Engl as Second Lang Program Review

Rubric Evaluation	Hayley Davidson (At-Large Classified Staff)	Patricia Crespo (Same Division Faculty)	Rosa Nguyen (Faculty At-Large)	Valerie Fong (Dean)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria – Meets the Standard	Addresses all 8 criteria – Meets the Standard	Exceeds expectations for all 8 criteria - Excellent
Reader Feedback	The function and activities of the department are clear, but the statement could be more concise and have a stronger tone to leave a greater impression in regards to the values and philosophies of the department. It reads more as a general summary of the program than a mission statement.		The mission statement address all 8 criteria. My only comment is that the sentences are very complex and are challenging for me to follow.	
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria – Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria - Excellent
Reader Feedback	I marked all criteria met, but some of the PLOs may be difficult to measure (e.g. self advocating,	Maybe the phrase "Utilize campus resources and student support services	PLO are easy to understand. They seem to lean towards educational	

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	connecting with peers, and utilizing campus esources) and most rely on student self-reporting to measure. This may be intentional since the program is aimed to empower students with language skills to succeed elsewhere, but just noting that it does again make measuring outcomes more subjective.	uniquely connected to...marginalized community needs" can be made a bit more specific.	environment, rather than vocational or professional environments as described in the mission statement.	

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard Improvement to Meet the Standard	FTES has decreased over the time span by 11% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard

FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*

Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard

FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*

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Overall, in this section:	The narrative includes fewer than 4 of the criteria – Needs Major Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	1. Several of the actions proposed are relevant to NCEL, which is not the the part of the program suffering from drastic decreases in enrollment and not the focus of the reasons given for the decline overall FTES. Proposed actions should focus more heavily on where the problems are, which clearly is in ESL. The actions that are relevant to ESL are exploratory and long-term (explore... investigate) which is great but with such a drastic decline, more short-term immediately actionable items should be proposed. Collaboration with the campus international		Questions for the writer:

Where in the table shows The decrease of FTES of 18%, and 32.9% increase of NCEL?

How does the student population of ESL vs NCEL affect FTES?

Why did the department not explore some of the suggested narrative reasons?

Do you see the same trend districtwide, in our area, and statewide with ESL?

Comments for the writer:

I appreciate the extra context that is provided at | The actions are very well-grounded within department control. Consider highlighting AB 705 and the implementation of GSP in English starting Spring 2019 as a factor. The elimination of 26 could be commented on relative to the AB705 impact. |

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	student program and district international marketing and recruitment team is not mentioned, but would be a great start to addressing several of the reasons stated for the decline, and would also help the department understand the trends in international student enrollment better so they could create a stronger action plan with some demonstrable outcomes. 2. The actions proposed don't necessarily align with all the reasons given for the decline. For example, one reason stated was inaccurate/outdated information on the website. Then why isn't updating the website included as an action? Vice versa, some of the actions don't line up with		the end. It answered many of my questions.	

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	any particular reason given for the decline. For example, one action is "curricular changes to meet the demands of current students and state-wide policy changes" but curriculum isn't referenced in any way as a reason for the decline, so it is unclear where the logic comes for this action.			

C. Sections - Enrollment Trends

Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*

Rubric Evaluation	Hayley Davidson	Patricia Crespo	Rosa Nguyen	Valerie Fong
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard

Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*

Rubric Evaluation	Hayley Davidson	Patricia Crespo	Rosa Nguyen	Valerie Fong
Overall, in this section:	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback			Questions for the writer Where is data on NCEL provided? It is referred to a few times but not in the data sheet?	Consider highlighting the decreased 1320 budget. This is important to understand how faculty retirements and elimination of temp FT

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			Would be interesting to understand the drive to offer or not offer ESL vs NCEL? Why did the department not explore some of the suggested narrative reasons? Do you see the same trend districtwide, in our area, and statewide with ESL? Comments for the writer: I appreciate the extra context that is provided at the end. It answered many of my questions.	positions would lead to decrease in sections. The decrease in FT positions led to a need for increase in PT assignments, but at a time when the budget for PT assignments decreased.

D. Productivity - Enrollment Trends

Rubric Evaluation	Hayley Davidson (At-Large Classified Staff)	Patricia Crespo (Same Division Faculty)	Rosa Nguyen (Faculty At-Large)	Valerie Fong (Dean)
1. What does the data indicate about the productivity trend?	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard

Productivity Narrative Explanation (If Applicable) - *Explain why the productivity is flat, increased or decreased.*

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Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard

Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback		Is it safe to assume that "Explore options for expanding program to students outside California" means increasing online offerings? If so, maybe it would be helpful to clarify this is a desired area for growth.	Questions for the writer: Why did the department not explore some of the suggested narrative reasons? Do you see the same trend districtwide, in our area, and statewide with ESL? Comments for the writer: I appreciate the extra context that is provided at the end. It answered many of my questions.	Actions are well-grounded within department control, in particular work with pathways, rebranding, and curriculum to increase FTES. Explanation of the trend could be fleshed out a bit. Productivity is WSCH/FTEF, so a decrease in faculty workload (FTEF) wouldn't necessarily account for a decrease in productivity. It could be interesting to check historical fill rates

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				for afternoon/evening sections; it's high for some courses but low for others. Productivity in noncredit would be interesting to look at; increased load for CDCP enhanced classes would increase FTEF. CDCP enhancement for mirrored sections (when it occurs) could improve productivity on the credit side (because it would enable lowering the seat count for credit, where we are seeing decreasing demand, and increasing seat count to meet demand in noncredit). Overall, when presenting the story of the program to the college, it could help to explain enrollment variables and trends by credit versus noncredit. You do this somewhat, but further explanation of NC

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				could help explain some data for credit. For example when did Levels 1 and 2 convert to noncredit? (That would decrease total number of sections in credit). It tells a story in terms of the populations the program serves and provides context for the actions you propose.

E. Enrollment by Student Demographics

a. Enrollment by Gender

Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*

Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent

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Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*				
Overall, in this section:	The narrative is not included		The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?		The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent
Reader Feedback	N/A- no data			
b. Enrollment by Ethnicity				
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1%	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard

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Pacific Islander, 21% White, 4% Decline to State)				

Enrollment by Ethnicity Narrative Explanation (If Applicable) - *Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).*

Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*

Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

F. Student Course Success

a. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span By no more than 2 percentage point - Meets the Standard

Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*

Overall, in this section:	The narrative includes fewer than 2 of the criteria	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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	– Needs Major Improvement to Meet the Standard			

Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*

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Overall, in this section:	The narrative is not included		The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback	Course success rates decreased by 3 percentage points from 2018-2019 and again from 2019-202, so this seems like an overall decrease. The few reasons listed are limited and not really within the department control (retirements and AB705), so more reasons could be given for the decline, even if it is a small decline. No actions were given, but I think the data warrants some action to ensure that success rates do not continue to drop.		Could explain further the correlation between retirement of FT faculty and AB705 on success rates. However, overall, rate was flat over time.	

b. Student Course Success by Student Groups

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3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard
Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*				
Overall, in this section:	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback				The explanation of the trend could be expanded. I wasn't clear how the lack of familiarity with ethno-racial identity markers would contribute to a success gap between Asian, Native American, PI,

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				White, and Decline to state and African American, Latinx, and Filipinx students. Are you saying that the success data might be flawed for this reason? In general, the action narratives in the PR are very grounded within department control, which is very good, but they could be connected a bit more directly to the reasons stated for the trend.
G. Student Course Success by Demographics				
a. Student Course Success by Gender				
What does the data indicate about course success?				
Female	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

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Male	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Non-binary	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Course Success by Gender Narrative Explanation - *If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.*				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Course Success by Gender Action Narrative (If Applicable) - *Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.*				
Overall, in this section:	The narrative is not included		The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback		Just a slight edit from COVI to COVID in the last sentence. Good point about the pandemic affecting women economically.		

b. Student Course Success by Ethnicity

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What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Asian	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Filipinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Pacific Islander	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved Over the time span - Excellent
White	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

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Decline to State	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).*				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*				
Overall, in this section:		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	It is mentioned several times that there may be a problem with the ethnicity question, and therefore data, itself, so I was happy	Excellently detailed final narrative. I'd only suggest more clarification on why the potential advantages of fully online offerings are lost on your students. It		The ESLL/NCEL program population is one that merits a different consideration of the success gap data, given the

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	to see the proposed action of exploring how/why students are identifying with a particular group vs another via surveys. It was interesting to me that students identifying as African American are assumed to be F-1. Perhaps nationality would be a useful dimension to look at in conjunction with ethnicity. If the students in the program aren't accurately identifying themselves (due to misunderstanding, lack of appropriate options, or some other reason) then it would make sense to know this and improve the data before creating an action plan to address gaps that may not be relevant to this program.	seems that fully online classes would solve some of the scheduling constraints, but I understand that more flexibility is needed in the productivity model in order to offer more sections. Since ESLL 125 being now nontransferable and ESLL 235 no longer being offered are given as possible reasons for some enrollment decline, are there plans to revert those changes? And finally, this may not be necessary, but out of curiosity, it may help to note the national trend for ESL programs. Who they cater to? Is enrollment declining in those programs?		demographic distribution and any differences between the credit and noncredit parts of the program. The explanation of the trend seems to focus on cultural determinism, and the actions seem to focus on how to help others learn the cultural behaviors attributed to success. What is the potential impact of that message on those students who do not come from the cultures to which success has been attributed? To what extent can/should programmatic practices, policies, and approaches meet the students where they already exist culturally? For example, are there ways to connect students to tutoring that do not privilege those who have a greater tendency to

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		Overall the narrative provides a detailed, comprehensive explanation of the data trends as well as solutions moving forward, noting that not all of them are within the department's control.		self-advocate? What factors outside of culture might impact a student's ability to put more time into their homework assignments? This comment is for the overall program review: The "tying it all together" section demonstrates the thoughtful consideration you all put in to this program review, and I appreciate the three-pronged approach you propose to move forward. There is a lot of information, consideration, reflection, and proposed actions in this program review. When presenting to the Advisory Council/college, I think it would be good to highlight some of the unique aspects of the program, in particular the diversity and specificity of the

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				populations it serves and the extent to which it supports student success across the disciplines. Let me know if you'd like to discuss.