

# El Camino College

## PROGRAM REVIEW 2018

*Humanities*

*ESL*



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**OVERVIEW OF THE PROGRAM:**

**A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. Also include in this section any program highlights and/or accomplishments, as well as the most critical needs of the program.**

Since its inception in 1977, the English as a Second Language (ESL) department has provided English-language instruction and instruction in aspects of American culture to speakers of languages other than English. The ESL student population represents a rich diversity of world cultures and language backgrounds, and includes international students and students from the local community. According to ESL Coordinator Jelena Savina in 2017, a survey of 702 students indicated the most common language backgrounds were: Spanish (19%), Chinese (10%), Vietnamese (8%), Japanese (7%), and Arabic (7%).

The faculty is culturally diverse and currently consists of 7 full-time instructors and 12 adjunct instructors--all of whom are bilingual to varying degrees, and have taught ESL in a variety of academic and vocational settings, both in the U.S. and abroad. Of the full-time instructors, 3 have doctorates, and 4 have one or more master's degrees, a TESOL Certificate, or a combination of these. The ESL department may be small, relative to other departments, but its faculty members participate in campus-wide and off-campus activities. In turn, El Camino's ESL department has gained a reputation as a vibrant, collegial, and creative body, and teaching assignments here are much sought after.

The credit ESL program is academic in focus and consists of 3 tracks: the 51ABC listening/speaking skills series, the 52ABC reading/vocabulary skills series, the 53ABC writing/grammatical skills series, and English 1A (transfer-level composition), the program's capstone course. Each 51-series, 52-series, and 53-series class is 5 hours per week, 4 units per semester, and is letter-graded. English 1A, on the other hand, follows the parameters of the English department's 1A classes; it is 4 hours, 10 minutes per week, 4 units per semester, and is letter-graded.

In the fall 2018 semester, the ESL program offered two noncredit ESL courses to meet the needs of students are not quite ready for the rigors of the credit courses. Increasing noncredit offerings to meet the needs of the community is a priority for the program. However, it will take time to do this since the College has very little experience with noncredit and will need to adjust registration processes.

Students are placed in their appropriate levels based on their performance on the ESL assessment, and assessment administrators discuss their placements with them afterward. Students review their assessment results and class placement with assessment

administrators and are referred to counseling for educational planning. This step is necessary due to the understandable confusion students may experience when they see the course titles. In particular, A-level classes, although their titles describe them as “beginning”-level classes, are actually slightly more advanced than local adult schools’ “high-advanced”-level classes. Students from the community, whose proficiency is not yet at the A level, are encouraged to take adult school classes and to return to El Camino when they have mastered enough English to guarantee success in our ESL classes. International students whose proficiency is at a similar level take preparatory classes offered by the El Camino Language Academy (ECLA) until their proficiency is at the A level.

In order to progress to English 1A, students advance through both the 52 series and 53 series courses, and must complete the 1A prerequisites, ESL 52B and ESL 53C. Depending on their initial assessment results, students may begin with ESL 52A (Introduction to Reading and Vocabulary Building), which is equivalent to English 82, and ESL 53A (Elementary Writing and Grammar), which is one level below English B. They then move on to ESL 52B (Intermediate Reading and Vocabulary Building) and ESL 53B (Intermediate Writing and Grammar), and finally, to ESL 53C (Advanced Essay Writing and Grammar) which are equivalent to English 84, English B, and English A respectively. ESL 52C (Advanced Reading) is recommended preparation for English 1A, but it is not a prerequisite.

Since the previous Program Review (2013), there have been several major developments in the ESL program which are changing and expanding the program far beyond its original scope and will increase enrollment and student engagement. Some changes are in response to AB 705, a set of statewide requirements that will, in theory, streamline a student’s academic progress through her community college journey. Others will address and accommodate the needs of students who may not necessarily have university-transfer goals.

Regarding ESL students, per AB 705, a potential university-transfer student’s progress through the ESL program to completion of English 1A must take 3 years, and upon completion of English 1A, students must have the language skills necessary for success at the university level. Fortunately, the current credit ESL program is already designed such that the average student’s progress through the entire sequence meets this requirement, and no changes in curriculum are necessary. Nevertheless, like the English department, the ESL program is looking beyond the traditional 16-week schedule to provide students with more options such as its own hybrid and accelerated courses.

One of these innovations is a hybrid 53C course that has been steadily gaining in popularity taught and developed by Jenny Simon. Students come to campus once a week and meet online the remainder of the week—a huge benefit for working students and for

students with family responsibilities. In the fall of 2018, sections of hybrid 52B and 53B classes were approved by the College Curriculum Committee and hopefully will be offered in the near future.

In terms of accelerated classes, the department has also been discussing offering classes that will allow students to go through the program at a faster pace. Jenny Simon has already developed an intensive 16-week course where students can complete both 53B and 53C in one semester, cutting the time they would normally spend in each class in half. At this point, this 53B/53C course is approved and may be offered in the near future. In addition, the department has been discussing the development of one-semester 52B/53B and 52B/53C classes, but these discussions are still in the earliest phases.

Another possibility raised by the advent of AB 705 is offering an English 1AS type course, a college-level course which is accompanied by supplemental instruction. Initially, it seemed that returning to the former 5-hour-per-week English 1AX model could be one way to achieve this end. However, questions of faculty load, the availability of supplemental resources, and the availability of space have complicated this matter. Therefore, at this point, the ESL program's English 1A classes will remain the same structurally. At the same time, it is recognized that a supplemental component for English 1A similar to that of English 1AS would benefit ESL students.

One major innovation in the ESL program is the "Certificate of Accomplishment" now offered to students. This indicates that a student has successfully completed the required coursework for the certificate and provides official recognition and documentation of her accomplishment (refer to part B below for more detailed information).

Until recently, the noncredit ESL program has only been offered at Compton Center, but in spring 2018, the ESL department piloted noncredit courses in conjunction with the South Bay Adult School Consortium. In the spring of 2018, ESL 03D was offered at Inglewood Adult School, and in the fall of 2018 ESL 02D is being offered at Inglewood and ESL 03D will be offered at the Torrance campus.

In 2017, further additions to the noncredit program have been approved: "NESL for Childhood Educators I and II," "NESL for Healthcare I and II," "NESL for Medical Terminology," "NESL for Anatomy and Physiology I and II," "NESL for Radiologic Technology A," "NESL for Career and Technical Education," "NESL for Arithmetic," Approval for "NESL for Algebra," "NESL for Statistics," and "NESL Support for CTE Programs". These courses will provide English skill enhancement to current credit ESL students who are pursuing certificates and degrees in these areas and to students already working in these fields who would benefit from attaining more English proficiency. All of these courses will be part of enhanced noncredit certificates once the certificates receive approval from the Chancellor's Office, and this will increase the amount of

apportionment the College will receive for these courses. Enhanced noncredit courses generate the same apportionment as credit courses.

Another innovation in the noncredit sphere is the mirrored courses that were piloted in several ESL classes in spring 2018 as well. Mirrored classes are noncredit copies of credit ESL classes. Instead of being numbered ESL 51ABC, 52ABC, and 53ABC, mirrored classes are numbered NESL 51ABC, 52ABC, and 53ABC, respectively. Mirrored class students attend ESL classes for free, and in turn, are expected to attend classes regularly and complete the assignments and tests in these classes. However, they do not receive unit credit nor a letter grade; instead, students receive a “Pass” or “No Pass” notation. This situation makes it possible for students to repeat classes if they desire, and therefore, provides an opportunity for students to study at their own pace and/or for purposes of personal enrichment, etc.

To remain competitive as an ESL program, it is recommended that we begin offering noncredit courses, expand our offerings of online and hybrid courses, hire full-time faculty to replace retiring faculty, fund release time for faculty to implement AB705 changes, and update and replace aging and broken technology in the Humanities building.

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

Currently, the ESL program offers a “Certificate of Accomplishment” indicating that a student has successfully completed the required courses for each Certificate. The Certificate’s purpose is to recognize student achievement and to provide documentation for students who may need it for various reasons (e.g. employment-related, academic, personal, etc.). The Certificate of Accomplishment is given to students who complete all three of the credit ESL tracks through the C level in each. A student earning a Certificate of Accomplishment might find this helpful in obtaining employment in jobs where English is necessary but the job itself may not necessarily require a college degree. It also could aide students who are already employed with gaining a promotion. Finally, it can provide validation for students who may not necessarily be seeking employment outside of the home but who wish to see their strong effort rewarded. As mentioned above, the program has noncredit certificates awaiting approval at the state level. Once approved, these certificated will make all of the noncredit courses enhanced noncredit.

**C) Explain how the program fulfills the college’s mission and aligns with the strategic initiatives.**

**STRATEGIC INITIATIVES:**

- 1. Student Learning: Enhance teaching to support student learning using a variety of instructional methods and services.**

The Humanities Division's classrooms provide access to computers, document cameras, and wi-fi signals to enhance student learning. Eight classrooms are dedicated computer labs, and two classroom sets of Google Chromebooks are available should the need arise. Students also have access to computers in the Library Media Technology Center, the Writing Center, and the Reading Success Center.

The ESL program is now offering hybrid writing classes. To date, there have been three hybrid sections of ESL 53C.

## **2. Student Success and Support: Strengthen quality educational and support services to promote student success.**

The ESL program is committed to providing students with academic support in the classroom, during office hours, and outside these periods if needed. Tutorial assistance is available to students in the Writing Center, the Learning Resources Center, and the Reading Success Center. In each of these centers, staff members are available to assist students one-on-one and thus, directly address students' individual needs and concerns. In terms of non-academic matters, the ESL Coordinator assists students in the assessment, registration, and matriculation processes. In addition, the Counseling Center and the International Students' Program office provide advisement in areas such as matriculation, career/educational planning, etc. and in emotional/psychological matters. All of these factors contribute to the academic and personal growth and ultimate success of students.

## **3. Collaboration: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.**

The culture of the ESL program is the epitome of collegiality. All full-time faculty members collaborate on large projects and support each other when classroom issues and administrative duties arise. Information and ideas are shared freely with adjunct instructors, as well as with each other. Faculty members communicate with each other via email and/or face-to-face on a daily basis so that everyone is kept up-to-date on the latest developments germane to the program.

As mentioned above, ESL faculty work extensively from faculty and staff in the Learning Resource Center, the Reading Success Center, the Writing Center, the Counseling Center, and the International Students' Program to provide students with the support they need to succeed in their academic pursuits. For example, students are regularly referred to the Writing Center, Learning Resource Center, and Reading Success Center so that they can

get help with their writing and reading assignments. Further, the ESL program keeps counselors and the Assessment and Testing Office informed of changes in the curriculum such as the new noncredit courses and new course offerings.

**4. Community Responsiveness: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.**

To publicize the ESL program and to strengthen relationships with the local educational and workforce communities, faculty members Matt Kline, Rebecca Loya, Jenny Simon, and Jelena Savina have visited high schools and adult schools. Through these visits, they have been able to determine needs and concerns that could be addressed by the ESL department. For example, a smoother transition from high school and adult school to college-level work and means of providing more workplace-related/vocational ESL (VESL) skills were found to be of great interest to community members. For the past two years, the program has been partnering with the South Bay Adult Education Consortium to develop ways to help adult school students transition to the College. One of the key ways has been the development of noncredit ESL courses, which are more attractive to adult school students since they are free and repeatable.

**5. Institutional Effectiveness: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.**

All Student Learning Outcomes (SLOs) are assessed every academic year, and all three ESL Program Level Outcomes (PLOs) have been assessed. The recommendations made in these assessment reports are being actively discussed and implemented by faculty. In addition, course Consistency Projects, essay norming sessions, and periodic meetings with adjunct instructors ensure that standards and practices are consistent and up-to-date across course offerings.

**6. Modernization: Support faculty and technology improvements to meet the needs of students, employees, and the community.**

Instructors actively utilize the document cameras, computers, etc. available in the classrooms, and these resources have become indispensable elements of effective pedagogy. As the demand for computer labs has increased considerably, class sets of Google Chromebooks have been made available for use when computer labs are unavailable. In addition to these types of hardware, some instructors have made use of course management systems such as Etudes and MyECC GradeBook, but as Etudes is being phased out, Canvas will be replacing it in the near future. The use of Turnitin.com has become a staple in most writing and some reading classes and has been a very useful



tool for many instructors. Also, many ESL textbooks at all levels are accompanied by online components, such as Longman's MyEnglishLab, and MyCompLab, which are being used in some classes.

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

Below are the recommendations made in the previous Program Review (2013):

**1. Faculty requests funding for classroom tutors in ESL 53C classes. (Strategic Initiative A, B, E)**

Status: Active. Having tutors in writing classes at all levels, and not only in 53C, has been revisited from time to time. In the past, faculty have given mixed reviews to the practice of working with tutors. However, with the implementation of AB 705, the possibility of tutors assisting students and faculty in the classroom has been reconsidered especially in light of the fact that English 1AS classes will include a tutorial component.

**2. The program recommends reinstating in-person registration for ESL students. Funding is requested to support faculty or classified staff in helping with the registration process. (Strategic Initiative E)**

Status: Active. The topic of reinstating in-person registration has been revisited many times. Prospective ESL students may find the current online application/registration process daunting, and although there is assistance available in the Student Services Center for these tasks, these students may not be aware that it is available or may feel reluctant to ask for help. Jelena Savina and Assessment Center staff members have been kindly volunteering to assist ESL students in applying and registering for classes, as additional funding for a registration support person for ESL students has not been forthcoming. Nevertheless, due to the need to increase enrollment in the ESL program, funding for in-person registration support staff and/or additional compensation for faculty is a crucial, ongoing need.

**3. The program's faculty members are still interested in the creation of an ESL certificate. The faculty members should meet with the Humanities Division dean as to discuss the feasibility of offering a certificate. (Strategic Initiative D, E)**

Status: Completed. The ESL Certificate of Accomplishment was approved in 2016 and are now available to interested students, thanks to the heroic efforts of Dr. Jenny Simon, and noncredit certificates should be approved by 2020.

**4. The program requests the addition of more day and evening sections if the pattern of enrollment decline is reversed. (Strategic Initiative A, B)**

Status: On Hold. Scheduling classes at times that are more convenient to students is thought to be a possible means of increasing enrollment. Unfortunately, enrollment has continued to decline; therefore, at this point, more day and evening sections have not been added. However, faculty have discussed the possibility of scheduling classes to

better suit the needs of students (e.g. scheduling the proposed combination 52B/53B and 53B/53C classes such that they meet at the same time each day, shifting more day classes to the evening to accommodate working students, etc.).

**5. In the event of any retirements, hire full-time faculty to maintain the current level of full-time positions. (Strategic Initiative A)**

Status: Completed. Since the previous Program Review, no ESL faculty members have retired. In Spring 2016, Nancy Currey resigned, and the following semester, Allison Carr transferred from the English department to the ESL department to fill Ms. Currey's former position. In this manner, the current level of full-time positions has been maintained.

**6. Faculty requests funding for the maintenance and repair of computers, overhead projectors, and other instructional technology in the Humanities building. If possible, an IT worker should be hired for the Humanities building. (Strategic Initiative F)**

Status: Active. Per Recommendation 2 above, the classroom computers, projectors, etc. are in use daily, from morning until evening. In turn, this extended use has taken a toll on the equipment, resulting in the need for new bulbs for the projectors, updated software for the computers, a more consistent wi-fi signal building-wide, etc. When technological problems arise, ITS staff members or Humanities Division Office staff members, notably, Erica Soo Hoo, attend to these problems. Therefore, funding for a dedicated IT worker in the Humanities building and for the maintenance and repair of instructional technology is an ongoing concern for faculty.

**7. The program will meet to discuss the possibility of developing accelerated ESL courses. (Strategic Initiative A, E)**

Status: Completed. Jenny Simon has painstakingly developed an accelerated course which devotes the first 8 weeks of a semester to 53B and the remaining 8 weeks to 53C. This class was originally offered in Spring 2018, but unfortunately, the class did not make minimum enrollment and was withdrawn from the schedule. However, the course is still technically available should the need and/or demand rise. Concurrently, the department has been discussing the possibility of creating combined 53B/52B and 53B/53C classes, but this discussion is still at a very early phase.

**8. The program will meet to discuss the possibility of offering a hybrid version of ESL 53C. (Strategic Initiative A, E)**

Status: Completed. Through the tireless efforts of Dr. Jenny Simon in developing and promoting a hybrid 53C class, the ESL program has been offering one section per semester. Interest among students has been growing steadily, and it is likely that more hybrid sections of 53C may be offered. Dr. Simon has also developed additional hybrid 52B and 53B courses which will be offered in Fall 2018, and hopefully, these courses will become as popular as they hybrid 53C has become.

**9. It is recommended that ESL 53C sections are scheduled in more desirable time slots. (Strategic Initiative A, B)**

Status: Active. Faculty have discussed offering more sections of 53C at more times that are attractive for students (e.g. 10:30-1:00). However, for reasons per Recommendation 4 above, this Recommendation has not come to fruition. 53C is among the higher-demand classes, and although adding sections may not be realistic, shifting the class schedule to accommodate this change has been discussed as a viable solution.

**10. The faculty will meet to discuss the possibility of creating a standardized test, possibly a pre- and post- test, for reading courses prior to English 1A. (Strategic Initiative A, E)**

Status: On Hold. The department has discussed this possibility off and on since the previous program review, but at this point, no substantive progress has been made toward the test's development due to the scheduling, costs, etc. involved. In addition, the advent of AB 750, may render this proposed test moot.

**11. The faculty will meet to determine ways to improve student success and retention rates in introductory-level courses. (Strategic Initiative B, E)**

Status: Active. The department has been discussing ways to achieve these ends. It is hoped that the ESL certificates and noncredit courses such as mirrored courses may encourage more students' persistence when they are taking A-level classes and beyond. Specifically, appealing to their career, personal, and/or academic goals may incentivize students' desire to complete courses successfully.

**12. Funding is requested to support outreach efforts in the community and to organize workshops with other institutions and other programs on campus. (Strategic Initiative C, D)**

Status: Active. Through Matt Kline's efforts, the ESL program is now working in partnership with the South Bay Adult School Consortium. The aim is to offer the adult schools' advanced-level classes on the EC campus and beginning-level EC classes on adult school campuses. This semester (Spring 2018), Inglewood Adult School is piloting this program along with El Camino.

**13. The faculty will meet to discuss the possibility of requiring or recommending speaking/listening courses for 53C. (Strategic Initiative B)**

Status: Active. The department has discussed the possibility of requiring listening/speaking classes as part of the ESL program, not only for 53C. The main issue that prevents this possibility from becoming a reality involves the additional time and resulting costs involved in students' taking listening/speaking classes. Adding a listening/speaking requirement could even prove to be prohibitive to some students, particularly non-resident and international students. Nevertheless, the department recognizes the need for students' listening/speaking skill development especially since listening/speaking skills play a large role in writing skills development and since the need

for listening/speaking proficiency will become increasingly apparent once students complete the program and move on to non-ESL courses.

## SECTION 2

### Analysis of Research Data

Include charts and graphs provided by the Office of Institutional Research, as applicable.

#### A) Head count of students in the program

The 4-year average enrollment from 2013-2014 to 2016-2017 was 1,620 students. The lowest enrollment was in 2014 at 1,493 students, but that was an anomaly because in most years it was close to the average.

The bulk of the program's students come from Asian countries (approximately 60%). Latinos are the second largest ethnic group of students (17%) followed closely by Whites at 16%. Two points are worth mentioning here. First, the Latino population in the program is much smaller than the percentage of Latinos in the College as a whole. Latinos make up 51.5% of the College's student population. This is striking given that surrounding communities such as Lawndale and Hawthorne have significant Latino populations. Second, the percentage of Whites has gone up considerably over the past few years. In the spring of 2013, they made up 10% of the program's students, but then rose to 16% by spring 2017. The reason for this increase may be because there has been an increase in the number of Middle Eastern and North African students in the last five years, and these students may be more apt to self-identify as White.

The program has slightly more female students than males. Females made up anywhere between 51% and 57% of the population from 2013 to 2017.

Finally, the ESL student population is older than the College's student population as a whole. Anywhere from 32% to 39% of the ESL students are older than 30 years of age, whereas approximately 14% of the College's students are over 30.

#### B) Course grade distribution

The 5-year success average for the program is 78.6%. The only course that never had a success rate above the success average in the fall semesters from 2013 to 2017 is ESL 53C, which is the highest level writing and grammar course. Interestingly, in the spring semesters the success rate for ESL 53C met or exceeded the 5-year success average every semester save one. The reason for this difference is unclear. However, it may be that more new students place into 53C in the fall and are unfamiliar with strategies for success at a college in the United States. Hence, they do not do as well in the course, whereas there may be more returning students in the spring, and they are aware of what they need to do to be successful at college.

Students in the lowest level reading and vocabulary course (ESL 52A) did not meet the success average three times in the spring semesters. This may be due to the fact that there is no minimum language proficiency required to take our lowest level courses, yet it is not clear

why the success rates were lower than those for ESL 53A, the lowest writing/grammar course.

### **C) Success rates**

As mentioned in Section B above, the 5-year success average for the program is 78.6%, and students in most classes met or did better than the average except in ESL 53C and ESL 52A. Only one semester did one ethnic group have a success rate 80% below the reference group of White males between 20 to 24 years old. In the fall of 2017, African-Americans had a success rate of 60% below the reference group; however, no conclusions can be made from this because there were only 23 African-American students that semester, so the sample size is too small to make the results statistically significant. Although all groups regularly had success rates within 80% of the reference group, Latinos tended to have the lowest success rates of any ethnic group. For instance, Latinos had lower success rates than Asians and Whites every fall and spring semester from 2013 to 2016. The largest discrepancy between Latinos and Asians occurred in the spring of 2016. The success rate for Asians was 81.1%, whereas it was 65.5% for Latinos.

The reason for the discrepancy between Latinos and other students is not known. Possibly, the program's Latino students have reached lower educational levels in their countries than other students, or it may be that the Latino students on the whole have more work and family responsibilities than the groups in the program. The ESL program and Institutional Research and Planning (IRP) should collaborate to determine the specific barriers to success for these students.

Female students consistently had higher achievement than male students. In fact, every semester from 2013 to 2016, females had higher success rates than males. The biggest gap was in the spring of 2016 when the female success rate was almost a full 13% higher than males (84.3% for females compared to 71.4% for males). There is no apparent reason for this discrepancy, so this also is an area that the program can work with IRP to figure out the cause of the discrepancy.

### **D) Retention rates - *if applicable, include retention based on placement method***

The retention rates for the ESL program were very strong from 2013 to 2017. There were only three classes that had a retention rate below 82% during this time frame. Twice the retention rates for ESL 52C were below 82%, and once the rate fell below 82% in a section of ESL 51C. However, both of these classes are not prerequisites for any class at the College, so it is actually surprising that these courses had low retention rates in only three semesters.

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

The ESL program does not offer any online courses, yet it started offering hybrid versions of ESL 53C in 2015. Both the success and retention rates for this course were higher than the rates for the face-to-face classes with the hybrid version having a 100% rate one semester.

**F) Enrollment statistics with section and seat counts and fill rates**

The fill rates for the program were quite strong with an average of 93.5%. The lowest fill rate was in the fall of 2014 with a fill rate of 81.5%, but the highest rate was 118.5% in the fall of 2016.

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

The ESL program used to have a robust evening program, but the majority of the courses are now offered in the day. For instance, in the spring of 2017 93.7% of the students took day classes.

**H) Improvement Rates (Course success by placement method, if applicable)**

N/A

**I) Additional data compiled by faculty.**

N/A

**J) List any related recommendations.**

1. Determine ways to help Latino students close the achievement gap between them and the other ethnic groups especially Asians and Whites.
2. Determine how to close the achievement gap between males and females.
3. Increase the program's offerings in the evening.

**SECTION 3**  
**Curriculum**

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

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

COURSE	SEMESTER OF LAST REVIEW	SEMESTER OF NEXT PLANNED REVIEW
ESL 51A	Spring 2017	Spring 2023
ESL 51B	Spring 2017	Spring 2023
ESL 51C	Spring 2017	Spring 2023
ESL 52A	Fall 2016	Fall 2023
ESL 52B	Fall 2016	Fall 2023
ESL 52C	Fall 2016	Fall 2023
ESL 53A	Spring 2018	Spring 2024
ESL 53B	Spring 2018	Spring 2024
ESL 53C	Spring 2018	Spring 2024

**B) Explain any course additions to current course offerings.**

In response to a growing need on our campus for extra language support in particular courses, the ESL program has created noncredit vocational ESL (VESL) courses such as ESL for



Medical Terminology and ESL for Childhood Educators as well as noncredit courses to help students with their content-area courses. While these courses have not yet been offered on campus, they have been approved by our campus Curriculum Committee and the Chancellor's Office.

#### NESL 04A -- ESL for Healthcare I

Designed for intermediate ESL learners, this course helps prepare students for careers in healthcare. Students gain a general knowledge of healthcare settings, careers, and terminology including the major body systems and their basic functions.

#### NESL 04B -- ESL for Healthcare II

This second course in a two-course sequence develops the listening, speaking, reading, and writing skills of intermediate ESL students seeking a career in the healthcare field. Emphasis is on terminology and communication skills for interacting with patients and professionals in the medical field. Topics include communication, safety, medical emergencies, first aid, and pharmacology.

#### NESL 05A -- ESL for Childhood Educators I

This first course in a two-course sequence prepares intermediate-level ESL students for a career in childcare, with special emphasis on vocabulary and entry-level skill acquisition as well as familiarity with common phrases for interacting with English speaking children, staff, and parents. Topics include basic childcare vocabulary, communicating about children, preventing incidents, reporting incidents, and treating illnesses and minor injuries. This course prepares students for the Childhood Education credit program.

#### NESL 05B -- ESL for Childhood Educators II

This is the second course in a two-course sequence that prepares intermediate-level ESL students for a career in childcare, with special emphasis on vocabulary and entry level skill acquisition as well as familiarity with common phrases for interacting with English speaking children, staff, and parents. Topics include infant development, toddler development, preschooler development, and school-age child development. This course prepares students for the Childhood Education credit program.

#### NESL 06 -- ESL Support for Career and Technical Programs

This course, designed for students whose primary language is not English, is intended for students currently enrolled in an entry-level vocational class. Students will receive instruction in writing, reading, speaking, vocabulary building and test taking skills designed to help them succeed in the content area course. Subsequent enrollment in an additional semester will provide the student with an opportunity for continued skills and competency development within the level and subject matter.

#### NESL 07A -- ESL for Math I

ESL for Math I helps students acquire the English necessary to do basic math. Students practice their listening, speaking, reading, and writing skills related to math concepts such as numbers, measurement, addition, subtraction, multiplication, and division. This course provides ESL support for students who plan to take or who concurrently take Math 12, Math 23, or Math 37.

#### NESL 07B -- ESL for Math II

ESL for Math II helps students acquire the English necessary to succeed in algebra and geometry courses. Students practice their listening, speaking, reading, and writing skills related to algebra and geometry. This course provides ESL support for students who plan to take or who concurrently take Math 40, Math 60, Math 67, Math 73, and Math 80.

#### NESL 07C -- ESL for Math III

ESL for Math III helps students acquire the English necessary for statistics courses offered at El Camino College. Students practice their listening, speaking, reading, and writing skills related to statistical concepts. This course provides ESL support for students who plan to take or who concurrently take Math 67 or Math 150.

#### NESL 08 -- ESL for Medical Terminology

In this high-intermediate ESL course students study key medical terms in anatomy and physiology and vocabulary for diseases, symptoms, procedures, common medical tests, and abbreviations. Emphasis is placed on word parts (prefixes, roots, and suffixes), pronunciation, and spelling. Students practice listening to and reading medical terms as well as utilizing them in writing and in speech. This course provides ESL support for students who plan to take or who concurrently take Medical Terminology I.

#### NESL 09A -- ESL for Anatomy and Physiology I

This first course in a two-course sequence prepares high-intermediate to advanced ESL students for credit anatomy and physiology courses. Several body systems and their functions as well as the basics of chemistry and cell biology are covered with reading, writing, speaking, and listening activities. Emphasis is on pronunciation, spelling, and study skills useful for success in healthcare programs. This course provides ESL support for students who plan to take or who concurrently take Anatomy 30, Anatomy 32, Anatomy and Physiology 34A, and Anatomy and Physiology 34B.

#### NESL 09B -- ESL for Anatomy and Physiology II

This second course in a two-course sequence prepares high-intermediate to advanced ESL students for credit anatomy and physiology courses. Blood, body defenses, and the digestive,

cardiovascular, respiratory, urinary, and reproductive body systems and their functions are covered with reading, writing, speaking, and listening activities. Emphasis on pronunciation and spelling for success in healthcare programs. This course provides ESL support for students who plan to take or who concurrently take Anatomy 30, Anatomy 32, Anatomy and Physiology 34A, and Anatomy and Physiology 34B.

#### NESL 10 -- ESL for Radiologic Technology

This course is designed to help intermediate to advanced ESL learners acquire the listening and speaking skills necessary for communicating in the radiography field. Emphasis is on communicating with fellow radiographers and radiologists, other healthcare workers, and clients and their families. This course provides ESL support for students who plan to take or who concurrently take Radiologic Technology A.

#### NESL 100 -- Supervised Tutoring: English Support Center

This is a supervised tutoring course that provides English as a Second Language students with the listening, speaking, reading, and writing skills necessary for success on the specific assignments and assessments in the courses for which they seek tutorial support.

Besides offering noncredit VESL courses, the program began the curriculum approval process for mirrored noncredit courses in the spring 2018 semester. A mirrored noncredit course is the exact copy of a credit course. Offering mirrored courses will enable students to take any of the program's regular credit courses for credit or for noncredit. Students who elect to take a course for noncredit will not have to pay tuition for the course and will be able to repeat the course as many times as necessary to master the course's objectives and outcomes. Hopefully, the mirrored courses will get approved and be offered by the spring of 2019.

In our last program review, the ESL program had discussed offering accelerated versions of our writing and reading courses for students who would like to move through the course sequence in a more timely manner. The English program offers RWE, 50WW and 50 RR. Jenny Simon and Matt Kline collaborated on creating accelerated versions of ESL 53B and ESL 53C that also would be offered partially online. It was going to be offered for Spring 2018, but unfortunately it was cancelled due to low enrollment. We feel that moving forward, better communication with the International Student Program and with Counseling will help inform potential students about the benefits of taking an accelerated course.

#### **C) Explain any course deletions and inactivations from current course offerings.**

It should be noted that ESL 02 and ESL 03 are not listed in our schedule for course review because they are only taught at the Compton College campus.

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

ESL 53C has been offered as a hybrid course with one face-to-face meeting and one online meeting per week since fall 2015. The course has been taught by Jenny Simon and has been a good fit for students. In fact, in the fall 2015 semester the course had a 100% retention rate compared to a retention rate of 84% for the face-to-face sections offered that semester.

Due to the positive feedback from the hybrid version of ESL 53C, the program's faculty decided to begin offering more hybrid courses. Distance Education addenda for ESL 52B, 52C, and 53B were approved by the College Curriculum Committee. However, none of these courses has been offered as hybrids yet.

**E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

**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?**

The ESL program now has one certificate available: a Certificate of Accomplishment. The Certificate of Accomplishment is a 12-unit course that is earned upon successful completion of the highest levels of our reading, writing, and listening/speaking courses, 52C, 53C, and 51C. The certificate is helpful for students that may not seek to earn a degree but are hoping to improve their English for career opportunities. These courses are offered every semester.

As mentioned earlier noncredit courses were approved by the College Curriculum Committee in the spring of 2017 and have been sent to the Chancellor's Office for approval. In addition to these courses, noncredit certificates of competency were proposed so that all the program's noncredit ESL courses would be Career Development and College Preparation (CDCP) courses and generate the enhanced noncredit apportionment rate.

**2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

The ESL program currently has two courses that transfer to the UC system, ESL 53B and 53C.

**3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

As we have only started offering the certificate, we do not have sufficient data yet to know how many students are applying for the certificate. While we do not offer a degree in the ESL program, many of our students go on to earn degrees at four-year institutions.

**4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable**

**goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

This does not apply to the ESL program.

**F) List any related recommendations.**

1. The ESL program would like to explore re-activating ENG 1AX, as ENG 1AS is now transferable to UCs. This course was inactivated 1AX because UC Berkeley did not recognize it on student transcripts as a course that was parallel to ENG 1A. However, now with the passage of AB 705, the possibility of offering extra support specifically for ESL students taking English 1A is more popular.
2. Faculty should collaborate with the College's allied health programs to determine how noncredit VESL courses can best serve non-native speakers of English in the health programs.
3. The ESL program should explore how the noncredit VESL courses can support local businesses. For instance, courses that focus on healthcare might be beneficial for employees of healthcare providers in the region.

## SECTION 4

### Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

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

All of our course and program student learning outcomes have been assessed.

**B) 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.**

The SLO and PLO assessment results over the past four years have been overwhelmingly positive. The overall success rates for the listening/speaking courses (ESL 51A, 51B, and 51C) were above the goal of 70% during the last PLO assessment of those courses. In fact, the success rates for ESL 51B and 51C were 88% and above. The success rates for the reading/vocabulary courses were similar. ESL 52A and 52B both had rates of 80%, and ESL 52C's success rate was 82%.

The success rates for the writing/grammar courses were met almost every assessment cycle since 2014. In fact, only two particular student learning outcomes, one ESL 53A and one in ESL 53B, were not met during that time frame. Suggestions were given to improve these outcomes such as utilizing different teaching strategies and providing students with more opportunities to practice the skills necessary to achieve the outcomes. The suggestions appeared to have worked because in subsequent assessments, the students met the outcomes.

The results of the SLO and PLO assessments indicate that the teaching techniques and strategies employed by the program's faculty have been quite effective. In addition, when particular learning outcomes were not met, the recommendations given to improve outcomes proved to be effective.

**C) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

The assessment process has been beneficial in that it has helped faculty realize areas of strength and weakness and has helped the program's curriculum and instruction become more uniform. For instance, the results of the fall of 2015 assessment for ESL 52B made the instructors realize that they needed to use a similar type of reading passage for their assessment. Another example comes from the fall 2017 assessment of ESL 53B. Ninety-nine percent of the students successfully met the goal of writing an essay with a thesis statement, topic sentences, and transitional phrases or sentences. Results such as these make it clear to everyone in the program that they should continue what they are doing to prepare students to meet this outcome. Finally, the process has shown faculty the need for more robust assessments. In the fall 2017 assessment of ESL 52C, a 10-item test was used to determine if students had met several learning outcomes. This meant that at most two items on the test measured a particular outcome

such as the ability to guess the meaning of unfamiliar words through context. Faculty realized the problem and during the subsequent assessment cycle used an assessment that had many more items on it.

**D) List any related recommendations.**

1. The program is starting to offer noncredit courses such as ESL for Medical Terminology and the noncredit courses that have traditionally only been offered at Compton College. These courses will have to be added to the program's SLO/PLO timeline.
2. Additionally, after these courses have been offered and assessed several times, the faculty will have to determine what changes, if any, will need to be made to the courses' SLOs and learning objectives.

**F). Discuss any findings from SLO/PLO assessments that help to justify recommendations**

Although students are currently meeting the established standard, the program has an ongoing need for support as it does not want to compromise outcomes due to a decline in the quality or quantity of instructional materials currently made available to students and instructors.

## SECTION 5

### Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. 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:

The results discussed in this report are based on the Student Satisfaction Survey, conducted over several weeks in spring 2018, after consultation between the ESL department and Institutional Research to be sure that the questions were comprehensible to our students. A total of 369 ESL students across all levels of the program are included in the survey. Overall, the survey indicates a high level of satisfaction with the ESL program.

#### 1. Student Support

Four of the questions directly asked about students' sense of support from their ESL instructors, and these were among the most positive responses received. Combining Strongly Agree and Agree, we find that:

- 90% of our students believe that “My ESL teachers have helped me reach my academic goals.
- 90% believe that “My ESL teachers provide opportunities to actively participate in my classes.”
- 93% believe that “My ESL teachers listen to me and answer my questions”
- 87% believe that “My ESL teachers have helped me stay motivated to do class assignments and activities.”

In each of the above questions, only very small numbers (3 to 6 students) strongly disagreed.

The questions regarding “feeling a sense of community within this program” and “a variety of extracurricular activities” had relatively high non-committal answers, with 17% neither agreeing nor disagreeing with the first point and 27% with the second. It is possible that students may not place a high priority on these areas, though we could consider ways to increase the sense of community support our students' experience.

Another area in which our students may need more engagement and support is library usage, since there were a relatively high percentage of “neither agree nor disagree” responses (23%) to the question about whether library resources help them succeed.



## **2. Curriculum**

None of the questions on the survey directly asked about the curriculum in the ESL program. However, the following questions about course offerings may be relevant. In analyzing questions that relate to course offerings and availability, the numbers are still mainly positive, but there is perhaps more room for improvement here. Combining Neither Agree nor Disagree, Disagree, and Strongly Disagree, we see that:

- 13% are not satisfied that “There is a good variety of different courses offered in the program”
- 13% of students are not fully satisfied that “Courses were scheduled on days and times that were convenient for me”
- 13% are not satisfied that “I’ve been able to register for the classes I need within this program.

While the number who disagree or strongly disagree is small, we could consider following up on these questions with a survey asking students about the variety of classes, scheduling, and registration issues.

Also, it is worth noting that students who were completely dissatisfied with the schedule may not ever have made it into our classes. It is difficult to capture information on potential students who may have been lost in the registration process. We also did not capture any information about whether there are other courses or changes in the curriculum that students want.

## **3. Facilities, Equipment, and technology**

There is room for improvement in the area of technology. Nearly 14% of students expressed less than positive responses to a question about classroom technology equipment such as projectors, and 19% were not satisfied with the computers and software available to them in their classroom. In regard to the buildings and classrooms themselves, 90% expressed satisfaction.

## **4. Program Objectives**

Students seem to be aware of SLOs, as the positive results on a question about awareness of course outcomes shows only 3 students who disagree and 90% who agree.

**B) Discuss the implications of the survey results for the program.**

We can feel confident that the students who are enrolled in our program feel a high degree of satisfaction with the instructors and the instruction they receive. What is less clear is whether there are students who would benefit from ESL instruction who are not being served by our program, and whether the strong academic focus on the program is indeed what students want and need. We ourselves have difficulty seeing what's not happening in our program, and our students may not be in a position to suggest alternatives to what currently exists. It is for this reason that the first steps towards noncredit courses and VESL are so important to study.

**C) Discuss the results of other relevant surveys.**

No other relevant student surveys were conducted during this program review cycle.

**D) List any related recommendations.**

1. Another survey should be conducted specifically asking students about class scheduling, the variety of classes in the program, and class registration.
2. The local community should be surveyed to determine feelings and opinions about ESL course offerings and scheduling at the College.
3. Given students expressed dissatisfaction with technology, a reoccurring cycle for replacing, updating, and enhancing technology in the classrooms should be developed.
4. The ESL program should work with the library's faculty and staff to inform students of the resources available to them in the library.

## SECTION 6

### Facilities and Equipment

**A) Describe and assess the existing program facilities and equipment.**

The ESL program is housed in the Humanities Building. This building is equipped with smart classrooms but due to age and use, many items are in need of repair and replacement.

**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.**

The pull-down projection screens for many rooms need to be replaced. The hooks on the front board have scratched the screens from behind and marks show through making the instructor's content illegible at times. All bulbs should be replaced immediately in the projectors. Lack of visible text is a 504 violation for hearing impaired/hard of hearing students, as they need to be able to follow along with the text as the instructor speaks.

Also, the air ducts in the classrooms and offices need to be inspected and cleaned. There is excessive dust that accumulates and leads to equipment damage and breathing issues for students, faculty, and staff that may cause health problems in the future. Faculty have also commented about the extreme temperatures in various classrooms--perhaps the temperature can be more consistently regulated. The whiteboards should be cleaned on a regular basis. Finally, each classroom is in need of a functioning stapler with extra staples and functioning pencil sharpener. These are all basics in a functioning classroom and in order for us meet our goals for the ESL program, we need to provide clean, visible, functioning classrooms for our faculty and students.

Currently, the clocks in the Humanities Building are non-functioning. It would be beneficial for all clocks in the building to be reset and functioning at the current correct Pacific Standard Time. If that is not possible, then we ask that the clocks be removed from the rooms. Another issue is that we do have ESL 100 (a noncredit supervised tutoring course) on the books, but we don't have a room for tutors to meet students. Since the ESL-specific tutors in the LRC have limited time an availability, it would benefit our students greatly to have access to tutors. We could use one of the empty offices on the third floor as a possible space for the tutoring, since all of the ESL full time faculty are on the third floor.

**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.**

Maintenance of current facilities with regular cleaning and care will lessen the need for replacement, and consequently, lower costs. The approximate cost of replacing each projector bulb is \$2,000, and they will have to be replaced as needed. Things like functioning staples and

pencil sharpeners will cost around \$30 per classroom in the Humanities Building. Finally, the cost of cleaning the rooms and keeping HVAC equipment functioning properly and safely is unknown.

**D) List any related recommendations.**

1. Replace all pull-down projection screens that are broken.
2. Fix any air-conditioning/heating issues with the classrooms.
3. Ensure that all classroom clocks keep accurate time.
4. Find a room or space for ESL 100 so that students can receive supervised tutoring.
5. A cycle for the maintenance, repair, and replacement of facilities equipment needs to be developed.

## SECTION 7

### Technology and Software

#### **A) Describe and assess the adequacy and currency of the technology and software used by the program.**

Each classroom in the Humanities Building is equipped with a computer, projector, document camera, and VCR/DVD player. There are eight computer labs in the building that classes meet in.

In the classrooms and in the computer labs, the teachers' computers are adequate, but many of them boot up slowly. The computers connect to ceiling projectors which project images from either the computers or the document cameras. Most of the projector lamps are old, and the projected images on the screens are so dim that even with the lights off, students have a hard time seeing what is being projected. Therefore, projector lamps should be checked and dim lamps be replaced. Eventually, these projectors will need to be replaced. The document cameras are adequate but are aging. These should be replaced. The VCR/DVD players are adequate. The pull-down projection screens are fine although the auto-lock feature seldom works. When this happens, the screen lanyard is usually tied to a chair until a hook can be installed on the white board's marker tray. The hooks seem to work well so they should be installed in all classrooms eventually.

There are eight classrooms that have approximately 36 computers in them for students to use during class time. The students' computers are adequate; however, some of them don't work. These computers are also slow to boot up. If and when these computers are replaced, it would be better if the monitors are smaller. Teachers can't see some students in the back corners because of the large monitors. Each student station has a keyboard and a wrist rest, but many of the wrist rests have fallen off or are no longer attached to the desks and simply placed on the floor or behind the monitors. The printers in these classrooms are fine.

The software on the computers in the classrooms is adequate; however, faculty would like to see the two Internet browsers Chrome and Mozilla FireFox on all computers. Also, it would be helpful if a Microsoft Word shortcut could be on the desktops and easily visible to students.

The college currently uses TracDat for PLO and SLO reports. Faculty overwhelmingly agree that this program is extremely difficult to maneuver, understand, and work with. A new program for PLO and SLO reporting needs to replace TracDat.

In the future, the college should develop an interactive application that students can download onto their cell phones. This app would allow students easy access to class schedules, grades, and instructor contact information.

**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.**

Because the computers in the Humanities Building are getting older and are used often, there is a need for more and more ITS support. 45 teacher station computers, 473 computers, 44 document cameras, 45 LCD projectors, and 21 printers all of which work adequately but eventually have to be maintained and upgraded.

In particular, dim LCD projector lamps need to be replaced. One lamp costs approximately \$300. In the next 2 – 4 years, 45 projector lamps will need to be replaced for a total cost of \$13,500. Current teaching methods utilize computer-related materials that need to be displayed for students. Students need to see lessons projected from the teacher’s computer as well as the document camera; new, bright LCD projector lamps are integral to everyday lessons in the Humanities building.

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

- In the next 2 – 3 years, student computers in all the Humanities computer classrooms need to be replaced. One student computer is \$1,300 plus tax. There are approximately 36 computers in each classroom and eight classrooms with student computers, so the cost will roughly be \$50,000.

- As soon as possible, the teacher’s computers, document cameras, and LCD projectors with projection screens in each classroom need to be replaced.

**Teacher’s Computer**

The computers at each teacher's station are \$1,300 plus tax.

**Document Camera**

One Epson DC-21 document camera costs \$483.00 plus tax

**Projector**

One ceiling projector costs \$2,200 plus tax.

**Projection Screen**

One projection screen costs \$1,200, installed, plus tax.

The trio of the teacher's computer, document camera, and LCD projector with projection screen are essential for teaching in the Humanities Building. Currently, in most classrooms, the teacher's computer is very slow to boot up. Teaching is becoming increasingly difficult as students can barely see what the teacher is showing on the projection screen. Time is frequently wasted on pulling down projection screens, tying them to chairs to stay down, waiting for the computer to boot, getting the projector to turn off/on, and trying to focus and brighten text on the projection screen. Given that there are 45 classrooms, replacing the teacher's computers, document cameras, LCD projectors, and projection screens will cost approximately \$250,000.

**D) List any related recommendations.**

1. Replace every classrooms' teacher's computer, document camera, LCD projector, and projection screen.
2. Replace every student computer in the classrooms that have student computers.
3. Repair or replace damaged wrist rests in the classrooms with student computers.
4. Install Chrome and Firefox on every student computer.
5. A cycle for the maintenance, repair, and replacement of software and technology needs to be developed.
6. Software and technology that keeps the program compliant with Section 501 of the ADA needs to be added as needed.

## **SECTION 8**

### **Staffing**

**A) Describe the program's current staffing, including faculty, administration, and classified staff.**

As of 2018, the El Camino College ESL Program faculty consists of 7 full-time members. Two full-time members have reassigned time. Matt Kline has 66% reassigned time to South Bay Adult Education (SBAE). Jenny Simon has 33.33% reassigned time as the SLO Coordinator. Since the last program review in 2013, one full-time faculty member has retired, Suzanne Herschenhorn, and another full-time faculty member has resigned, Nancy Currey. One new full-time faculty member has been added. Allison Carr transferred from the English to the ESL Department. The program now has one less full-time faculty members than it had in 2013.

Currently, there are twelve adjunct instructors. Two out of the four speaking/listening classes, four out of the nine reading classes, and seven out of the fifteen writing classes are taught by adjunct instructors. In addition to ESL classes, five instructors teach the English 1A class recommended for ESL students. There are five sections of ESL 1A and two of the five sections are taught by adjunct instructors. New this semester, one ESL class is being taught by an adjunct English/ESL instructor at Inglewood Adult School. One of the ESL Department's adjunct instructors, Jelena Savina, teaches one ESL class and works in the Student Services building as the ESL Coordinator.

**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.**

Currently, the program is staffed adequately; however, it is anticipated that there will most likely be one or two retirements within the next three years. Enrollment is no longer growing rapidly as it did in the past, but the numbers of sections continues to be large and many of these sections are filled to capacity. Thus the maintenance of the current full-time staffing is a high priority. Plans should be in place to hire additional full-time instructors immediately when retirements are announced.

ESL students have difficulty completing the College's online application and registration process because of their English-language proficiency. Therefore, it would be very helpful for students if they had the opportunity to apply and register in person.

The Humanities Building has several computer lab classrooms, and there are invariably problems with the computers and their software. Hence, it would be very helpful if the Humanities Division had a designated ITS employee, who would be available to troubleshoot technology problems in the computer lab classrooms.

**C) List any related recommendations.**

1. Replace full-time faculty as needed.
2. Hire employees to help students complete the application and to register for classes.
3. Have a designated ITS employee to troubleshoot technology problems in the Humanities Building.



## SECTION 9

### Direction and Vision

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

There have been many recent policy changes that will impact the department in the coming years. These include AB 86 (funding for regional consortia of community colleges and adults schools) and AB 860 (making the funding formula for noncredit courses equal to credit courses—as long as the noncredit course is part of a program (certificate). These changes have and will continue to lead to significant curriculum and budget changes in the program (see section B1 below). In addition, with the implementation of AB 705, which requires colleges to use multiple measures for student placement in Math and English courses, as well as to shorten the developmental course sequence such that students complete their first college-level course within a year of starting at a college, the ESL program will need to reassess its curriculum in order to ensure its meeting the requirements from the State (see section B2 below). Finally, at a more local level, the college is ramping up its online course offerings, and the ESL department is answering the call with the implementation of hybrid sections (50% online) in three of its courses: ESL 52B, 53B and 53C (see section B3 below).

**B. Explain the direction and vision of the program and how you plan to achieve it.**

**1. Addition of Noncredit Opportunities for Students**

With the implementation of AB 86 and AB 860, the ESL department is in the midst of huge changes. The program is currently working with adult schools in the area to coordinate its curriculum and investigate ways to expand opportunities for students to enroll in El Camino College courses. The department has three main ways that it is offering these opportunities: it is offering its highest level noncredit ESL course at Inglewood Adult School (ESL 03D has previously only been offered at the Compton Center) as well as on the El Camino College campus; and once noncredit mirrored courses have been approved by the State, it will allow students to take credit ESL courses on a noncredit basis so that it's free for students; it's introducing new curriculum specific to certain career paths (i.e., VESL courses). In the coming years, these efforts will continue and the vision and direction of the ESL department will shift and grow.

**2. Linking Reading and Writing**

With the implementation of AB 705, community college English and Math departments are being required to change their course offerings such that students finish their first college-level course within one year of entering college. While ESL students will have three years to complete their first college-level course, it can be predicted that ESL departments will also be asked to find ways to shorten the timeline for students. One way the El Camino ESL program is planning to answer the call is by linking its reading and writing courses and/or creating new reading-writing courses with reduced units (e.g. to 6 units from 8 units in its current two-course model). In the coming years, the department will discuss and pilot different ways to offer courses in a more efficient way.

### **3. Online/Hybrid Course Offerings**

As the college as a whole expands its online course offerings as well as the use of the Canvas course management system to all courses across campus, the ESL program is starting to offer hybrid sections of its reading and writing courses: specifically in ESL 53C (advanced writing), 52B (intermediate reading), and 53B (intermediate writing). In these courses, students still have the benefit of on-campus class meetings, but 50% of the course takes place online. This is a great opportunity for students to try out an online course (usually for the first time) and still have the support of professors and classmates on campus. It is increasingly likely that students will take one or more online courses during their college careers, and these courses give the students an opportunity to learn how to take a course online.

#### **C. List any related recommendations.**

1. Continue to assess the need for hybrid courses. Additional instructors should be trained to teach online/hybrid courses.
2. Implement the new noncredit curriculum. The department should work with the college and the faculty union to ensure that instructors for these courses are paid at the same rate as credit instructors.
3. Review curriculum to find opportunities for linking reading and writing. The department should pilot linked courses or experimental courses (with a reduced credit load) and compare the outcomes to current offerings.



## SECTION 10

### Prioritized Recommendations

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

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Offer noncredit courses (including VESL and mirrored courses)	Apportionment will cover faculty salaries and benefits.	A, B, and D
2.	Expand and offer online/hybrid course	Apportionment will cover faculty salaries and benefits.	A, B, and F
3.	Replace full-time faculty as needed	unknown	A and B
4.	Fund release time for faculty to implement AB 705 changes	\$75,000	A and B
5.	Replace outdated technology in classrooms	\$250,000 (\$170,000 for computers and accessories ; \$55,000 for projectors and other instructional equipment; \$25,000 for software and licenses for computer use)	A and F

6.			
7.			
8.			
9.			
10.			

**B) Explain why the list is prioritized in this way.**

The offering of noncredit courses is a way of transitioning people from the adult schools into the college. This will help the college achieve its mission of reaching the community and also potentially increase the number of students earning certificates.

Offering online and hybrid courses will help alleviate the current shortage of available classrooms in the Humanities division. Also, these courses help prepare our students for success in online learning environments that they may encounter as they pursue their education.

It is important for the strength of the program to have a robust full-time faculty. The health of the program depends on having qualified and experienced instructors dedicated to the program and college. Since 2005, five full-time faculty members have either retired or resigned from the college, yet in that time not one full-time position has opened up. Further, it is anticipated that two more faculty members will retire by the fall of 2021. Therefore, the ESL program should hire at least one new full-time instructor within the next three years so that the program can continue to provide quality instruction to its students.

With the passage of AB 705, community colleges throughout California are scrambling to change curricula so that students complete freshman composition courses as quickly as possible. Further, the bill also will have a huge impact on initial placement of students in English and ESL courses. Although the current ESL sequence of courses falls within the three-year stipulation of the new legislation, the current zeitgeist is for programs to move students into English 1A as soon as possible. Therefore, the program will have to identify and implement changes in the ESL sequence. For instance, currently reading courses are separate from writing courses; however, these courses might have to be combined into a single course. If this is the case, then a great deal of work will have to go into overseeing this change. Consequently, at least one faculty member will need to be given release time to carry this out.

Replacing outdated and broken technology is important in maintaining quality instruction and keeping the college competitive with other local colleges.



## **Appendix A**

### **ALIGNMENT GRIDS**

HUMANITIES Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: <b>English as a Second Language (ESL)</b>		Number of Courses: 9	Date Updated: 03.17.2015	Submitted by: Kevin Degnan, ext. 3355
<b>ILOs</b>	<b>1. Critical Thinking</b> <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>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <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>	<b>4. Information Literacy</b> <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>
<p><b>SLO-PLO-ILO ALIGNMENT NOTES:</b></p> <p><i>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.</i></p> <p><i>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.</i></p>				
<b>PLOs</b>	<b>PLO to ILO Alignment</b>			
	<i>(Mark with an X)</i>			
	1	2	3	4
<b>PLO #1 Mastery of Listening and Speaking Skills</b> Upon completion of the credit ESL program, students will have the listening and speaking skills to successfully complete English 1A.		X		
<b>PLO #2 Reading Skills</b> Upon completion of the credit ESL program, students will have the reading skills to successfully complete English 1A.	X			
<b>PLO #3 Writing Skills</b> Upon completion of the credit ESL program, students will have the writing skills to successfully complete English 1A.	X	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
	<b>ESL 51A Introduction to English in Conversation: SLO #1</b> Students will plan and deliver a 3-5 minute speech on a beginning-level topic.	X				X	
<b>ESL 51A Introduction to English in Conversation: SLO #2</b> Students will use relatively comprehensible pronunciation and stress patterns.	X						
<b>ESL 51A Introduction to English in Conversation: SLO #3</b> Students will respond appropriately to questions about a familiar topic.	X						
<b>ESL 51A Introduction to English in Conversation: SLO #4</b> Students will demonstrate comprehension of a beginning-level listening passage.	X						
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #1</b> Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.	X				X		
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #2</b> Students will use relatively correct phonemes, stress, and intonation.	X						
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #3</b> Students will distinguish phonemic differences in words.	X						
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #4</b> Students will recognize the correct meanings of common American idioms.	X						
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #5</b> Students will demonstrate comprehension of an intermediate-level listening passage.	X						
<b>ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #1</b> Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.	X				X		
<b>ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #2</b> Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.	X						
<b>ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #3</b> Students will select and retain salient information from advanced-level sources.	X						
<b>ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #4</b> Students will formulate questions and respond appropriately in academic and other advanced-level situations.	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
	<b>ESL 52A Introduction to Reading and Vocabulary Building: SLO #1</b> Given a low intermediate text, students will Identify main ideas and specific details.		X		X		
<b>ESL 52A Introduction to Reading and Vocabulary Building: SLO #2</b> Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
<b>ESL 52A Introduction to Reading and Vocabulary Building: SLO #3</b> Given a low intermediate text, students will choose the correct word form to complete a sentence.		X					
<b>ESL 52A Introduction to Reading and Vocabulary Building: SLO #4</b> Given a low intermediate text, students will explain plots, describe settings and characters.		X					
<b>ESL 52B Intermediate Reading and Vocabulary Building: SLO #1</b> Given a high intermediate text, students will interpret the implied meaning or intent.		X		X			
<b>ESL 52B Intermediate Reading and Vocabulary Building: SLO #2</b> Given a high intermediate text, students will identify main ideas and specific details.		X					
<b>ESL 52B Intermediate Reading and Vocabulary Building: SLO #3</b> Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
<b>ESL 52B Intermediate Reading and Vocabulary Building: SLO #4</b> Given a high intermediate text, students will choose the correct word form to complete a sentence.		X					
<b>ESL 52B Intermediate Reading and Vocabulary Building: SLO #5</b> Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.		X					
<b>ESL 52C Advanced Reading: SLO #1</b> Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.		X		X			
<b>ESL 52C Advanced Reading: SLO #2</b> Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.		X					
<b>ESL 52C Advanced Reading: SLO #3</b> Given an advanced text, students will define the meaning of unfamiliar words from the context.		X					
<b>ESL 52C Advanced Reading: SLO #4</b> Given an advanced text, students will interpret implied meaning or intent.		X					
<b>ESL 52C Advanced Reading: SLO #5</b> 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
	<b>ESL 53A Elementary Writing and Grammar: SLO #1</b> 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			
<b>ESL 53A Elementary Writing and Grammar: SLO #2</b> Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.			X		X		
<b>ESL 53A Elementary Writing and Grammar: SLO #3</b> Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.			X				
<b>ESL 53B Intermediate Writing and Grammar: SLO #1</b> Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.			X				
<b>ESL 53B Intermediate Writing and Grammar: SLO #2</b> Students will use textual evidence from a high-intermediate level text.			X				
<b>ESL 53B Intermediate Writing and Grammar: SLO #3</b> Students will use proper formatting and basic documentation of sources.			X	X	X		
<b>ESL 53B Intermediate Writing and Grammar: SLO #4</b> Students will demonstrate correct grammar and sentence structure at the high-intermediate level.			X				
<b>ESL 53C Advanced Essay Writing and Grammar: SLO #1</b> Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.			X				
<b>ESL 53C Advanced Essay Writing and Grammar: SLO #2</b> Students will use basic research skills and textual evidence from an advanced-level text.			X				
<b>ESL 53C Advanced Essay Writing and Grammar: SLO #3</b> Students will use proper formatting and MLA documentation.			X	X	X		X
<b>ESL 53C Advanced Essay Writing and Grammar: SLO #4</b> Students will demonstrate correct grammar and sentence structure.			X				

Program: <b>Non-Credit English as a Second Language (ESL)</b> <i>(Compton-Only Courses)</i>		Number of Courses: 8	Date Updated: 09.30.2014	Submitted by: Dalia Juarez, ext. 2231	
ILOs	<b>1. Critical Thinking</b> <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>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <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>	<b>4. Information Literacy</b> <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>	
	<p><b>SLO-PLO-ILO ALIGNMENT NOTES:</b></p> <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				<b>PLO to ILO Alignment</b> <i>(Mark with an X)</i>	
				1	2
<b>PLO #1 Oral Skills For Interaction</b> 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		
<b>PLO #2 Improving Employability</b> 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		
<b>PLO #3 Entry into the Credit Program</b> 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
	<b>ESL 02A Grammar and Conversation Level I: SLO #1</b> Students will demonstrate, through face-to-face conversations, comprehension of simple words and phrases used in common everyday context.				X	X	
<b>ESL 02A Grammar and Conversation Level I: SLO #2</b> Students will ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.							
<b>ESL 02A Grammar and Conversation Level I: SLO #3</b> Students will use words that signal differences between present and past in simple statements related to common activities.							
<b>ESL 02B Grammar and Conversation Level II: SLO #1</b> Students will demonstrate through face-to-face conversation understanding of simple questions and answers in standard English.				X	X		
<b>ESL 02B Grammar and Conversation Level II: SLO #2</b> 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.							
<b>ESL 02B Grammar and Conversation Level II: SLO #3</b> Students will describe a sequence of events in the past dealing with personal life.							
<b>ESL 02C Grammar and Conversation Level III: SLO #1</b> 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		
<b>ESL 02C Grammar and Conversation Level III: SLO #2</b> Students will use prediction strategies to understand new vocabulary in context.							
<b>ESL 02C Grammar and Conversation Level III: SLO #3</b> 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
	<b>ESL 02D Grammar and Conversation Level IV: SLO #1</b> Students will demonstrate listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.				X	X	
<b>ESL 02D Grammar and Conversation Level IV: SLO #2</b> 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.							
<b>ESL 02D Grammar and Conversation Level IV: SLO #3</b> 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.							
<b>ESL 03A Reading and Writing Level I: SLO #1 (Reading)</b> Students will interpret isolated vocabulary words and phrases in familiar context.				X	X		
<b>ESL 03A Reading and Writing Level I: SLO #2 (Reading)</b> Students will predict meanings of unfamiliar words in familiar contexts using context clues.							
<b>ESL 03A Reading and Writing Level I: SLO #3 (Reading)</b> 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.							
<b>ESL 03A Reading and Writing Level I: SLO #4 (Reading)</b> Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.							
<b>ESL 03B Reading and Writing Level II: SLO #1 (Reading)</b> Students will be able to predict meaning of unfamiliar vocabulary, distinguish facts from opinions and use context clues to find meanings.				X	X		
<b>ESL 03B Reading and Writing Level II: SLO #2 (Reading)</b> Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic.							
<b>ESL 03B Reading and Writing Level II: SLO #3 (Reading)</b> 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
	<b>ESL 03C Reading and Writing Level III: SLO #1 (Reading)</b> Students will use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea and supporting details.						
<b>ESL 03C Reading and Writing Level III: SLO #2 (Reading)</b> Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.				X	X		
<b>ESL 03C Reading and Writing Level III: SLO #3 (Reading)</b> Students will write related sentences to form paragraphs, and proofread and edit their writing.							
<b>ESL 03D Reading and Writing Level IV: SLO #1 Advance Reading and Comprehension Skills</b> 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.\							
<b>ESL 03D Reading and Writing Level IV: SLO #2 Advance Writing Skills</b> Students will write short comparison/contrast or cause/effect paragraphs, using appropriate signal words and Punctuation.				X	X		

## SLO Timeline Worksheet

(2017 - 2020)

Division: Humanities

Program: ESL

Program Review Year: \_\_\_\_\_

*Directions: Use this worksheet to enter the existing assessment timelines for 2016 as listed in TracDat and distribute assessments for each SLO/PLO statement over the next four-year timeline (2017-2020). Type an X in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. The completed worksheet should be emailed to the division facilitator by **JUNE 1, 2017**. Facilitators are responsible for making sure the information is complete and e-mailing an electronic copy of this Timeline Worksheet document (in Word or PDF format) to [ipena@elcamino.edu](mailto:ipena@elcamino.edu) by \_\_\_\_\_. Once received by the SLO Administrative Assistant, this information will be input into TracDat.*

Course and SLO #	Note if offered only in FA/SU/SP	SP	S	F	SP	S	F	SP	S	F	SP	S	F	SP	S	F	
		2016	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019



			16	16		17	17		18	18		19	19		20	20
PLO #1										X						
PLO #2				X								X				
PLO #3						X										X
ESL 51A - SLO #1				X		X			X			X				X
ESL 51A - SLO #2				X		X			X			X				X
ESL 51A - SLO #3				X		X			X			X				X
ESL 51A - SLO #4				X		X			X			X				X
ESL 51B - SLO #1				X		X			X			X				X

ESL 51B - SLO #2				X			X			X			X			X
ESL 51B - SLO #3				X			X			X			X			X
ESL 51B - SLO #4				X			X			X			X			X
ESL 51C - SLO #1				X			X			X			X			X
ESL 51C - SLO #2				X			X			X			X			X
ESL 51C - SLO #3				X			X			X			X			X
ESL 51C - SLO #4				X			X			X			X			X
ESL 52A - SLO #1				X			X			X			X			X
ESL 52A - SLO #2				X			X			X			X			X

ESL 52A - SLO #3				X			X			X			X			X
ESL 52A - SLO #4				X			X			X			X			X
ESL 52B - SLO #1				X			X			X			X			X
ESL 52B - SLO #2				X			X			X			X			X
ESL 52B - SLO #3				X			X			X			X			X
ESL 52B - SLO #4				X			X			X			X			X
ESL 52B - SLO #5		X		X			X			X			X			X
ESL 52C - SLO #1				X			X			X			X			X
ESL 52C - SLO #2				X			X			X			X			X

ESL 52C - SLO #3				X			X			X			X			X
ESL 52C - SLO #4				X			X			X			X			X
ESL 52C - SLO #5				X			X			X			X			X
ESL 53A - SLO #1		X			X			X			X			X		
ESL 53A - SLO #2		X			X			X			X			X		
ESL 53A - SLO #3		X			X			X			X			X		
ESL 53B - SLO #1		X			X			X			X			X		
ESL 53B - SLO #2		X			X			X			X			X		
ESL 53B - SLO #3		X			X			X			X			X		

ESL 53B - SLO #4		X			X			X			X			X		
ESL 53C - SLO #1		X			X			X			X			X		
ESL 53C - SLO #2		X			X			X			X			X		
ESL 53C - SLO #3		X			X			X			X			X		
ESL 53C - SLO #4		X			X			X			X			X		

## Appendix C

### 6-YEAR CURRICULUM COURSE REVIEW TIMELINE

## APPENDIX D

### CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

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

***Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:***

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

Click here to enter text.

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

Click here to enter text.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

Click here to enter text.

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

Click here to enter text.

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

Click here to enter text.

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

Click here to enter text.

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

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