Comprehensive Program Review Meetings
Guiding Questions for Department Chairs

ESL

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).
   - There has been a demographic shift in ESL since 2009-2010. The lower level classes are now majority Armenian L1. The upper level classes are still majority Spanish L1, with slightly higher numbers of Korean and Chinese L1 students, especially in ESL 8.
   - There has been a dramatic increase in class size. All ESL classes routinely enroll 40+ students. Retention is also increasing, and this puts a tremendous burden on the faculty.
   - ESL course offerings have been reduced to just one section of each level day and evening. In some semesters, budget cuts have necessitated canceling the evening section of ESL 1, our feeder course.

2. What do you see as the strengths of each of your units?
   - We have faculty, both full-time and adjunct, who are committed to student success.
   - The department works collaboratively with the college initiatives (BSI, SSI, AtD), Title V, and the Library/LRC to address critical student support issues.
   - ESL success and retention rates have remained higher than the college average in spite of increased class sizes and due, in part, to the structured tutoring that has been available thru the BSI.

What do you see as the challenges?

   - Class size. Title V recommends that Basic Skills classes have a maximum of 25 students. The most recent CCCC Position Statement from the NCTE recommends a class size of 15-20 for upper level Composition classes where the majority may be ESL learners.
   - The Educational Master Plan 2010-2015 recognizes that budgetary cuts may particularly challenge Basic Skills education.
• There is an ongoing communication gap in the support services being provided for ESL students. Admissions, Counseling, and EOPS often give students conflicting information and/or misinformation.

3. How does your unit planning support the mission of the college?

The Los Angeles Mission College Mission Statement, which introduces the Educational Master Plan, prioritizes the need for basic skills instruction:

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by:

• Encouraging students to become critical thinkers and lifelong learners;
• Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education;
• Providing services and programs that improve the life of its immediate community.

4. What are your visions for changes, revisions and growth?

• ESL requested two (2) full time positions in the 2012 hiring cycle. One of the requests was ranked #3 on the FHPC list but was not included in the list of hires for 2013. We will continue to lobby for more full-time faculty in the discipline to alleviate the higher than average PT/FT ratio.
• We plan to evaluate and revise all of the course-level SLOs.
• We would like to train discipline faculty in academic advising in order to collaborate effectively with Counseling and Assessment in the newly reinstated Face-2-Face Orientation.
• We will continue to develop our proposals for AtD to be implemented in Year 2.
• Explore scheduling ESL classes in the afternoons, on Fridays, and on weekends.
• Continue discussions to institutionalize tutoring in the ESL Writing courses and expand the program to include Level 3.

5. What resources are needed to support as well as to build the programs in your Department?

• Facilities?
  Language Lab
  Expanded and modernized LRC

• FTEF?
  Additional full-time faculty in ESL

• Staff?
  Tutors

• Technology?
  Regular computer upgrades for faculty offices

• Other?
6. What is the status of SLO assessments in your department?

- All ESL courses have assessed at least one SLO and created implementation plans. Many of the assessments are not yet uploaded to the “Sunshine System”. Riye Park has taken on the coordination of SLO oversight in the department. We are confident that we will meet the Fall 2012 ACCJC deadline.
- PLOs will be done this semester (although ESL is not technically a program, i.e. no terminal degree or certificate)

7. What is the status of the course outlines of record and course updates in your department?

- A majority of the ESL courses were updated in Spring 2011, underwent initial tech review, and were returned to Curriculum Committee. Status is still pending.

8. What progress has been made towards the recommendations made by EPC following your 08-09 program review presentation?

- Gather data on ESL persistence in earning certificates and/or degrees
  
  This has not started.
- Develop a faculty hiring plan to be included in program review
  
  Done
- Pursue active involvement in discussion regarding the revision of the LRC
  
  In moratorium
- Complete SLO assessments
  
  All but Level 1 are completed. Many need to be uploaded to system. PLOs will be done in June, 2012.
- Develop a proposal for a language lab
  
  On-going with Title V