



Program Review

Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” – Academic Senate for California Community Colleges

Data Driven Decision Making

*Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence*

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website :	August 22, 2023
Data is available on the ORPIE website:	
<ul style="list-style-type: none"> Instructional Program Review Dashboard 	Available now
<ul style="list-style-type: none"> Student Services Program Review Dashboard 	Coming August 28, 2023
<ul style="list-style-type: none"> State comparison data may be found on Data Mart or Cal-Pass Plus 	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
<ul style="list-style-type: none"> Step 1a: Technical Review by IEC (for all) and Academic Senate (for any that include a faculty request). See the technical review rubrics. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 1b: Content Review by Deans/Director. Feedback due to author. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 2: Completed Revisions submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback. 	Friday, November 3, 2023
<ul style="list-style-type: none"> Step 3: Final Program Review Approvals by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Step 4: Funding Requests proceed through governance structure. 	
<ul style="list-style-type: none"> Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Committees forward recommendations to the Budget Committee 	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
<ul style="list-style-type: none"> President makes final faculty decisions and reports to Senate at Special Meeting. Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate. 	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): First Name Last Name
Wing Email Address Office Phone

Dean/Manager First Name Last Name Email
Vice President First Name Last Name Email

Program Review - Draft

*PR_ESL_ELL_GED.docx

Program Review - Final

Submission

*PR_ESL_ELL_GED.pdf

This Program Review includes the following:

Pick all that apply.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)

One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)

One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)

FTE Upload1

FTE Upload2

FTE Upload3

Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1

FTE Upload2

FTE Upload3

FTE Upload4

FTE Upload4

FTE Upload5

FTE Upload5

Classified Personnel Draft Requests (up to 3)

One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)

One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

...3934343532

Jeresa Nguyen

10/07/2023

Author - Draft Signature

Date

...3234303837

Jeresa Nguyen

10/31/2023

Author - Final Signature

Date

Dean/Manager Draft Feedback

This is a strong and thorough program review. I have no concerns. Congratulations on achieving 2 out of 3 previous goals for ESL and ELL.

FileUpload2 2023-2024 - ESL-ELL-GED - Program-Review.docx

IEC Feedback

All areas are complete and contain thoughtful, detailed responses.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

Well done. No changes.

FileUpload2

...3133343030

Martie Ramm Engle

10/31/2023

Dean/Manager Signature

Date

Vice President Feedback

FileUpload3

...3739323739

Kay Nguyen

Vice President Signature

12/05/2023

Date

Downloaded to the following Committee Teams folder on:

-- Choose --

...3934393839

Lauren Davis Losenko

IEC Signature

12/18/2023

Date

Dean/Manager -
Feedback Signature

Electronically signed by Martie Ramm Engle on 10/13/2023 11:34:31 AM

Academic Senate:
Technical Review
Signature

Signature not required

Academic Senate
Signature

Signature not required

IEC: Technical Review
Signature

Electronically signed by Jill Kiefer on 10/19/2023 10:49:56 AM



Program Review Request Instruction

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

First Name:	Teresa
Last Name:	Nguyen
Email:	Tnguyen1831@gwc.cccd.edu
ID:	9000080011
Phone Number:	714-895-8772
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
English as a Second Language (ESL); English Language Learning (ELL); General Education Development (GED)

Please provide a brief description and any significant change in your program since the last Program Review cycle.
Here are the significant program changes since the last program review: <ol style="list-style-type: none">Curriculum Enhancement: ESL: Retired outdated courses and introduced a new curriculum tailored specifically for multilingual learners in Academic writing, speaking, and listening. ELL: Added a "conversation" component to all pronunciation classes based on student feedback, increased contact hours of instruction from 24 to 36 for all grammar and pronunciation classes, and introduced a noncredit Transitional Academic English program to prepare students for academic English demands.Expanded Faculty Expertise: Enriched our faculty team by bringing in experts with backgrounds in fluency in another foreign language and/or teaching abroad.Advanced Technology Integration:



Program Review Request Instruction

GED: Offered classes in a HyFlex format and implemented an Adult Dual Enrollment program that mandates GED prep class enrollment as a qualification.

ELL: Introduced Zoom LiveOnline classes.

ELL: Provided free access to Burlington English to assist students in improving their English skills outside of the classroom.

Instructors now have professional accounts on Kahoot!, a game-based learning platform.

4. Enhanced Student Support:

Partnered with the Student Success Center to establish a Conversation Lab, allowing students to practice speaking with native speakers.

Employed an Adult Education Counselor.

Offered citizenship students the opportunity to register for a free one-on-one mock interview.

Developed an ELL ESL Pathway map to help students better understand the program.

5. Updated Assessment Methods:

Developed an ELL and ESL diagnostic test to aid students in their learning journey.

What are your program's strengths? (Answers could include but not limited to KPI data)

Here are the programs' strengths:

1. Comprehensive Student Support:

ELL/GED: Offer a bilingual counselor and a dedicated team of bilingual staff (Vietnamese, Spanish, Chinese), along with a dedicated computer lab.

ESL/ELL/GED: Grant access to a wide range of college student services, including resources like The Rack, The Stand, free OCTA transportation, and a Chromebook loan program.

2. Highly Experienced Faculty:

ESL/ELL/GED: Bring in instructors with expertise from the field.

ESL/ELL: Faculty members possess firsthand knowledge of speaking foreign languages and have international experiences.

3. Flexible Learning Options:

ESL/ELL:

Provide classes during the morning, afternoon, and evening, catering to various schedules.

Provide multiple formats, including in-person and online options.

GED: Offer in-person and HyFlex (a combination of in-person and online) classes.

4. Assessment and Progress Monitoring:

ELL program employs CASAS testing, assessing students' skill levels necessary for success in the workplace, community, and family, thereby establishing measurable goals and learning outcomes.

5. Affordability:

ELL/GED:

Offer free registration.

Most courses utilize Open Educational Resources (OER), making education more cost-effective for students.

Provide textbook class sets.



Program Review Request Instruction

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

Here are the challenges for the program:

1. Diverse Student Needs:

Addressing a wide range of student characteristics, including age (from 18 to 81), educational backgrounds (from illiterate to highly educated professionals), language skills (from beginner to advanced), and diverse goals (from basic communication to pursuing an Associate's degree).

2. Retention and Completion Rates:

ESL: Assisting students who may be experiencing their first exposure to a rigorous academic environment, especially in reading, writing, listening, and speaking.

ESL/ELL: Supporting students who are simultaneously navigating language acquisition and the cultural challenges of immigrating to the U.S. or being international students.

ELL/GED: Addressing challenges related to open enrollment, where students can register and drop courses at any time, and grading on a Pass/No Pass basis, which may not motivate students to strive for high achievement.

ESL/ELL/GED: Recognizing and accommodating external pressures faced by students, including full-time work, childcare responsibilities, and/or caring for elderly family members.

3. Language Proficiency:

Ensuring that students in ESL and ELL programs receive the necessary support and resources to improve their language proficiency.

4. Staffing and Professional Development Needs:

Overcoming challenges related to recruiting and retaining qualified part-time faculty who are proficient in language acquisition and adult education.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

(2021-2022; 2022-2023)

Enrollment: ESL 524 to 448; ELL 1814 to 2034; GED 64 to 147

Retention: ESL 95% to 92.4%; ELL 99.4% to 97.6%; GED same 93.8% to 93.9%

Success: ESL 80.5% to 77.2%; ELL 57.3% to 64.3%; GED 35.9% to 44.2%

Enrollment, Retention, and Success in ESL experienced a decline, possibly attributed to the outdated and confusing curriculum. We anticipate improved numbers this year following the introduction of a new curriculum.

Enrollment in ELL programs increased as we transitioned back to in-person learning and provided physical bilingual staff to assist students with various needs, including college applications, accessing college email, and registering for classes.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)



Program Review Request Instruction

Here is how the ESL/ESL/GED program support goals of diversity, equity, inclusion, and accessibility:

1. **Diverse Course Offerings:** We provide an extensive array of courses and topics, addressing the needs of students with varying language proficiency levels, educational backgrounds, and goals. These offerings include GED preparation, citizenship classes, language for everyday communication, and English for academic purposes. This comprehensive approach ensures that we can effectively serve learners from diverse cultural and linguistic backgrounds.
2. **Bilingual Support Staff:** We have a dedicated team of bilingual staff members who can assist students in multiple languages, including Vietnamese, Spanish, and Chinese. This ensures that language is not a barrier to accessing essential services and resources.
3. **Affordability:** By offering free registration and utilizing Open Educational Resources (OER), we strive to make education accessible to all students, regardless of their financial background. This helps reduce barriers to entry and promotes inclusivity.
4. **Flexible Learning Options:** Our program provides flexible scheduling options, including morning, afternoon, and evening classes, as well as various formats such as in-person and online learning. This flexibility accommodates students with diverse schedules and preferences.
5. **Cultural Sensitivity:** Our instructors are trained to be culturally sensitive and aware, creating a welcoming and inclusive classroom environment for students from different cultural backgrounds.
6. **Professional Development:** We are dedicated to enhancing the skills and expertise of our faculty in language acquisition and adult education. In Spring 2023, we hosted a symposium titled "Developing the New ESL and ELL Pathway: Creating Effective OER Materials" to foster professional growth. Additionally, we support our faculty in attending key professional conferences, such as the Teaching English to Speakers of Other Languages (TESOL) Conference, to stay updated with the latest trends and best practices in the field.

How does your department/program collaborate with other areas on campus to advance student success?

Here is how the ESL/ELL/GED program collaborates with other areas on campus to advance student success:

1. **Conversation Lab:** Collaborating with the Student Success Center, we offer a Conversation Lab where students can practice their language skills with native speakers.
2. **Writing Center:** Through our partnership with the Student Success Center, students have access to the Writing Center, which provides valuable support for improving writing skills.
3. **Embedded Tutors:** We integrate embedded tutors directly into the classroom, offering students real-time assistance to enhance their learning experience.
4. **Library Tours:** We encourage students to take advantage of library tours, ensuring they are familiar with available resources for their academic journey.
5. **Access to The Stand:** Students can access The Stand for free food, helping to address food insecurity and promote well-being.
6. **Access to The Rack:** Our program provides access to The Rack, where students can obtain free professional clothing, aiding them in interviews and career development.



Program Review Request Instruction

7. Student Clubs: We encourage students to join various student clubs, fostering a sense of community and engagement on campus.

How does your department/program utilize technology to support student success?

Here is how the ESL/ELL/GED program utilizes technology to support student success:

1. HyFlex Classes: We offer HyFlex classes, allowing students the flexibility to choose between in-person and online attendance, accommodating diverse learning preferences and schedules.
2. Online Resources: We provide students with access to a wide range of online resources to enrich their learning experience. These resources include course materials, practice exercises, and supplementary educational content. For example, we utilize Burlington English for language acquisition, enhance vocabulary skills through www.freerice.com , and improve reading skills using www.dogonews.com .
3. Open Educational Resources (OER): Our program utilizes OER, reducing the financial burden on students by offering free or low-cost textbooks and materials for their courses.
4. Professional Tools: Instructors have access to professional tools like Kahoot!, a game-based learning platform, to engage students in interactive and enjoyable learning experiences.
5. Virtual Tutoring: We explore virtual tutoring options to provide students with additional support and guidance outside of regular class hours.
6. Computer Lab: We offer a dedicated computer lab where students can access digital resources and enhance their computer literacy skills.

Do any of the courses in your program have a CTE TOP code?

No

AWARDS

What type of awards does your program offer?

- Certificates
- Associate Degree
- Associate Dress for Transfer

Please provide the information for the number of awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3 years ago	2 years ago	1 year ago
Certificates	ELL N/A	ELL 268	ELL 93
Associate Degrees	N/A	N/A	N/A
Associate Degrees for Transfer	N/A	N/A	N/A



Program Review Request Instruction

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research and Planning, and Institutional Effectiveness (ORPIE).

Only the ELL program offers certificates; GED and ESL programs do not offer any degrees or certificates. ELL did not award certificates three years ago because the class required to attain a certificate, Computer Lab, was not offered since we did not have a dedicated computer lab at that time.

FTES and FTEF

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from three years ago, two years ago, and this past year.

Please note: *For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.*

	3 years ago	2 years ago	1 year ago (this past year)
FTES/FTEF Ratio:	ESL 24; ELL 17; GED N/A	ESL 18; ELL 19; GED 4	ESL 17; ELL 24; GED 9

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Plans to serve more students include increasing the number of sections for the same course, offering more late start classes to accommodate various schedules, and establishing community partnerships with local churches and libraries to make our classes available on-site for greater accessibility.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

Do you have any courses that have not been updated to CCI, within the required timeframe (6 or more years for a transfer-level course, 3 years or more for a CTE course)?

Yes

No



Program Review Request Instruction

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? Please note, classes that were cancelled, they were not successfully offered)

- Yes
 No

Do you have active courses that are not part of a degree or certificate?

- Yes
 No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

N/A

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

- Yes
 No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?

Here is how our ESL/ELL/GED program used SLO results to make changes or improvements in the program:

1. Curriculum Enhancement: Based on SLO results, we identified areas where students needed additional support. For instance, when SLO assessments revealed a need for improvement in individual oral communication, we responded by establishing the Conversation Lab.
2. Professional Development: SLO results have guided our professional development efforts. When we observed that instructors needed additional training in specific areas, we organized workshops and training sessions to enhance their skills in addressing those challenges identified through SLO assessments.
3. Adjusting Teaching Methods: SLO results have allowed us to refine our teaching methods. If certain teaching approaches were less effective in achieving desired outcomes, we modified our strategies to better meet student needs and improve their learning experiences.
5. Student Support Services: SLO data have also informed changes in student support services. For example, if results indicated that students needed more access to tutoring or language support, we expanded our support services to accommodate those needs



Program Review Request Instruction

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
Here is a summary of the previous goals and their outcomes: ESL Goals: 1. Hire new full-time faculty: Unfortunately, this goal was not funded. 2. Better self-placement: This goal is currently in progress. 3. Revamp ESL website: This goal has been successfully completed. ELL Goals: 1. Community partnerships: Progress is being made on this goal. 2. New curriculum to address student needs: This goal has been successfully accomplished. 3. Increase enrollment to pre-COVID levels: This goal has been achieved.



Program Review Request Instruction

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:

Foster Increased Engagement in Professional Development Opportunities.

What actions will be taken to accomplish the goal?

1. Promote awareness: Ensure all faculty and staff are aware of available professional development opportunities.
2. Diverse offerings: Offer a variety of development options to cater to different interests and needs.
3. Collaboration: Foster collaboration with other departments or institutions to expand offerings.
4. Feedback: Seek feedback from participants to continually improve the quality of programs.
5. Recognition: Recognize and celebrate faculty and staff who actively engage in professional development.

What metric will you use to measure your goal?

Track the percentage increase in the number of faculty and staff participating in professional development activities compared to the previous year.

Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

GOAL 2 (Required)

Description of goal:

Grow ESL/GED Enrollment while Sustaining ELL Enrollment.

What actions will be taken to accomplish the goal?

1. Marketing and Outreach: Implement targeted marketing strategies to reach potential ESL and GED students. This may include online advertising, social media campaigns, and partnerships with local



Program Review Request Instruction

community organizations. For ELL, we will focus on maintaining relationships with our existing student population.

2. Community Partnerships: Collaborate with local churches, libraries, and community centers to offer ESL/GED classes on-site, making them more accessible to potential students.
3. Flexible Class Schedules: Continue offering a variety of class schedules, including evening and late-start classes, to accommodate the diverse needs of our student population.
4. Streamlined Registration: Simplify the registration process for ESL and GED programs, ensuring that potential students can easily enroll.

What metric will you use to measure your goal?

1. Enrollment Numbers: Track the number of students enrolled in ESL, GED, and ELL classes over specific periods, such as semesters or academic years.
2. Retention Rates: Monitor the percentage of enrolled students who continue their courses and complete their programs.

Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

GOAL 3 (Required)

Description of goal:

Increase College Presence and Boost Program Awareness.

What actions will be taken to accomplish the goal?

1. Campus Workshops: Conduct workshops and information sessions for college staff and faculty to educate them about the program's offerings and benefits.
2. Collaborative Events: Organize collaborative events with other college departments to showcase the program's relevance and accessibility.

What metric will you use to measure your goal?

1. Workshop Attendance: Measure the attendance at campus workshops and information sessions.
2. Event Participation: Track participation and engagement in collaborative events.
3. Tour Feedback: Collect feedback from campus tours to assess their impact.



Program Review Request Instruction

Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

OTHER INFORMATION

What additional information would you like to share about your program?

N/A

Submitter's Signature: *Teresa Nguyen*

Date: 10/6/2023

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.