YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name: ESL   Academic Year: 2022-23

1.   Has your program mission or primary function changed in the last year?

No, our program mission has not changed in the last year.

2.   Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

IMPROVEMENTS TO THE ESL PROGRAM
Starting in Fall 2022, all credit ESL classes have a mirrored noncredit course.

This spring all credit and noncredit ESL course outlines of record are being submitted to AP&P for major modifications. The prefix for all ESL courses will change to English Language Development (ELD) or English Language Development Noncredit (ELDN). In addition, all ESL and NESL courses are being assigned new numbers and course titles that better reflect student progression in the language development pathway.

A writing course bridging advanced writing to ENGL 101 is also being developed. This course will provide the final link in the pathway from Intermediate ESL to ENGL 101.

The Language Lab received 26 new computers and monitors in Spring 2023.

RESOURCE NEEDS FOR THE ESL PROGRAM
The Language Lab needs 24 computer tables with pullout keyboard trays, 41 chairs, and two instructor desks. The current furniture has been in the lab for over 20 years. Facilities have indicated that it is not worth their time to repair the pullout keyboard trays or the chairs. The chairs are stained and broken.

In addition, the Language Lab does not have adequate signage. We would like to order window wrapping from Campus Graphics to place on two windows to increase awareness of the location of the Language Lab.

Learning Outcomes Assessment

After completing our 6-year Program Review in May 2022, we attempted to use SPOL to input data in fall 2022; however, we were unable to access the program.

We completed SPOL training on April 12, 2023. We will be entering data for Fall 2022 and Spring 2023 at the end of this term.

a.   Please summarize key results from this year's assessment.   (See explanation above)

b.   Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.   (See explanation above)

c.   Please summarize recommendations and/or accolades that were made within the program/department. (See explanation above)

d.   Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning. (See explanation above)

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

    We have updated the 2-year program map and consolidated it into 1-year. The 1-year program map is being updated to the online catalog.

    Challenges to two-year program map:
    - _We were unable to offer a grammar course this summer due to lack of qualified part-time faculty to teach the course._

    - _Due to low enrollment, we have had to combine intermediate and advanced levels of some courses._

Were there any staffing changes?

    There have not been any staffing changes.

4. What were your program successes in your area of focus last year?

    We will select an area of focus in Fall 2023.

CTE two-year review of labor market data and pre-requisite review

5. Does the program meet documented labor market demand?
6. How does the program address needs that are not met by similar programs?
7. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
8. Have recommendations from the previous report been addressed?

Validation for Program Planning Process:

9. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

10. Are there specific recommendations regarding the core topic responses from the validation team?