



**English As Second Language (ESL)
PROGRAM REVIEW REPORT
2014 – 2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Cynthia Cross	Wood Lam	Maria Azpetia
Toby Guebert	Grace Wu	Jody Fehr
Connie Tucker	Elena Cruz	Rachel Monn
Mark Gunderson	L.E. Foisia	
	Marina McLaughlin	
	Nancy Lay	



English As Second Language (ESL)

I. Executive Summary

Program Description:

The English as a Second Language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both personal and academic purposes. The ESL program also introduces international students to American culture and customs. Courses range from pre-collegiate (non-degree-applicable) through transfer levels. ESL 101 Reading and Composition satisfies the graduation requirement in writing competency and satisfies a general education requirement for the associate degree. Courses in English as a Second Language are offered during the day and in the fast-track format.

Level 2: Beginning ESL

Level 3: Low intermediate ESL

Level 4: Intermediate ESL

Level 5: Advanced ESL

ESL 101: Composition - Research Paper

Strengths/Effective Practices:

Our International enrollment spiked upward in Fall 2014. New sections of high demand courses were created, which are now taught by new adjunct instructors. Combination classes (ESL 20/30, ESL 24/34, ESL 26/36, ESL 30/40, ESL 34/44, ESL 36/46) are now split because there are enough students Level 2 to sustain separate classes.

Weaknesses/Lessons Learned:

One weakness in our program prior to Fall 2014 is connected to enrollment management. In the past few years, we have had to create combo classes (ESL 20/30, ESL 26/36, etc.) in the lower levels because there were not enough Level 2 students to fill a class. This did not serve the students well, and their success in the combo classes was affected.

The ESL Faculty has reviewed the two goals set in the EFMP, and while the first goal connects, the second one does not. We no longer believe this second goal is important, and we have realized it no longer applies.

EFMP 2 – Strengthen the connection between credit and noncredit ESL and support students' transition from the noncredit to the credit mode. The lesson learned was that we need to put the

interest of the students first. If they test at a low level (non-credit of level 2), they should be advised to go to a language school or adult school first if we cannot accommodate them in an appropriate class.

We have also noticed that some resident ESL students are overwhelmed with the registration and enrollment process. International students have a designated counselor to help them work out any problems with their enrollment, but resident students don't have a designated counselor or coordinator to help them. This is a situation we should pay attention to.

Another issue or pending concern is the retirement of one of our full time ESL instructors. With the increase of adjunct ESL instructors that we have this semester, combined with the loss of one of our full time instructors, we now have a situation where the majority of classes are going to be out of compliance with the adjunct to full time instructor ratio. We should request the rehiring of another full time ESL instructor.

Recommendations/Next Steps:

1. Find a better placement instrument or implement some sort of writing test to help place students more accurately to help ensure placement of students into the correct classes.
2. Increase pool of adjunct applications for the future.
3. Designate a couple of counselors who might be able to help resident ESL students with enrollment (And if possible, use counselors who are bilingual).
4. Request the hiring of a full time instructor via FNIC.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
ESL 020 English Language Skills II	S13	1	1	0	2	Spring 2014
ESL 022 Pronunciation and Conversation II	S13	0	0	0	0	deactivate
ESL 024 Reading/ Vocabulary II	S13	1	1	0	2	Spring 2014
ESL 026 Grammar Fundamentals II	S13	1	1	0	2	Spring 2014
ESL030 English Lang Skills III	S13	1	2	0	2	Spring 2014
ESL032 Pronun and Convers III	S13	0	0	0	0	deactivate
ESL034 Reading/Vocabulary III	S13	1	2	0	2	Spring 2014
ESL036 Grammar Fund III	S13	1	2	0	2	Spring 2014
ESL040 English Language Skills IV	S13	1	4	1	3	Spring 2014
ESL042 Pronun and Conversation IV	S13	0	0	0	0	deactivate
ESL044 Reading Vocabulary IV	S13	1	3	1	3	Spring 2014
ESL046 Grammar Review I	S13	1	3	1	3	Spring 2014
ESL053 Bridge to Coll Lit	S13	0	1	0	1	Spring 2014
ESL054 Bridge to Coll Read	S13	0	2	1	2	Spring 2013
ESL056 Grammar Review II	S13	0	3	1	3	Spring 2014
ESL 070 American Idioms I	S13	0	0	0	0	Not offered
ESL100 Fund of Composition	S13	1	5	1	5	Spring 2014

ESL101 Reading/Composition	S13	0	1	0	1	Spring 2014
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III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
NA						

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

ESL Doesn't offer any certificates or degrees.

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Most of our ESL classes are offered in the morning and in the afternoon between 10 AM and 3:30 PM. There are no ESL classes offered in the evenings. While this is a goal of the department, presently we lack the staff to teach evening/weekend classes. When evening ESL classes were offered in the past, enrollment was low. We are not sure whether offering such classes is of benefit to us at the present time. Because we are about to lose one of our full time instructors, an immediate priority will be to find adjunct instructors to teach those classes. Offering evening/weekend classes is a future goal.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Our classes are divided among resident and international students; however, there are more international students than residents. A few years ago, we had rich diversity among our students, (we had students from a wide variety of countries), but now we have a majority of Chinese students. One way we could increase the diversity of our student population is to actively recruit more in other Asian, European, and Latin American countries. One way we could increase our resident ESL population would be by offering evening classes.

The majority of our students are traditionally-aged college students (aged 25 years and younger). It appears that these students gravitate toward the morning and afternoon classes, whereas older students might prefer evening classes because they are at work. Perhaps if we add more evening classes, we will be able to attract more mature/resident students.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

According to Institutional Research data on page 3 of the Student Retention chart, retention in our ESL classes is often in the 90% or higher bracket, and sometimes it reaches 100%. This is something that we can be proud of.

The student success levels on that same chart range from the low 70% to the high 90% (percentile). These numbers are evidence that we are successful in preparing our students for continued academic achievement.

In Spring 2014, there were a record number of international students who received AA degrees. These students started in ESL classes, finished the program, and went on to be successful in their other classes. This makes our department very proud.

An instructional strategy that has been improved is the lab. The lab requirement for grammar and writing classes is now a program of structured activities led by staff with academic qualifications to teach ESL. This is an improvement over the previous approach which left students to choose instructional materials based on their perceived needs.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

We assess SLOs every term for all of our courses and meet to discuss the results. We use the information to improve instruction and increase student retention. The English Proficiency Exam is particularly effective in assessing the SLOs in our writing courses and provides useful feedback for improving instruction as well as evaluating our adjuncts.



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Add link to EMP

VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 2011-12	If the state budget allows, restore evening classes to address the needs of the resident population unable to attend during daytime hours. Start by offering ESL 40 two nights a week and ESL 100.	VP of Instruction, Dean	P	
Goal 2 2011-12	Identify funding sources and expand local and overseas recruitment by sending a representative from Citrus College (International Student Office or ESL faculty) to the NIC closing ceremony in Tokyo, and recruitment fairs in Asia to increase international student enrollment. Expand local recruitment by having a faculty member attend College Night and provide information about the ESL program to high school students and their parents	ESL faculty, International Student Office	P	
Goal 3 2011-12	Update the ESL department website to make it more user friendly. Add a link to Blackboard. Add photos. Update list of adjunct faculty along with current contacts. Add more course content. We also need to update the	ESL faculty	P	

	EPE Exam links for the ESL Dept.			
Goal 4 2011-12	Develop a plan by Fall 2014 to identify the benefits of Blackboard for student and faculty use. Encourage instructors of ESL 100 and 101 to use turnitin.com to prevent plagiarism program-wide and emphasize personal responsibility for student work.	ESL faculty	P	EMFP 1 1.2.1
Goal 5 2011-12	Explore creating a Learning Communities class/ implement supplemental instruction similar to what is being done in English by pairing an upper-level course (ESL 100 or 101) with an academic course such as Counseling.	C Cross	I	EMFP 1
Goal 6 2011-12	Develop a plan to meet the needs of both international and resident students who place into level 2.	ESL faculty	I	
Goal 7 2011-12	Request that the Office of Institutional Research explore capturing data regarding the ethnicity/race of ESL students more accurately in questionnaires and online registration forms.	Office of Institutional Research, ESL faculty	P	5.1.3
Goal 8 2011-12	Improve flow of non-credit ESL students to credit ESL		NA	
Goal 9 2011-12	Advocate for increased funding for professional development in order to stay current with ESL trends and pedagogy.	Faculty & Suzanne Martinez	I	EFMP 1 1.2.2
Goal 10 2011-12	Provide three contiguous classrooms for ESL classes	Dean	P	1.2.1

	in the Student Services building near the International Student office.			
Goal 11 2011-12	Classroom(s) should be equipped with pull-down maps and a locking storage cabinet.	Dean	P	1.2.1
Goal 12 2011-12	Build reserve and stock collections of materials in Library.	ESL faculty & Sarah Bosler	I	1.2.1
Goal 13 2011-12	Review, revise/simplify SLO's in all courses.	ESL faculty	I	
Goal 14 2011-12	Develop a method to store documentation and data from SLO assessment and analysis.	ESL faculty	I	
Goal 15	Get more training with technology and new teaching methodologies	ESL Faculty	I	
Goal 16	Attend Conferences and Workshops regularly— Increase Faculty Development	ESL Faculty	1	

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Hire a new full time ESL instructor	Spring 2015		
Goal 2	Enlist a designated ESL counselor for resident ESL students	Spring 2015		
Goal 3	Establish a pilot learning community that pairs ESL 100/101 with a transfer course	Spring 15		1.2.4
Goal 4	Attend ESL and other conferences to increase innovation/Faculty Development	Spring 15		

For instutional goals visit link belowFor Educational and Facilities Master Plan, use table below.*

EFMP 1 – Incorporate pedagogies that work successfully with a wide range of international students as well as with students who reside within the district.

EFMP 2 – Strengthen the connection between credit and noncredit ESL and support students’ transition from the noncredit to the credit mode.



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
ESL Program lead	Liaison between International Student office and ESL program; mentor adjunct instructors	F	3
	Cost \$5000		
ESL Full Time Faculty member	We are about to lose one full time instructor—we will need to replace this instructor in order to keep in compliance with the full time/adjunct ration	C	1

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Conference travel	Update skills, networking, new materials	5000		1
	Quality			

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Upgrade classrooms with basics listed below	Create positive classroom environment	?		1

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Add one more cabinet to classrooms.	Keep supplies ready; offer more activities that will help students understand concepts being taught.	\$300	F	3
Update desks and chairs to make the classroom more interactive & progressive	Keeps teaching learner centered; Allows for more group activities & interaction among students.	\$5,000	F	3
Update classrooms with maps & internationally minded wall art/posters	Creates a positive atmosphere, helps students understand their classmates—which can impact collaborative learning	\$500	F	3
Add a printer to classrooms	Will help instructor & benefit students with disabilities who require extra care (ex- blind student who cannot print)	\$150	F	3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.