Citrus College

English as Second Language 2014 - 2015

Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY[1]

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

Program Review: Setting A Standard – The Academic Senate for California Community Colleges

I.   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.

The levels covered within the ESL program are:
Level 2: Beginning ESL
Level 3: Low intermediate ESL
Level 4: Intermediate ESL
Level 5: Advanced ESL
ESL 101: Composition - Research Paper

II.   Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.

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

Discussion: Faculty keeps abreast of new pedagogies by attending both state and international conferences.

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[1] Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:

Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.

Faculty incorporates new technologies, such as iPads and apps, to engage student interest and demonstrate use of technology for language learning.

Faculty strives to address multiple learning styles through a variety of assignments and activities, such as scavenger hunts and Power Point presentations.

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

Discussion: The ESL program has determined that the program should focus on students who intend complete our sequence of courses and then enter the general curriculum to pursue a transfer degree or graduate with an associate's degree. In contrast to years past, the enrollment in our program is comprised primarily of international students, not resident English learners.

III. **Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?**

The schedule of classes and term length are quite limited. We do not offer evening, weekend, or semester-length classes for part-time students. Offering only fast-track classes is a barrier for resident students, and limits our ability to hire adjunct instructors.

Child-care issues restrict the ability of student parents to complete the ESL program.

IV. **Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.**

1. Offer semester-length and evening and weekend classes. Develop research questions to assess feasibility of this change. (EFMP 1 and 2 above)

2. Study ways to better re-align ESL courses with patterns in the English program.

3. Develop a pro-active system for referring students to counseling services for personal problems common among international students, such as homesickness, drug abuse, and LBGT issues. (new objective)
4. Establish learning communities that pair ESL 100 or 101 with a transferrable course, such as Counseling or History. (see EFMP 1 above)

V. **Discuss opportunities for change that may exist within the next five years.**

1. Expand recruitment efforts beyond East Asia.
2. Establish a centralized cluster of dedicated ESL classrooms near the International Student Office.
3. Hire additional full-time faculty.
4. Establish regular meetings with adjunct faculty to maintain program integrity.