

# ENGLISH AS A SECOND LANGUAGE Program Review

## 2004-05

*Prepared for*  
Citrus Community College District

*Prepared by*

Toby Guebert  
Connie Tucker  
Samuel Lee  
Cathy Day  
Sylvia Smythe  
Carolyn Perry

Marilyn Eng  
Jim Williams  
Jeanne Howard  
Lucinda Over  
John Thompson  
Bill McCusker

### **Full-Time Faculty**

Toby Guebert  
Connie Tucker

### **Part-Time Faculty**

Norma Barreto  
Lisa Chow  
Randall Fuchigami  
Karen Lavaty  
Scott Lightfoot  
Anthony Lombardo  
June Seccombe  
Michael Stavrinides  
Gwendolyn Stoddard  
Susan Thomas  
John Wong

## **PROGRAM DESCRIPTION**

The English as a Second Language program serves both resident and international students. For the District's resident population, the program provides an opportunity for students with limited English proficiency to improve their knowledge of English for both personal and academic purposes and to gain access to advanced education. For the non-resident population, the ESL program helps introduce international students to American culture and customs and to improve their English language skills to succeed in an American academic setting.

## **PROGRAM OBJECTIVES**

1. Provide a comprehensive program from basic language instruction to transfer-level composition courses.
2. Provide students with the English language skills needed to succeed in college courses.
3. Provide students with knowledge of American culture.

## **MISSION**

The ESL program at Citrus College meets the District's mission of developing a literate, informed, participating citizenry in several ways. For the District's resident population, the program provides an opportunity for students with limited English proficiency (LEP) to improve their knowledge of English for both personal and academic purposes and gain access to advanced education. For the non-resident population, the ESL program helps to introduce international students to American culture and customs and to improve their English language skills. Upon return to their own countries, these students will be able to use their enhanced knowledge of American culture and English in ways that foster international relations and trade, to the benefit of all citizens.

The curriculum of the ESL program is comprehensive. Instruction is provided at all levels, from basic language instruction to transfer-level reading and composition courses. The courses include instruction of a remedial nature for those students who have learned English imperfectly in the past, with an emphasis on mastering basic English skills and learning skills of a more general nature for success in college.

Diversity is inherent in the ESL program. There are students from many different countries, races, ages and ethnic backgrounds. The program is a reflection of the District and more so; it is truly a reflection of the world.

## **COMMENDATIONS:**

- a) The ESL program meets the needs of a diverse student population.
- b) The ESL faculty has had a key role in helping the District achieve its goal of serving more international students.

- c) The ESL program is developing a course to assist students in transitioning from non-credit to credit English.
- d) In cooperation with Publications and Recruitment, an ESL flier has been created to promote course offerings to resident students.
- e) The ESL program is communicating regularly with non-credit counselors and students and is providing information on how to transfer to credit courses.

#### RECOMMENDATIONS:

- a) Work with the Basic Skills program to coordinate curriculum and ensure appropriate placement of ESL students.
- b) Develop international recruitment strategies to ensure diverse international population.

#### **NEED**

#### COMMENDATIONS:

- a) ESL faculty worked with the Learning Center to upgrade the Language Lab with digital technology.
- b) ESL course sequence has been restructured to parallel courses in Basic Skills (College Prep., English and Reading).
- c) Courses have been added to create a comprehensive program at four levels of instruction. New courses: ESL 026 Grammar Fundamentals I, ESL 036 Grammar Fundamentals II, ESL 046 Grammar Review I, ESL 056 Grammar Review II. ESL 053 Bridge to College Literature and ESL 054 Bridge to College Success courses have been developed to assist students in upper ESL levels to transfer to ENG level reading courses).
- d) ESL Coordinator hired to serve as a link between instruction, counseling, testing, the Learning Center, Publications and Recruitment and the International Student Center.
- e) Course being developed to assist students in transitioning from non-credit to credit.
- f) Promotional materials developed (new brochure for international students and new flier for resident students).

#### RECOMMENDATIONS:

- a) Create an instructional website.
- b) Develop a structured relationship with Lifelong Learning, CalWORKS, EOP&S, and DSP&S.
- c) Coordinate programs and services with the Learning Center, especially where adjunct faculty are involved.
- d) Allow full-time faculty to teach the summer term as part of regular load. The ESL Program has a large intake of international students in the summer.
- e) Work with Basic Skills to develop a writing lab staffed by qualified instructors to assist students with writing.
- f) Work with the International Student Center to prepare for fluctuations in enrollment; interact with the International Student Center for confirmation of the generally increased international student enrollment in the summer and fall intensive program.

- g) Budget \$25,000 per year to support college-wide international student and ESL program promotion: advertising, international travel for education fair participation, media (brochure, web, video development, publication distribution.
- h) Budget \$2,000 per year to support departmental academic business travel.
- i) Budget \$1,000 per year for textbooks, readers and supplemental materials for the Language Lab and Learning Center.
- j) Clarify rights and restrictions for native speakers enrolling in ESL classes.

## **FEASIBILITY**

### COMMENDATIONS:

- a) Issues with room assignments from previous Program Reviews have been resolved by scheduling all ESL classes in a regular and appropriate classroom.

### RECOMMENDATIONS:

#### **Facilities**

- a) Ensure faculty and administrative offices involved with the ESL program are located in the ED building to maintain close proximity to the International Student Center and Language Lab. Develop contiguous space in the ED building for the ESL program.
- b) Monitor that evening tutorial and Language Lab staff and services fulfill student needs.
- c) Order new and updated software to be accessible for the new digital lab.
- d) Work with Language Lab. and Continuing Education to develop appropriate location for the creation of a "Writing Lab."

#### **Library Resources**

- a) Review and update regularly ESL reference collection as needed. The ESL List from the Library—that outlines the list of texts currently available for students' use—should be regularly distributed for faculty and student reference/use.
- b) Reserve Materials: Because of the large number of CalWORKS and EOP&S students in the ESL program, copies of all ESL required textbooks should be placed on reserve in the Library and Language Lab.

## **QUALITY**

### COMMENDATIONS:

- a) Full-time and adjunct faculty meets District qualifications.
- b) Course descriptions conform to the ESL Proficiency Descriptors issued by the ESL Assessment Group under the guidance of the Chancellor's Office. Where the ESL courses parallel the English courses, the same proficiency exams are used to ensure comparability.
- c) ESL faculty worked with the HSI committee to assist in developing the education grant proposal which may improve and expand the Basic Skills Program.
- d) ESL faculty restructured courses and curriculum to improve course sequence, provide a more comprehensive program with a more logical sequence to better parallel English courses and curriculum.
- e) Location provided for adjunct faculty to conduct office hours.

- f) Placement and testing guidelines established.

**RECOMMENDATIONS:**

- a) District should support quality of faculty by improving full-time/adjunct faculty ratio. (currently measures 57/43%).
- b) Additional courses should be added to improve student success/achievement in general education courses.
- c) Add a computer skills elective course.
- d) In cooperation with the HSI grant, faculty and ESL Coordinator will research and adopt new ESL placement instrument.

**COMPLIANCE**

**COMMENDATIONS:**

- a) The ESL program is in compliance with the regulations, licenses, and standards set by the District.
- b) All instructors meet the minimum qualifications for ESL instructors at the Community College level.
- c) All ESL course outlines will be revised to include student learning outcomes by the end of fiscal year 2005/2006 (June 30, 2006).