

**EL CAMINO COLLEGE  
COMPTON CENTER**

Instructional Program Review

**ENGLISH AS A SECOND LANGUAGE**

Academic Year 2009-2010

Submitted: April 15, 2010

## **I. Overview of the ESL Department**

The El Camino College – Compton Center ESL Department was established in 2006 from the partnership between the El Camino College and the Compton Community College Districts. Prior to 2006, Compton Community College's ESL program was established in 1986. This program's curriculum encompassed beginning, intermediate, and advanced levels of credit ESL classes that met the needs of non-and limited English proficient students. The curriculum reflected the learning skills of listening, speaking (including pronunciation), reading and writing. Also included were classes that assisted students in the area of citizenship. Compton Community College's ESL department was robust and was one of three that generated the most FTES for the institution. With the loss of accreditation, however, all of these courses were revoked and its student population diminished in size. As a result of the partnership, the El Camino College – Compton Center ESL faculty started to teach the ESL curriculum developed by the faculty at El Camino College.

At the onset of the partnership, the Compton Center's ESL faculty taught the beginning level of the credit ESL courses, including ESL 51A, 52A, and 53A, for one semester. However, the ESL program at the Torrance campus and its testing instruments, have proven quite academic in its focus for the type of student that the Compton Center serves. Whereas El Camino's ESL student population is comprised of students who have studied English in their home countries extensively, a large percentage of the Compton Center's ESL student population, and its surrounding communities, consists of recent immigrants with little or no English abilities, or immigrants who have lived in the United States for an extended period of time but have isolated themselves from mainstream U.S. society. Therefore, the El Camino ESL student can meet the challenges of academically driven courses, but the true-beginner students of the Center can not quite handle the rigor of the curriculum required of El Camino's credit courses. As a result, in 2007, the ESL faculty at the Compton Center, in collaboration with our colleagues in Torrance, developed a non-credit ESL program to meet the needs of these students at the Center. Furthermore, the Center is utilizing the CELSA test instrument that is better suited for assessing students for the noncredit classes. The eight courses developed for The Compton Center consists of four levels of conversation and grammar courses ( ESL 2A, 2B, 2C, and 2D) and four levels of reading and writing courses (ESL 3A, 3B, 3C, and 3D). In 2009, the Center's ESL faculty developed a citizenship course which will be offered in the summer of 2010.

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. Our ESL program helps students develop linguistic skills that would enhance their ability to participate in American society. The program provides our students with the necessary skills to fill out forms such as for jobs or admission to universities. Students receive the initial impetus in our program to become professional people, fully involved in society. All eight noncredit ESL classes are offered on campus both



ESL-53A	12	2	0	0	1	1	0	0	0
	38.7%	6.5%	0.0%	0.0%	3.2%	3.2%	0.0%	0.0%	0.0%
<b>Course Total/Avg</b>	29	12	1	0	5	3	0	0	0
	34.9%	14.5%	1.2%	0.0%	6.0%	3.6%	0.0%	0.0%	0.0%
<b>Division Total/Avg</b>	106	119	84	300	58	52	0	119	0
	28.0%	31.5%	22.2%	79.4%	15.3%	13.8%	0.0%	31.5%	0.0%
<b>College Total/Avg</b>	1,531	1,333	1,093	364	393	323	100	141	0
	20.3%	17.6%	14.5%	4.8%	5.2%	4.3%	1.3%	1.9%	0.0%

The above data reflects the ESL program at the beginning of the partnership with El Camino College. As you can see, there were only credit ESL classes offered because Compton faculty were no longer teaching Compton Community College curriculum. With the loss of accreditation came the loss of enrollment and the fall of the retention rate. The credit ESL course total is lower than the division and college totals, statistics unprecedented during Compton Community College's accreditation period.

#### Fall 2007

Course	A	B	C	CR	D	F	I	NG	DR
ESL-02A	0	0	0	0	0	0	0	10	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	0.0%
ESL-02B	0	0	0	0	0	0	0	30	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.9%	0.0%
ESL-02C	13	2	3	0	0	0	0	0	0
	59.1%	9.1%	13.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ESL-03A	0	0	0	0	0	0	0	35	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.2%	0.0%
ESL-03B	0	0	0	0	0	0	0	30	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.9%	0.0%
<b>Course Total/Avg</b>	13	2	3	0	0	0	0	105	0
	9.4%	1.4%	2.2%	0.0%	0.0%	0.0%	0.0%	76.1%	0.0%
<b>Division Total/Avg</b>	114	113	96	402	46	48	1	190	64
	7.8%	7.7%	6.6%	27.5%	3.1%	3.3%	0.1%	13.0%	4.4%
<b>College Total/Avg</b>	1,761	1,840	1,586	484	402	400	43	213	645
	18.2%	19.0%	16.4%	5.0%	4.2%	4.1%	0.4%	2.2%	6.7%

This data reflects the first semester El Camino College – Compton Center offered courses from its new curriculum, all noncredit courses. There is no data available for credit courses because all the courses offered were canceled due to low enrollment. The Success Rates for the above courses are 0.0% because noncredit courses do not assign grades, and funding is obtained through positive attendance records. However, notice that ESL 2C shows grades. This might have been an error on the part of the instructor and the Records Office did not notice it. What is astonishing is the Retention rate for noncredit ESL courses in comparison to the division and college

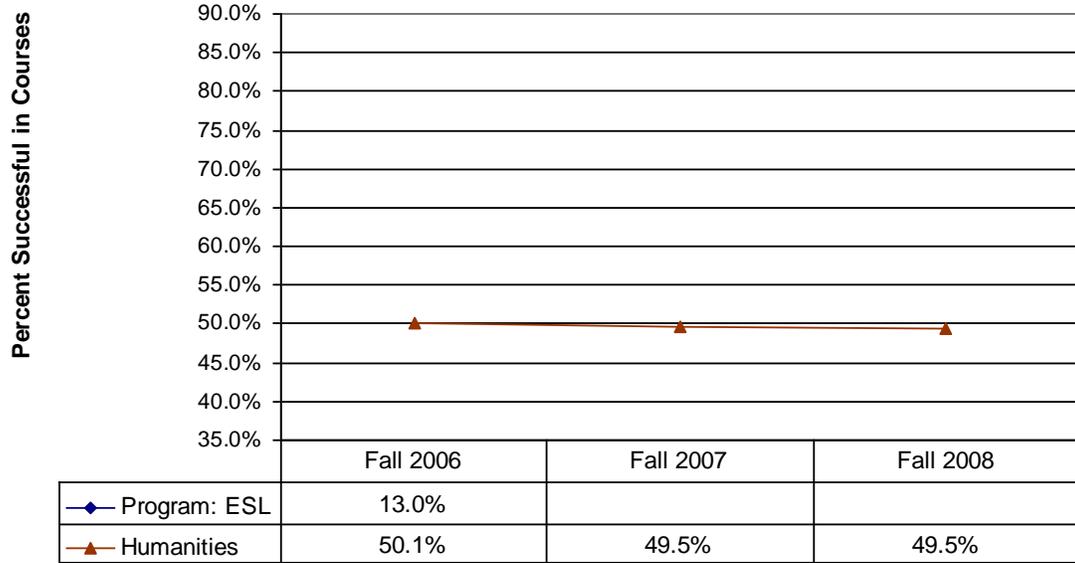
total. This rate is reflective of what it was like during Compton Community College's accreditation period.

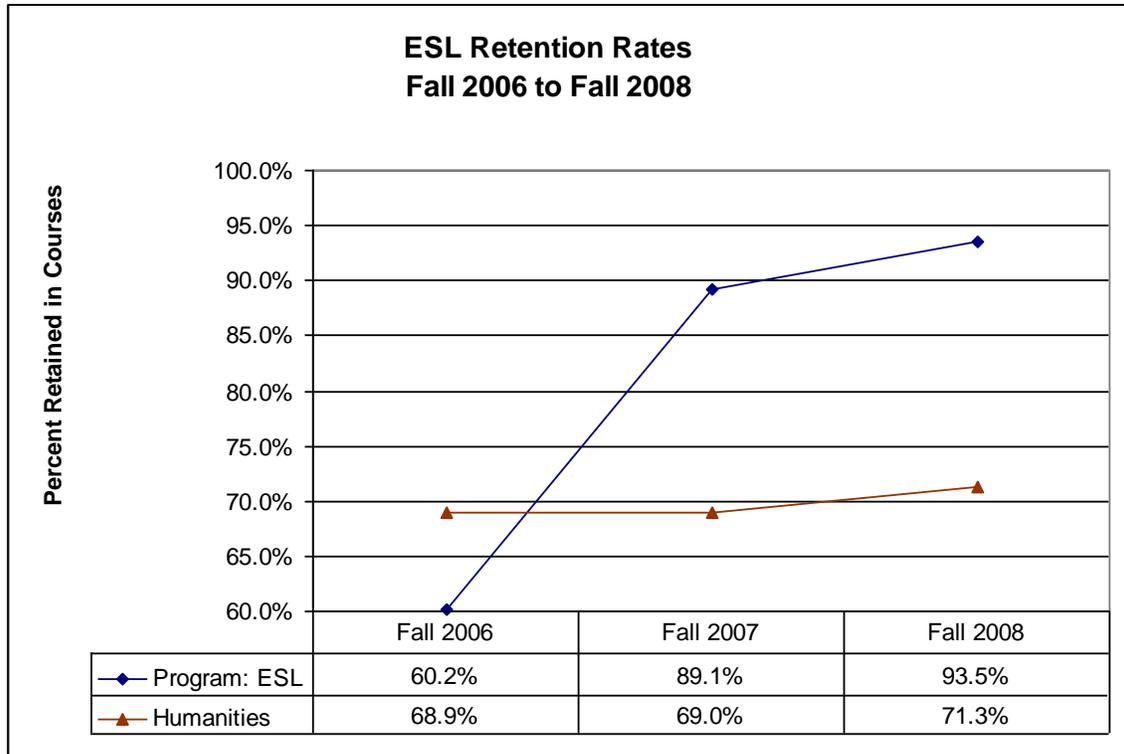
**Fall 2008**

<b>Course</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>P</b>	<b>D</b>	<b>F</b>	<b>I</b>	<b>NG</b>	<b>DR</b>
ESL-02A	0	0	0	0	0	0	0	23	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.0%	0.0%
ESL-02B	0	3	2	0	3	0	0	0	0
	0.0%	21.4%	14.3%	0.0%	21.4%	0.0%	0.0%	0.0%	0.0%
ESL-02C	8	8	5	0	2	0	0	0	0
	30.8%	30.8%	19.2%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%
ESL-02D	0	0	0	0	0	0	0	44	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	95.7%	0.0%
ESL-03A	0	0	0	0	0	0	0	67	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	98.5%	0.0%
ESL-03B	0	0	0	0	0	0	0	38	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
<b>Course Total/Avg</b>	8	11	7	0	5	0	0	172	0
	3.7%	5.1%	3.2%	0.0%	2.3%	0.0%	0.0%	79.3%	0.0%
<b>Division Total/Avg</b>	151	157	108	607	64	115	1	270	153
	7.3%	7.6%	5.2%	29.4%	3.1%	5.6%	0.0%	13.1%	7.4%
<b>College Total/Avg</b>	2,303	2,209	1,686	842	652	843	34	348	875
	18.3%	17.6%	13.4%	6.7%	5.2%	6.7%	0.3%	2.8%	7.0%

Again, the data reflects only noncredit ESL classes because of credit courses being canceled due to low enrollment. The retention rate is steadily climbing, and staying above the division and college totals. This could be because students in noncredit courses have “nothing to lose” by completing a class with no grade assigned in comparison to those who drop so not to receive a low or failing grade. Also, two sections ESL 2B and 2C once again reflect grades. The same instructor who assigned grades in Fall 2007 might have done it again and it went undetected by the Records Office.

### ESL Success Rates Fall 2006 to Fall 2008





The above Retention Rates reflect only noncredit ESL classes (due to the cancellation of all credit ESL classes). The retention rates are almost at 95 percent at the end of Fall 2008, in comparison to the Humanities Division retention rate of almost 72 percent. However, as stated earlier, students in the noncredit courses do not earn a grade at the end of the semester so the attrition rate is lower. The students in the remaining Humanities Division courses will drop a class in order not to receive a low or failing grade.

### III. Curriculum

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 within 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 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.

## **Courses**

The ESL non-credit courses in our center consist of four levels: Beginning, Low Intermediate, High Intermediate, and Advanced. The credit ESL courses consist of three levels: Beginning, Intermediate, and Advanced. They foster the acquisition of the four linguistic skills of listening, speaking, reading, and writing. 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, continues 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.

### **Overview of Course Status:**

ESL 01 – Approved in 2009	ESL 51A – Reviewed in 2009
ESL 2A - Approved in 2006	ESL 51B – Reviewed in 2009
ESL 2B – Approved in 2006	ESL 51C – Reviewed in 2009
ESL 2C – Approved in 2006	ESL 52A – Reviewed in 2009
ESL 2D – Approved in 2006	ESL 52B – Reviewed in 2009
ESL 3A – Approved in 2006	ESL 52C – Reviewed in 2009
ESL 3B – Approved in 2006	ESL 53A – Reviewed in 2009
ESL 3C – Approved in 2006	ESL 53B – Reviewed in 2009
ESL 3D – Approved in 2006	English AX – Reviewed in 2009

### **Out-of-Compliance Courses**

All course outlines have been reviewed within the past six years and there are no out-of-compliance courses.

### **Course Additions to Current Course Offerings**

One course was added during this review cycle – ESL 01, Preparation for Naturalization and Citizenship. It is the department's hope that the course will be offered for the first time in summer 2010.

### **Course Overviews**

#### **English as a Second Language 01 Preparation for Naturalization and Citizenship**

0 units; 3 hours lecture  
Non-credit

This course provides foreign-born students whose first language is not English with basic knowledge of the history of the United States and the structure of American government, and prepares them for passing the written, reading, and oral interview portions of the United States Naturalization Examination.

#### **English as a Second Language 02A**

### **Conversation and Grammar, Level I**

0 units; 5 hours lecture

Recommended Preparation: concurrent enrollment in ESL 03A

Non-credit

This Level I conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on the verb “be,” the simple present tense, nouns, adjectives, prepositions, statements, and questions. Capitalization and punctuation rules are also introduced and applied in writing simple sentences.

### **English as a Second Language 02B Conversation and Grammar, Level II**

0 units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 02A; concurrent enrollment in ESL 03B.

Non-credit

This Level II conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on prepositions of time, possessive nouns and adjectives, present progressive and simple past tense, modals of ability and suggestion, imperatives, and punctuation rules.

### **English as a Second Language 02C Conversation and Grammar, Level III**

0 units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 02B; concurrent enrollment in ESL 03C.

Non-credit

This Level III conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on verb tenses, direct/indirect objects, modals, comparatives, superlatives, count and non-count nouns, and quantifiers.

### **English as a Second Language 02D Conversation and Grammar, Level IV**

0 units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 02C; concurrent enrollment in ESL 03D

Non-credit

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This Level IV conversation and grammar course provides focuses practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on the continuous and perfect tenses, transitive and intransitive verbs, irregular verb forms, the passive voice, participial adjectives and idioms.

**English as a Second Language 03A**  
**Reading and Writing, Level I**

0 units; 5 hours lecture

Recommended Preparation: concurrent enrollment in ESL 02A.

Non-credit

This Level I reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive and chronologically ordered paragraphs.

**English as a Second Language 03B**  
**Reading and Writing, Level II**

0 Units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 03A; concurrent enrollment in ESL 02B.

Non-credit

This level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, instructional, biographical, narrative, and subjective paragraphs.

**English as a Second Language 03C**  
**Reading and Writing, Level III**

0 Units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 03B; concurrent enrollment in ESL 02C.

Non-credit

This level III reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write paragraphs using chronological order, emphatic order, and spatial order.

**English as a Second Language 03D –**  
**Reading and Writing, Level IV**

0 units; 5 hours lecture

Recommended Preparation: qualification by assessment or completion of ESL 03C; concurrent enrollment in ESL 02D.

Non-credit

This Level IV reading and writing course is designed to provide students with strategies to improve reading comprehension and writing skills. Reading practice activities will be presented to increase vocabulary, use context for determining meaning of texts, and develop critical thinking skills. In writing, students will study a variety of grammatical structures and transitional expressions to help generate simple expository paragraphs.

### **English as Second Language 51A**

#### **Introduction to English in Conversation**

4 units; 5 hours lecture

Recommend Preparation: qualification by assessment

Credit, not degree applicable

This introductory course is designed to activate a student's English-speaking and English-comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics; role play and other small group activities; introduction to common American idioms and expressions; pronunciation exercises designed to improve intelligibility; and listening comprehension practice.

### **English as a Second Language 51B**

#### **Intermediate Listening, Speaking and Pronunciation**

4 units; 5 hours lecture

Prerequisite: ESL 51A with a minimum grade of C or qualification by assessment.

Credit, degree applicable

Students in this course gain greater confidence and skill in listening to and speaking English by participating in activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; performing role plays and dramas; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of idiomatic expressions, and American culture and humor.

### **English as a Second Language 51C**

#### **Advanced Listening, Speaking and Pronunciation**

4 units; 5 hours lecture

Prerequisite: ESL 51B with a minimum grade of C or qualification by assessment.

Credit, degree applicable

This course provides advanced instruction in oral English skill, emphasizing pronunciation, communication, and correction of common errors. A listening program related to lecture materials prepares students for courses across the curriculum. Cross-cultural interaction, group presentations, and speeches are part of the course.

### **English as a Second Language 52A**

#### **Introduction to Reading and Vocabulary Building**

4 units; 5 hours lecture

Recommended Preparation: qualification by assessment

Credit, not degree applicable

This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

**English as a Second Language 52B**  
**Intermediate Reading and Vocabulary Building**

4 units; 5 hours lecture

Prerequisite: ESL 52A with a minimum grade of C or qualification by assessment.

Credit, degree applicable

This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, draw conclusion, understand the meaning of vocabulary words in context through word analysis and contextual clues, and determine the main idea from a passage. Students read from a variety of sources, including newspapers, essays, short stories, and novels. Students also increase their academic vocabulary through vocabulary building activities.

**English as a Second Language 52C**  
**Advanced Reading**

4 units; 5 hours lecture

Prerequisite: ESL 52B with a minimum grade of C or qualification by assessment

Credit, degree applicable

The purpose of this course is to provide interpretive, critical and analytical reading skills for fiction and nonfiction genres. It includes an in-depth study of a novel and the language necessary to discuss and write critically about what is read.

**English as a Second Language 53A**  
**Elementary Grammar and Writing**

4 units; 5 hours lecture

Recommended Preparation: qualification by assessment

Credit, not degree applicable

This entry-level academic composition course offers students an intensive writing experience. Students will write well-organized and coherent paragraphs transitioning to multi-paragraph essays. Students will identify and address grammar problems in their writing.

**English as a Second Language 53B**

### **Intermediate Writing and Grammar**

4 units; 5 hours lecture

Prerequisite: ESL 53A with a minimum grade of C or qualification by assessment

Credit, degree applicable

Transfer CSU, UC\*

This intermediate-level academic composition course offers students an intensive experience in writing college essays. Students will learn to write well-organized, coherent expository essays, including critical reactions to readings, and employing various rhetorical modes. Basic rules of grammar are reviewed and more advanced rules are introduced.

### **English as a Second Language 54**

#### **American Culture for ESL Students**

2 units; 2 hours lecture

Recommended Preparation: ESL 51B, ESL 52B, and ELS 53B

Credit, degree applicable

This ESL assists ESL students to succeed in college-level courses by introducing them to traditional and changing values in the United States such as individualism, self-reliance, pragmatism, and consumerism. Students will learn how these values affect education, family life, and popular culture. Students will improve their English language skills by analyzing television shows, movies, magazine and newspaper articles, as well as by conducting informal surveys and observation tasks.

### **English as a Second Language 55**

#### **English as a Second Language for College Students**

4 units; 5 hours lecture

Prerequisite: ESL 53A with a minimum grade of C or qualification by assessment

Credit, degree applicable

Transfer CSU

This is an intermediate level ESL course designed for students with college and university goals. It helps academically-oriented students to master many of the structures in the English language necessary for success in college. These include question formation, articles, verb tense and time, modal auxiliaries, conditional sentences, and idiomatic expressions. Speaking, listening, reading and writing are all involved in this reinforcement course.

## **IV. Student Learning Outcomes (SLOs)**

### **Student Learning Outcomes Assessment Cycle**

The English as a Second Language department is on schedule to complete the required SLO development and assessment cycle. The department faculty have written the Program Level SLOs for both the credit and non-credit components of the program

(collaborating with the faculty at El Camino College), as well as one SLO each for the four conversation and grammar non-credit courses (ESL 02A, 02B, 02C, and 02D) and two SLOs each for the four reading and writing non-credit courses (ESL 03A, 03B, 03C, and 03D). The department collected data for assessing the SLO for ESL 02B in the Fall 2009. Analysis of the data for ESL 02B will be completed in Spring 2010. Additional assessments will be conducted in the spring for some of the remaining non-credit courses. The development of SLOs and assessment results for the credit component of the program have been completed and conducted by the faculty at the main campus, El Camino College.

### **Program Level Student Learning Outcomes:**

The department has two Program Level Learning outcomes – one for the credit component and one for the non-credit component, both corresponding with the College's Core Competencies.

Credit Courses Program Level Outcome and ECC Core Competency Addressed:

- Upon completion of the credit ESL program, students will have adequate listening, speaking, reading, writing and academic skills to successfully complete transfer-level classes.

Non-credit Courses Program Level Outcome and ECC Core Competency Addressed:

- Upon completion of the non-credit ESL program, students will have the necessary skills for interacting successfully in an English-speaking environment, for improving their employability, and/or for entry into credit-level classes.

### **Course Level Student Learning Outcomes:**

The department has written SLOs for the eight courses taught in the non-credit component of the program. Following are completed SLOs per course.

**ESL 02A:** Students will participate in face-to-face conversations of familiar context about basic needs, utilizing learned words and phrases on topics related to common everyday situations, basic grammatical structures, and words that signal differences between present and past.

**ESL 02B:** Students will participate in simple conversations dealing with basic survival needs or the description of a sequence of events in the past and use and respond to yes/no and information questions; they will demonstrate competence, with limited success, in the application of grammatical rules of subject-verb agreement and the use of modal auxiliaries to convey the meaning of ability and possibility.

**ESL 02C:** Students will participate in face-to-face conversations about personal histories and/or description of places and people with some errors and limited fluency, applying

basic grammatical and idiomatic structures of appropriate verb tenses of present/past/future and word order to self-monitor speech in simple statements and/or questions. They will also demonstrate the skill of using distinct modal auxiliaries to convey future, possibility, and advice.

**ESL 02D:** Students will participate in face-to-face or telephone conversations on familiar topics containing complex structures of perfect tense, passive voice, and some adverbial clauses. They will demonstrate understanding of essential points when engaged in topics on everyday events or familiar fields of knowledge that may include unfamiliar vocabulary. However, searching for appropriate word choice and grammatical accuracy may inhibit communication and limit fluency.

**ESL 03A:**

**Reading:**

Students will identify the topic, the main idea, and the details that support the main idea and the time sequence to interpret simplified short narrative or descriptive passages containing words and phrases on familiar learned topics provided with visual aids.

**Writing:**

Students will write a short narrative paragraph such as a short e-mail, thank you note, or personal experience which demonstrates competence in basic structure of simple sentences and in using signal words to indicate chronological order.

**ESL 03B:**

**Reading:**

In short reading selections related to simple life skills, students will scan for specific information, draw meaning of unfamiliar vocabulary by analyzing affixes and other context clues, and distinguish facts from opinions in simple familiar narrative or descriptive passages.

**Writing:**

Students will write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process. Students will demonstrate competence, to a limited degree, in applying the mechanics of writing and the use of adjectives for description, time-order signal words to establish chronological order, and imperatives to give instructions.

**ESL 03C:**

**Reading:**

Students will interpret the meaning of a reading passage on a familiar topic by using learned strategies of previewing and predicting to make logical guesses and of skimming and scanning to discover the main idea and specific information that support the main idea; students will apply vocabulary skills of identifying affixes and synonyms/antonyms to draw meaning from a familiar text.

**Writing:**

Students will write related sentences to form paragraphs reflecting different patterns of organization: time, order of importance, or space using distinct groups of transition words and prepositions; students will make revisions which demonstrate competence in applying appropriate rules of grammar and mechanics of writing.

**ESL 03D:****Reading:**

In reading material that may involve familiar or somewhat unfamiliar fields of knowledge, students will use appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret the author's point of view. They will demonstrate competence in using grammar and other context clues to interpret unfamiliar words and complex sentences.

**Writing:**

Students will generate short summaries of reading passages on familiar topics, write informal letters, and develop short comparison/contrast or cause/effect paragraphs, using relevant signal words and punctuation, but not without errors. They will apply, with limited success, the writing process that involves the four steps of brainstorming, outlining, writing, and revising to develop paragraphs of the different types of organization.

**ESL 51A (Student Presentation)**

- Students will give a 3 to 5 minute in-class presentation on a given topic (e.g., introduction to a cultural artifact or custom, how to cook a dish).
- The presentation should be relatively comprehensible in that the student uses appropriate diction and has intelligible pronunciation.
- The presentation should be free from grammatical errors that would inhibit comprehensibility.

**ESL 51A (Measuring Speech Effectiveness)**

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

**ESL 51A (Measuring Speech Effectiveness II)**

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

**ESL 51B (Measuring Speech Effectiveness)**

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

**ESL 51B (Measuring Speech Effectiveness II)**

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

**ESL 51C (Measuring Speech Effectiveness)**

- Students will give a short 3-5 minute presentation on a given topic demonstrating verbal and nonverbal features, including pronunciation (minimal pairs, stress and intonation), timing (rhythm, appropriate pauses), volume and rate of speech eye contact and body movement.

**ESL 51C (Measuring Speech Effectiveness II)**

- Give a short prepared speech on a given topic which demonstrates relatively clear and coherent knowledge of vocabulary associated with that topic, which is relatively free of basic grammar errors.

**ESL 52A (Drawing Inference/Implying Meaning)**

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

**ESL 52A (Locating Main Ideas)**

- Given an intermediate-mid level passage containing targeted vocabulary, students will be able to locate main ideas.

**ESL 52A (Identifying Vocabulary in Context)**

- Given an intermediate-mid level article containing targeted vocabulary, students will be able to choose the appropriate definition, synonym or description of each targeted word.

**ESL 52A (Summary of a short story or passage)**

- (200- Given an intermediate-mid level short story or passage, students will be able to summarize to approx. 20% of original length in their own words, and including main ideas and support only.

**ESL 52A (Locating Specific Details)**

- Given an intermediate-mid level article containing targeted vocabulary, students will be able to locate specific details.

### **ESL 52A (Identifying Correct Word Form)**

- Given a choice of intermediate-mid level word forms, students will be able to identify the correct word form to complete a given sentence.

### **ESL 52B (Drawing Inference/Implying Meaning)**

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

### **ESL 52B (Pre-Reading Activity)**

- To prepare an intermediate-level ESL reading class for a college-level short story homework assignment, the class will answer questions and discuss topics relating directly to the assigned reading.
- These questions and discussions will provide background to the topic, relate new ideas to students of different cultures, use students prior life experiences to understand the new ideas, give students an opportunity to become interested in the topic, and help students feel comfortable reading, talking, and ultimately understanding the meaning of the assigned homework.

### **ESL 52C (Drawing Inference/Implying Meaning)**

- Given a poem or short article of reasonable length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).

### **ESL 52C (Term Paper of a Novel)**

- Students will write a 3 to 5 page term paper that summarizes, analyzes, and critiques a novel they have read outside of class.
- The term paper will include at least one quotation from the novel that illustrates the author's writing style or stresses a point that the student wants to make.

The paper will follow MLA quotation and formatting rules.

### **ESL 53A (Starting Strong)**

- In a 90-minute in-class writing task, using a dictionary as needed, students will write a 2 or 3 paragraph (250 word) summary/response essay based on a proverb, folk tale, or short fiction or non-fiction article which has previously been read and discussed in class.
- The essay should include the title and author of the text, a 4 to 8 sentence summary and a thesis sentence which connects the summary to the response.
- The response may consist of a personal narrative, an opinion, or an analysis.
- The essay should demonstrate coherence through the use of basic transition words, and should show developing competence in basic sentence mechanics and basic verb usage.

### **ESL 53B (In-Class Writing)**

- In an in-class writing task based on a short intermediate level text which was discussed in class, students will write a multi-paragraph essay responding to the reading.
- The essay should be relatively free of basic grammar errors (but may still have some intermediate-level grammar problems), have a clear thesis, body paragraphs which support the thesis, each containing a quote or specific example from the reading, transitions at the beginning of each paragraph, and a competent introduction and conclusion.

### **ENGL AX**

- Write a multi-paragraph expository composition with an introduction and conclusion that responds to a text already covered in class.
- A clear position reflecting other points of view should be developed and sustained through the entire essay.
- The writer's ideas should be insightful, focused, and organized.
- Sources must be attributed and incorporated into the writer's argument.
- Word choice, sentence structure, punctuation, and spelling should not hinder readability.

### **SLO Assessments**

Only one course SLO assessment was conducted during the fall 2009 semester. Faculty assessed ESL 02B, one course in the morning and one in the evening and completed the entire assessment document in March 2010.

**Important Findings:** Two groups of students took part in the assessment. The assumption was that morning students would perform better in communicating in English than evening students for two considerations: most of the morning students are non-working students, thereby, they can maintain better focus in class; also, morning students have more exposure to the campus resources, e.g. the library, language lab, tutors, and student life activities. Based on the analysis of the data, our hypothesis that the morning group would perform better than the evening group was inaccurate. The only significant difference in performance was in vocabulary sub-skill, with morning group performing at 95% versus 87% for the evening group. Considerably, more focus needs to be given to developing speaking skills that utilize the targeted grammatical structures.

## **V. Facilities and Equipment**

### **Facilities Used by the Program**

The campus at Compton Educational Center is limited in 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. ESL instructors often refer students to the tutorial program in the Learning Resource Center for out-of-classroom academic

support. Also, there is counseling support allocated specifically for ESL students. One full time counselor allocates nine hours of her load to our students, in addition to a part time counselor's 14 hours per week assignment. Both counselors are bilingual. As for multi-media presentations, there is a tremendous lack of equipment. Two archaic television sets are housed in the ESL bungalow, 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.

### **Facilities, Equipment, and Technology: Immediate Needs and Long-range Needs**

The department has six immediate and long-range needs: smart classrooms, ESL computer lab, an ESL complex building, faculty resource library, marketing materials, and special office space for adjunct faculty.

**Smart classrooms:** Modern technology is needed in classrooms where foreign languages are taught to introduce the 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.

**ESL computer lab:** In the 1998 Program Review, the ESL department submitted a very detailed proposal for starting a full equipped language lab. The proposal was approved and funding acquired in 1999, and 60 computers were housed in two classrooms which 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. 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.

**An ESL complex building:** This complex will 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.

**Faculty resource library:** The research in language acquisition and the teaching methodologies relevant to the field is ongoing. Therefore, the department is in great need of having a resource library that would be continually updated on what is new in the field. This will give full time and adjunct faculty members easy access to

journals, periodicals, films and teaching manuals needed for professional development or to supplement instruction.

**Marketing materials:** Brochures, banners, posters, prizes, etc. are needed to promote our classes within and outside the campus community. Communities surround Compton Educational Center are in great need of learning 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.

**A special office space for adjunct faculty:** The department needs to have a special office space for part time instructors where they can have access to telephones, computers, a copier, and the instructional materials needed for their students. They are expected to achieve the same student learning outcomes as full time instructors are. Having a special office will help them professionally.

Additional budget is needed for facilities and equipment. Total costs are estimated as follows:

**Immediate (1-2 years)**

1. ESL computer lab (\$50,000)
2. Marketing materials (\$8,000)
3. Office space for adjunct faculty (\$15,000)

**Long-range (3-5 years)**

1. Three smart classrooms (\$45,000)
2. ESL complex building (\$30,000)
3. Faculty resource library (\$5,000)
4. Marketing materials (\$8,000)

**VI. Staffing**

**A. Current Staffing**

The Compton Center ESL Department has lost three of its dedicated full-time faculty members since the last program review in 2004. Janice Blume and Dwight Prince retired before the school was disaccredited, and Loreta Bailes was reassigned to an administrative position, and then moved to another college when our school was about to lose its accreditation. Shifts in administrative positions took place at the loss of accreditation. As a result, Saul Panski was reassigned to teach ESL on a full-time basis, then he moved to the Social Science Division as the number of students dwindled in the ESL classes. Also, Lee Roy Porter, a permanent long standing administrator with ESL teaching background, exercised his retreat rights to a full-time faculty position in the ESL Department. As things stand now, the ESL program is staffed with 4 full-time faculty instead of seven that we had in 2004. They are assigned to classes in spring 2010 as follows:

Name	Hired since last PR	Anticipated to retire within the next 3 years	Courses	Day	Evening
1. C. Aguilar			51 B 3 A 3 B	X X X	

2. A. Cortez-Perez			3 B 3 A 2 B 3 A	X  X X	X
3. S. Lazar			52 B 3 D 3 C	X X X	
4. L.R. Porter		X	2 A 2 A 3 D	X X X	

Part-time faculty teaches morning and evening classes, depending on the needs in the schedule and on the availability of the instructors. Part-time scheduling for spring 2010 is as follows;

Name	Course	Day	Evening
1. T. Alexander	2 C		X
2. M. Briggs	2 A		X
3. S. Gulati	2 C	X	
	2 C	X	
4. L. Klonecky	2 B		X
5. R. Massich	3 A		X
6. A. Moina	3 C		X
7. R. Czarney	2 D	X	
	2 D	X	
8. P. Bystry	2A		X


All part-time instructors are loyal to the ESL program and have taught in the program for various numbers of years; one was newly hired, two have stayed in the program for almost twenty years and the others for several years. 60% of the ESL courses are currently taught by the part-time instructors. Part-time instructors participate in department curricular and extracurricular activities when called upon. They consistently offer professional support should the need arise, providing stability to the program, which we greatly appreciate.

**B. Department’s current needs**

For the ESL program to grow in vigor and FTES numbers, three major staffing areas need to be given immediate consideration:

1. A full-time instructional associate literate in computer technology supported by a clerical staff member to run the learning center and the language lab and audio-visual materials housed in the center.
2. A full-time program assistant and a clerical staff member to support the program assistant are needed to keep the doors of the ESL office open from 8:00 a.m. to 6:00 p.m. The program assistant will welcome and provide direct assistance to the ESL students, who feel unwelcomed due to the lack of sensitivity among our campus community toward students with language barriers. The program assistant will also provide orientation and guidance in different aspects of campus social and academic life. We have a part-time counselor who is scheduled for just certain hours and days. That has helped but a little. We have lost students due to having the ESL office doors closed when the counselor is not there and teachers are in classes. After all, this segment of the student population is an intricate part of the texture of the campus’ surrounding communities, and when we deny them access to higher education, by indirectly discouraging them, we are neglecting an important part of our mission of providing equal opportunity to all students.
3. Full-time and part-time instructors alike must be fully literate in using computer technology for instruction to respond to the increasingly changing needs of the campus toward integrating technology in the classroom. Therefore, all ESL instructors must acquire the necessary training, especially, in PowerPoint presentations which engage students of wide range of learning styles. Now, the trend on our campus is that some of the classrooms will be converted into smart classroom. When that trend takes shape, the ESL faculty should be fully ready to take advantage of it.

C. Department's future needs

1. Hiring bilingual lab instructional assistants.
2. Hiring a full-time bilingual program assistant to accommodate students' needs.
3. Maintaining the current part-time bilingual ESL counselor to help the ESL students develop academic plans.
4. In view of maintaining the ratio of full-time to part-time instructors and the foreseen growth of the ESL credit offerings, there is a need to hire at least 1 full time ESL instructor in the next 3 years.

D. Recommendations

1. In order to increase enrollment, ESL program needs to have special office staffed with a full-time bilingual program assistant and one part-time bilingual clerk to welcome and guide ESL student and provide them with support services and practices.
2. To accelerate the process of transitioning from non-credit to credit courses, computer technology must be integrated in our instruction to accommodate students' different learning styles. Even the publishers tend to include internet activities and software programs in students' textbooks and teachers' manuals, all of which requires lab component. In view of this reality, all staff including full-time and part-time instructors must acquire the online skills necessary for integrating technology in instruction and update themselves on the most current pedagogies and resources in the discipline.
3. Additional course offerings such as Citizenship and the anticipated growth in the ESL non-credit and credit enrollment will justify the need for hiring additional full-time instructor in the next three years.

**Budget**

<u>Staff</u>	<u>Working Hours</u>	<u>Salary (annually)</u>
1. Full-time instructional associate	8 - 6:00 pm	\$40,000
2. Clerical staff - office	8 - 6:00 pm	\$20,000
3. Full-time program assistant	8 - 6:00 pm	\$40,000
4. Part-time ESL counselor	20 hours	\$36,000
5. Clerical staff - lab	8 - 6:00 pm	\$20,000
6. Audio-visual materials	(one time purchase)	\$5,000
7. Four computer stations for the ESL office (one time purchase) to process students' applications		\$6,000
8. Technology training for ESL staff		\$6,000?
	<b>Total</b>	<b>\$173 ,000</b>

**VII. Planning**

The ESL program in Compton Center has a significant role to play in providing the language minority population, residing in the areas surrounding our campus, with valuable opportunities to explore the linguistic demands of English for employment and academic purposes. To help mainstreaming ESL students and enabling them to access higher levels of academic or vocational education, the ESL department has the obligation to offer a full spectrum of ESL courses and ensure that ESL students learn English in effective and meaningful ways.

A. Direction of the program in five years

1. For students to have a more solid foundation in English when moving on to the credit ESL courses, we need to establish a more comprehensive non-credit program by adding a fifth level of Conversation and Grammar and a pronunciation course. It is also anticipated to include a citizenship course and to see more credit courses on the schedule for fall 2010.

2. Based on students' vocational needs, the program must develop VESL courses in relation to welding, nursing, and cosmetology.

3. By December 2010, the assessment processes of student learning outcomes are expected to be completed. In the next two following years and based on the analysis of the results, the full-time and part-time ESL faculty will be engaged in revising the course outlines and textbooks adoptions. The faculty must not overlook the importance of integrating computer technology in all ESL course offerings.

4. At the same time, the ESL faculty should not miss on any opportunity for professional development by participating in training workshops, offered by El Camino College, to acquire the so much needed computer skills to help students attain academic excellence and also to address the issues related to different students' learning styles.

5. The ESL department must help establish a detailed plan for assessment to accurately identify the levels of English competence of the non-native English students in order to place them in the ESL courses appropriate to their linguistic abilities in English, so they will not drop school because they were quickly mainstreamed. Also, the ESL full-time faculty should be in constant consultation with the counseling department to review the counseling policies and other support services available for ESL students.

6. The ESL department will seek the support of Student Success Committee, through Basic Skills Initiative, to address the tremendous needs for ESL instruction. The central focus of this support will be strengthening the foundational skills in English to enable the ESL students make the adjustment required before taking the intended college classes or earning the degree. Strategies should be created to increase student retention and transition from non-credit to credit ESL courses. To help implement the strategies, we need to have the following in place:

- a. An ESL tutoring center with several skilled tutors to offer help with oral communication, reading comprehension, and writing skills.
- b. A language lab with listening and speaking devices where students can monitor their own speaking and listening.
- c. A referral and tracking systems built into the course syllabi, so going to tutors or doing lab work can be seen as part of students' assignments.

7. The ESL department along with the Student Success Committee should ask for the establishment of a tracking system to track retention and transfer rates of all the non-native English students. Based on the results of the rates analysis, a rationale will be established for modifying assessment and counseling practices, practices based on the

assumption that the faster the ESL students are mainstreamed, the sooner they achieve their academic goals.

#### B. Program strategic initiatives

1. The ESL department has been updating all course syllabi to include Student Learning Outcomes, revising course contents to meet Student Learning Outcomes.
2. The ESL faculty has actively been involved in analyzing and making recommendations to modify assessment measures and practices. Furthermore, the full-time faculty has been directly involved in assessing students' speaking/listening and writing skills for placement purposes.
3. The ESL faculty has prepared individual packages, for all instructors in the department, containing course outlines, sample syllabi, personal telephone numbers and extensions, and an updated list of the required textbooks.
4. The ESL faculty is heavily involved in school committee work and other campus-wide activities. It also participates in professional development by attending training workshops and professional conferences.

### **VIII. Conclusion and Summary**

The campus of Compton Educational Center (CEC) is situated in the midst of an area which is mostly - roughly (70%) - populated by Latin communities: Compton, Lynwood, Paramount, Southgate, and Carson. Among these communities, thousands need ESL (credit/non-credit) courses either for survival in this country or for the achievement of higher academic goals. Yet, the number of students enrolled in the non-credit ESL courses for Fall 2009 was roughly 240 students. Meanwhile, it is worth mentioning that the ESL non-credit program is a well-structured program that thoroughly addresses the linguistic needs of these communities, being for employment purposes or for the purpose of transferring to credit ESL courses. The increasing retention rates in the non-credit ESL courses validates the excellence of our curriculum and course delivery; based on the graph provided by El Camino College Research Department; the retention rates increased from 60.2% to 93.5% during the period of Fall 2006 – Fall 2008. As for the credit ESL courses, enrollment has been so low since 2006 that all classes were cancelled, except one that remained on the schedule with only 12 students. Obviously, there are serious problems that need to be addressed so El Camino College – Compton Center would not be in conflict with its mission towards the surrounding communities it serves.

Therefore, it is urgent that the administration, the Division of Humanities, and the ESL Department collaborate closely to create a plan for addressing the existing problems and to allocate sufficient funds for carrying out the plan. Such effort will yield great results for the surrounding communities and guarantee the potential benefits for Compton Center as well. Many ESL students who acquire the necessary linguistic skills in English are usually mainstreamed into regular

English and other academic or vocational majors. Thus, the center will potentially have an increase in the transfer rates to universities if closer attention is paid to the educational needs of the non-native English speaking minority, mainly the Latin community.

Two issues need to be considered / investigated thoroughly:

1. A college campus, situated in the midst of an area heavily populated with people who are in dire need of English, has only a couple of hundred students taking ESL classes:
  - a. Is the campus not attractive or clean enough?
  - b. Are the incoming students being discriminated against because of limited English proficiency? Are such students intimidated because they are limited English proficient and are unfamiliar with the American educational system? Would creating a special office with sufficient bilingual clerical support to welcome them and to foster their very special needs remedy the problem?
  - c. Is our ESL curriculum not extended enough to accommodate their linguistic needs, or does it lack the lab component to accelerate their learning and help them become independent learners?
  - d. Is the college outreach program not doing enough to reach out for this large underrepresented segment of population residing in the campus surrounding neighborhoods?
  
2. Many non-native English speaking students with very limited English proficiency are sitting in basic English reading classes and in regular academic classes. It is questionable to see students in the early stages of learning English being placed in courses where language demands are highly sophisticated:
  - a. Are the members of the counseling department aware of the fact that students of English as second language differ from the native speakers of English in the way they develop language skills required in an academic setting, and that the pedagogical practices designed for the two segments of students differ too?
  - b. How are the ESL students assessed? Are they given the placement test appropriate for ESL students, not the one for regular students lacking basic skills?

*“Accurate assessment and subsequent placement into appropriate language courses are essential for L2 learners to succeed, to be retained, and to progress through the educational system in California”.* (California Pathways)

In summary, ESL students come to our campus with the desire to accomplish academic and vocational goals but with tremendous language barriers that impede their educational progress. If given the opportunity to acquire the English language effectively and meet the complex demands of mastering its sophisticated skills, the ESL students can be a great resource for Compton Center in terms of

increasing its graduation and transfer rates. As for the El Camino College Compton Center fulfilling its mission towards its surrounding communities, the administration, the division of humanities, and the ESL faculty have to plan intelligently and work tirelessly to create a learning environment in which the ESL students can be nurtured mentally and emotionally.