Los Angeles Southwest College
Program Review
2010

Program: English as a Second Language

Initiator: Marcia Braun- Carranco and Michael Pitts

Reviewer 1: LaShawn Brinson, Glenn Yoshida

Reviewer 2: Allison Moore, Angela Jenks

Date first draft of review was completed by initiator: Fall 2010

Instructions:
- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.

- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**

- The initiator should collaborate with as many department/program members as possible while completing the review.

- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

_____

Department Chair   Date

_____

Dean   Date

_____

Vice-President   Date

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

TABLE OF CONTENTS

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Overview of Program Mission

Describe the program's mission as it relates to the college's mission.

The credit ESL Program is dedicated to providing a quality educational experience to students who study English as a Second Language in our credit program. Our goal is to provide credit ESL students with the ability and confidence to understand and use Standard English in college courses, the workplace, and in their personal lives.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	203	144	228
Evening	200	129	124
Total	403	273	352

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	20	18	24
Evening	20	16	16
Total	20	17	20

1.0   Describe the trends in **enrollment and average class size**.

Enrollment in the credit ESL courses has declined since 2007-2008, but increased between 2008-2009 and 2009-2010. Evening enrollment decreased while day enrollment increased. This change is most likely linked to the free non-credit ESL classes that are held in the evening. All of the part-time credit ESL faculty who were primarily teaching in the evening have also been laid off. Many credit ESL students have told faculty that they have transferred from non-credit to credit ESL classes.

Average class size has remained approximately the same over the three years. The original data embedded in this review were incorrect (total class sizes were added rather than averaged); the corrected data show that average class size is around 20. Day classes are slightly larger than evening classes for the reasons discussed above.

1.1   Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

We must continue to encourage non-credit students to take credit courses. We must continue to register new students and encourage them to take the placement test. Many students are testing into ESL classes starting at Level 3, but the 3A, 3B and 3C classes were not offered in Fall 2010. This may have a negative effect on enrollment in the Spring 2011 courses 4A, 4B, and 4C.

No credit ESL classes have been offered during recent summer and winter sessions. Classes during these sessions offer students additional opportunities to enroll students in the ESL program and can serve as feeders into the Fall and Spring semesters.

The development of online ESL courses will also offer more flexibility to students, allowing those with complicated work or family schedules to enroll in credit ESL classes.

A new ESL coordinator is needed to address several areas: to direct the process of marketing the program to the community, to ensure that students are accurately placed into the appropriate level, to coordinate the progression from one level to the next, and to develop methods of measuring student progress and academic/employment success after they leave the ESL program.

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC Strategic Planning Goals.

Objective	Increase enrollment in credit ESL classes
Planned Activities	Hire an ESL program coordinator to direct and market the program. Continue Outreach Programs and discuss with students during classes how they can help get the word out for others to take Credit ESL courses. Develop methods for bringing students from non-credit to credit ESL Courses. Discuss with students during classes how they can, by word of mouth, encourage other students to enroll. Contribute to departmental "Welcome Week" by inviting ESL students. Offer ESL classes during Summer and Winter sessions. Develop online credit ESL classes.
Individual Responsible	ESL full-time faculty and department chair
Start Date	Fall 2010
Method of Evaluation	Enrollment in credit ESL classes will increase.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.0%	0.0%	0.9%
Black/African American	2.2%	1.5%	6.3%
Hispanic	95.8%	91.9%	84.9%
Native American	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.6%
Caucasian/White	0.0%	0.0%	0.0%
Other	1.7%	2.9%	0.0%
Unknown/Decline To State	0.2%	3.7%	7.4%

2.0   Given the data, describe the trend in **ethnicity**. What are the implications for your program?

More than 90% of LASC ESL students are of Hispanic origin. The outstanding implication is that while the program should serve all its students, special efforts must be made to welcome and assist students of Hispanic origin to achieve their academic and vocational goals.

Enrollment among Black students, primarily African immigrants, has been increasing. Faculty have observed that many of these students are planning to enroll in the Nursing program and test into the ESL program (usually at the higher levels).

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	2.7%	1.1%	5.7%
20-24	16.9%	15.8%	17.0%
25-29	13.4%	19.8%	15.9%
30-34	22.1%	18.3%	17.6%
35-39	14.6%	15.0%	15.9%
40-49	22.6%	21.6%	19.6%
50+	7.7%	8.4%	8.2%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	73.4%	69.6%	73.9%
Male	26.6%	30.4%	26.1%

2.1   Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Gender patterns have remained constant, with female students outnumbering male students by approximately 3 to 1. This ratio reflects the proportion of male to female students at LASC in general.

ESL enrollment is fairly evenly distributed across all adult age groups (between 20-50 years). The largest segment of students is found in the 40-49 year age group; the 30-34 year age group is a close second.

The age and gender distributions, taken together, imply that the LASC program most fits the schedule of older women who have flexible work schedules during the day. This demographic group could be the target of future efforts to market the credit ESL program. The program, along with the college in general, should also develop strategies to target other groups, particularly men.

Retention

To access retention data according to ethnicity, gender, or age group, click here.

	2007-2008	2008-2009	2009-2010
% Day	86.2%	89.6%	94.3%
% Evening	89.0%	88.4%	80.6%
% Total	87.6%	89.0%	89.5%

2.2   Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

The ESL program has a high retention rate, particularly in the day classes. This retention rate shows that faculty teaching methods have been effective in maintaining student commitment. We must continue to teach in the manner we have established.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click here.

	2007-2008	2008-2009	2009-2010
% Day	68.0%	43.1%	53.1%
% Evening	57.0%	53.5%	50.8%
% Total	62.5%	48.0%	52.3%

2.3   Given the data, describe the trend in **successful course completion** rates.

While more than half of our students succeed and go up to the next level of study, success rates have declined over the last three years.

2.3.1   To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Because level 3 classes have not been offered, some students arrive to higher levels unprepared. We must offer a complete and comprehensive program that includes ESL A, B and C for levels 3, 4, 5 and 6 so students can successfully progress through the program.

In addition, students require additional tutors and lab hours. As of Spring 2011, there are no tutors or lab hours specifically designated for ESL students. In the Fall of 2010, full-time faculty members dedicated much of their time to assisting students with writing and vocabulary building in the lab. Noise restrictions meant they were unable to assist with pronunciation. Dedicated tutors who focus on these skills would help students increase their success in the courses.

Interactive resources such as CDs, DVDs, and internet sites offer students additional opportunities to develop their skills and measure their progress on a daily basis. The program should focus on increasing the use of these resources and developing further interactive learning opportunities.

2.3.2   What are the implications of this trend in successful course completion for your program?

The trend implies that many students are not receiving a comprehensive education. To increase successful course completion, all course levels should be offered and additional tutoring and improved interactive resources should be available.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	N/A	N/A	N/A
Certificates	N/A	N/A	N/A
Skills Certificates	N/A	N/A	N/A

2.4   Given the data, describe the trend in **degrees and certificates** awarded.

ESL does not offer any degrees or certificates.

2.4.1   To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

N/A

2.4.2   What are the implications of this trend in degrees and certificates awarded for your program?

N/A

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC Strategic Planning Goals.

Objective	To increase student success in credit ESL courses as well as in future academic programs and employment.
Planned Activities	1. Increase the registration of students in Credit ESL courses (see Objective from Module 1). 2. Continue to have teachers trained in new methods of teaching that help students to succeed in the work place and higher education. 3. Hire dedicated ESL tutors for both day and evening students who can focus on writing, vocabulary development, and pronunciation. 4. Increase access to recently-published interactive materials (CDs, DVDs, online sites, etc.) for faculty and students. 5. Develop online classes to encourage increased enrollment and make use of new technologies. 6. Establish a method for the collection of data monitoring student success in future academic programs and employment.
Individual Responsible	Credit ESL coordinator and Teachers.
Start Date	January 2011
Method of Evaluation	Improved student success rates in three major areas: 1. Advancement from one level of credit ESL to the next. 2. Advancement to classes in their major or discipline. 3. Transfer and employment rates

Module Three: Program Resources

3.0   Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

> In order to serve and attract students, the campus needs an updated ESL computer lab with modern computers, software providing a pronunciation component, and tutors who provide supplemental instruction in speaking, listening, and writing. Los Angeles Valley College and Pierce College have excellent ESL labs that could serve as models for the development of a lab at LASC.
>
> If resources are not available for a full lab, the focus should be on establishing a pronunciation component. This aspect of ESL is currently missing from the lab that is available in the Student Success Center. Many new resources, such as interactive computer programs are available that can aid in the development of pronunciation.
>
> Tutors are particularly necessary to assist students with the writing components of ESL. Many students write by directly translating from their native language and have difficulty learning English syntax. (This is especially true with the use of prepositions.)
>
> In addition, an ESL coordinator is needed to attract and support students in the credit area who will work with the community, both non-credit and credit instructors, and staff to reach and maintain credit ESL goals.

WSCH per FTEF

	2007	2008	2009
ESL	202	64	356
E.S.L.	199	261	245
Total			

3.1   Given the data, describe the trend in WSCH per FTEF.

> WSCH per FTEF has increased between 2007 and 2009. There was a significant decline in WSCH per FTEF in 2008. That year saw a major cut back in the program; the night program was cut significantly and many adjunct instructors were laid off. Between 2008 and 2009, WSCH per FTEF again rose, showing improvement in the efficiency of resource use.

3.1.1   Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

Efficiency will be improved with an increase in the number of credit ESL students. To increase the number of credit ESL students in the program, we need to employ a program coordinator. All credit ESL courses should be offered both day and night. This includes levels 3, 4, 5 and 6A (writing and grammar), B (reading and writing) and C (listening and speaking). These classes require instructors to teach them accordingly.

3.2   List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

Name	Activities (Mark all that apply)	Comments (Optional)
Marcia Braun-Carranco	☒Conferences ☐ Off-Campus Presentations ☐ Publications ☐ Grants ☐ On-Campus Presentations ☒ Other	Workshops
Michael Pitts	☒ Conferences ☒ Off-Campus Presentations ☐ Publications ☐ Grants ☐ On-Campus Presentations ☒ Other	

Objective for Module Three
Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC Strategic Planning Goals.

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Four: Educational Programs

4.0   Identify all program courses listed in the catalog that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click here to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
ESL 3A	3-04	Work on in Fall, 2011.	Dec. 2011
ESL 3B	4-05	Work on in Spring, 2011.	Spring 2011
ESL 3C	4-05	Work on in Fall, 2011.	Dec. 2012
ESL 4A	4-05	Work on in Spring, 2011.	Spring 2011
ESL 4B	4-05	Work on in Spring, 2011.	Spring 2011
ESL 4C	4-05	Work on in Spring, 2011.	Spring 2011
ESL 5A	4-05	Worked on in Spring, 2011.	Spring 2011
ESL 5B	4-05	Worked on in Spring, 2011.	Spring 2011
ESL 6A	4-05	Worked on in Spring, 2011.	Spring 2011
ESL 6B	4-05	Worked on in Spring, 2011.	Spring 2011

4.1   For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click here for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

Inactive Course	Action	Comments
N/A	☐Recommend Archive ☐Remain listed ☐Other (please detail):	ESL 1, 2, and 2A have been archived.
	☐Recommend Archive ☐Remain listed ☐Other (please detail):	
	☐Recommend Archive ☐Remain listed ☐Other (Please detail):	
	☐Recommend Archive ☐Remain listed ☐Other (Please detail):	

	☐Recommend Archive ☐Remain listed ☐Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

New Course	Justification (check all that apply)
N/A	☐ Advisory committee ☐ Prerequisites ☐ Integration of technology ☐ Similar CSU/UC lower division requirements ☐ Course needed for sequence ☐ Integrating current trends and new information ☐ Other (please detail):
	☐ Advisory committee ☐ Prerequisites ☐ Integration of technology ☐ Similar CSU/UC lower division requirements ☐ Course needed for sequence ☐ Integrating current trends and new information ☐ Other (please detail):

4.3   Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1   How does your program meet **labor market demand**? Cite specific examples and sources.

N/A

4.3.2   Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

N/A

4.3.3   What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC Strategic Planning Goals.

Objective	Course outlines will be updated to ensure efficacy and relevancy of program in order for students to succeed.
Planned Activities	Question students about course relevancy of courses by means of questionnaires. Use the information obtained in questionnaires to update course outlines. ESL Faculty need to update course outlines according to the time table. ESL Faculty will work together to achieve consistency between levels. ESL Faculty will work together to write meaningful questionnaires.
Individual Responsible	Michael Pitts and Marcia Braun.
Start Date	Fall and Spring, 2010-2011.
Method of Evaluation	Verify course outline updates approved by Curriculum Committee.

Module Five: Student Learning Outcomes (SLOs)

5.0   Identify 2-5 **student learning outcomes** for your program and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.
- Click on underlined column headings to access additional information and instructions.

LASC Institutional SLOs
1. Communication (Oral and Written Skills)
   o use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
   o use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
   o utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
   o demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
   o demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

Program SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Example: Chemistry 1. students will correctly solve problems (90%) using English/Metric conversions involv-ing concentrations, gases, acid/base with at least 70% accuracy.	Chemistry 102, 212, 51	Embedded assessment in final exam. Fall 2010	[insert sample results and plans]	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5
1. Produce a cohesive paragraph which has a topic sentence, body with support and a conclusion.	ESL 3A, 4A, 5A, 6A	Embedded assessment in final exam. Fall 2010		X 1 X2 ☐ 3 ☐ 4 ☐ 5

2. Read a short story or article in English and answer questions based on the reading.	ESL 3B, 4B, 5B, 6B, English 84	Embedded assessment in final exam. Spring 2011 and when courses are given.		☐ 1 X 2 ☐ 3 ☐ 4 ☐ 5
3. Listen to a news report or other oral presentation in English and relate what was discussed.	ESL 3C, 4C, 5C, 6C 83	Embedded in final exam. Fall 2011 and when courses are given.		1 X 2 ☐ 3 ☐ 4 ☐ 5

5.1 List each course in your program as well as each course's SLOs according to the most recent course outline of record. (Click here to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO. Click here for instructions on adding additional rows.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☒ 2 ☐ 5 ☐ 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
	SLO 3:	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
Course name: ESL 3C	SLO 1:Summarize both orally and in writing an event experienced by all students	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	X1 ☐ 4 X2 ☐ 5 ☐ 3
	SLO 2: Discuss differences in common reports	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
	SLO 3:Agree or disagree orally with reports	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3

Course name: ESL 4C	SLO 1: Report on an event commonly witnessed by each student	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
	SLO 2: Discuss differences in reports and attempt to persuade others to change their point of view	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
	SLO 3:	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
Course name: ESL 5C	SLO 1: Distinguish between main ideas, supporting ideas, and details in a lecture.	X 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
	SLO 2: Recognize language in a lecture used to signal how the lecture is organized.	X 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
	SLO 3:	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
Course name: ESL 6C	SLO 1: Give an impromptu speech of two to three minutes.	X 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
	SLO 2: Analyze content after listening to a historical recorded speech.	X 1 ☐ 4 ☐ 2 ☐ 5 X 3	X 1 ☐ 4 X 2 ☐ 5 ☐ 3
		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	
Course name: ESL 83	SLO 1: Students will be able to ask and answer questions using past tense (regular and irregular) orally or in writing.	☐ 1 ☐ 4 ☐ 2 ☐ 5 X 3	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	
Course name: ESL 84	SLO 1: Analyze intermediate rules of grammar in reading and writing	☒ 1 ☐ 4 ☒ 2 ☐ 5	☐ 1 ☐ 4 ☒ 2 ☐ 5

			☐ 3	☐ 3
			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3
			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3	

5.2   Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,

- List the certificate program, SLOs, and target courses.
- Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: N/A				
SLO 1:		Fall 2010		☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
SLO 2:		Fall 2010		☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
SLO 3:		Fall 2010		☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
SLO 4:		Fall 2010		☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

SLO 5:		Fall 2010		☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5.3   How are course and/or program student learning outcomes communicated to students?

They are identified in the course syllabus, which is given to and discussed with students on the first day of class.

5.3.1   How do you measure whether students understand what the outcomes mean?

During the course students are asked to show whether they understand what the outcomes mean. In ESL 4A, for example, students write paragraphs with main idea sentences and supporting ideas. They practice paragraph writing throughout the course. By the end of the course in the final exam, students should have a better understanding of the material and be able to write more clearly main and supporting ideas. They are given feedback throughout the course.

5.3.2   If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Students are given a matrix showing what a passing grade requires. The teacher explains what it means in terms of how many errors a student can have to accomplish the SLO and getting a passing grade.

5.4   How will the results of assessment be used for <u>planning and decision-making</u>? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

If students are not meeting the goals of assessment, then more time must be given to teaching the SLO's of the course. It might result in changing the course.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis.

Objective	To write missing student learning outcomes and assessment strategies for course outlines in the program
Planned Activities	We will write missing SLO's and formulate assessment plans starting in Fall of 2010 We will begin to assess SLO's for those that are written in Fall 2010
Individual Responsible	Marcia Braun Carranco, and Michael Pitts
Start Date	Fall 2010
Method of Evaluation	Verify through course outlines approved by the Curriculum Committee.

Module Six: Student Feedback

6.0   Data collection

6.0.1   How many surveys were collected from students?

Forty–six surveys were collected.

6.0.2   How many students participated in focus groups?

Fifty students participated in a focus group, which consisted of two credit ESL classes and one developmental communications class, some of whom were not English as a second language students.

6.0.3   How many students participated in interviews?

N/A

6.0.4   How many students participated in other activities in which students provided feedback to your program? Describe these activities.

N/A

6.1   Describe the results of the data accumulated in the above methods.

Students overwhelmingly said they feel comfortable and welcomed at LASC. They feel comfortable among non-ESL and non-Latino students in their classes, even when they are few in number. But there are a number of concerns such as counselors and tutors need to be available to them and more courses need to be offered. Only 73.9% thought the offered courses were adequate. Some students said they were placed in classes that were too advanced. Also, there seems to be a lot of misinformation. Some students believe that their goal in taking ESL classes is to take Developmental Communications classes, which have been created for students whose native language is English and are taught by teachers who are not required to have an educational background in teaching English as a second language.

Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC Strategic Planning Goals.

Objective	New questionnaires need to be designed and filled out by students to specifically take into consideration the building of the program. What students want and need and what needs to be changed will be the primary concerns of these questionnaires.
Planned Activities	Write a new questionnaire. Give the questionnaire to students to fill in. Compile the information. Then use the information to make changes to the existing program and to schedule classes.
Individual Responsible	Marcia Braun Carranco and Michael Pitts.
Start Date	Fall 2011
Method of Evaluation	Give the questionnaire and compile the data.

Module Seven: SWOC

Based on your program review, summarize:

Program **S**trengths

The credit ESL program helps students develop four central skills—reading, writing, listening, and speaking—that allow them to continue to English 21 and 28, graduate with AA degrees, and further their academic and professional goals. Students have shown that they can succeed in courses of their major after taking credit ESL classes. With the skills gained in ESL classes, students can improve their formal English skills and continue on to university-level work and enter the workforce with the ability to communicate in professional English. The program has excellent retention rates and is able to meet the needs of many Hispanic and African students who are underrepresented in higher education and professional work settings.

Program **W**eaknesses

Enrollment in credit ESL classes is low, most likely because the free non-credit ESL program attracts many students who might otherwise have enrolled in credit ESL classes. In addition, we do not offer all the courses we need to maintain a comprehensive program for day and night students. Many students are unable to successfully complete higher-level credit ESL courses because earlier classes have not been available.

Program **O**pportunities

In the 1990s, the credit ESL program reached a population of 1,000-2,000 students each year. We have the opportunity to rebuild the credit ESL program to that size again. The ESL program should devote additional resources to the marketing of the program, to educating ESL students about the different opportunities offered through credit ESL, and to developing additional delivery systems (such as online classes) that reach more students.

The credit ESL program has the opportunity to help currently enrolled students improve their English skills and succeed in achieving their other goals, whether pursuing an AA degree, continuing to the university to earn a BA degree, or contributing to the workforce and community.

Program **C**hallenges

Current economic and political situations make achieving the program's goals challenging. Resources should be devoted to offering a comprehensive program that includes all components of levels 3, 4, 5, and 6. In addition, a program coordinator would be able to direct the development of the program and ensure articulation among all of the course levels.

Many students are recent immigrants to the United States and are unaware of the role of the credit ESL program in offering an education that can allow them to succeed. Greater outreach and educational efforts can help attract more students to the program. College faculty, staff, and counselors can also play a role in making ESL students aware of other educational opportunities that are available.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0   List each of the objectives from your program's 2008-2009 mini-review. (Click here to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If "C" evaluate the result If "IP" evaluate the status and plans for continuation of the objective If "NI" state whether the objective will be pushed to the next year of dropped entirely and the rationale behind the decision
1. Identify strategies to increase Enrollment, FTES and Average Class size through collaboration with the Academic Senate's ESL Viability Committee. These could include counseling of resident students and finding ways for the noncredit ESL and Citizenship programs to feed students into the credit ESL program.	☐ Completed ☐ In Progress ☒ Not Implemented	An ESL viability study was conducted in the Fall of 2010. The recommendations of this study have not yet been implemented.
2. Improve Retention and Success Rates through having a more complete program and intersession classes.	☐ Completed ☐ In Progress ☒ Not Implemented	Our classes have been cut severely due to lack of funding and low enrollment. There have been no intersession ESL classes and limited classes in fall and spring.
	☐ Completed ☐ In Progress ☐ Not Implemented	

Module Nine: 2010 Program Review Objectives

9.0   Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1.	Increase enrollment in credit ESL classes	Hire an ESL program coordinator to direct and market the program. Continue Outreach Programs and discuss with students during classes how they can help get the word out for others to take Credit ESL courses. Develop methods for bringing students from non-credit to credit ESL Courses. Discuss with students during classes how they can, by word of mouth, encourage other students to enroll. Contribute to departmental "Welcome Week" by inviting ESL students. Offer ESL classes during Summer and Winter sessions. Develop online credit ESL classes.	ESL full-time faculty and department chair	Fall 2010	ongoing

| 2. | To increase student success in credit ESL courses as well as in future academic programs and employment. | Increase the registration of students in Credit ESL courses (see Objective from Module 1).

Continue to have teachers trained in new methods of teaching that help students to succeed in the work place and higher education.

Hire dedicated ESL tutors for both day and evening students who can focus on writing, vocabulary development, and pronunciation.

Increase access to recently-published interactive materials (CDs, DVDs, online sites, etc.) for faculty and students.

Develop online classes to encourage increased enrollment and make use of new technologies. Establish a method for the collection of data monitoring student success in future academic programs and employment. | Credit ESL coordinator and Teachers. | January 2011 | ongoing |

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

3.	Course outlines will be updated to ensure efficacy and relevancy of program in order for students to succeed.	Question students about course relevancy of courses by means of questionnaires. Use the information obtained in questionnaires to update course outlines. ESL Faculty need to update course outlines according to the time table. ESL Faculty will work together to achieve consistency between levels. ESL Faculty will work together to write meaningful questionnaires.	Michael Pitts and Marcia Brau	Fall and Spring, 2010-2011.	Spring 2012
4.	To write missing student learning outcomes and assessment strategies for course outlines in the program	We will write missing SLO's and formulate assessment plans starting in Fall of 2010 We will begin to assess SLO's for those that are written in Fall 2010	Marcia Braun Carranco, and Michael Pitts	Fall 2010	Spring 2012
5.	New questionnaires need to be designed and filled out by students to specifically take into consideration the building of the program. What students want and need and what needs to be changed will be the primary concerns of these questionnaires.	Write a new questionnaire. Give the questionnaire to students to fill in. Compile the information. Then use the information to make changes to the existing program and to schedule classes.	Marcia Braun Carranco and Michael Pitts.	Fall 2011	ongoing

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a strategic plan goal/objective.

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Object -ive Number Related to this Request	Rationale for the Request	Antici- pated Total Cost
1st	Credit ESL coordinator	1	Objective 1 (increase enrollment)	Goal 2	To improve awareness of the importance of credit ESL and attract more students to the program.	60K
2nd	Pronunciation component for ESL lab	1	Objective 2 (improve student success)	Goal 2	To enhance student success	20K
3rd	ESL 3A,3B,3C, both day and evening	6 adjunct instructors	Objective 2 (improve student success)	Goal 2	To offer a comprehensive program that allows students to progress	40K
4th	ESL tutors available for day and evening students	3	Objective 2 (improve student success)	Goal 2	To improve student success	$3520/ year (average of $11/hr for 10 hours a week for 32 weeks) for each tutor

Concluding Comments and Recommendations

1. **Discuss any special program accomplishments or achievements that have not already been addressed.**

> Enrollment for ESL classes is up in the daytime. Overall enrollment is up from 2009-2009. Although our students are mostly Spanish-speaking, we have increased numbers of students from other ethnic groups. The age range of the program is widely diverse with increasing numbers of younger students. Retention is greater than it has been in the past.

2. **Discuss anything else you would like to share about your program that has not already been addressed.**

> The viability study had a number of recommendations and strategies regarding ESL that should be studied and discussed, and some of which should be implemented. Further delays are deleterious to the Credit ESL program.

3. **List a minimum of (3) recommendations for the program.**

> 1. Develop strategies to clarify the differences between credit and non-credit ESL, Developmental Communications, and English. Encourage students to see counselors, take placement exams, and make use of student support services.
>
> 2. Encourage professional development activities to encourage faculty to make more use of interactive resources. In addition, professional development activities should be developed to increase awareness among the entire campus (students, faculty, staff, and administration) of immigrants and their cultures. This could be done by having workshops taught by anthropologists and other experts. The college needs to be aware of the tremendous resources other cultures bring to the college and community and learn to appreciate them.
>
> 3. ESL tutors, who have themselves learned English as a second language, should be hired by ESL Faculty and trained by them. In the past ESL tutors in various programs have not been qualified to help ESL students. These new qualified tutors would work in learning skills and other departments that offer tutoring of students. Also, more venues need to be available to students who need help in ESL.