate = 51.2%; Productivity = 13.4

In **FA21**, ESL offered the two Bridge stage classes that followed the Entry stage classes that were offered in SU21 in the second eight weeks of the semester. We offered 10 mirrored Credit/Non-Credit classes (everything except 065G, 065VR, 085SL, and 095SL, which were all offered in SU21).
- Credit -- Enrollment = 65; Fill rate = 26%; Productivity = 6.2
- Non-Credit – Enrollment = 165; Fill rate = 66%; Productivity = 16.5
- Combined – Enrollment =230; Fill rate = 92%; Productivity = 11.35
- College – Enrollment = 29,953; Fill rate = 62.9%; Productivity = 13.9

Level 1	Level 2	Ftes	Ftef	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count
	2017SU	1.5	0.25	11	36.7%	5.8	1
	2017FA	25.9	2.10	194	68.8%	12.3	8
	2018SP	24.8	2.35	186	58.5%	10.5	9
	2018SU	3.0	0.53	23	31.9%	5.7	2
	2018FA	29.5	2.09	203	72.0%	14.2	8
	2019SP	18.5	1.40	124	99.2%	13.2	5
ESL	2019FA	18.0	1.40	118	94.4%	12.9	5
	2020SP	13.4	1.40	92	73.6%	9.6	5
	2020FA	11.2	1.77	83	23.7%	6.3	14
	2021SP	8.1	1.50	75	23.1%	5.4	13
	2021SU	3.3	0.40	35	35.0%	8.3	4
	2021FA	7.4	1.20	65	26.0%	6.2	10
Grand Total		164.6	16.39	1,209	50.7%	10.0	84

Contra Costa Community College District — pathways to success
Program Enrollment and Productivity at Census
* Success rates for the active term are incomplete until the end of term occurs.

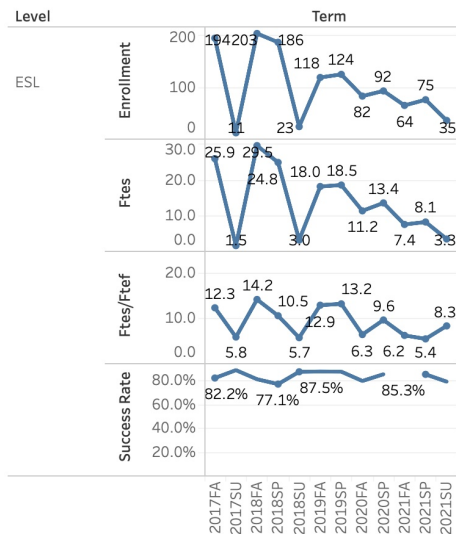| Location	LMC
Level	Subject
Term(s)	(All)

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
Click on a topic in the Level colum to filter the data.

Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
ESL	2017FA	194	69%	25.9	12.3	2.10	8	82.2%
	2017SU	11	37%	1.5	5.8	0.25	1	88.9%
	2018FA	203	72%	29.5	14.2	2.09	8	81.2%
	2018SP	186	58%	24.8	10.5	2.35	9	77.1%
	2018SU	23	32%	3.0	5.7	0.53	2	87.5%
	2019FA	118	94%	18.0	12.9	1.40	5	87.7%
	2019SP	124	99%	18.5	13.2	1.40	5	87.6%
	2020FA	82	23%	11.2	6.3	1.77	14	79.7%
	2020SP	92	74%	13.4	9.6	1.40	5	85.4%
	2021FA	64	26%	7.4	6.2	1.20	10	
	2021SP	75	23%	8.1	5.4	1.50	13	85.3%
	2021SU	35	35%	3.3	8.3	0.40	4	79.2%
ESLN	2019FA	192	96%	22.7	14.2	1.60	8	89.2%
	2019SP	105	105%	11.0	13.8	0.80	4	81.8%
	2019SU	82	82%	8.7	10.9	0.80	4	92.9%
	2020FA	204	63%	22.1	15.4	1.43	13	84.5%
	2020SP	158	105%	16.1	13.4	1.20	6	92.6%
	2020SU	96	96%	10.2	12.7	0.80	4	85.5%
	2021FA	165	66%	19.9	16.5	1.20	10	
	2021SP	174	54%	0.0	0.0	1.50	13	78.7%
	2021SU	57	57%	4.3	10.8	0.40	4	75.9%

Level 1	Level 2	Ftes	Ftef	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count
	2019SP	11.0	0.80	105	105.0%	13.8	4
	2019SU	8.7	0.80	82	82.0%	10.9	4
ESLN	2019FA	22.7	1.60	192	96.0%	14.2	8
	2020SP	16.1	1.20	158	105.3%	13.4	6

Term					
2020SU	10.2	0.8096	96.0%	12.7	4
2020FA	22.1	1.43204	62.8%	15.4	13
2021SP	0.0	1.50174	53.5%	0.0	13
2021SU	4.3	0.4057	57.0%	10.8	4
2021FA	19.9	1.20165	66.0%	16.5	10
Grand Total	114.99.731,233		74.7%	11.8	66

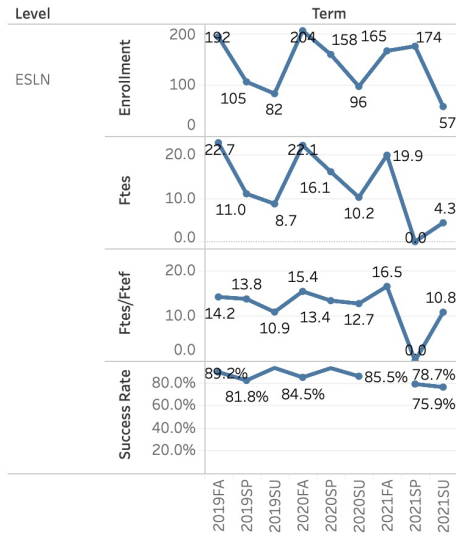**Contra Costa Community College District**
pathways to success

Program Enrollment and Productivity at Census
* Success rates for the active term are incomplete until the end of term occurs.

Location	Level		Subject
LMC			
	Term(s)		(All)

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
Click on a topic in the Level colum to filter the data.

Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/ Ftef	Ftef	Sections	Success Rate*
ESLN	2019FA	192	96%	22.7	14.2	1.60	8	89.2%
	2019SP	105	105%	11.0	13.8	0.80	4	81.8%
	2019SU	82	82%	8.7	10.9	0.80	4	92.9%
	2020FA	204	63%	22.1	15.4	1.43	13	84.5%
	2020SP	158	105%	16.1	13.4	1.20	6	92.6%
	2020SU	96	96%	10.2	12.7	0.80	4	85.5%
	2021FA	165	66%	19.9	16.5	1.20	10	
	2021SP	174	54%	0.0	0.0	1.50	13	78.7%
	2021SU	57	57%	4.3	10.8	0.40	4	75.9%
ETEC	2017FA	379	64%	58.7	13.6	4.33	18	83.3%
	2017SU	25	19%	2.9	8.5	0.34	4	76.9%
	2018FA	350	61%	53.3	15.2	3.50	17	82.6%
	2018SP	434	57%	56.9	13.8	4.14	23	84.2%
	2018SU	19	15%	2.7	5.0	0.53	4	90.9%
	2019FA	235	71%	36.1	15.6	2.31	10	77.9%
	2019SP	193	49%	33.5	11.3	2.97	12	84.6%
	2019SU	26	28%	3.6	10.8	0.33	3	80.0%
	2020FA	199	93%	31.7	13.4	2.37	10	85.3%
	2020SP	284	56%	39.6	14.5	2.74	15	80.3%
	2021FA	277	76%	48.7	9.0	5.39	26	
	2021SP	203	52%	36.2	7.5	4.80	26	84.4%

2016-2017	2017-2018	2018-2019 SP19 NC began	2019-2020	2020-2021	Grand Total

Level 1	Level 2	Undup. Hdct.	Enrollments	Success Rate	Undup. Hdct.	Enrollments	Success Rate	Undup. Hdct.	Enrollments	Success Rate	Undup. Hdct.	Enrollments	Success Rate	Undup. Hdct.	Enrollments	Success Rate	Undup. Hdct.	Enrollments	Success Rate
LMC	ESL	142	317	86.1%	177	398	79.9%	147	334	83.8%	102	210	86.7%	70	154	82.5%	448	1,413	83.5%
	ESLN							54	110	81.8%	133	377	91.0%	123	387	82.4%	229	874	86.0%
Grand Total		142	317	86.1%	177	398	79.9%	180	444	83.3%	212	587	89.4%	174	541	82.4%	607	2,287	84.5%

	2.23	2.25 plus .02	2.47 plus .22	2.77 plus .30	3.11 plus .34	3.77 2.57

Students are taking more ESL classes per semester, on average, each year. Possible contributing factors include offering Non-Credit, offering the mirrored Credit/Non-credit sections, and offering certificate-based packages of courses and advising students to take the packages and work toward earning certificates; this has been our 'guided pathway' approach to supporting students' advancement by making key curricular and program design decisions. We need to be able to track certificates earned.

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

The ESL department has not yet been developed or been given support to develop a solid scheduling strategy.This data shows a few points of information based on what we have been able to schedule so far with all of the many changes and innovations that have taken place and what we've been allowed to offer based on limits set by management (SEM - ?).ESL has never had help in determining what is best to offer, when, in what mode, and why.Currently, the college's management has been working with Math and English to provide them with "Completion by Design" support as well as other data and discussions to provide insight into their scheduling.It was said at one point that Math, English, and ESL would be part of an SEM pilot project, but thus far, ESL has not been contacted or included in this work.

ESL needs support from the college to help us determine what to offer and why.

We believe a cohort model of supporting students moving through the learning opportunities in ESL and on to their chosen major and career pathway could prove very beneficial to this student population.The ESL department chair has mentioned this to a variety of individuals; to date, no one has offered to help determine how to do this.Without such help, ESL will continue to simply offer the same classes each semester and most likely see the same enrollment, fill rate, and productivity as has been reviewed here.

I do not know what to do. In order to grow and provide increase opportunities to access and succeed in ESL, the department needs assistance.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goals	Completed/ Abandoned/Impact/ In Progress/Explain/ Action Steps Modified	Timeline/ Responsible Parties
	• Serving more students, including undocumented and low income • Helping students take certificate-based packages of courses instead of single solitary courses which improves their language acquisition and progression through and out of ESL and into general and career education coursework • Plan to offer classes in Brentwood in FA20 • Need additional room availability to offer classes as packages • Need to improve in-take, placement, orientation, navigation, exploration, goal setting, and planning support and service for foreign-born non-native English speaking students • Compliance with AB-705 will be taking priority and will perhaps support this goal.	
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**	2020-2021	
	In Progress • Implementation and improvement of the new mirrored Credit/Non-credit curriculum continues with solid increases in enrollments in the NC classes. • We do not know how many low-income students or undocumented students we are teaching or how our programs are supporting these students as they are not identified and are not researched. • The work to help students take certificate-based packages of classes continues. There seems to be a wide-spread lack of understanding of ESL's certificates as well as our goals. Most student service areas and college managers leave ESL out of plans and efforts to support in-coming students. This needs to change. • A new instructional program and series of 3 courses to help foreign-born nonnative English-speaking students enter, access, navigate, and engage as college ESL students are currently being reviewed with the hope that we will be able to offer these soon and, thus, support these students more holistically and via second language acquisition-oriented practices. • There is an issue with the tracking and conferring of the Certificates of Competency. Management – Director of A&R, VP of Instruction, and ESL Dean – has been informed. Rikki Hall has been working on the technology side of this. • We build a new Guided and Informed Self Placement mechanism that we need help communicating to the public and to our students about. There is a void in support through Assessment which has been realigned with a new manager and has been without coordination for coming on a year now.	On-going Paula Gunder Research ESL Faculty ESL Dean Management
Goal 2:		Status ?? Paula Gunder Research

Improve ESL course completion and success leading to certificate achievement and transitioning into chosen GE and/or CTE coursework	Completed	**2020-2021** • This was moved to 'completed' but only because there was no data being collected to support this effort. • The technology issue plaguing the Certificates of Competency needs to be fixed • Students need to be taught how to apply for the correct certificate and to supported – by the college and its systems – to take the certificate-based packages of classes that serve to enhance language learning and development. • Chialin has recently helped the ESL department chair put together a research agenda – or the plan for beginning such – and this includes data that shows success rates in other non-ESL courses of students who have at one time been in ESL@LMC as well as how many degrees or certificates these students have earned over the past five years. With this ongoing data collection, ESL would be able to have a much clearer understanding of our students' trajectory after ESL. Thus, I'm hoping this can continue.
Goal 3: **Via the work of the AEBG Transition Specialist and the ESL Counselor, increase ESL student access, pathway identification, and equitable success.**	Abandoned	1. Data regarding the Transition Specialist work and results is not shared or given to ESL 2. ESL Counselor supports students at their points of entry, engagement, exiting, and transitioning via appreciative and intentional practices, but she is severely limited in terms of the impact she could have and that we and the students need her to have due to the 60/40% ESL/General split 3. Support for development of a research agenda by the ESL Counselor and the personnel at the college and district who collaborate with employees on such is needed. **2020-2021** • I'm not sure what the status of this is. I think there mistake here was mine in putting something beyond my faculty and department chair control. These elements are or aren't the jobs of others.

(right column markers: ?? Unknown ??)

FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

No Value
FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Recommended Actions • Your program/unit goal 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 • Anticipated timeline for achieving this goal Now that we have moved online, we have added another avenue through which to reach students and accomplish this goal. I do not know what the 'timeline' is for achieving this as it is truly ongoing. • Responsible parties assigned to this goal Paula Gunder, ESL faculty and department chair with help from adjunct faculty in ESL • Anticipated outcome (i.e. increase enrollment, increase course success rates, etc.) Increase enrollments, increase success rates, increased certificate attainment, increased through-put 0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by **Gunder, Paula** on **11/19/2021 15:06**

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

Course Success	Stated in Year-3 Update: "Our goal for 2021-22 is to remain within **84-87%** success rate." • ESL 2016-17 Success Rate = **86.1%** • ESLN 2018-19 (first time ESLN was offered) Success Rate = **81.8%** As shown on the "LMC PR Course Success" PDF: • Goal ESL Success Rate: **88.1%** • Goal ESLN Success Rate: **83.8%** As shown in "LMC PR Course Success" PDF: • ESL 2020-21(SU20, FA20, SP21), FA Success Rate = **82.5%** • ESLN 2020-21(SU20, FA20, SP21) Success Rate = **82.4%**	We have not met the goal stated in the Year-3 Update, nor have we met the 2% increase goal set for all units. The data show that from 2016-17 ESL's success rates had risen slightly to **86.7% or +.6%**, and from 2018-19, ESLN's success rate had increased dramatically to **91% or +9.2%** during the 2019-20 academic year, which included SU19 and FA19 of only face-to-face instruction and SP20 when we suddenly had to move instruction online due to the pandemic. Then, during the 2020-21 academic year, when all ESL and ESLN classes were taught fully online and only in distance education mode for the first time in the department's history, ESL's success rates *declined* 3.6% from 2016-17, and ESLN's success rates *increased* slightly .6% from 2018-19. In addition to the effects of the pandemic, our department has made a significant amount of curricular changes during the five year time period currently under review here, including the reduction of the number of units from 4 to 3 of each of our 4 Entry/Bridge courses and 2 of our Intermediate and Advanced courses. Essentially, we removed the "lab hour" from each of these courses. Also, during this time period under review, we moved to a new scheduling method of offering our Entry/Bridge stage courses in 8-week sessions (Entry stage classes are offered the first 8-weeks of the SP and FA semester, and corresponding Bridge stage classes are offered the second 8-weeks of those semesters), and we have experimented with offer all of our 3-unit/54-hour classes during the short 6-week summer session. All of these factors could be contributing to our decline in success rates. At 82.5.5% (ESL) and 82.4% (ESLN) for 2020-21, both our credit and noncredit programs are well above the current college success rate for this same year of 72.8%, and that only seven other program units - out of the 61 program units listed on the PDF/at the college - have higher success rates for this academic year. While this indicates that both ESL and ESLN are doing well with regard to instructionally supporting our students' success, due to the extent to which online instruction is new to both the department's faculty and student populations, and that, thus far, we are all still learning how best teach, learn, and support in this environment, it seems logical that our goals be adjusted if possible. That said, I am unclear how that is to work or whether this is what we should do. Advice and recommendation from our dean is requested. Am I setting a new goal based on our current success rates and, thus, moving forward from 2020-21 into the future or the next five years in order to participate in addressing this Vision for Success college-wide goal of increasing success rates by 2%? Should I set new goals of 84.5% and 84.4% for ESL and ESNL respectively?	I'm not sure what timeline or time period I am supposed to put here - the next five years or a single year?	Paula Gunder, all ESL and ESLN faculty, the 60% ESL Counselor, support personnel at the college working in Outreach, Assessment, and other areas whose jobs entail support of this student population	Share and review success rate information with department at upcoming SP22 Department Flex and secure input regarding possible ideas and efforts that could serve to increase ESL and ESLN success rates.
Degrees (AA, AS, ADT)	NA				
Certificates of Achievement	NA				

Unit Reduction	Done	We reduced the number of units and/or hours of our ESL programs – now Credit and Non-Credit – from 64 to 48	None	Paula Gunder	ESL/ESLN need not contribute any further to this initiative in our professional opinion. Do do, however, need to review and discuss the extent to which the unit, and thus direct student contact and learning hour, reductions to our courses have had detrimental effects to ESL students' language development.
CTE Jobs	NA				

2b. The *Vision for Success Goal 5 - Equity* **is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.**
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American	<u>Stated in Year-3 Update</u>: • Grand Total Success Rate of African American students in ESL from FA15-FA19: 91.7% with a total during that time period of 36 students identifying as "African American" • ESLN from SP19-FA19: 100% with a total of 5 students during that time period identified as "African American." In that ESL does not serve this population of students as the group is commonly identifies, it is unknown who these students are and why ESL students are identifying themselves as belonging to this group. Our 2021-2022 goal is to remain within the 84-87% Success Rate goal set above for all students or above. <u>As shown in "LMC PR Course Success - African American Student" PDF</u>: Goal for everyone = *3% increase from 2016-17* • Goal ESL African American Student Success Rate: **88.7%** • Goal ESLN African American Student Success Rate: **None listed**. A 3% increase from the 2018-19 academic year - which is the first year within which noncredit ESL was offer - would be 103%, as the 1 documented enrollment of an African American student in that year accounted for a 100% success rate. Here are ESL and ESLN 2020-2021 African American Success Rates ESL 2020-2021 EnrollmentsSuccess Rate 8 100.0% ESLN 2020-2021 EnrollmentsSuccess Rate 15.0 60.0% • At a **100%** success rate for/by African American students, ESL has exceeded the 3% increase goal of 88.7%. • At a **60%** success rate for/by African American students, but with no goal listed, using the information above, we can see the sharp decline within ESLN. Disaggregating the data in Tableau, to show enrollments within specific courses, and knowing student course-taking patterns based on program design and counselor advising, this low success rate could very well be attributed to one or two students, taking multiple courses not succeeding in each of those courses, and when there are only 2 "African American" students in a course section, and 1 does not succeed, the success rate for each class drops to 50%.	Completed	None	Paula Gunder as department chair and all ESL/ESLN faculty	Continue to engage in instructionally supporting our students' Habits of Mind (dispositional thinking) practice and acquisition as well as making use of the Appreciative Advising/Instruction practices the faculty have been trained and supported to integrate into our teaching practices.

| Low Income | Stated in Year-3 Update:
The "Grand Total" Success Rate with regard to the feature of "Low Income" is as follows:

ESL from FA15-FA19:
No – 76.6%
Yes – 86.6%

ESLN from SP19-FA19:
No – 88.8%
Yes – this is not listed as a category.

Our goal for 2021-2022 is to continue to serve and support low-income designated students.

<u>As shown in "LMC PR Course Success - Low Income Student" PDF</u>:

Goal for everyone = *3% increase from 2016-17*

 ESL 2020-2021
Enrollments Success Rate
No   40 75.0%
YES   114 85.1%

ESLN 2020-2021
Enrollments Success Rate
No   340.0 82.1%
YES   47.085.1%

ESL did not meet its 3% increase goal of 94.3%.
ESLN exceeded its 3% increase goal of 83.0%.

The 2020-21 success rates for low income students in both ESL and ESLN do, however, exceed those of the college at large with its low income student success rate of 72.5% for that academic year.

Since offering our mirrored noncredit curriculum, we have seen enrollments steadily increase in the ESLN classes each semester in comparison to enrollments in the credit ESL classes. This means that students in our community, who are perhaps "low income," are taking advantage of these no-tuition courses. This is a positive.

We don't actually know the true number of "low income" students in our ESLN program because most of those students do not apply for financial aid, and in fact if a student is ONLY taking noncredit classes, s/he is not eligible to apply for financial aid.

Our 60% ESL Counselor continues to work one-on-one with any student taking our classes to understand and complete the financial aid forms, and she also partners with the Financial Aid office to conduct bilingual (English/Spanish) workshops. She also regularly makes program announcements about financial aid deadlines and workshop opportunities to support students.

There could be a need for more multilingual support and support for our foreign born students in understanding the financial aid forms and processes as well as not fear asking about or applying for financial aid.

If our new 'College ESL Student Success' courses and certificate are approved, we will have a program and instructional means to help and direct students who need financial support to get help and increase their understanding of this complex process. | In progress | None | ESL faculty
ESL counselor
Financial Aid | A survey about students' financial needs may be help us understand our low income students' needs and ways to support them. This can be discussed at our next Flex week department meeting. |

Foster Youth	Stated in Year-3 Update: There are 3 foster youth listed within the ESLN program with 0% Success Rate. From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate. Our goal for02021-2022 is to work toward equitable success rates within 84-87% or higher for any foster youth who are ESL/ESLN students. As shown in "LMC PR Course Success - Low Income Student" PDF: Goal for everyone = *3% increase from 2016-17* ESL 2020-2021 Enrollments Success Rate No 154 82.5% **YES 0.0** ESLN 2020-2021 Enrollments Success Rate No 387.0 82.4% **YES 0.0** Neither ESL or ESLN had any students designated as foster youth in the 2020-21 academic year. Therefore, it is not possible to comment on the 3% increase goals of 94.7% and 3%, respectively. For the 2020-21 academic year, the college at large had a 58.7% success rate among the listed 1,652 foster youth enrollments. As mentioned in the Year-3 Update, we did invite an LMC colleague who works within the college's foster youth support and resources area to our department meeting, but due to certain circumstances of the pandemic, she was unable to attend.	Completed	None	None	None

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Gunder, Paula** on **10/25/2021 17:36**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ESL/ESLN-065W	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Paula Gunder
ESL/ESLN-075W	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Paula Gunder
ESL/ESLN-085WRV	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Anthony Scoggins

Year 4

ESL-011	Course Inactivated
ESL-012	Course Inactivated
ESL-013	Course Inactivated
ESL-014	Course Inactivated
ESL/ESLN-065VR	Yes 5/21/2021
ESL/ESLN-075VR	Yes 10/21/2021
ESL/ESLN-065W	
ESL/ESL-085WRV	
ESL/ESLN-095WRV	Yes 1/25/2021
ESL/ESLN-075W	

Year 3

ESL-021	Course Inactivated
ESL-022	Course Inactivated

ESL-023   Course Inactivated
ESL-024   Course Inactivated
ESL/ESLN-075GYes5/26/2020
ESL/ESLN-085GYes1/23/2020
ESL/ESLN-095GYes1/23/2020
ESL-100G   Course not offered/Slated for Inactivation
ESL/ESLN-065GYes5/26/2020

Year 2
ESL-031   Course Inactivated
ESL-032   Course Inactivated
ESL-033   Course Inactivated
ESL-034   Yes9/30/2019Course Inactivated
ESL-085SL   Yes9/30/2019
ESL-095SL   Course Not Offered
ESLN-065PCYes9/6/2019

Year 1
ESL-041YesSP18 - Tapiarene   Course Inactivated
ESL-042Yes2/6/2020 SU18 - TapiareneCourse Inactivated
ESL-043YesSP18 Burns Tubio   Course Inactivated
ESL-044YesFA17 Tapiarene   Course Inactivated

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

065VR CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations
CSLO 1: Many students struggled this semester with online learning. Some students were very lucky in that they were able to find a quiet space in their home with access to Zoom and to video recording. However, many students share living spaces with many family members, and it was difficult for them to participate in class activities due to a lack of a quiet space. Once the pandemic is over, and we are able to return to face-to-face instruction, I think students would benefit greatly by participating in introductory computer/ESL workshops. Perhaps we could cover several workshops throughout the semester for morning as well as for evening students. Not only would such workshops empower students to succeed in online classes, but they would also serve to promote a feeling of independence among our student population.
CSLO 2: In past semesters, I have typically asked students to complete this test in written format. Due to the pandemic this semester, I made a decision to perform this test individually on Zoom. Each student was asked to sign up for a 15-minute time slot on Zoom. Students were told that they needed to show their face and that they were not allowed to use their books/notes or to receive help from family members or friends during the duration of their test.
CSLO 3: We had a mixed class of students this semester. Our student population was made up of students from Vietnam, Yemen, Afghanistan, Ethiopia, Brazil, Peru, Colombia, Nicaragua, El Salvador, Mexico. One of our students was in Mexico during the duration of the semester. I was able to experience first-hand the possibilities that online instruction can bring not only to the students but to the teachers as well.

075VR CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations
CSLO #1: Students had five days before the semester ended to complete and submit this assignment. Considering that we were in online learning, I think that there was not enough time for them to finish it and receive feedback. Perhaps, a new strategy can be to provide the students with enough time, at least two weeks: one week to submit the assignment and one week to review feedback from a peer review or from the professor. This will give them more time to ask questions, understand instructions, and reorganize their ideas. Another way to improve can be to provide the opportunity to collaborate with a partner or in a small group, discuss the provocative questions/prompts for each section in our Story Map and find possible ideas they can include in each of them. Also, students can use the same provocative questions/prompts to practice this strategy using a short reading with very clear components to help students understand each section. In addition, students can extend their understanding of story maps through their own writing. Students can use story maps to plan, summarize, and write their own main ideas, characters, setting, and plot for a story. Finally, after completing each chapter, students can take notes using sticky notes to map story elements. This strategy is particularly effective for struggling readers because it doesn't require much writing but includes all the components. Plus, after we analyzed each of the chapters, if students made a mistake or changed their minds, they need only remove or replace the sticky note.
CSLO #2: The problem here was that during the first 6 weeks of the course three students were struggling to get their workbook and access code. They were attending all live sessions, requesting support during students' hours, and using tools provided in Canvas Modules to tried to complete their assignments. However, they did not have the chance to practice in our online component or complete their workbook assignment on time. Once their books arrived, they tried really hard to catch up with all missing assignment, but it did not turn out very well. They were just submitting incomplete assignments without following instructions just to have something to submit. This problem had consequences in the Exam's results as well. These three students still demonstrated low proficiency. For future courses, I will send the course workbook's information two or three weeks before our course begins. And I will be stricter in accepting students in my class without a book after the first week of live instruction. This will push the students to get their books and materials as soon as possible. Students can use Vocabulary Notebooks to review and assess their vocabulary acquisition. I had used this strategy in prior semesters but this time it will be different. Instead of organizing them alphabetically, by topic, or by date they learned it, students will organize each of the chapter's key vocabulary words into four categories.
CSLO #3: To improve the students' self-reflection skills, perhaps we can do more personal and/or dialogue writing journal activities every week. This will help students to understand writing prompts and develop their self-reflection and writing skills. To help students to understand the importance of this habit of mind and its significance to success in every environment, we can practice more real-world strategies in which students put themselves in different situations and find more positive and better ways to respond to them.

095WRV CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations
CSLO 1: Students expressed difficulty reading and understanding certain sections of *Outliers;* therefore, they were not able to provide a more in-depth analysis.
New strategies to try: -Spend more time discussing the author's most abstract or obscure ideas orally in smaller groups.
-Give students more power to initiate and conduct their own discussion groups without the instructor taking a leader role in providing clarification, paraphrases or summaries of "abstract or obscure" sections of the chapters.
-In addition to providing a written example in the Module, I will create a PowerPoint Presentation with video explaining how to provide in-depth analysis of a quote, placing emphasis on key words I underlined and adding a 'real life' example. It seemed that the written example on the Canvas Module in which I underlined the key words from each quote and used different text colors analyzing each section of the quote did not provide sufficient guidance to "Below Proficiency" students. To avoid generalizations and distortions, I will provide a PowerPoint Presentation with video explaining written examples of generalizations and distortions, so students can see examples of what NOT TO DO. To develop critical reading skills, I recommend: a.) Book Clubs/ face-to-face or virtual Reading Circles: to instill pleasure for reading, create community, and improve critical reading and critical thinking skills, which in turn will expand vocabulary and improve writing skills. b) Reading workshops or a separate "Reading class" like "English 85-Introduction to College Reading," so students who need it can learn and apply reading strategies and develop critical reading and critical thinking skills. The class or workshop could be a mandatory one-unit class taken concurrently with ESL 095 WRV. c) One-on-one tutoring: Reading strategies/reading journals.

CSLO 2: Vocab/Allusions/References Logs aided students with short-term lexicon understanding. Some students were able to understand the author's ideas. However, few students really studied the vocabulary [according to their Final Project Refection].

I think Vocab tests are effective when classes are on offered on campus. In fact, 50% students recommended vocab tests for future classes [according to their Final Project Reflection]. In my opinion, the online format was not the most conducive environment to conduct vocab tests since students can simply copy and paste the answers.

Not having vocab tests was counterproductive since many students did not study the new lexicon according to the Habits of Mind Reflection-Final Project. Recommendations: -Some students need to pay attention to detail. I will continue posting timelines on each Canvas Module, on Announcements and will email timelines with deadline at the beginning of each week. -Take ESL counseling classes where time management, organizational skills, and college navigation strategies are taught in order to succeed not only on online classes but in face-to-face classes.

CSLO 3: Continue providing scaffolding and immediate feedback: formulating thesis and creating outline via zoom or in the classroom when classes are offered face-to-face. Continue providing one- hour one-on-one feedback for first drafts via zoom when ESL 095 WRV is offered online, or 1 hr. one-on-one conferences in a classroom setting. The 80% success rate indicates that ESL 095 WRV could be offered online for students who wish to take online classes. In order to acquire and apply the necessary skills to succeed in ESL 095 WRV, students need a solid foundation of writing and grammar. It is highly recommended that students take Grammar 1, 2, and 3 before taking this course and take Grammar 4 concurrently. It is also recommended that students take Reading and Writing 1, 2, and 3.

As we can see from the current data, students who did not complete the bridge and intermediate coursework before taking ESL 095 WRV, dropped, failed, or passed with a "C." Even though "C" falls under the category of "Meets Proficiency," some students who enter ESL 095 WRV with a "C" have not mastered the basic skills needed to acquire the more advanced reading and writing skills necessary to succeed in ESL 095 WRV. It is recommended that these students receive one-on-one tutoring outside the [virtual] classroom when they take ESL 095 WRV.

CSLO 4: Doing the HoM Reflection at the end of the semester as an ''exit'' exam was helpful because students were able to reflect on the skills and thinking dispositions learned this semester. However, journaling more frequently will make them focus on their learning throughout the semester and ''improve'' or ''fix'' habits along the way. Recommendations: Start HoM Reflective Journal at the beginning of the semester. It could be divided by Habits of Mind: "Communicate Clearly" and "Reflect," so each student can keep track of his or her progress. Journal prompts could also be assigned after each major reading and writing assignments.

We have reviewed some of these improvement ideas, suggestions, recommendations as a faculty team but not all of them. We need more time to continue to review and discuss the findings and to determine what possible changes might possible and necessary. Course outlines have already been updated as needed.

4. Course Outline of Record Updates : Version by **Gunder, Paula** on **10/24/2021 22:24**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All ESL and ESLN course outlines of record have been updated/revised and these updated CORs are all listed as "Active from Summer 2021."

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Impact of Resource Allocation