

# 2024 Non-Instructional Program Review

## Reviewing 2022/23 Academic Year



**Program/Department: English as a Second Language (ESL)**

*Completed by Grace Davis*

1. Please provide your position and department:

Transition Navigator - ADVANCE

2. Please identify the non-instructional program you are reviewing.

Non-Credit ESL

3. Describe how your department supports the vision, mission, and beliefs of Lake Tahoe Community College.

We believe providing access to community members seeking to improve their English language proficiency as they pursue their career and educational goals is not only critical to the learner's success but is a vital component of a robust DEIA culture. Furthermore, providing avenues and increasing access to credit-bearing classes aligns with LTCC's status as an HSI.

4. Do you have a **supervisor approved** alternative for this Annual Program Review? If so, please be prepared to upload the approved alternative, as a PDF, in the next prompt.

No.

5. What are the major strengths of your department?

We have a deep connection and understanding of the local non-native English-speaking population. Additionally, recent additions of online learning and flexible scheduling to better meet the needs of working adults is already yielding positive results. We also maintain a strong connection to and collaborate with ADVANCE.

We provide significant support to a large portion of our local community (non-native English speakers), especially the Hispanic and Latinx populations. Through this increased outreach and enrollment we are also generating more enrollments, outcomes, and increased FTES which results in additional funding for the college.

6. In what ways could your department improve to better meet the needs of the College and support student success?

Given the recent growth referenced here and in recent presentations to the LTCC Board and Student Services, we believe it is time to consider establishing (or re-establishing) some level of full-time capacity within the department. By doing so we could better meet the needs of the community, and students. This would drive continued increases in enrollment, funding, and potentially improve transition from non-credit ESL to credit-bearing pathway programs.

7. What are the biggest challenges your department may face in making these improvements?

A clear commitment from the various stakeholders (e.g., faculty, administrations within the institution, especially in establishing and maintaining some level of full-time presence for the ESL Department. Access to more student-facing supportive services (e.g., Student Life, SAS, Promise) during evening class times would help not only those served by this department but all students in evening classes.

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8. If there is additional information you wish to provide that wasn't addressed in this survey, please do so here.

Through the recent collaboration between our department and ADVANCE, we have seen a significant increase in enrollment, FTES, and revenue generation. For more information, please review the previously mentioned presentations.