# Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Noncredit ESL/English/Learning Skills**

**Term/Year of Review: Spring 2021**

**Summary of Program Review:**

## A. Major Findings

### 1. Strengths:

- Faculty continue to be a point of strength in instruction, partnering with community associates, developing, assessing, and sustaining noncredit ESL/English, and Learning Skills courses.
- *The average class size in* noncredit ESL/English, and Learning Skills courses have outdone the average class size in *noncredit programs across the institution during this period*.
- *the Noncredit ESL/English/Learning Skills Program increased by 4.1% over the past three years, while headcount in noncredit programs across the institution increased by 3.4%.*

### 2. Areas for Improvement:

- The data for headcount and enrollment do not provide the information needed to determine if decline is a result of the Corona Virus Pandemic.
- Fill rate and productivity are not reported for the Noncredit ESL/English/Learning Skills Program, as most course sections does not have a capacity identified, and FTES and FTEF data are not available.
- Some ABEN courses are in need of updating
- ABEN courses (and noncredit ESL courses in general) rarely underwent Learning Outcomes Assessment until NC faculty were added as CPCD faculty. Since ABEN courses did not undergo regular SLO assessments in the past, we do not have any qualitative data from faculty to determine what implementations are planned going forward.
- The ESLNC courses are newly modified curriculum and currently have no data during this three-year time period.
- ESL and ESL noncredit may require program review and assessment will benefit form

3. **Projected Program Growth, Stability, or Viability:**

Noncredit ESL, English, and Learning Skills is currently in **Viability** as the courses have the ability to succeed or be sustained.

- After development of certificates and a streamlining of offerings the expectation is an increase in enrollments and completions.
- fewer students are enrolled in some classes, however growth is possible when return to normal, the courses will continue with the 20-22 student average.

## B. Program's Support of Institutional Mission and Goals

1. **Description of Alignment between Program and Institutional Mission:**

Noncredit ESL/English/Learning Skills seeks to support the mission of Napa Valley College.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

Noncredit ESL/English/Learning Skills seeks to assess all courses. Understanding the courses that need to be assessed or archived will contribute to the mission of Napa Valley College.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Noncredit ESL/English/Learning Skills seeks alignment with goals and strategic plan of Napa Valley College.

## C. New Objectives/Goals:

- New courses and courses with no data points need further evaluation as to necessity and content.
- Some courses need to be revised or archived.

**Program Review Report** Spring 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

| Program | Noncredit ESL/English/Learning Skills |
|---|---|
| **Courses** | ABEN-600 |
| | ABEN-650 |
| | ABEN-750 |
| | ABEN-753 |
| | ABEN-755 |
| | ABEN-800 |
| | ENGLNC-800 |
| | ENGLNC-801 |
| | ENGLNC-810 |
| | ESLNC-855 |
| | ESLNC-862 |
| | ESLNC-865 |
| | ESLNC-875 |
| | ESLNC-884 |
| | ESLNC-885 |
| | LARN-650 |
| | LARN-651 |
| | LRNSNC-601 |
| | LRNSNC-602 |
| | MATHNC-600 |
| | YEDD-800 |
| | YEDD-820 |
| | YEPL-641 |
| | YEPL-700 |
| | YEPL-750 |
| | YNVS-760 |

*Taxonomy of Programs, July 2020*

# I. PROGRAM DATA

## A. Demand

### 1. Headcount and Enrollment

| | 2017-2018 | 2018-2019 | 2019-2020 | Change over 3-Year Period |
|---|---|---|---|---|
| **Headcount** | | | | |
| **Within the Program** | 638 | 840 | 664 | 4.1% |
| **Across the Institution** | 1,074 | 1,357 | 1,110 | 3.4% |
| **Enrollments** | | | | |
| ABEN-750 | 369 | 389 | 282 | -23.6% |
| ABEN-753 | -- | -- | 10 | -- |
| ABEN-755 | 81 | 65 | 106 | 30.9% |
| ENGLNC-800 | -- | 35 | 63 | -- |
| ENGLNC-801 | -- | 181 | 3 | -- |
| LARN-650 | 4 | -- | -- | -100% |
| LARN-651 | 59 | 104 | 104 | 76.3% |
| LRNSNC-601 | -- | -- | 13 | -- |
| LRNSNC-602 | -- | -- | 4 | -- |
| MATHNC-600 | -- | -- | 9 | -- |
| YEPL-750 | 351 | 374 | 416 | 18.5% |
| YNVS-760 | 643 | 640 | 563 | -12.4% |
| **Within the Program** | 1,507 | 1,788 | 1,573 | 4.4% |
| **Across the Institution** | 2,416 | 2,692 | 2,321 | -3.9% |

*Source: SQL Enrollment Files*

*RPIE Analysis: The number of students enrolled (headcount) in the Noncredit ESL/English/Learning Skills Program increased by 4.1% over the past three years, while headcount in noncredit programs across the institution increased by 3.4%. Enrollment within the Noncredit ESL/English/Learning Skills Program increased by 4.4%, while enrollment in noncredit programs across the institution decreased by 3.9%.*

*Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:*

*Courses with enrollment increases:*

- *LARN-651 (76.3%)*
- *ABEN-755 (30.9%)*
- *YEPL-750 (18.5%)*

*Courses with enrollment decreases:*

- *LARN-650 (-100%)*
- *ABEN-750 (-23.6%)*
- *YNVS-760 (-12.4%)*

*For ENGLNC-800 and ENGLNC-801, which were offered in two of the past three years, enrollments increased by 80% and decreased by 98.3%, respectively, between 2018-2019 and 2019-2020.*

**Program Reflection:**

- The data for headcount and enrollment corresponds with the presence leadership across these programs.
- Many of these courses have fluid enrollment.
- The data for headcount and enrollment do not provide the information needed to determine if declines in enrollment are a result of the Corona Virus Pandemic.

**2. Average Class Size**

| | 2017-2018 | | 2018-2019 | | 2019-2020 | | Three-Year | |
|---|---|---|---|---|---|---|---|---|
| | **Sections** | **Average Size** | **Sections** | **Average Size** | **Sections** | **Average Size** | **Average Section Size** | **Trend** |
| ABEN-750 | 16 | 23.1 | 16 | 24.3 | 18 | 15.7 | 20.8 | -32.0% |
| ABEN-753 | -- | -- | -- | -- | 1 | 10.0 | 10.0 | -- |
| ABEN-755 | 5 | 16.2 | 3 | 21.7 | 9 | 11.8 | 14.8 | -27.2% |
| ENGLNC-800 | -- | -- | 2 | 17.5 | 2 | 31.5 | 24.5 | -- |
| ENGLNC-801 | -- | -- | 10 | 18.1 | 2 | 1.5 | 15.3 | -- |
| LARN-650 | 1 | 4.0 | -- | -- | -- | -- | 4.0 | -100% |
| LARN-651 | 3 | 19.7 | 5 | 20.8 | 6 | 17.3 | 19.1 | -12.2% |
| LRNSNC-601 | -- | -- | -- | -- | 1 | 13.0 | 13.0 | -- |
| LRNSNC-602 | -- | -- | -- | -- | 1 | 4.0 | 4.0 | -- |
| MATHNC-600 | -- | -- | -- | -- | 1 | 9.0 | 9.0 | -- |
| YEPL-750 | 19 | 18.5 | 18 | 20.8 | 18 | 23.1 | 20.7 | 24.9% |
| YNVS-760 | 10 | 64.3 | 9 | 71.1 | 9 | 62.6 | 65.9 | -2.6% |
| **Program Average*** | 54 | 27.9 | 63 | 28.4 | 68 | 23.1 | 26.3 | -17.2% |
| **Institutional Average*** | 106 | 22.8 | 110 | 24.5 | 120 | 19.3 | 22.1 | -15.4% |

*Source: SQL Enrollment and Course Sections Files*

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the Noncredit ESL/English/Learning Skills Program has claimed an average of 26.3 students per section. The average class size in the program has exceeded the average class size of 22.1 students per section in noncredit programs across the institution during this period. Average class size in the program decreased by 17.2% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 15.4% across noncredit programs over the same period.*

*Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:*

*Course with an increase in average class size:*

- *YEPL-750 (24.9%)*

*Courses with decreases in average class size:*

- *LARN-650 (-100%)*
- *ABEN-750 (-32.0%)*
- *ABEN-755 (-27.2%)*
- *LARN-651 (-12.2%)*

**Program Reflection:**

- The data for average class size corresponds with the presence leadership across these programs. Many of these courses have fluid enrollment.
- The data for headcount and enrollment do not provide the information needed to determine if declines in the average class size are a result of the Corona Virus Pandemic.

### 3. Fill Rate and Productivity

*Fill rate and productivity are not reported for the Noncredit ESL/English/Learning Skills Program, as most course sections does not have a capacity identified, and FTES and FTEF data are not available.*

#### 4. Labor Market Demand

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as it is not within the Career Technical Education Division.*

## B. Momentum

#### 1. Retention and Successful Course Completion Rates

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as grades are not assigned within the program.*

### 2. Student Equity

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as grades are not assigned within the program.*

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as grades are not assigned within the program.*

**C. Student Achievement**

**1. Program Completion**

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.*

**2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

*This section does not apply to the Noncredit ESL/English/Learning Skills Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

**Program Reflection:**

N/A

## II. CURRICULUM

### A. Courses

| **Subject Course Number** | | **Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)* | **Has Prerequisite*** Yes/No | **In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year*** | **To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year** | **No Change** |
|---|---|---|---|---|---|---|
| ABEN-600 | | No date | No | S | Outdated | |
| ABEN-650 | | No date | No | S | Outdated | |
| ABEN-750 | | No date | No | S | | |
| ABEN-753 | | 01/31/2018 | No | | | X |
| ABEN-755 | | 04/30/2018 | No | | | X |
| ABEN-800 | | | No | | | X |
| ENGLNC-800 | | | No | | | X |
| ENGLNC-801 | | | No | | | X |
| ENGLNC-810 | | | No | | | X |

| | | | | | | |
|---|---|---|---|---|---|---|
| ESLNC-855 | | | No | | | X |
| ESLNC-862 | | | No | | | X |
| ESLNC-865 | | | No | | | X |
| ESLNC-875 | | | No | | | X |
| ESLNC-884 | | | No | | | X |
| ESLNC-885 | | | No | | | X |
| LARN-650 | | No date | No | S | | |
| LARN-651 | | No date | No | S | | |
| LRNSNC-601 | | | No | | | X |
| LRNSNC-602 | | | No | | | X |
| MATHNC-600 | | | No | | | X |
| YEDD-800 | | No date | No | S | | |
| YEDD-820 | | No date | No | S | | |
| YEPL-641 | | No date | No | S | | |
| YEPL-700 | | No date | No | S | | |
| YEPL-750 | | No date | No | S | | |
| YNVS-760 | | No date | No | S | | |

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

**B. Degrees and Certificates**[+]

| **Degree or Certificate & Title** | **Implementation Date** | **Has Documentation** Yes/No | **In Need of Revision+** *and/or Missing Documentation* **& Academic Year** | **To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year** | **No Change** |
|---|---|---|---|---|---|
| N/A | | | | | |
| | | | | | |

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

**Program Reflection:**

English as a Second Language will implement a certificate of competency. This certificate is designed to increase growth, enrollment and a document for students to show prospect or current employers. Note that these certificates will be awarded to students showing competency of skills in the newly developed ESLNC courses, but not the ABEN courses.

In previous years, we did not offer certificates within the ESL program. We have already written 4 certificates for NC students to be eligible to obtain and we are currently working on drafting ones for the credit courses.

## III. LEARNING OUTCOMES ASSESSMENT

### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

| | Number of Courses with Outcomes Assessed | | Proportion of Courses with Outcomes Assessed | |
|---|---|---|---|---|
| Number of Courses | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 Years |
| 26 | 9 | 0 | 17 | 17 |

Learning Outcomes Assessment at the Program/Degree/Certificate Level

| Degree/Certificate | Number of Outcomes* | Number of Outcomes Assessed | | Proportion of Outcomes Assessed | |
|---|---|---|---|---|---|
| | | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 Years |
| N/A | | | | | |
| | | | | | |

**Program Reflection:**

English as a Second Language will implement a certificate of competency. This certificate is designed to increase growth, enrollment and a document for students to show prospect or current employers. Note that these certificates will be awarded to students showing competency of skills in the newly developed ESLNC courses, but not the ABEN courses.

It is also worth noting that ABEN courses rarely underwent Learning Outcomes Assessment until NC faculty were added as CPCD faculty. 2019 was the first year that the current ESL coordinator is aware of for these to be completed. It should also be noted that noncredit classes, it is sometimes difficult to perform assessments for a variety of reasons, including but not limited to open-entry/open-exit enrollment, the lack of graded assignments as per the nature of noncredit and the fluctuation in headcounts on any given day throughout the semester.

### B. Summary of Learning Outcomes Assessment Findings and Actions

- Many of these courses have not been offered and/or may need to be archived
- The ESLNC courses are newly modified curriculum and currently have no data during this three-year time period.
- Since ABEN courses did not undergo regular SLO assessments in the past, we do not have any qualitative data from faculty to determine what implementations are planned going forward.

**Program Reflection:**

- English as a Second Language will implement a certificate of competency. This certificate is designed to increase growth and competency of skills.
- Many of these courses have not been offered and/or may need to be archived.
- The ESLNC courses are newly modified curriculum and currently have no data during this three-year time period.

- It was noted that there is a desire to meet together more frequently as a department to facilitate brainstorming and sharing of ideas pertaining to SLO's and assessment. This has been much more achievable since Zoom became a mainstream meeting modality as of Spring 2020.

## IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- O Viability
- O Stability
- O Growth

*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

1A.1 & 2 The data for headcount and enrollment corresponds with the presence leadership across these programs. Many of these courses have fluid enrollment. The data for headcount and enrollment do not provide the information needed to determine if decreases are a result of the Corona Virus Pandemic.
1.3 Fill rate and productivity are not reported for the Noncredit ESL/English/Learning Skills Program, as most course sections does not have a capacity identified, and FTES and FTEF data are not available.
2 Some ABEN courses are in need of updating
2 English as a Second Language will begin implementing a certificate of competency.
3.A ABEN courses (and noncredit ESL courses in general) rarely underwent Learning Outcomes Assessment until NC faculty were added as CPCD faculty. Since ABEN courses did not undergo regular SLO assessments in the past, we do not have any qualitative data from faculty to determine what implementations are planned going forward.
3B The ESLNC courses are newly modified curriculum and currently have no data during this three-year time period.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: **Noncredit ESL/English/Learning Skills**
Plan Years: ____2021-2024_____

| Strategic Initiatives Emerging from Program Review | Relevant Section(s) of Report | Implementation Timeline: Activity/Activities & Date(s) | Measure(s) of Progress or Effectiveness |
|---|---|---|---|
| Collaboration with colleagues | | Monthly Department Meetings 2021-2024 | Retention and Successful Course Completion Rates |
| Community Outreach | | 2021-2024 | The fill rate of courses |

| | | | |
|---|---|---|---|
| Starfish Early Alert System | | 2021-2024 | Retention rates |
| Update curriculum | | During 2021-2024 | Curriculum Data |
| Address and respond to local and state policies; e.g. AB 705 | 1B.1, 1B.2 | 2021-2024 | 1B.1, 1B.2 |
| Revise and refine the Self-Guided Placement Tool developed in Fall 2020 | 1A.1, 1A.2, 1A.3, 1B.1, 1B.2 | 2021-2024 | 1A.1, 1A.2, 1A.3, 1B.1 |
| Training and collaborating with colleagues | 1B.1, 1B.2 | 2020-2023 | 1B.1, 1B.2 |
| Sharing of online teaching materials | 1B.1, 1B.2 | 2020-2023 | 1B.1, 1B.2 |

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.
Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The ESL Program is in need of tutoring services for students. Similar to the writing or math centers, our program could greatly benefit from the services of tutors (especially hiring student tutors). This would also help improve retention rates of First Generation Students, and minority populations. Tutors could also help host language exchange groups which would benefit both Spanish and ESL programs.

Similarly, the program would benefit from acquiring and/or adopting the following resources for our updated program:

- LibGuide
- Bi-Lingual Library Tour Orientations
- Textbook reserve collection of ESL materials and resources and multiple levels
- Extended morning and weekend hours
- Collaboration and integration of ESL faculty, students, and tutors into the Writing Success Center
- Supplies to print certificates
- Promotional materials
- ESL Outreach and Support Specialist(s)

- Part-Time faculty office hours

## PROGRAM HIGHLIGHTS

### A. Recent Improvements

- Placement test and late-start classes

In order to properly place students coming into our program from various levels and backgrounds, we have streamlined the process using a self-guided placement test. Since students often need individualized instruction on placement, courses that are higher than entry level are offered as late-start courses. We also are encouraging instructors to reach out to the Welcome Center and Counselors before classes start to help students ensure they are registered in the proper course.

- Modified Curriculum

In response to AB 705 and the needs identified above, we have developed and designed a completely new curriculum for Academic ESL students to have the opportunity to enroll in our mirrored courses, in which students can decide if they'd like to complete a NC course or Credit course concurrently. This has been very effective in maintaining enrollments as well as provide students with the option to either earn a grade to move to the next level, or attend free NC courses as often as they can without the pressure of grades. It also allows students open-entry/open-exit admission as well as the opportunity to retake a class multiple times if they opt for the NC version of the level(s).

- Certificates

The goal of the Academic ESL Certificate Program is to provide students, prospective employers, and others with documented evidence of persistent continuance and academic accomplishments in ESL courses.

The objectives of the Academic ESL Certificate Program include:

1. Demonstrate ability to evaluate, comprehend and produce written and spoken English in a variety of contexts approaching ESL college-level communication.
2. Compose well-developed and organized pre-college level compositions.
3. Produce spoken English with increasing accuracy and fluency using a wide range of academic vocabulary, language functions, and sentence structures.

- Collaboration with the Spanish Department

During 2019-2020 we collaborated with the Spanish department, and held regular Language Exchange Meetings, where ESL students could practice English in a trade with Spanish language students practicing their Spanish.

- New PT hires

Three new ESL Part- time adjuncts were hired during this 3-year time period.

- New FT hire

One new ESL Full-time faculty was hired during this 3-year time period to also assume the role of a Program Coordinator and bolster the program.

**B. Effective Practices**

- Faculty engagement and community involvement
- Monitoring legislation for the population served in these courses
- Working with AB 705 to develop curriculum
- Regular assessment

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean, Maria L. Villagomez

**Date:**

5.4.2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Quality of Faculty**: Firm one-on-one commitment from the ESL/Learning Skills faculty inside and outside the classroom to support student success and provide great quality instruction.
- **Effective Recruitment:** The enrollment of these programs has increased steadily over the past three years.
- **Collaboration across Disciplines and Beyond:** These programs have established innovative partnerships internally and externally.

I commend the ESL and Learning Skills faculty for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Continue to identify the best way to deliver instruction/service to Learning Skills students post AB 705.
- Expand bilingual resources and services.
- Utilize our tutoring services such as supplemental instruction, WSC tutoring, and Netutor to support our students.

Anticipated Resource Needs:

| **Resource Type** | **Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)** |
|---|---|
| Personnel: Faculty | Maintain quality faculty who can teach in innovative ways. |
| Personnel: Classified | Tutors to support ESL/Learning Skills students with writing and navigating the college experience. |
| Personnel: Admin/Confidential | None identified |
| Instructional Equipment | None identified |
| Instructional Technology | Update technology in classrooms and in LS lab |
| Facilities | Clean large classrooms |
| Operating Budget | Funds to support fieldtrips, orientations, etc. |

| | |
|---|---|
| Professional Development/ Training | Funds for faculty to participate in PD and stay current in their discipline |
| Library & Learning Materials | Some funds for books for our reserve section to support ESL/Learning Skills students. |