

Los Angeles City College
Comprehensive Program Review 2008

English/ESL Department

XII. EPC Validation Review

I. Department Mission

Does the department's mission statement reflect the goals and activities of the department? Is it aligned with the college mission? Explain.

The department's mission statement reflects the many goals and activities of the department necessary to support LACC's diverse student population. Their faculty's two fold task includes helping students to attain mastery of the basic skills needed to achieve their occupational goals in business and industry while at the same time supporting their students educational goals in pursuit of higher education as well.

The English/ESL Department's mission is aligned with the college's mission.

II. Department Overview

Does the department's analysis of trends in enrollment and achievement accurately reflect the data? Have any issues been identified? Explain.

The English/ESL department's analysis of enrollment and achievement trends shows their awareness of their place in college-wide increases and decreases. The department has recovered from the 2002-03 campus wide cuts and enrollment decreases as their winter and summer enrollment has exceeded college growth.

Responding to the negative impact of the openings and closings of the two Wilshire Centers along with program cuts in English in 2003, the department has developed online courses, student friendly course scheduling, changes in the basic skills curriculum and expansion of the literature program and the writing center offerings.

FTES/FTEs in ESL has declined from 19.2 in 01-02 to 15.7 in 06-07 possibly due to the problems with the Wilshire Centers. The English Program shows slight ups and downs with 14.8 in 01-02, to a high in 03-04 of 15.4 and dipping slightly to 13.7 in 06-7.

The course cancellations of 03/04 should be taken into account here.

The college as a whole has a similar ratio.

III. Vocational Programs

Does the department's analysis of labor market demand, advisory board activities and accreditation status (if applicable) reflect the data? Have any issues been identified and are they adequately addressed with appropriate action plans? Explain.

This Department is NOT a Vocational department.

IV. Curriculum

Does the department's analysis of enrollment trends accurately reflect the data? Has adequate progress been made in developing and assessing student learning outcomes at the course and program level? Are Title 5 course outline updates current? Has adequate analysis of course scheduling been provided? Explain.

The English/ESL department has done a thorough job of tracking enrollment and student success. For English 21, again, it appears that decrease in enrollment may be due to the Wilshire Center closings. A possible cause for decrease for both English 21 and English 28 is an increase in intersession courses negatively impacting enrollment in the regular session. The department intends to research this.

Success rates for English 28 have increased as have the rates for English 101. The department feels that the ups and downs in enrollment in Basic Skills courses 20 and 21 need further investigation.

The department has analysed the data for every course in their disciplines. It's clear they have done the work to keep on track with enrollment and success in their large numbers of classes in each discipline.

The department has made excellent progress in updating course with SLOs and will be ready this year with a revised Department Final Exam including analytical rubrics for assessment of SLOs to begin.

V. Departmental Engagement

Has the department provided a full description of departmental engagement? Explain.

The department participates in Curriculum, Tech Ed, EPC, AFT, Shared Governance and Senate. Their interdepartmental collaboration is extensive.

However we encourage more full time faculty to participate in campus wide committees activities.

VI. Professional Development

Has the department provided a full description of professional development? Explain.

With an large number of faculty, especially adjunct, the department has listed professional development for most. We do encourage all full time faculty to complete this section.

Also it seems that professional development activities are greater in number for part time faculty.

VII. Support and Activities

Has the department provided a full description of support needs of the department? Explain.

At this time, the department has one secretary and three student works, but with ESL courses now being scheduled at 3020 Wilshire, they will be needing additional secretarial/instructional support.

The department is fully engaged in advising students with an eye to their future goals. Students receive daily advisement regarding their assessment tests and current exam performance.

The department is developing information regarding additional marketing and catalog updating.

VIII. Resources: Personnel, Equipment and Facilities

Has the department provided a full description of resource needs of the department? Explain.

The department will have two retirements.

They don't feel they have the full time faculty they need to support their programs.

Equipment and Facilities resources need updated information.

IX. Planning and Budget

Do the planning goals and action plans reflect the issues raised in the self study? Are they aligned with the Educational Master Plan and the College Strategic Plan? Explain.

The department's past planning goals are excellent and they have made progress in the early goals. Reports are not in yet in the 2006 goals.

Their new goal of increasing retention of lower level English students is urgent.

Goal #2 might be rewritten to reflect the need to keep the efficacy of the programs and student support at a high level despite the obstacles such as the impact of the campus construction, difficulties in Wilshire Center development and their reduction in faculty. As stated goal # 2 is an action plan with no apparent connection to described outcome.

X. Final Summary by Discipline

Are all items identified as a Major Concern addressed with a goal and action plan? Explain.

Addressed.

XI. Department Strengths and Weaknesses

Has the department provided an adequate analysis of departmental strengths and weaknesses? Explain.

Yes. The department continues to support students with updating their writing center, lab, departmental exam, basic skills curriculum, and innovative classes.

XII. Recommendations/Commendations

What recommendations based on your comments do you have for this department? What commendations do you have for this department? Explain.

The English/ESL department is to be commended

1. for continuing to meet the challenges they've been facing due to the Wilshire Center/s problems, drastic class cancellations, campus construction and reduction in full time faculty.
2. excellent interdepartmental collaboration and engagement of students in clubs and productions such as the Citadel.
3. developing new modes of course delivery and student assessment.
4. Commendable record in Title 5 updates.

1. It is recommended that the department follow through with supporting their current and future programs with a request to hire additional full time faculty and provide replacement for the projected retirements.
2. It is recommended that the department will formulate action plans for the stated goals.
3. A 59% student success rate should not be considered a satisfactory outcome and should at least be changed to, needs to improve, followed by targeted action plans .
4. It is recommended that the department will follow through with its past goals, especially the 2006 goals.