

ESL PROGRAM REVIEW 2020 CYCLE

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

1. Overview of the Program

- a) *Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.*

The mission of the English as a Second Language Department is to provide limited, nonproficient English speakers with an integrated curriculum designed to develop and strengthen basic reading, writing, speaking, and listening skills in English. The ESL Department is also in the process of building and strengthening vocational courses for students who are interested in exploring a new career or entering the workforce.

The ESL student population at Compton College is comprised of students who have studied Elementary and/or Secondary school in their home countries. A large percentage of the Compton Center's ESL student population, and its surrounding community, consist of immigrants with little or no English abilities, or immigrants who have lived in the United States for an extended period but have isolated themselves from mainstream U.S. society. The non-credit ESL program specifically meets the needs of the ESL student population that the Center primarily serves.

- b.) *Describe the degrees and/or certificates offered by the program.*

Currently, ESL is in a transition from offering four levels of grammar and conversation courses (ESL 2A, 2B, 2C, and 2D) and four levels of reading and writing courses (ESL 3A, 3B, 3C, and 3D) to a fully integrated model which offers 7 core courses. The seven courses will include reading, writing, speaking, and listening instruction. The seven courses: ESL 11, ESL 12, ESL 13, ESL 14, ESL 15, ESL 16, and ESL 17 will be offered in Fall 2021..

ESL Core Class Certificates are awaiting approval from the State Chancellor's office. As a student progresses with every two to three consecutive courses, they will earn with an ESL Certificate of Completion. The levels are as follows:

Level 1 Certificate of Completion (ESL 11, ESL 12, and ESL 13)

Level 2 Certificate of Completion (ESL 14 and ESL 15)

Level 3 Certificate of Completion (ESL 16 and 17).

The Personal Care Attendant Certificate (ESL 04A and ESL 04B) and ESL for Childcare Education (ESL 05A and 05B) are additional certificates awaiting approval. Prior to these courses, there were no certificates granted through the ESL department.

In addition to core language courses, we have vocational course: ESL 05A- ESL for Childcare Providers, ESL 05B- ESL for Childcare Providers II, ESL 04A ESL for Healthcare I and 04B ESL for ESL for Healthcare II, ESL 7 Career Exploration

Presently, the Compton College does not test offer instruments to assess students for credit or non-credit courses. In the future, the goal is to encourage students to voluntarily take a self-assessment in order to self-place in the appropriate ESL course and create an optimal environment for retention and success.

c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)

Our ESL program helps students develop linguistic skills that would enhance their ability to participate in an all English-speaking society. The program provides students with the necessary skills to fill out applications for jobs, admission to universities, and to carry on a conversation in their everyday encounters. Furthermore, ESL courses provide students with the skills to successfully complete academically challenging college courses. Students receive the initial impetus in our program to become professional people who are fully involved in society. All ESL courses are offered on campus both mornings and evenings as needed.

d) Discuss the status of recommendations from your previous program review.

In 2009, the Center's ESL faculty developed a citizenship course (ESL 01) which was offered in the summer of 2010, but because of lack of enrollment, it was deactivated in 2012. However, with the discussion of national immigration reform on the horizon, the citizenship course should be reconsidered for activation to meet possible immigration requirements.

2. Analysis of Research Data (include data provided by Institutional Research)

Provide and analyze the following statistics/data.

a) Head count of students in the program

Fall 2014 enrolled 126 students and dropped to 32 students in Spring 2015. Enrollment decreased by 75%. Fall 2015 enrolled 34 students and dropped to 25 students in Spring 2016. Enrollment decreased by 26%. There were 66 students in Fall 2016 and enrollment dropped to 15 students in Spring 2017. Enrollment decreased by 92%. The Fall 2017 term yielded 29 students and Spring 2018 increased enrollment by 262% with 105 students. Fall 2018 enrollment indicated 20 students. Spring 2019 enrollment increased to 26. There was a 30% increase in enrollment

between Fall 2018 and Spring 2019. There is no data for Fall 2019 to Spring 2020, however, the data shows in increases in enrollment for the 2017-2018 and 2018-2019 academic year.

As mentioned in the 2016 Program Review, in order for ESL to see more of an upward trend in enrollment, ESL courses need the support of the Outreach Department with advertising.

The data below reflects that women are the predominant gender in ESL classes. This may be because the majority of these women are homemakers interested in pursuing learning English to help their children with their education. This may also be because men may be the sole providers that have to work and have less time to enroll in classes. In addition, the data indicates that over the last four academic school years, the fall and spring semesters, over the last four academic school years, less than 5 students were full-time students. A great majority of students attend classes part-time.

The ethnicity of the student population is predominately Latino, outpacing the Center’s and District’s Latino populations. The age group with the highest enrollment numbers in the ESL classes is 40- to 49-year-olds. Within this age group, there was a gradual increase from 18.0% in 2011 to 37.5% in 2014. In the spring 2012, the data below also reflects that women are the predominant gender in the ESL classes. Enrollment status shows an increased from 52.2% to 58.6% then to 100%. Then there is a decrease to 80.0%. The class load for both the fall and spring semesters, show a smaller percentage of full-time students and a greater percentage of part time students.

The students enrolled in our ESL program come with different academic levels. Some of these students may possess a high school education or some may even have a Baccalaureate or Master’s degree from their country. When these students apply to college, they declare the majors they will pursue or declare an unknown educational goal at the time of enrollment. The younger generation of students enrolled in the non-credit courses intend to acquire the necessary skills to pursue higher educational or work advancement goals. However, the older generation of students may just enroll in ESL courses to acquire the necessary skills to communicate, especially with their doctors. Consequently, this explains the consistent large numbers in the Basic Skills Educational Goal option. After Basic Skills, the next two categories for Educational Goals are Undecided/Unstated and Degree/ Certificate Only. As a result of the larger numbers indicating student interest in Degree/ Certificate Only, the ESL Department is working on offering a variety of vocational certificates to support the student need/interest.

ESL Head Counts Fall Terms 2014-2018					
	Term				
	2014	2015	2016	2017	2018
Term Head Count	126	34	66	29	20

Gender	F	87	25	50	21	16
	M	39	9	16	8	<5
Ethnicity	Asian	<5	0	0	0	0
	Black	<5	0	0	0	<5
	Latinx	122	34	66	29	18
	Alaskan / American Indian	0	0	0	0	<5
	Two or More	<5	0	0	0	0
Age / Age Group	<17	0	0	0	0	0
	17	<5	0	0	0	0
	18	<5	<5	0	0	0
	19	<5	<5	<5	0	<5
	20	<5	<5	<5	<5	0
	21	7	0	<5	0	0
	22	0	0	<5	0	0
	23	<5	<5	<5	<5	0
	24	<5	0	<5	<5	0
	25-29	16	6	6	<5	0
	30-39	26	11	16	8	6
	40-49	46	8	13	<5	<5
	50-64	19	<5	14	9	6
65+	<5	<5	6	0	<5	
Class Load	Full-time	<5	0	0	0	0
	Part-time	124	34	66	29	20
Educational Goal	Basic Skills	51	14	22	10	7
	Degree/Cert Only	13	<5	6	<5	<5
	Enrichment	7	<5	11	<5	<5
	Intend to Transfer	9	<5	6	<5	<5
	Retrain / Recertify	<5	<5	<5	0	0
	Undecided/Unstated	43	9	18	12	<5

ESL Head Counts Spring Terms 2015-2019						
		Term				
		2015	2016	2017	2018	2019
Term Head Count		32	25	15	105	26
Gender	F	22	21	10	84	22
	M	10	4	<5	21	<5
Ethnicity	Asian	0	<5	0	<5	<5
	Black	<5	0	0	0	0
	Latinx	31	22	15	104	25
	White	0	<5	0	0	0
Age / Age Group	<17	0	0	0	0	0
	17	0	0	0	0	0
	18	<5	0	0	6	0
	19	<5	<5	<5	<5	0
	20	<5	0	0	0	0
	21	0	0	0	<5	0
	22	0	0	0	<5	0
	23	0	<5	0	<5	0
	24	<5	0	0	<5	<5
	25-29	<5	<5	<5	11	<5
	30-39	<5	<5	<5	25	7
	40-49	14	7	<5	32	7
	50-64	7	<5	<5	14	8
	65+	0	<5	0	<5	<5
Class Load	Full-time	0	0	0	0	0
	Part-time	32	25	15	105	26
Educational Goal	Basic Skills	14	8	7	46	13
	Degree/Cert Only	<5	<5	0	6	<5
	Enrichment	<5	<5	<5	10	6
	Intend to Transfer	<5	<5	<5	10	0
	Retrain / Recertify	<5	<5	<5	<5	<5
	Undecided/Unstated	6	8	<5	30	<5

b) Course grade distribution

N/A

c) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

N/A

d) Retention rates

N/A

e) A comparison of success and retention rates in face-to-face classes with distance education classes

N/A

f) Enrollment statistics with section and seat counts and fill rates

ESL Fill Rates

Term	Fill Rate
Fall 2014	82.93%
Fall 2015	101.67%
Fall 2016	112.92%
Fall 2017	80.61%
Fall 2018	66.67%
Spring 2015	70.84%
Spring 2016	110.00%
Spring 2017	87.92%
Spring 2018	89.00%
Spring 2019	67.33%

g) Recommendation: Scheduling of courses (day vs. night, days offered, and sequence)

ESL Enrollment by Time of Day

Term	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
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Day	58.47%	60.34%	30.00%	75.00%	67.37%	90.00%	57.89%	59.50%	87.10%	86.67%
Night	41.53%	39.66%	70.00%	25.00%	32.63%	10.00%	42.11%	40.50%	12.90%	13.33%

h) Improvement rates (if applicable)
N/A

i) Additional data compiled by faculty

N/A

j) List any related recommendations.

The ESL Department is in desperate need of outreach to the local communities and Dual Enrollment families in order for this program to increase enrollment.

Recommended Outreach:

- **Re-engage previous students:** Mailers/flyers to all students within the past 3 years
- **Engage prospective students:** Hold satellite ESL courses in partnership with all Dual Enrollment High Schools

3. Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

In an effort to streamline the ESL program, the courses have been re-vamped to accelerate student progress and completion. There have been 15 new courses approved in the 2020-2021 school year. Three of those new courses are VESL courses. The old ESL program courses were inactivated as to not confuse current and prospective students when looking at the course catalog.

Currently, there are three VESL programs for students: ESL for Childhood Education, Personal Care Attendant and Basic Career Training. Each career training program consists of 2 courses and can earn a Certificate of Completion upon successful completion.

1. The ESL for Childhood Education is being offered this school year 2021-2022. It is the first VESL class that has been offered in the last two years.
2. There are no restrictions regarding the number of students able to earn a Certificate of Completion.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

a) Linked [here](#) is the alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

- b) Below are the courses and program levels SLO assessments that were assessed in in 2020-2021. The courses that were assessed were a part of the previous ESL program. Currently, the revised program has not had any SLO assessments.

ESL02A - Grammar and Conversation Level I

Active from 02/16/2021

<input type="checkbox"/>	SLO	Start Date	End Date	Outcome Performance	
				Expected	Fall 21
<input type="checkbox"/>	SLO #1 - Students will use learned strategies to identify the topic, the main idea, and supporting details to interpret short narratives or descriptive passages on familiar topics.	02/16/2021	Not specified	70 %	-
<input type="checkbox"/>	SLO #2 - Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.	02/16/2021	Not specified	70 %	-
<input type="checkbox"/>	SLO #3 - Accurately produce statements using simple present, simple past, and present continuous verb tenses in conversation.	02/16/2021	Not specified	70 %	-

ESL02B - Grammar and Conversation Level II

Active from 02/16/2021

<input type="checkbox"/>	SLO	Start Date	End Date	Outcome Performance	
				Expected	Fall 21
<input type="checkbox"/>	SLO #1 - Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic using chronological order or past tense.	02/16/2021	Not specified	70 %	-
<input type="checkbox"/>	SLO #2 - Scan basic texts for key information and define the sequence of a simple narrative passage.	02/16/2021	Not specified	70 %	-

ESL02C - Conversation and Grammar Level III

Active from 02/16/2021

<input type="checkbox"/>	SLO	Start Date	End Date	Outcome Performance	
				Expected	Fall 21
<input type="checkbox"/>	SLO #1 - Engage in simple conversations on familiar topics with only minor grammatical errors.	02/16/2021	Not specified	70 %	-
<input type="checkbox"/>	SLO #2 - Identify main idea and locate answers to information questions in reading texts.	02/16/2021	Not specified	70 %	-
<input type="checkbox"/>	SLO #3 - Edit and revise sentences and questions for spelling, basic grammatical structures, and mechanics.	02/16/2021	Not specified	70 %	-

5. **Analysis of Student Feedback**

The Institutional Research and Planning did not have any feedback reports or surveys for the ESL Department.

- a) **List any related recommendations.**

Please create translated surveys for second language learners and administer surveys and feedback reports to ESL students. This will support the ESL department by getting much needed feedback to enhance the ESL program.

6. **Facilities and Equipment**

Recommendations: Dedicated ESL classrooms

Ideally, these classrooms would house local and international maps and other illustrative materials. Permanently designated classrooms would expand learner's horizons. Posters of international phonetic symbols displayed in every classroom where language courses are offered. English and bilingual dictionaries kept in the classrooms at the disposal of the students will minimize the level of stress resulted from lack of access to such an important learning tool. A consistent and familiar environment will support English Language Learners more effectively. Reminders and other illustrative materials around the classroom will also support their learning, build confidence and enhance the language acquisition process.

7. **Technology and Software**

- a) Describe and assess the adequacy and currency of the technology and software used by the program.

Currently, the program uses two types of online software. Merit Online Learning Software and Burlington English. Merit Online Learning is an interactive software designed to supplement in-class learning. It tracks and monitors progress for reading, writing and grammar skills and gives students immediate feedback. Burlington English is also an interactive software that includes Vocational ESL, grammar practice and pronunciation support.

- b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The mission of the English as a Second Language Department is to provide nonproficient English speakers with an integrated curriculum designed to develop and strengthen basic pronunciation, reading, writing, speaking, and listening skills in English. The ESL Department is also in the process of building and strengthening vocational courses for students who are interested in exploring a new career or entering the workforce. The software previously mentioned is in direct support of students as they work on their language acquisition skills while receiving immediate feedback and correction. Students can practice and perfect the skills they are learning with the software that is being used.

The cost of Merit Online Learning Software is \$1282.

The cost of Burlington English is \$2400.

Total: \$3682

- c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Tracking student progress with official testing will be beneficial to increase state and federal funding for the ESL Department. Currently, the college is only tracking student retention- and not cumulative student progress.

To truly track student progress, I recommend implementing the CASAS tests for beginning and end-of-semester baseline testing. CASAS tests are used by community colleges, state, and federal agencies to assess student performance and report standardized scores. In the past, they were used to place students. In order to implement this, the ESL Department would need to purchase the CASAS E-Test licenses. In addition to the licenses and processing fee, the ESL Department will need a staff member to manage CASAS E-Testing.

CASAS E-Tests- \$2.85/test license plus \$15 processing fee	For 100 students: \$285+15
Total:	\$300

d) **List any related recommendations.**

- **Continue purchasing Merit Online Learning and Burlington English Software**
- **Purchase CASAS E-Test and begin implementing beginning and end-of-semester testing to track student progress and qualify for additional state and federal funding for ESL Department.**

8. Staffing

- a) Currently, there is only one full-time instructor in the ESL Department. There are no classified staff or administrators for the department. 2016 was the last school year there were three instructors and one adjunct instructor.

Name	Courses	Day	Evening
Brittany Olayele	ESL 12	X	
	ESL 13		X
	ESL 05A	X	

Hiring an adjunct instructor will allow the department to support student retention by varying course offerings and support student retention because of consistent and sequential course offerings.

Course	Not Offered				
ESL 11	X				
ESL 14	X				
ESL 15	X				
ESL 16	X				

ESL 17	X				
ESL 04A	X				
ESL 04B	X				
ESL 05B	X				
ESL 6	X				
ESL 7	X				
ESL 20	X				

- b) Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

In the past several years, the ESL program has suffered a decline in student enrollment. There are several reasons for this occurrence. First, during the pandemic our ESL students changed priorities. As immigrants, students shifted their focus completely from education to having a job that would provide them economic stability or students chose to conduct school online with their children.

The ESL Department was not the only department to experience low enrollment. In order to more courses an adjunct needs to be hired in order so the department can offer various evening and morning courses. We cannot do that with one instructor as illustrated in the above chart. If we offer robust morning and evening course offerings on a consistent and continuous basis, current and prospective students will see a stable program that meets their scheduling needs. With one instructor and a maximum of three classes per semester being offered, we are not offering robust offerings or a flexible schedule. Creating a department that thrives is difficult with a lack of instructors. The immediate staffing needs are glaring. If there is only a maximum of three courses offered because of a lack of instructors, the department will suffer in the long-term and continue to have low enrollment.

In addition to a lack of instructor staffing and low course offerings, outreach is another area that is needs support. We are in desperate need of a student worker to help support the implementation of outreach and advertising. This would consist of sending out flyers, outreach at partner high schools and elementary schools to advertise the ESL program and visiting churches and other community organizations to post advertising materials.

Long-term, we will need to hire more adjunct instructors. As our program grows, we will offer more sections and need more instructors to teach those classes.

We also will need a staff member proctor the CASAS E-Tests and manage the database as mentioned above.

- c) **List any related recommendations.**
- **Hire a bilingual student worker to help with outreach**
 - **Hire a bilingual staff member to manage CASAS E-Testing**
 - **Create budget for ESL marketing materials**

- Hire an adjunct instructor

9. Future Direction and Vision

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The pandemic has created a strong desire for individuals to expand their skillset and VESL classes will be in higher demand as a result. Future goals for the ESL Department will be to offer a variety of VESL courses to meet the needs of our students. VESL classes have not been offered before at Compton so the onus is on the ESL Department to advertise the courses properly.

Immigration reform is another relevant change that will change the ESL. ESL students will see a chance to get a “jump-start” in the language requirement that will most likely be attached to such a bill. At this time, the citizenship course (ESL01) that was deactivated in 2012 will have to be re-activated to assist students in meeting the requirement for U.S. Civics in the immigration bill as well. If immigration reform were to happen, then that is when the department will see an increase in students in the credit ESL program because the non-credit student can then afford to proceed with their education and matriculate into mainstream courses. If not for the tremendous cost to attend as an out-of-state student, our students now would be enrolled in traditional courses.

- b) Explain the direction and vision of the program and how you plan to achieve it.

Direction: One of the expectations is to have a strong and robust non-credit and VESL morning and evening ESL program.

Vision: The ESL program will provide a program with a variety of non-credit and VESL courses. Students will have the opportunity to choose from a wide variety of scheduled courses. Students have the opportunity to earn Certificates of Completion while experiencing an integrated curriculum designed to strengthen reading, writing, speaking, and listening skills in English. Students will feel embraced and supported as they earn matriculate through every course and go on to strengthen their language and vocational skills while earning Certificates of Completion.

c.) List any related recommendations

Hire more adjunct instructors to allow a more robust non-credit and VESL program

10. Prioritized Recommendations

- a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

b) Explain why the list is prioritized in this way.

Recommendations	Cost Estimate	Strategic Initiatives
1. Hire a bilingual student worker to help with outreach. We need a bilingual worker to help market courses to local schools, churches, and community organizations. This would consist of passing out flyers, answering questions about scheduling or course objectives.	\$3,000	1, 5
2. Marketing materials for outreach. A budget for flyers, 5x7 postcards to mail out to previous students and postage would be beneficial to support the growth of this department.	\$10,000	1, 5
3. Hire an adjunct instructor in order to offer more robust morning and evening classes. Having only one full-time instructor restricts the growth of the department. There is only so much one instructor can do; there are only so many classes one instructor can teach. Hiring an adjunct instructor (s) will allow a variety classes to be taught at a variety of different times; hence growing the department.	\$5000	1, 2 ,4
4. Continue purchasing Merit Online Learning and Burlington English Software. This software has helped student's progress at a faster rate because of the accessibility and immediate feedback. In this climate, education needs to be accessible and convenient for students. The software listed above is widely used among students.	\$3682	2, 3
5. Hire a staff member to manage CASAS E-Testing. By using CASAS E-Tests, we will have beginning and end-of-semester baseline testing. CASAS tests are used by community colleges, state, and federal agencies to assess student performance and report standardized scores. In the past, they were used to place students. Currently, the ESL Department can use the tests for voluntary placement and additional federal and state funding based on student progress.	\$5000	1, 2, 3
6. Purchase CASAS E-Test and begin implementing beginning and end-of-semester	\$300	1, 2, 3

testing to track student progress and qualify for additional state and federal funding for ESL Department.		
7. Permanently designating ESL classrooms will provide a consistent and familiar environment and support English Language Learners more effectively. Reminders and other illustrative materials around the classroom will build confidence and enhance the language acquisition process.	\$0	1, 2, 3, 4

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.
2. How does the program address needs that are not met by similar programs in the region?
3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?
4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?
5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials
- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.