

EL CAMINO COLLEGE COMPTON CENTER

Instructional Program Review

**ENGLISH AS A SECOND LANGUAGE
ESL**

Academic Year 2016

Committee Member
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1. Overview of the Program

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, non-proficient English speakers with an integrated curriculum designed to develop and strengthen basic reading and writing skills and oral fluency in English.

The ESL student population at El Camino College Compton Center (CEC) 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. The eight courses developed for The Compton Center consist of 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). These non-credit courses have proven to meet the specific needs of many of our Center's ESL student population and are now offered more than the credit courses. 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. The Center periodically offers credit ESL courses from the curriculum established at El Camino College. These courses include conversation classes (ESL 51A, 51B, and 51C); reading and vocabulary building (ESL 52A, 52B, and 52C); and writing and grammar classes (53A, 53B, and 53C). Presently, the Center is utilizing the LOEP testing instrument to assess students for the credit courses and the CELSA test for assessing students for the noncredit courses.

Our ESL program helps students develop linguistic skills that would enhance their ability to participate in an all English-speaking society. The program provides our 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.

Describe the degrees and/or certificates offered by the program.

The ESL department courses have not been offered toward any degree and certificate. However, this may change for the year 2017. El Camino ESL faculty summited a plan for a certificate for students who finish four levels of the non-credit courses. Upon completion of the four levels, the students may apply to receive a certificate of completion.

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

ECC MISSION STATEMENT:

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

COMPTON'S MISSION STATEMENT:

El Camino College Compton Center and future Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton Center promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provide clear pathways for transfer, completion and lifelong learning.

The El Camino College – Compton Center's ESL program embraces the following strategic initiatives:

A, B, C, and E.

A. STUDENT LEARNING

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Instructional methods – Currently, the ESL department is supported by the Student Success Center by providing out-of-class tutoring and in class SI Coaches. In addition, it also provides the technology and software necessary for students to utilize the Rosetta Stone software. Rosetta Stone gives the students the opportunity to practice their listening, reading and writing skills. Course objectives are constantly reviewed in order to be related with the student learning outcomes.

In addition, in the spring of 2013, the union of two classes, Beginning ESL and Beginning Spanish, has been implemented with structured lessons designed to complement and augment the instructional programs of each discipline and SLO's of each level. This fosters fluency at the appropriate levels and facilitate interpersonal relationships across cultural linguistic lines. This is an ongoing plan.

B. STUDENT SUCCESS & SUPPORT

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Faculty instills in students a passion for education through several college-sponsored programs offered throughout the year, i.e., ‘Voices of Compton’, ‘Latino Heritage Month’, and ‘Black History Month’, etc.

As for support services, our students are encouraged to attend the Transfer Fair, Job Fair and Health Fair, etc., sponsored by the Center every year.

C. COLLABORATION

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

The ESL faculty is involved in the Center’s committees: Enrollment Management, Outreach and Marketing, Latino Heritage Month, Black History Month, and Cesar Chavez committee, all of which increase students’ awareness of community’s diverse culture, thus promoting cultural sensitivity.

E. INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

The ESL faculty review and assess the noncredit curriculum and participate in the review and assessment of the credit courses at the Center and ECC campus. Program Review and Plan Builder are completed on a scheduled timeline.

Discuss the status of recommendations from your previous program review.

Recommendations:

One of the recommendations in the previous program review was to have a special office staffed with a full-time bilingual program assistant to help increase enrollment in the ESL program. This recommendation was partially met. Part-time bilingual student workers were hired to assist new, returning and continuing ESL students in the registration process. These bilingual student workers are in the Welcome Center or in the Transfer Center.

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

Provide and analyze the following statistics/data.

Head count of students in the program

The enrollment in 2011 shows 53 head count. There is no data provided for 2012. In 2013, the head count decreased to 19, by 2014, the trend increased to 32 in head count. The trend will change in the near future. Compton Center needs to advertise the ESL course offerings throughout the community to see an increase in enrollment.

The data below reflects that women are the predominant gender in the 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.

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 show 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 fulltime 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 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 goals. However, the older generation of students may just enroll in ESL courses to acquire the necessary skills to communicate, especially with their doctors. They do not have the intent to transfer to a higher educational institute.

		Fall				Compton Student Population
		Term				
		2011	2012*	2013	2014	Fall 2014
Term Headcount		53	-	19	32	7,701
Gender	F	56.6%	0.0%	63.2%	71.9%	63.4%
	M	43.4%	0.0%	36.8%	28.1%	36.2%
Ethnicity	African-American	13.2%	0.0%	5.3%	3.1%	34.6%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian	1.9%	0.0%	0.0%	0.0%	4.7%
	Latino	83.0%	0.0%	94.7%	93.8%	53.7%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.7%
	White	0.0%	0.0%	0.0%	0.0%	2.9%
	Two or More	0.0%	0.0%	0.0%	3.1%	2.7%
	Unknown or Decline	1.9%	0.0%	0.0%	0.0%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	0.6%
	17	0.0%	0.0%	0.0%	0.0%	2.2%
	18	3.8%	0.0%	0.0%	0.0%	7.5%
	19	5.7%	0.0%	5.3%	6.3%	9.2%
	20	1.9%	0.0%	5.3%	0.0%	9.8%
	21	3.8%	0.0%	0.0%	6.3%	9.5%
	22	3.8%	0.0%	0.0%	0.0%	7.5%

	23	1.9%	0.0%	5.3%	0.0%	6.3%
	24	1.9%	0.0%	0.0%	0.0%	5.9%
	25-29	11.3%	0.0%	10.5%	9.4%	16.5%
	30-39	30.2%	0.0%	36.8%	18.8%	13.9%
	40-49	18.9%	0.0%	21.1%	37.5%	6.5%
	50-64	17.0%	0.0%	10.5%	21.9%	3.6%
	65+	0.0%	0.0%	5.3%	0.0%	0.4%
Class Load	Full-time	17.0%	0.0%	0.0%	6.3%	25.5%
	Part-time	22.6%	0.0%	5.3%	34.4%	73.3%
Academic Level	College degree	1.9%	0.0%	0.0%	3.1%	10.0%
	HS Grad	43.4%	0.0%	36.8%	53.1%	81.6%
	Not a HS Grad	35.8%	0.0%	5.3%	0.0%	0.4%
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	2.1%
	Unknown	18.9%	0.0%	57.9%	43.8%	5.9%
Educational Goal	Intend to Transfer	7.5%	0.0%	0.0%	0.0%	31.6%
	Degree/Certificate Only	15.1%	0.0%	10.5%	12.5%	7.6%
	Retrain/recertify.	3.8%	0.0%	0.0%	0.0%	3.8%
	Basic Skills/GED	39.6%	0.0%	63.2%	46.9%	6.8%
	Enrichment	3.8%	0.0%	15.8%	9.4%	1.7%
	Undecided	17.0%	0.0%	5.3%	28.1%	1.3%
	Unstated	13.2%	0.0%	5.3%	3.1%	34.1%

*There was no enrollment in ESL courses during the Fall 2012 term.

Spring					Compton Student Population	
Term						
					Spring 2015	
Term Headcount					6,944	
	2012	2013	2014	2015		
Gender	F	52.2%	58.6%	100.0%	80.0%	64.1%
	M	47.8%	41.4%	0.0%	20.0%	35.9%
Ethnicity	African-American	13.0%	0.0%	0.0%	0.0%	32.5%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian	4.3%	0.0%	0.0%	0.0%	5.0%
	Latino	73.9%	100.0%	100.0%	100.0%	55.2%
	Pacific Islander	8.7%	0.0%	0.0%	0.0%	0.7%
	White	0.0%	0.0%	0.0%	0.0%	3.0%

	Two or More	0.0%	0.0%	0.0%	0.0%	2.8%
	Unknown or Decline	0.0%	0.0%	0.0%	0.0%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	0.9%
	17	0.0%	0.0%	0.0%	0.0%	1.4%
	18	0.0%	0.0%	0.0%	20.0%	6.0%
	19	4.3%	0.0%	0.0%	0.0%	8.4%
	20	4.3%	0.0%	0.0%	0.0%	9.1%
	21	13.0%	0.0%	0.0%	0.0%	8.2%
	22	4.3%	0.0%	0.0%	0.0%	7.4%
	23	4.3%	0.0%	0.0%	0.0%	6.3%
	24	0.0%	3.4%	0.0%	0.0%	5.1%
	25-29	13.0%	10.3%	0.0%	20.0%	16.1%
	30-39	13.0%	27.6%	0.0%	0.0%	12.8%
	40-49	34.8%	44.8%	100.0%	20.0%	6.2%
	50-64	8.7%	13.8%	0.0%	40.0%	3.9%
65+	0.0%	0.0%	0.0%	0.0%	0.4%	
Class Load	Full-time	34.8%	0.0%	0.0%	20.0%	23.4%
	Part-time	60.9%	3.4%	100.0%	80.0%	71.5%
Academic Level	College degree	0.0%	0.0%	0.0%	0.0%	9.9%
	HS Grad	60.9%	24.1%	0.0%	40.0%	81.5%
	Not a HS Grad	17.4%	0.0%	0.0%	0.0%	3.1%
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	2.8%
	Unknown	21.7%	75.9%	100.0%	60.0%	4.8%
Educational Goal	Intend to Transfer	13.0%	6.9%	0.0%	0.0%	31.7%
	Degree/Certificate Only	30.4%	0.0%	0.0%	40.0%	7.3%
	Retrain/recertif.	0.0%	6.9%	0.0%	0.0%	4.4%
	Basic Skills/GED	13.0%	48.3%	0.0%	60.0%	5.8%
	Enrichment	4.3%	10.3%	0.0%	0.0%	1.6%
	Undecided	21.7%	24.1%	0.0%	0.0%	13.6%
	Unstated	17.4%	3.4%	100.0%	0.0%	26.8%

Course grade distribution

Note: Some ESL courses are not offered for credit. Students in these courses are still marked as "W" in the institutional data, creating "0%" success and retention rates for several ESL courses.

Non-credit courses are not grade based. No grades are assigned. Funding for non-credit courses is obtained through positive attendance records. Success rates in non-credit courses can only be

measured based on the number of students who successfully completed and transitioned into the next level.

The retention rates and success rates for the credit courses high.

Year	COURSE	Method	We	Grade I											Total	Succ.	Reten.		
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'					
2011	ESL-02A	Lecture	16													12	12	0.0%	0.0%
	ESL-02B	Lecture	16													5	5	0.0%	0.0%
	ESL-02C	Lecture	16													7	7	0.0%	0.0%
	ESL-02D	Lecture	16													1	1	0.0%	0.0%
	ESL-03A	Lecture	16													8	8	0.0%	0.0%
	ESL-03B	Lecture	16													2	2	0.0%	0.0%
	ESL-03C	Lecture	16													1	1	0.0%	0.0%
	ESL-52A	Lecture	16	3	7	4			1					4		19	73.7%	78.9%	
	ESL-53A	Lecture	16	6	2	4							2	1		15	80.0%	80.0%	
2011 Total				9	9	8			1				6	37	70	37.1%	38.6%		
2012	ESL-02D	Lecture	16													2	2	0.0%	0.0%
	ESL-03B	Lecture	16													1	1	0.0%	0.0%
	ESL-52B	Lecture	16	3	5	3			1	1						3	16	68.8%	81.3%
	ESL-53B	Lecture	16	5	1	3										8	17	52.9%	52.9%
2012 Total				8	6	6			1	1				14	36	55.6%	61.1%		
2013	ESL-02A	Lecture	16													11	11	0.0%	0.0%
	ESL-02B	Lecture	16													10	10	0.0%	0.0%
	ESL-02C	Lecture	16													2	2	0.0%	0.0%
	ESL-03A	Lecture	16													17	17	0.0%	0.0%
	ESL-03B	Lecture	16													16	16	0.0%	0.0%
2013 Total															56	56	0.0%	0.0%	
2014	ESL-02A	Lecture	16													8	8	0.0%	0.0%
	ESL-02B	Lecture	16													2	2	0.0%	0.0%
	ESL-02C	Lecture	16													4	4	0.0%	0.0%
	ESL-03A	Lecture	16													16	16	0.0%	0.0%
	ESL-03B	Lecture	16													1	1	0.0%	0.0%
	ESL-51A	Lecture	16	4	5											9	100.0%	100.0%	
	ESL-52A	Lecture	16	3	4	2								2		11	81.8%	81.8%	
2014 Total				7	9	2								33	51	35.3%	35.3%		
2015	ESL-51B	Lecture	16	2	2											1	5	80.0%	80.0%
2015 Total				2	2									1	5	80.0%	80.0%		

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

Note: Some ESL courses are not offered for credit. Students in these courses are still marked as “W” in the institutional data, reducing the overall success rates for the ESL program. The following table reflects success rates for all ESL courses, including noncredit.

Program Success Standard	13.4%
5-year Program Success Average	26.8%

Year	Total Grades	Success Rate
FA 2011	70	37.1%
2012	36	55.6%
2013	56	0.0%
2014	51	35.3%
SP 2015	5	80.0%

The following table reflects success rates for only the ESL credit courses that were counted into this survey. (ESL-51A, ESL-51B, ESL-52A, ESL-52B, ESL-53A, ESL-53B).

Year	Total Grades	Success Rate
FA 2011	34	76.5%
2012	33	60.6%
2013	N/A	N/A
2014	20	90.0%
SP 2015	5	80.0%

Fall Term Demographic Success (2011-2014)*

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Success	N	Success	N	Success	N	Success	N
African-American	40.0%	X	0.0%	X	0.0%	X	0.0%	X
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Latino	41.4%	58	0.0%	X	0.0%	23	35.4%	48
Pacific Islander	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	0.0%	X	0.0%	X	0.0%	X	100.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Gender</i>								
M	40.7%	27	0.0%	X	0.0%	X	7.1%	14
F	40.5%	37	0.0%	X	0.0%	15	47.2%	36
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	66.7%	X	0.0%	X	0.0%	X	50.0%	X
20 to 24	60.0%	X	0.0%	X	0.0%	X	66.7%	X
25 to 49	32.4%	37	0.0%	X	0.0%	17	25.7%	35
Over 49	36.4%	11	0.0%	X	0.0%	X	60.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

*This data includes W's for students enrolled in noncredit ESL courses.

Spring Term Demographic Success (2012-2015)*

<i>Ethnicity</i>	Spring 2012		Spring 2013		Spring 2014		Spring 2015	
	Success	N	Success	N	Success	N	Success	N
African-American	66.7%	X	0.0%	X	0.0%	X	0.0%	X
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	X	0.0%	X	0.0%	X	0.0%	X
Latino	51.7%	29	0.0%	32	0.0%	X	80.0%	X
Pacific Islander	66.7%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Gender</i>								
M	56.3%	16	0.0%	13	0.0%	X	100.0%	X
F	55.0%	20	0.0%	19	0.0%	X	75.0%	X
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	0.0%	X	0.0%	X	0.0%	X	100.0%	X
20 to 24	36.4%	11	0.0%	X	0.0%	X	0.0%	X
25 to 49	68.4%	19	0.0%	27	0.0%	X	100.0%	X
Over 49	75.0%	X	0.0%	X	0.0%	X	50.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

*This data includes W's for students enrolled in noncredit ESL courses.

Retention rates

Note: Some ESL courses are not offered for credit. Students in these courses are still marked as "W" in the institutional data, reducing the overall retention rates for the ESL program. The following table reflects retention rates for all ESL courses, including noncredit.

Year	Total Grades	Retention Rate
FA 2011	70	38.6%
2012	36	61.1%

2013	56	0.0%
2014	51	35.3%
SP 2015	5	80.0%

The following table reflects retention rates for only the ESL courses counted as credit (ESL-51A, ESL-51B, ESL-52A, ESL-52B, ESL-53A, and ESL-53B).

Year	Total Grades	Success Rate
FA 2011	34	97.1%
2012	33	66.7%
2013	N/A	N/A
2014	20	90.0%
SP 2015	5	80.0%

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

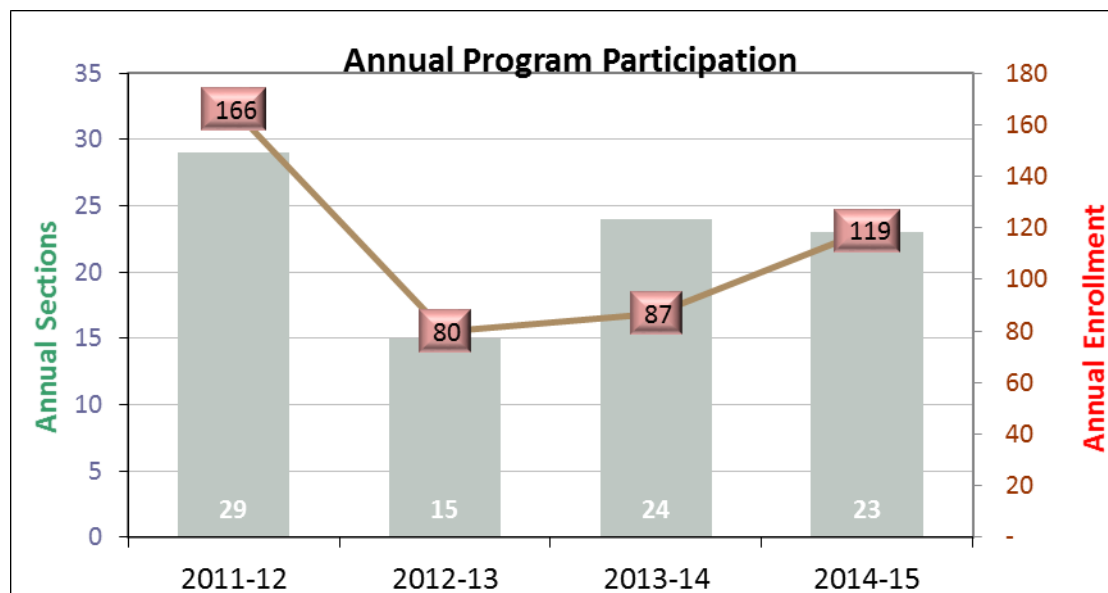
There are no ESL courses offered in distance education.

- 1) Being economically underrepresented, most of the ESL students in the non-credit ESL program do not have computers at home. In addition, the school does not provide any online ESL classes to encourage distance education for them. Therefore, it would be unfeasible to offer online courses.
- 2) Having been newly introduced to the America educational system, ESL students need face-to-face instruction to acquire aural/oral language skills and interaction with English speakers. Distance education may very well promote isolation imposed on them by their limited English proficiency.

Enrollment statistics with section and seat counts and fill rates

The data reflects a tremendous decline in the ESL student population. From 2012 to 2013, the program lost 163 students. Enrollment could have been affected by the 2008 economic crisis the United States was experiencing and many students determined that their priority was to work to support a family rather than studying. In addition, during this same period, administration at El Camino College and the Compton Center started to question the validity of noncredit courses and little by little, the program's cohesiveness was compromised. Perhaps a course that a student should take concurrently with another course was canceled, or an entire level was eliminated because it was slow to fill. This meant many students were left out of classes and they did not continue their studies at the Center.

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	166	80	87	119	113



Note: Section fill rate data is unavailable due to students listed as Ws for noncredit courses.

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

Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	57.0%	35.8%	23.5%	58.5%
Night	43.0%	64.2%	76.5%	41.5%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2012	2013	2014	2015
Day	84.7%	52.1%	81.0%	60.3%
Night	15.3%	47.9%	19.0%	39.7%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Improvement rates (if applicable)

This is not applicable.

Additional data compiled by faculty (curriculum)

**ESL 4 SEMESTER PLAN
Spring 2014 - spring 2015**

Morning

SP-13	SU-13	Fall 13	SP -14	SU -14	Fall 14	SP-15	SU- 15
02A	02B	02A	02B	02C	02A	02B	02A
03A		03A	03B		03A	03B	02C
02B		02C	02D (added)		02C	02D	
03B		03C	03D (added)		03C	03D	
					51A	51B	
					52A	52B	
					53A	53A	

Evening

Spring 13	SU 13	Fall 13	SP 14	SU 14	Fall 14	SP-15	SU-15
02A	02B	02A	02A	02B	02A	02B	02A
02C		03A	03A	03B	03A	03B	
03A		02B	02B	02C	02B	02C	02C
03B		03B	03B		03B	03C	
		02C	02C		02C	02D	
		03C	03C		03C	03D	
			02D (added)		02D	02A	
			03D (added)		03D	03A	

ESL 3 SEMESTER PLAN 15-17 CREDIT/NONCREDIT

MORNING

Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017

ESL02A	ESL02A	ESL02A	ESL02A	ESL02A	ESL02A	ESL02A
ESL02C	ESL03A	ESL03A		ESL03A		ESL03A
	ESL02C	ESL02B		ESL02B		ESL02B
	ESL03C	ESL03B		ESL03B		ESL03B
	ESL 51C			ESL02C		ESL02D
	ESL 52A			ESL03C		ESL03D
	ESL 53A					ESL52A
						ESL53A

EVENING

Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017
ESL02A	ESL02A		ESL02B	ESL02D	ESL02A	ESL02C
ESL02C	ESL03A			ESL03D		ESL03C
	ESL02B					
	ESL03B					
	ESL02C					
	ESL03C					

List any related recommendations.

3. Curriculum

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

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

During the past four year, all but three of the nine ESL non-credit courses have been reviewed and updated. The six courses that have been updated are ESL 02A, 02B, 02C, 02D, 03A, and 03B. Two of the three remaining courses (03C and 03D) will be reviewed and updated this academic year (2017-2018). The remaining course, ESL 01, was deactivated prior to review. All of the credit ESL courses have been reviewed and updated by the El Camino College faculty.

- | | |
|---------------------------|----------------------------|
| ESL 01 – Approved in 2009 | ESL 51A – Reviewed in 2011 |
| ESL 2A – Reviewed in 2016 | ESL 51B – Reviewed in 2011 |
| ESL 2B – Reviewed in 2016 | ESL 51C – Reviewed in 2011 |
| ESL 2C – Reviewed in 2016 | ESL 52A – Reviewed in 2011 |
| ESL 2D – Reviewed in 2016 | ESL 52B – Reviewed in 2011 |
| ESL 3A – Reviewed in 2012 | ESL 52C – Reviewed in 2011 |
| ESL 3B – Reviewed in 2012 | ESL 53A – Reviewed in 2012 |
| ESL 3C – Approved in 2006 | ESL 53B – Reviewed in 2012 |
| ESL 3D – Approved in 2006 | ESL 53C – Reviewed in 2012 |

Explain any course additions to current course offerings.

Since 2009, there have been no additional courses to the current course offerings. Within the last few years, administration has constantly recommended reduced offerings of the ESL non-credit program.

Explain any course deletions and inactivations from current course offerings.

ESL 01, Preparation for Naturalization and Citizenship, has been the only course recently deactivated because it was a stand-alone course, not related to the grammar and reading and writing courses and one offered only one semester. Deactivation was not a recommendation of the ESL faculty, but rather an administration decision. In recent years, the ESL department has been faced with downsizing, so much so that two of its three full-time professors have been transferred out of the program and into Counseling and English. The current administration does not support offering non-credit courses citing the low FTES funds these courses generate. Since many of our students in non-credit courses are undocumented, ESL courses represents for administration an extra economic cost. As a result, the program's cohesiveness in level offerings has been interrupted and compromised and noncredit ESL courses are always the first to be canceled even though they could potentially fill if they are allowed to stay open until the second week of class. This action on the part of the administration has resulted in students not enrolling in courses that should be taken together, or not finding the appropriate course level per the student's testing results. It is not surprising to find a student enrolled in an intermediate reading and writing course together with a low beginning conversation and grammar class. Many students have repeated the same course twice because they cannot find their appropriate level in the class schedule. This type of measures in scheduling is detrimental to language learning. English, like any other language, is a system of structural patterns of which "the three central subsystems are the grammatical, the phonological, and the morphophonemic." Therefore, language matters are treated not as isolated features but as structures that develop in complexity with the system. To help ESL students gain control of English as a new language, we must lead them systematically through the new language, a little at a time, and through a controlled sequence of structural patterns that are of progressive difficulty. ESL students appreciate the progress they make in acquiring the English language. Their increased ability in communicative skills brings them closer to fulfilling their goals of transferring to academic majors, and reduces their difficulty in getting jobs. The acquired knowledge will equip them to cope with a society that is critical of language performance, hence provides them with strong motivation for learning and completing the program.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)

There are no ESL courses offered in distance education.

1) Being economically underrepresented, most of the ESL students in the non-credit ESL program do not have computers at home. In addition, the school does not provide any online ESL classes to encourage distance education for them. Therefore, it would be unfeasible to offer online courses.

2) Having been newly introduced to the American educational system, the ESL students need face-to-face instruction to acquire aural/oral language skills and interaction with English speakers. Distance education may very well promote the isolation imposed on them by their limited English proficiency.

Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:

There are no degrees or certificates attached to the ESL courses. However, the make-up of the non-credit and credit ESL courses fosters the acquisition of the four linguistic skills of listening, speaking, reading, and writing – skills that are essential for success in college-level courses as well as vocational careers. As the students proceed from one level to the other, they acquire the structural patterns that develop in complexity to facilitate the acquisition of the skills necessary for the improvement of the cognitive processes and communication in English. Their spoken language, as well as their written language, continue to show less traces of their first language as they move up the ladder in the courses. Such progress entails increased performance and involvement in classroom activities. With this in mind, it is crucial that all levels of noncredit ESL courses be offered during a given semester so that students' transition into the workforce or higher academic classes is successful.

In the past, all non-credit ESL courses have been added to the schedule so there was no course offering cycle. Recently, because of the cutbacks in course offerings and low enrollment, the department has established a course offering cycle in consultation with the division chair, the Dean of Student Success and the Vice President of Academic Affairs. The renewed outlook in the scheduling of ESL courses has established offering courses either in the morning or the evening, but not both times.

Every semester, credit ESL courses have been included in the schedule of classes, but since two years ago, not one class has made. Two reasons account for the low enrollment.

1. The undocumented students cannot register for credit ESL courses because they have no means to pay international tuition fees, textbooks, etc.
2. For fear of being stigmatized as non-proficient in the English language, documented ESL students eligible for credit ESL courses choose to go directly into English basic skill courses intended for native speakers by choosing the native-speaker placement test (Accuplacer) instead of the ESL placement exam (LOEP).

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

This does not apply to the ESL Program.

2. Are there any concerns regarding program courses and their articulation?

This does not apply to the ESL Program.

3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

These questions do not apply to our ESL Program.

List any related recommendations.

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

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

HUMANITIES

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: English as a Second Language (ESL)		Number of Courses: 9	Date Updated: 03.17.2015	Submitted by: Kevin Degan, ext. 3355						
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>						
SLOs				SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
				P1	P2	P3	1	2	3	4
PLOs							PLO to ILO Alignment <i>(Mark with an X)</i>			
							1	2	3	4
PLO #1 Mastery of Listening and Speaking Skills								X		
Upon completion of the credit ESL program, students will have the listening and speaking skills to successfully complete English 1A.										
PLO #2 Reading Skills							X			
Upon completion of the credit ESL program, students will have the reading skills to successfully complete English										
PLO #3 Writing Skills							X	X		X
Upon completion of the credit ESL program, students will have the writing skills to successfully complete English										

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment			
	P1	P2	P3	1	2	3	4
ESL 52A Introduction to Reading and Vocabulary Building: SLO #1 Given a low intermediate text, students will Identify main ideas and specific details.		X		X			
ESL 52A Introduction to Reading and Vocabulary Building: SLO #2 Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
ESL 52A Introduction to Reading and Vocabulary Building: SLO #3 Given a low intermediate text, students will choose the correct word form to complete a sentence.		X					
ESL 52A Introduction to Reading and Vocabulary Building: SLO #4 Given a low intermediate text, students will explain plots, describe settings and characters.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #1 Given a high intermediate text, students will interpret the implied meaning or intent.		X		X			
ESL 52B Intermediate Reading and Vocabulary Building: SLO #2 Given a high intermediate text, students will identify main ideas and specific details.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #3 Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #4 Given a high intermediate text, students will choose the correct word form to complete a sentence.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #5 Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.		X					
ESL 52C Advanced Reading: SLO #1 Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.		X		X			
ESL 52C Advanced Reading: SLO #2 Given an advanced text, students will identify and examine literary devices, such as metaphor,		X					
ESL 52C Advanced Reading: SLO #3 Given an advanced text, students will define the meaning of unfamiliar words from the context.		X					
ESL 52C Advanced Reading: SLO #4 Given an advanced text, students will interpret implied meaning or intent.		X					
ESL 52C Advanced Reading: SLO #5 Given an advanced text, students will restate main ideas.		X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
	ESL 53A Elementary Writing and Grammar: SLO #1 Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.			X			
ESL 53A Elementary Writing and Grammar: SLO #2 Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.			X		X		
ESL 53A Elementary Writing and Grammar: SLO #3 Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.			X				
ESL 53B Intermediate Writing and Grammar: SLO #1 Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.			X				
ESL 53B Intermediate Writing and Grammar: SLO #2 Students will use textual evidence from a high-intermediate level text.			X	X	X		
ESL 53B Intermediate Writing and Grammar: SLO #3 Students will use proper formatting and basic documentation of sources.			X				
ESL 53B Intermediate Writing and Grammar: SLO #4 Students will demonstrate correct grammar and sentence structure at the high-intermediate level.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #1 Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #2 Students will use basic research skills and textual evidence from an advanced-level text.			X	X	X		X
ESL 53C Advanced Essay Writing and Grammar: SLO #3 Students will use proper formatting and MLA documentation.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #4 Students will demonstrate correct grammar and sentence structure.			X				

Program: Non-Credit English as a Second Language (ESL) <i>(Compton-Only Courses)</i>		Number of Courses: 8	Date Updated: 09.30.2014	Submitted by: Dalia Juarez, ext. 2231
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
	SLO-PLO-ILO ALIGNMENT NOTES: <p>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</p> <p>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</p>			
PLOs	PLO to ILO Alignment <i>(Mark with an X)</i>			
	1	2	3	4
PLO #1 Oral Skills For Interaction Upon completion of the non-credit ESL program, students will demonstrate the use of oral skills that are necessary for interaction in an English-speaking environment.		X		
PLO #2 Improving Employability Upon completion of the non-credit ESL program, students will be able to apply listening, speaking, reading and writing skills learned in the program to improve their employability.	X	X		
PLO #3 Entry into the Credit Program Upon completion of the non-credit ESL program, students will demonstrate reading and writing skills necessary for entry for the Credit Program.	X	X		

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 02A Grammar and Conversation Level I: SLO #1 Students will demonstrate, through face-to-face conversations, comprehension of simple words and phrases used in common everyday context.				X	X		
ESL 02A Grammar and Conversation Level I: SLO #2 Students will ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.							
ESL 02A Grammar and Conversation Level I: SLO #3 Students will use words that signal differences between present and past in simple statements related to common activities.							
ESL 02B Grammar and Conversation Level II: SLO #1 Students will demonstrate through face-to-face conversation understanding of simple questions and answers in standard English.				X	X		
ESL 02B Grammar and Conversation Level II: SLO #2 Students will participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions including questions about possessive nouns and possessive adjectives.							
ESL 02B Grammar and Conversation Level II: SLO #3 Students will describe a sequence of events in the past dealing with personal life.							
ESL 02C Grammar and Conversation Level III: SLO #1 Students will demonstrate understanding of face-to-face speech in standard English using learned grammatical idiomatic structure to answer questions in the present, past and future.				X	X		
ESL 02C Grammar and Conversation Level III: SLO #2 Students will use prediction strategies to understand new vocabulary in context.							
ESL 02C Grammar and Conversation Level III: SLO #3 Students will participate in face-to-face conversations to tell about personal histories or describe places or people.							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 02D Grammar and Conversation Level IV: SLO #1 Students will demonstrate listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty							
ESL 02D Grammar and Conversation Level IV: SLO #2 Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual materials, description, or topics that involve familiar fields of knowledge with some lack of fluency				X	X		
ESL 02D Grammar and Conversation Level IV: SLO #3 Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses: search for appropriate word choice or grammatical accuracy may inhibit							
ESL 03A Reading and Writing Level I: SLO #1 (Reading) Students will interpret isolated vocabulary words and phrases in context							
ESL 03A Reading and Writing Level I: SLO #2 (Reading) Students will predict meanings of unfamiliar words in familiar contexts							
ESL 03A Reading and Writing Level I: SLO #3 (Reading) Students will use learned strategies to identify the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics				X	X		
ESL 03A Reading and Writing Level I: SLO #4 (Reading) Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal context							
ESL 03B Reading and Writing Level II: SLO #1 (Reading) Students will be able to predict meaning of unfamiliar vocabulary, distinguish facts from opinions and use context clues to find meanings							
ESL 03B Reading and Writing Level II: SLO #2 (Reading) Students will develop a topic sentence and supporting sentences to describe a familiar topic				X	X		
ESL 03B Reading and Writing Level II: SLO #3 (Reading) Students will write sentences to create short narrative paragraphs to describe daily activities or past events using chronological order and simple past tense							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 03C Reading and Writing Level III: SLO #1 (Reading) Students will use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea and supporting details.							
ESL 03C Reading and Writing Level III: SLO #2 (Reading) Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.				X	X		
ESL 03C Reading and Writing Level III: SLO #3 (Reading) Students will write related sentences to form paragraphs, and proofread and edict their writing.							
ESL 03D Reading and Writing Level IV: SLO #1 Advance Reading and Comprehension Skills Students will use appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or				X	X		
ESL 03D Reading and Writing Level IV: SLO #2 Advance Writing Skills Students will write short comparison/contrast or cause/effect paragraphs, using appropriate signal words and Punctuation.							

a) Provide a timeline for course and program level SLO assessments.

SLO and Assessment Timeline: Four-Year Cycle

Program Name	ESL Department
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SLO Assessment Timeline: Create Your 4-Year Assessment Plan

Directions: Starting in academic year 2011-2012, SLOs will be assessed over a four-year cycle at Compton. Because program review will start occurring in calendar years (i.e. Spring to Fall semester), the grid below is organized by calendar year rather than academic year, Plan out your program’s assessments so that all SLOs (both course-and program-level) are assessed at least once every four years.

Year	Semester	Course-Level SLOs Assessed	Program-Level SLOs Assessed
Year 1 of 4-Years SLO Cycle <i>(3 years before Program review)</i>	Spring Year 1 2014; 2017	ESL02A ESL03A	
	Fall Year 1 2014; 2017	ESL02B ESL03B	
Year 2 of 4-Year SLO Cycle <i>(2 years before Program review)</i>	Spring Year 2 2015; 2018	<i>ESL02C</i> <i>ESL03C</i>	
	Fall Year 2 2015;	ESL02D ESL03D	

	2018		
Year 3 of 4 Year-SLO Cycle <i>(1 year before Program review)</i>	Spring Year 3 2016; 2019	ESL02A ESL03A	Non-Credit ESL Program SLO
	Fall Year 3 2016; 2019	ESL02B ESL03B	
Year 4 of 4-Year SLO Cycle <i>(Year of Program Review)</i>	Spring Year 4 2017; 2020	ESL02C ESL03C	Program Review (starts)
	Fall Year 4 2017; 2020 Year 4	ESL02D ESL 03D	Program Review (ends)

* Note: Indicate which SLOs will be assessed in the timeline by indicating the number or title of the SLO.

b) State the percent of course and program SLO statements that have been assessed.

Course level SLOs for the following courses were assessed over the past four years:

Non-Credit ESL Program

Conversation and Grammar:

ESL 2A – level I

ESL 2B – level II

ESL 2C – level III

ESL 2D – level IV

All the four levels of non-credit courses have been assessed. In all the four levels, students met the required expectations for success by achieving high success rates – above 70% - on the four levels of SLOs assessment tests. Some morning or evening students, however, rated a slightly higher than others. Reasons being that some students are non-working students thereby can maintain better focus in class. In addition, some students have better access to the campus resources and more exposure to student life activities. In addition, it was noted, based on our data analysis, that more considerable focus need to be given to developing speaking skills that utilize the targeted grammatical structures.

Recommendations: To assure 100% success rates for these courses:

1. Continue allowing the use of the establish lab for ESL students to provide more practice in reading and writing, with a specific interactive oral section to improve pronunciation and conversation.
2. Allow those students, who perform below satisfactory rates, the opportunity to repeat the course.
3. Provide in-class tutors to work with students who need immediate help and more time on task.

Reading and Writing courses:

ESL 3A – Level I

ESL 3B – Level II

ESL 3C – Level III

ESL3D – Level IV

All of the Reading and Writing courses have been assessed.

For the last few semesters, the ESL faculty been seriously engaged in assessing course SLOs and the course PLO's in the ESL program. For all the assessed levels, students met the required success rates – above 70%.

In both morning and evening groups, students performed significantly better in reading than in writing. This is explained by the fact that reading is a non- performance (passive) activity involving the skills of recognition, identification and guessing. Writing, on the other hand, is a performance activity, which requires many skills: generating ideas, creating logical order and unity, making appropriate word choice, and applying rules of grammar, punctuation, and the mechanics of writing.

Recommendations: To assure higher success rates – 80% and higher in the courses.

1. Establish a lab specifically assigned for ESL students to provide more practice in reading and Writing.

2. Allow those students, who perform below satisfactory rates, the opportunity to repeat the course.
 3. Provide in-class tutors to work with students who need immediate help and more time on task.
 4. Offer all levels of the Non-Credit ESL Reading and Writing courses every semester without any interruption. Language acquisition is a highly complex and delicate process where maintaining a sequence of course offering is essential for student learning. For language acquisition to develop for academic purposes, it does require a curriculum that is structured sequentially. Language skills and structures cannot emerge at random; they require a carefully planned sequence.
- Recommendations 4 has not been met as the trend in our school has recently been toward cutting down the Non-Credit Program because of lack of funding, and it is not cost effective.

Credit ESL Program

Reading:

ESL 52B

84/6% of the students passed the test for the SLO assessment, with only two students falling below the satisfactory level.

Recommendations: To assure 100% success in this course:

1. Monitor students' progress early in the semester.
2. Refer those having difficulty to tutoring, learning support groups, and/one-one tutoring with instructor

Writing:

ESL 53B

About 45% of the students fell below the satisfactory level of achievement. The failing group was identified as not having taken the non-credit courses or the equivalent.

Recommendations: To assure higher success rates in this course:

1. Assign a bilingual employee, at the assessment center, who is qualified in recognizing the different levels of English proficiency among the ESL students who are to be assessed for English classes. Otherwise, students might be referred to the assessment test not appropriate to the level of their proficiency, i.e. CELSA / LOEP.
2. As writing is a highly demanding skill in language acquisition, students should have more practice in writing exercises.

- c) **Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

ESL PLOs

- PLO # 1: Upon completion of the non-credit ESL program, students will demonstrate proficiency in oral skills that are necessary for interaction in an English-speaking environment.

- PLO # 2: Upon completion of the non-credit ESL program, students will be able to apply listening, speaking, reading and writing skills learned in the program to improve their employability.
- PLO # 3: Upon completion of the non-credit ESL program, students will demonstrate entry-level reading and writing skills for the Credit Program.

Assessment Instruments

- PLO # 1:** Students will use a script to conduct a conversation on an everyday topic.

Presentation/Skill Demonstration - Students were given a dialogue activity in which they needed to use the comparative form of adjectives in a shopping role-play.

Twelve students took this assessment and 10 students received 100%, two students received 95% in the dialogue. (04/30/2015) (Spring 2015)

- PLO #2:** Students will participate in a mock interview or write a cover letter for a job application.

Students participated in interviews for two different ESL positions; one was for Supplemental Instruction Coach (SI Coach) and the other position was for a Tutoring position.

Fifteen students took the assessment. Ten of the students performed well above the expected 70% goal. Five of the students performed below the 70%. Two of the five students scored 60% and three scored 66%. However, the total average range for the class as a whole was 70.5%. Of those students who scored below the 70% had difficulty attending the class.

- PLO # 3:** Assessment Instruments: Students will take LOEP test.

The LOEP is an exam to assess the students' levels of English proficiency.

This exam is given to students at the end of the fourth level of the non-credit ESL02D. The scores the student receives in the exam determines not only the placement in the appropriate credit ESL courses but also the success the students has had throughout the four levels of the non-credit courses. This test consists of three parts; one part is computerized to assess Reading and Vocabulary, one is the written part to assess the level of writing, and the third is an interview to assess verbal skills. For this PLO assessment, students were assessed through the computerized and the written parts only.

Year of Assessment (Fall 2016)

Ten students of the ESL02D Conversation and Grammar class were assessed. Four students obtained a high score that qualifies them to be placed in 52B and 53B which is the second level of the credit courses. The other 6 students received a lower score, but they passed the assessment with a good score to be placed in the first level 52A and 53A which allows them to be placed in the first level of the credit ESL courses, too.

SLOs Assessments (Spring 2014)

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

ESL02A-9395 Grammar and Conversation Level I

SLO# 1: Students will demonstrate face-to-face conversations, comprehension of simple words and phrases used in common everyday context.

SLO#2: Students will ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.

Ten students were assessed for this introductory level of grammar and conversation. Nine students scored 80% or above the expected 70% or above on this SLO. Only one scored below the 70%.

ESL02A-9395

SLO#3: Students will use words that signal differences between present and past in simple statements related to common activities. (Spring 2016)

For this ESL02A-9395, 18 students were assessed. 16 of the students passed the assessment with high percentages that were 72% to 90%. There were only 2 students who scored a 66 and a 68 percent. These students had difficulty attending the class on time and unavailable to obtain assistance from tutors.

SLOs Assessments (Spring 2014)

ESL02B-9396 ESL02B-9397 Grammar and Conversation Level II

SLO#1: Students will demonstrate through face-to-face conversation understanding of simple questions and answers in Standard English.

SLO#2: Students will participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions including questions about possessive nouns and possessive adjectives.

Two groups of students, from class ESL 2B, took part in this assessment: Eighteen students from the morning class - section # 9396 - and 10 from the evening class - section# 9397. The assessment included pair-partner activities. Each student was given a sample of a conversation that included unfamiliar topics learned in class. Students were instructed to play the role of the character in the conversation. The target vocabulary was given for students to select the appropriate word to fill in the blanks. The 3rd activity was divided into two groups. In-group 1, students (A) read the statement and student (B) selected the reason from the target statement given in the box. The assumption was that both morning and evening students would perform well in the assessed target language – English.

Students were evaluated in five areas of language competencies – communicative skills:

1. Listening comprehension	10 points
2. Speaking skill – Response	10 points
3. Vocabulary	10 points
4. Grammatical structures at the low intermediate level	20 points
Total	50 points

		<u>Morning Group</u> Eighteen Students	<u>Evening Group</u> Ten Students
1. Listening Skill	(10 points)	173 / 96%	9.9 / 99%
2. Speaking Skill	(10 points)	153 / 85%	9.8 / 98%
3. Vocabulary – Sub Skill	(10 points)	150 / 83%	9.6 / 96%
4. Grammar – Sub Skill	(10 points)	164 / 9.1%	8.9 / 8.9%
5. Grammar	(10points)	164 / 9.1%	8.9 / 8.9%

Based on the scores, both groups scored above the expected 70% standard on this assessment.

SLO#3: Students will describe a sequence of events in the past dealing with personal life. (Spring 2016)

Ten students took the assessment for this ESL02B-9397. Nine out of ten students passed the test successfully. Only one student was not able to pass the assessment well. This may be due to low attendance.

SLOs Assessments - ESL02C will be assessed (2017-2018)

ESL02D-9400 Conversation and Grammar Level IV (Spring 2016)

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

SLO#1: Students will demonstrate listening skills related to native speakers’ utterances that contain some unfamiliar vocabulary without much difficulty.

Exam: The title of the conversation was, “Listening Plans of the Day.”

This was a two-part exam.

Part A. Students took the assessment by listening to a conversation between two roommates. Students had to fill in the blank spaces with the words that they heard in a recording to complete the conversation. The recording was played two times only.

Part B. True or False Statements. Students reread the conversation. After that, they had to read a number of statements and identify the statement by circling the T for true or the F for false. Basing the answer on the information in the conversation.

Twelve students were assessed in this ESL02D course. The average passing percentage for all the class was 72%. The expected passing standard of 70% was met.

SLO#2: Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual materials, description, or topics that involve familiar fields of knowledge with some lack of fluency.

This was a two-part exam.

Part A. Facts and Conclusions

Students had to demonstrate understanding of a conversation they heard in a recording by matching the facts about a man named Keith with the conclusion.

Part B: Dinner

Students had to complete Keith’s conversation with his parents at a restaurant.

They needed to use correct forms of the words that were given in parenthesis. They

also had to put the words in the correct order.

The same twelve students were assessed in this ESL02D course. The average passing percentage for all the class was 72%. The expected passing standard of 70% was met.

SLO#3: Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses: search for appropriate word choice or grammatical accuracy may inhibit communication and limited fluency.

Will be assessed (2017-2018)

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

ESL03A- Reading and Writing Level I (Fall 2014)

SLO#1: (Reading)-Students will interpret isolated vocabulary words and phrases in familiar contexts.

The instrument used to assess all four SLOs was a combination of predicting meaning of unfamiliar words and vocabulary phrases in familiar context, identifying the topic, main idea and supporting details. A second part to this assessment was a reading exam for comprehension and a writing of a paragraph.

In the reading part, the students were able to interpret the meaning of the isolated vocabulary words and phrases according to the SLO requirement. Based on the results, all the students passed the assessment. They all scored an average 70% and above.

SLO#2: (Reading)-Students will predict meaning of unfamiliar words in familiar contexts using context clues.

Although this SLO was assessed in the fall 2014, it was assessed again in spring 2015.

The assessment instrument consisted of a reading exam for comprehension and writing a paragraph. The data that was entered as results say that six out of the 16 students passed the reading with 70% and 12 out of 16 students passed the writing part with also a 70% and above. The students that performed below was due to low attendance in class.

SLO#3: (Reading)-Students will use learned strategies to identify the topic, main idea, and supporting details to interpret short narrative or descriptive passage on familiar topics.

The assessment instrument was a reading exam and writing a paragraph.

Thirty-three students were assessed. All 33 students passed with a score of 70% and above. The standard was a success.

This SLO was assessed again in the spring 2016. This time 15 students were assessed and 10 passed the assessment with a score between 70% and 90%. The overall percent of the class was 75%.

SLO#4: Spring 2014

(Writing)-students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structure in a personal experience.

The assessment instrument was a reading exam and writing a paragraph.

Sixteen students took this assessment. Twelve of the passed the assessment scoring 70% and higher. Students successfully passed the exam and successfully met the target standard.

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

ESL03B Reading and Writing Level II (Spring 2014)

SLO#1: (Reading)-Students will be able to predict meaning of unfamiliar vocabulary, distinguish facts from opinions and use context clues to find meanings. The assessment tool was a reading exam. Two class sections took the assessment. A group of eighteen students was from the morning class, and 12 students were from the evening class. Eleven students from the morning class passed with a score of 70% and above. The 12 students from the evening class passed with a score of 70% and above. The evening group performed better than the morning group in the reading portion of the assessment. The discrepancy may be because there are different academic levels of students. Some have accomplished higher levels of studies in their countries. These students may have the ability to comprehend better the target language – English.

SLO#2: (Writing)-Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic. (Spring 2015)

Assessment Tool: The instructions were to write a paragraph about the students own character, and to write a topic sentence and at least three supporting sentences to support the topic. The title was *More about Me*.

Ten students took the assessment. Nine of the ten students passed the assessment with a score of 70% and above. Only one students scored below the 70% target.

SLO#3: (Writing)-Students will write sentences to create short narrative paragraph to describe daily activities or past events using chronological order and simple past tense. (Spring 2016)

Assessment Tool: The instructions were to write a narrative paragraph about a typical day in their lives, and to write the sentences in a chronological order of events. (e.g. shower, brush their teeth, eat, breakfast, lunch, dinner, etc.) The maximum score were ten points.

Nineteen students took the assessment. Ten students obtained a score of 10 points and seven students obtained 9 points. All the 19 students passed the assessment and met the target standard of the 70%.

SLOs Assessments - ESL03C will be assessed (2017-2018)

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

ESL03D-9405 Reading and Writing Level IV (Spring 2016)

SLO#1: (Advance Reading and Comprehension Skills)-Students will use appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, making inferences, or interpret the author's point of view.

Assessment Tool: An examination that parallels the instructional emphasis of the textbook.

Students were required to identify whether a statement was fact or opinion. In

addition, students had to distinguish if statements in a paragraph were fact or opinion. Given the situation, students had to infer what the outcome most likely would be. In the final part of the instrument, students had to use contextual clues to answer the questions.

Fourteen students took the assessment in this course. The average percentage rate for the class was 88%. Of the 14 students who took, the test 9 scored between 91 and 100 percent. Four students scored between 71 and 80 percent. Only one students scored below the 70 percent. That score was 68 percent. That student had a problem with attendance.

SLO#2: (Advance Writing Skills)

This SLO's assessment will take place during the (2017-2018) assessment cycle.

ESL51A: Introduction to English in Conversation (Fall 2014)

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

SLO#1: Students will plan and deliver a 3-5 minute speech on a beginning level topic.

The method of assessment used was a 3-5 minute speech on a cultural artifact.

Students obtained a grade based on length, content, posture and eye contact, clear speaking and grammar and vocabulary. Nine students took the assessment and all nine students passed with a score of 70% and above.

SLO#2: Students will use relatively comprehensible pronunciation and stress patterns.

(Fall 2014) Students took a test of 10 multiple-choice questions and selected the correct end phonetic sound of a word. Nine students took this assessment and all nine students passed the assessment with a score of 70% and above. Students performed passing the set target of success.

SLO#3: Students will respond appropriately to questions about a familiar topic. (Fall 2014)

The method of assessment was a 5-7 minute demonstration or biography speech.

The assessment tool graded students on length, content, posture and eye contact, clear speaking and grammar/vocabulary. Nine students took the assessment and all nine students passed and met the 70% or above standard target of success.

SLO#4: Students will demonstrate comprehension of a beginning-level listening passage.

(Fall 2014) The method of assessment was a story students listened to and then answered 10 multiple-choice questions to demonstrate comprehension of the story. Nine students took this assessment and eight passed meeting the 70% and above target goal.

ESL52A: Introduction to Reading and Vocabulary Building

Standard and Target of success:

It is expected that 70% of the students score 70% or above on this SLO.

SLO#1: Given a low intermediate text, students will identify main ideas and specific (Fall 2014) details.

Assessment Instrument: Students took test on two short reading selections. One selection was a short prose reading that the students had not seen or studied by the students before. The other selection was a reading students had read and discussed before the test. One main idea question and four detail questions were about each

reading. Nine students took this assessment and all nine students passed the exam with the anticipated goal of 70% and higher.

SLO#2: Given a low intermediate text, students will choose the correct definition of (Fall 2014) unfamiliar words based on the context.

Assessment Instrument: To assess this SLO, students took a test of five questions. The questions contained one word that students were not familiar. Students had to select the correct meaning of the words basing their answers on the context clues. Nine students took the assessment, and all the nine students passed the assessment with a score of 70% and above for this SLO.

SLO#3: Given a low intermediate text, students will choose the correct word to complete a (Fall 2014) sentence.

Assessment Instrument: The assessment instrument utilized to assess this SLO was Word Forms known by the students. They had studied these words in class. Nine students took the assessment for this class ESL 52A-9408. All nine students passed the assessment successfully with a score of 70% and above.

SLO#4: Given a low intermediate text, students will explain plots, describe sentences and (Fall 2014) characters.

Assessment Instrument: The assessment instrument utilized for this ESL 52A-9408 was to identify the elements of plot setting and characters.

Nine students that took part in the assessment passed the exam. They all passed with scores beyond the expected 70%.

The rest of the credit courses will be assessed in the future according to the time offered.

d) Describe how you have improved your SLO process and engaged in dialogue about assessment results.

These past two years, I have been the only full time faculty. I have had the part time faculty help in assessing the courses. After assessing the courses, I also ask input from the adjunct faculty to assist me in analyzing the results of the assessments. We come to a consensus that all full time or part time faculty should put more emphasis in teaching our students in reference to the course objectives and student learning outcomes. We need to assess early in the semester and use different teaching strategies to assist the students who perform low in their exam.

e) List any related recommendations.

To assure higher success rates – 80% and higher:

1. Establish a lab specifically assigned for ESL students to provide more practice in reading and Writing.
2. Allow those students, who perform below satisfactory rates, the opportunity to repeat the course.
3. Provide in-class tutor to work with students who need immediate help and more time on task.
4. Offer all levels of the Non-Credit ESL Reading and Writing courses every semester without any interruption. Language acquisition is a highly

complex and delicate process where maintaining a sequence of course offering is essential for students' learning. For language acquisition to develop for academic purposes, it does require a curriculum that is sequentially structured.

Language skills and structures cannot emerge at random; they require a carefully planned sequence.

Recommendations 4 has not been met as the trend in our school has recently been toward cutting down the Non-Credit Program because of lack of funding, and it is not cost effective and.

The following are recommendations that relate to the assessment of SLOs.

1. Allow those students, who perform below satisfactory rates, the opportunity to repeat the course. (2015-16)
2. Allow those students, who perform below satisfactory rates, the opportunity to repeat the course. (2016-17)
3. Assign a bilingual employee, at the assessment center. (2015-16)
4. Assign a bilingual employee, at the assessment center. (2016-17)
5. Establish a lab specifically assigned for ESL students to provide more practice in speaking, reading and writing. (2015-16)
6. Offer all levels of the Non-Credit ESL Reading and Writing courses every semester without any interruption. (2015-16)
7. Offer all levels of the Non-Credit ESL Reading and Writing courses every semester without any interruption. (2016-17)
8. Provide tutors to work with students who need immediate help and more time on task (2015-16)
9. Provide tutors to work with students who need immediate help and more time on task. (2016-17)
10. Purchase Software: Rosetta Stone and headphones with microphones (2015-16)
11. Staff an ESL office with a full-time bilingual program assistant. (2015-16)
12. Staff an ESL office with a full-time bilingual program assistant. (2016-17)

5. Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of the student survey in each of the following areas:
 - i. Student Support
There is no specific feedback reports for this program review.
 - ii. Curriculum
 - iii. Facilities, Equipment, and Technology
 - iv. Program Objectives
- b) **Discuss** the implications of the survey results for the program.
There is no specific feedback reports for this program review.
- c) **Discuss** the results of other relevant surveys.

In the Fall 2017, a student survey will be developed and administered to students. This survey will be conducted each fall. The survey will include the following:

Student information

1. Gender
2. Age
3. Marital status
4. Children
5. Employment status
6. Annual income
7. School information

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

6) Facilities and Equipment

- a) **Describe and assess the existing program facilities and equipment.**

The campus at Compton Educational Center is limited in some of its facilities and learning resources. ESL faculty members and students utilize classrooms, the Student Lounge or Staff Lounge – when available – to host program events and meetings related to student workshops and orientations. Currently, ESL instructors refer students to the tutorial program in the Students Success Center for out-of-classroom academic support and to the SSC lab where the students have access to Rosetta stone software. In addition, there is counseling support allocated specifically for ESL students provided by a full-time bilingual counselor in the Admissions and Records Area. On the other hand, there is a tremendous lack of equipment for multi-media presentations. One archaic television set is available in one of the offices in D-31, which the ESL instructors barely use due to hard and risky logistics. The ESL program instructors, however, understand that the use of multi-media

presentations in classrooms can be an effective tool in second language acquisition. There are no smart classrooms designated for ESL classes for the faculty who would like to utilize internet activities and/or power point presentations.

The department has four immediate and long-range needs: ongoing funding for a fully equipped ESL computer lab, marketing materials, smart classrooms, and an ESL complex building. In the near future new educational buildings that are in the planned construction, will have equipped classrooms with the state of the art technology.

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

ESL computer lab: In the 1998 Program Review, the ESL department submitted a very detailed proposal for starting a fully equipped language lab. The proposal was approved and funding acquired in 1999, and 60 computers were housed in two classrooms that were combined to establish what was supposed to be a language lab. The ESL faculty gathered software and adopted new series of textbooks with CD-ROMs to create lab assignments. Two years later the lab was taken over by the English and Reading departments, thus depriving the ESL students of a very vital apparatus for facilitating second language acquisition. To this date, English and Reading instructors utilize the same lab, the one that was initially acquired for ESL and Spanish students. The ESL department requests once more that a fully equipped lab be established for learning foreign languages. The cost can be shared with the Spanish department. The “new” Learning Resource Center, presently called, The Students Success Center has a designated area as “language lab” for ESL and Spanish students.

Marketing materials: Brochures, banners, and posters, etc. are needed to promote our classes within and outside the campus community. Communities surrounding the Compton Educational Center are in great need to learn English, and they need to be repeatedly reminded of how our ESL program can help them in fulfilling that need. Therefore, the ESL department has an obligation of continually strengthening its marketing policy, not only to increase enrollment, but also to embrace the aspirations of its surrounding communities.

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

Smart classrooms: Modern technology is a need in classrooms where foreign languages instructors may use the technology to introduce a modern presentation mode – power point – to disseminate and recycle information, a process necessary for the development of language skills. This is the only way we can replace the use of the old-fashioned mode of chalk and chalkboards and promote a clean, hassle-free, and efficient learning environment in the classroom.

An ESL complex building: Ideally, this complex would house smart ESL classrooms equipped with audio visual aids. Local and international maps and other illustrative materials, permanently placed in designated classrooms, would expand learner’s horizons. Posters of international phonetic symbols, displayed in every classroom where language courses are offered, would facilitate

pronunciation. 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.

Immediate (1-2 years)

Long-range (3-5 years)

2. Marketing materials (\$10,000)

1. Three smart classrooms (\$45,000)

Brochures, fliers, posters or banners. 2. ESL complex building (\$30,000)

3. Marketing materials (\$10,000)

d) List any related recommendations.

7. Technology and Software

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

Presently the only support available in the Student Success Center, in regards to technology and software, is the use of the computerized software programs, Plato and Rosetta Stone software. There is also the use of an old TV set with an old VCR for VHS videos housed in the office D-31 which instructors utilize to promote a visual learning tool of English grammar and pronunciation.

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 goal of the ESL program is to help non-English speakers to read, write, and speak English. This goal will be met if the Student Success continuously supports the ESL program by providing the Rosetta Stone software, Plato and other programs to assist the ESL students in their acquisition of the target language – English.

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.

ESL faculty will continuously communicate with the Student Success Center's administrators and coordinators to provide the necessary technology and software to meet the goal of improving students needs. Another long-term need is to have continuous tutoring support provided by the Student Success Center. By including teachers, tutors and supplemental instruction in one package, it will meet the goal of students learning English.

d) List any related recommendations.

8. Staffing

a) Describe the program’s current staffing, including faculty, administration, and classified staff.

Currently the Compton Center ESL Department has only one dedicated full-time faculty member since the last program review. Professor, Carmela Aguilar was reassigned to full time counseling, and Professor Shemiran Lazar was reassigned to teach English courses. As things stand now, the ESL program is staffed with only one full-time faculty instead of three that we had in 2012. The assigned classes in fall 2016 are as follows:

Name	Hired since the last Program Review	Anticipated to retire within the next 3 years	Courses	Day	Evening
1. Aurora Cortez-Perez		1	ESL 02A ESL 02C ESL 03A ESL 02D	X X X	X

Part-time faculty teach morning and evening classes, depending on the needs in the schedule and on the availability of the instructors. Part-time scheduling for fall 2016 is as follows:

Name	Course	Day	Evening
1. Larry Herring	ESL 03B	x	
2. Larry Herring	ESL 03D		x
3. L. Klonecky	ESL 03C	x	

All part-time instructors have taught in the program for many numbers of years; the above-mentioned instructors have stayed in the program for almost twenty years. Adjunct instructors teach at least 60 percent of the ESL courses.

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 economic recession our ESL students changed priorities. As immigrants, they shifted their focus completely from education to having a job that would provide them economic stability. In addition, the Center did not provide ESL students with any resources to sustain their continuation in the program. The ESL class schedule was drastically cut-back during this same economic period and students were not able to enroll in required courses that should be taken concurrently with another one, or an entire level of course.

(The ESL courses represented for administration an extra economic cost.) Furthermore, the CAI Lab became a challenge for the ESL student to attend because space was being shared with reading classes and those students did not appreciate sitting next to an ESL student who would have to repeat pronunciation exercises out-loud. As a result, many ESL students feel as if they are imposing themselves on others and so choose not to attend the lab thus costing them essential practice in the English language. The credit ESL courses at the Center have always been a challenge to fill. Most students from the non-credit courses could not matriculate into the credit program because of their undocumented status. These students would have to pay out-of-state fees, thus requiring them to pay upwards of \$1,048 for a four-unit ESL credit course. If and when the federal government approves a comprehensive immigration reform act, the credit courses will continue to be absent from the schedule or canceled for lack of enrollment. There is a sizable population of students who could directly enroll in the credit ESL courses, but, so far, the Center has not been successful in getting these students to take the LOEP assessment exam required for credit ESL courses. One of the reasons for this is because many of the students who should be placed in credit ESL courses choose not to for fear of being “stigmatized” with the ESL label. Furthermore, the Assessment Center has not properly utilized a developed form to help identify a credit ESL student from a traditional native speaker. This dilemma has been addressed by the department and Student Affairs but has not been consistently practiced during the assessment process.

Enrollment in ESL classes has improved in the fall of 2013 (just when the full-time faculty has been cut by 66 percent). There is more economic stability and, of course, the hope of immigration reform. These students 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.

c) List any related recommendations.

Continuous funding will be requested for the continuous purchase of the licenses of Rosetta Stone software for students to continue utilizing the Student Success Center’s lab to practice learning English through the use of this valuable software.

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?

If the immigration reform were to happen, one of the requirements will be English acquisition. Therefore, the Center needs to have the ESL program available for these prospective English learners.

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 credit/noncredit morning and evening ESL program.

Vision: With the implementation of an Immigration Reform Act, the department will see an increase in student enrolment in the Non-Credit and Credit ESL program. The non-credit students will then be able to afford to continue with their education and matriculate into mainstream courses. Currently if it were not because of the tremendous cost to attend as a foreign and/or an out-of-state student, our students could enroll in traditional mainstream courses after finishing the four levels of the non-credit ESL courses.

c) List any related recommendations.

Continuous funding to hire part time instructors, qualified tutors and in class SI coaches.

3. 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.

c)

Recommendations	Cost Estimate	Strategic Initiatives
1. Continue funding for 6 Part Time Faculty	30,000	A, B, F
2. Continue funding for 2 ESL Tutors with a BA Degree	10,000	A, B, F
3. Continue funding for in class SI Coaches	10,000	A, B, F
4. Advocate for continuing funding for ESL counseling	50,000	A, B, F
5. Work with Admissions and Records to ensure easy access to the registration process and to have accessible bilingual assistance for the non-native and Spanish speakers.		
6. Marketing materials (brochures, fliers, banners, media)	10,000	A, B, F
7. Three smart classrooms	45,000	A, B, F
8. ESL complex building	30,000	A, B, F

1. Presently, there is only one full time faculty. In order to continue offering all the sections morning and evening, part time faculty needs to be hired.

2. and 3. Well-qualified and well-trained tutors and SI Couches are a vital need to assist students succeed with out of class additional assistance.

4. A counselor who knows the needs of a second language learner must counsel ESL students.

5. ESL students do not have the privilege of receiving an early registration appointment, so Admissions and Records must have an assistant to give students an appointed time to enroll.

6. Marketing materials are a need in order to disseminate the course offerings throughout the community using brochures, fliers, banners and media like radio stations and theaters.

7. There is a vital need for smart classrooms to be fully equipped with the latest technology for faculty to provide better visual aids to serve the students.

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.*