El Camino Community College

PROGRAM REVIEW 2022-23

HUMANITIES

ESL

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SECTION 1 Program Overview

A) Provide an abstract of what your program does, who you serve, your previous successes, and where your program is moving in the next four years. Highlight the most interesting, compelling aspects of your program – your recent achievements and needs.

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 at El Camino College since 1977. The ESL student population represents a rich diversity of world cultures and language backgrounds, including both international students and local community members.

The faculty is culturally diverse and currently consists of 6 full-time instructors teaching credit courses and 7 adjunct instructors teaching both credit and noncredit courses.

The ESL department, though small, participates campus-wide to help fulfill the college mission. Dr. Jenny Simon has co-chaired the implementation of Guided Pathways at El Camino and Dr. Matt Kline has worked to establish and develop our noncredit ESL program in a continued partnership with the South Bay Adult School Consortium.

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. 51-series, 52-series, and 53-series classes are 5 hours/units per week and are letter graded for credit students. The sections of English 1A designated for ESL students, on the

other hand, follow the parameters of the English department's 1A course; it is 4 hours, 10 minutes per week, 4 units per semester, and is letter graded. Hopefully, with changes brought about by AB 705, the program might be able to offer its own version of English 1A that will give students the extra support they need as non-native English speakers. All courses listed above are offered in a variety of formats including face-to-face, hybrid, and online. Students are placed in their appropriate levels based on their performance on the ESL assessment, and counselors and the ESL Coordinator discuss their placements with them afterward. Currently, we are working to revise our assessment process so that it meets the Chancellor's Office statewide mandates on assessment. The program has developed a guided self-placement instrument in which students determine the best level of English instruction for them, and this instrument will start being used in the fall of 2023.

The ESL program began offering noncredit courses a few years ago. Noncredit courses are tuition free, yet students are expected to attend classes regularly and complete the assignments and tests in these classes. Students do not receive unit credit nor a letter grade; instead, students receive a "Pass," "No Pass," or "Satisfactory Progress" notation. All the noncredit courses are repeatable, enabling students to retake them if they need more time to master the content of the courses.

There are three different types of noncredit courses at El Camino College. Traditional noncredit courses provide instruction in "everyday" English such as shopping, going to the doctor, etc. Vocational ESL (VESL) courses focus on the vocabulary and grammatical structures students need for career education courses and trades. Examples of VESL courses are ESL for Medical Terminology and ESL for Childhood Educators. The third type of noncredit courses are mirrored. They are exact copies of the credit ESL courses and are offered in tandem with their credit counterparts. Mirrored courses allow students to learn the academic English of the credit courses without having to worry about their credit GPAs being adversely affected if they do not perform well in the classes.

The ESL department has changed its traditional noncredit courses by making them integrated skills courses, which means all four of the traditional language skills (reading, writing, listening, and speaking) are given equal emphasis in the courses. It also will offer a citizen preparation course that will help students prepare for the United States citizenship examination. The new traditional noncredit courses and the citizen preparation courses were approved by the College Curriculum Committee in the spring of 2023, so these courses will start being offered in the fall of 2023.

The pandemic affected ESL Department enrollment, as it did for the rest of the college. In Fall 2020, Humanities Division courses were still all online, so many of our international students that would have continued coursework in this semester did not return to reenroll. Those that did often had challenges taking coursework remotely and being able to zoom with professors due to extreme differences in time zones. Face-to-face instruction resumed in Spring of 2022 with a slight uptick in enrollment for our courses in ESL. Student enrollment has slowly increased since the pandemic waned.

B) **Describe the degrees and/or certificates offered by the program. Consider addressing what makes your program unique to the college and region.**

Students in the program have a wide range of academic and personal goals. Some take classes so that they can communicate better in English at work and to help their families. Others take the classes to earn certificates and degrees at the College and/or to transfer to a university. The ESL program does not award degrees, but it does offer Certificates of Accomplishment, Certificates of Achievement, and noncredit Certificates of Competency. Currently, there has been little data collected on the number of certificates awarded by the institution because the

College does not include noncredit courses on student transcripts. Once it does, we will be about to track the number of students who have earned a noncredit certificate. While the college does not track the specific paths of ESL students once they leave our program, many of our students continue with coursework in transfer-level English courses and go on to obtain degrees at four-year colleges throughout California and the rest of the U.S.

C) **Explain how the program fulfills the college's mission. Address the work your program is doing to help the college fulfill its stated mission.**

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The sole reason for the ESL program's existence is to help students acquire the English needed to reach their academic, professional, and personal goals. Once finished taking either credit or noncredit ESL courses, our students use what they have learned to earn degrees and certificates at the college, transfer to a four-year institution, find employment, or advance in their current jobs. Further, they often use their English skills in their daily lives by serving as interpreters for family members, helping their children with homework, communicating with their children's teachers, etc.   Therefore, the ESL program makes a positive impact in the lives of its diverse students and their families.

D) **Discuss the status of recommendations from your previous program review. In the "Notes/Comments" section, please discuss the known impact of a completed recommendation or the rationale for recommendations that are on active, on hold, and/or abandoned.**
If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

1. **Recommendation:**   Offer noncredit courses (including VESL and mirrored courses)
   Status: Active

Notes/Comments: The college continues to offer mirrored sections of credit courses for noncredit students, traditional noncredit courses, and noncredit VESL courses such as ESL for Medical Terminology and ESL for Childhood Educators.

2. **Recommendation:** Expand and offer online/hybrid courses.

   Status: Active

   Notes/Comments: The pandemic necessitated all courses going fully online in March of 2020. At first, it was challenging to teach ESL online, but instructors soon adapted and developed strategies for online learning such as creating video screencasts of feedback on student essays. The Humanities Division was one of the last divisions on campus to offer again face-to-face classes in Spring of 2022. ESL classes are now offered in hybrid models and asynchronously online, in addition to our traditional face-to-face class model. Offerings and course delivery modes are based on student demand and vary semester to semester.

3. **Recommendation:** Replace full-time faculty as needed.

   Status: On hold

   Notes/Comments: When this recommendation was made in the previous program review, two faculty had recently retired, and one had left the College. However, due to lower student enrollment, there has been no hiring of new full-time faculty in the ESL department.

4. **Recommendation:** Fund release time for faculty to implement AB 705 changes.

   Status: Complete

Notes/Comments: Dr. Jenny Simon co-led the implementation of Guided Pathways on our campus. Guided Pathways helps to streamline support networks and realign curriculum to ensure that students have equitable access to transfer-level courses and resources.

5.   **Recommendation:** Replace outdated technology in classrooms.

   Status: Active

   Notes/Comments: The Humanities Division is currently updating the computers in several classrooms designated as computer labs and has replaced all of the document cameras in the building. The Division also maintains Chromebook carts with current technology.

SECTION 2 Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- o **Disaggregating by race/ethnicity, gender, and age where possible.**
- o **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
- o **Discuss any known barriers to student success in your program.**
  Highlighting equity gaps found among different groups of students.
- o **Present and discuss possible action plans about what could be done to address equity and achievement/opportunity gaps.**

❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*
❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*
❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

a) *Degree Completion:* **Number/percent of students earning a program degree**

The ESL program does not award degrees; however, we were able to track how many credit ESL students who completed ESL 52B (Intermediate Reading and Vocabulary), ESL 53C (Advanced Grammar and Writing), or Both earned a degree or certificate. ESL 52B and ESL 53C are prerequisites to enter English1A, so this is the closest estimate we could make about how many of our ESL students earn a degree or certificate. These numbers do not include ESL students who completed these two prerequisites as noncredit. From 2018-2022, 238 out of 748 (32%) credit ESL students earned a degree or certificate.

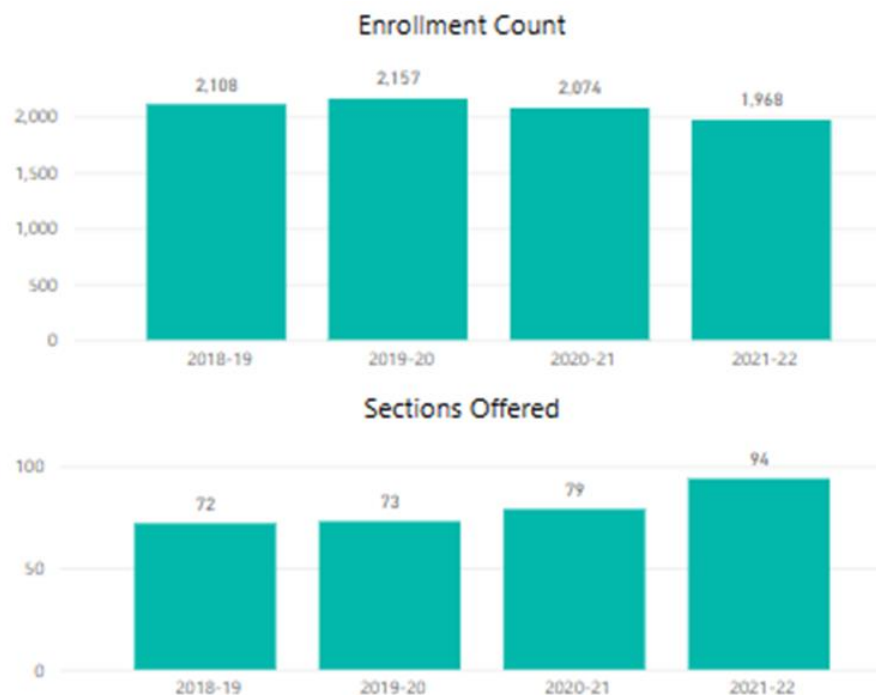| English 1A Students who Completed ESL 52B, ESL 53C or Both			
Academic Year	**Total Enrollment**	**Total Who Earned a Degree or Certificate**	**Total Transfers**
2018-19	279	109	22
2019-20	225	82	18
2020-21	151	46	17
2021-22	93	1	3
Total	**748**	**238**	**60**

b) *Certificate Completion:* **Number/percent of students earning a program certificate**
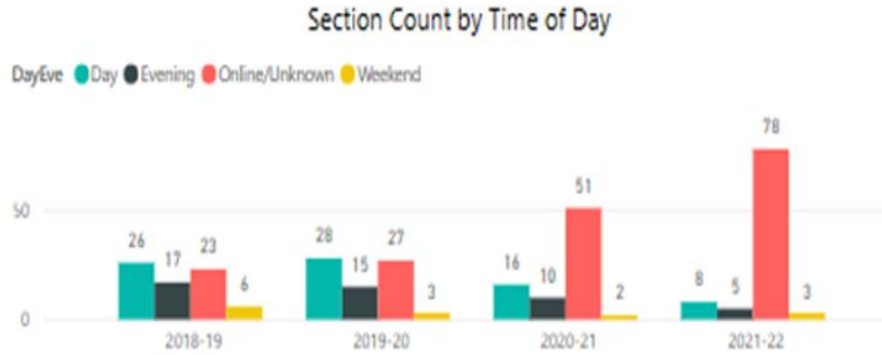
(See 2a.)

c) *Transfer to a four-year institution*: **Number/percent of students transferring to a four-year institution**

From 2018-2022, 60 out of 748 credit ESL students transferred to a four-year institution in the United States. (See 2A.) We do not have data on the number of ESL students who return to their countries after taking ESL courses at El Camino College. ESL faculty have received correspondences from previous ESL students who have said that they have earned degrees in their countries and have attained positions at various successful companies.

d) *Scheduling of courses:* **Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week**

Enrollment Count

Year	Count
2018-19	2,108
2019-20	2,157
2020-21	2,074
2021-22	1,968

Sections Offered

Year	Count
2018-19	72
2019-20	73
2020-21	79
2021-22	94

Section Count by Time of Day

**DayEve** ●Day ●Evening ●Online/Unknown ●Weekend

Enrollment Count

From 2018-2019, the ESL program had 2,108 students. In 2019-2020, it had 2,157 students. In 2020-2021, it had 2,074 students, and in 2021-2022, it had 1,968 students.

Section Count by Time of Day

In 2018-2019, the ESL program offered 26-day classes, 17 evening classes, 23 online/unknown classes, and 6 weekend classes. In 2019-2020, it offered 28-day classes, 15 evening classes, 27 online/unknown classes, and 3 weekend classes. In 2020-2021, it offered 16-day classes, 10 evening classes, 51 online/unknown classes, and 2 weekend classes. In 2021-2022, it offered 8-day classes, 5 evening classes, 78 online/unknown classes, and 3 weekend classes.

e) *Fill rate:* Percentage of actual students enrolled in a term in relation to total seats offered

Fill Rate by Time of Day
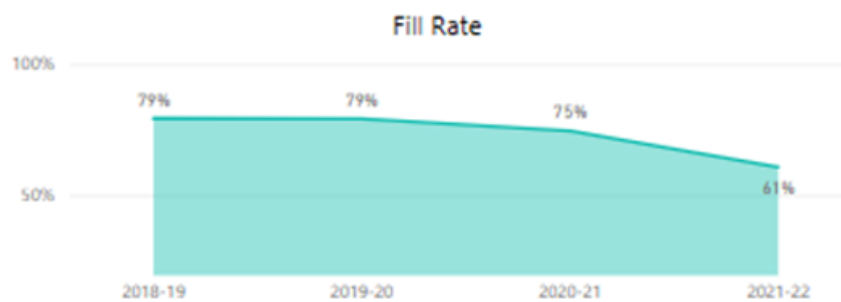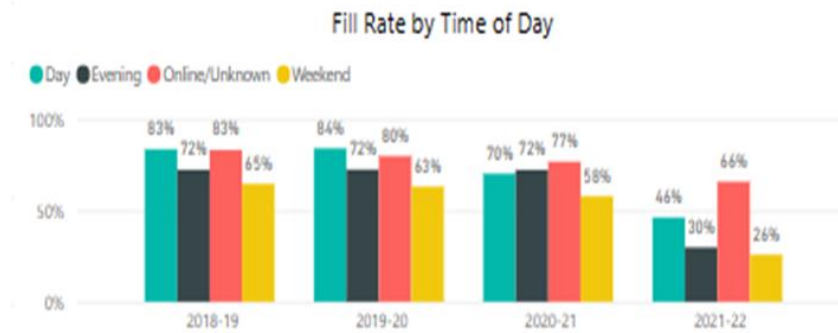
Fill Rates

In 2018-2019, the fill rate for ESL courses was 79%. In 2019-2020, the fill rate was the same: 79%. In 2020-2021, the fill rate was 75%, and in 2021-2022, the fill rate was 61%.

Fill Rate by Time of Day

In 2018-2019, the fill rate for day classes was 83%, for evening classes was 72%, for online/unknown classes was 83%, and for weekend classes was 65%.

In 2019-2020, the fill rate for day classes was 84%, for evening classes was 72%, for online/unknown classes was 80%, and for weekend classes was 63%.

In 2020-2021, the fill rate for day classes was 70%, for evening classes was 72%, for online/unknown classes was 77%, and for weekend classes was 58%.

In 2021-2022, the fill rate for day classes was 46%, for evening classes was 30%, for online/unknown classes was 66%, and for weekend classes was 26%.

f) *Grade Distribution:* **Percentage of students in a course receiving each of the possible grades that can be awarded**

Listening / Speaking Sections

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Course Success	Course Completion
ESL-51A	2018/FA	On Campus	10	11	1	1	0	0	0	1	24	91.7%	95.8%
ESL-51A	2019/FA	On Campus	15	6	1	1	0	0	0	4	27	81.5%	85.2%
ESL-51A	2019/SP	On Campus	3	5	2	0	3	0	0	0	13	76.9%	100.0%
ESL-51A	2020/FA	Online	5	2	1	1	3	0	0	3	15	53.3%	80.0%
ESL-51A	2020/SP	On Campus	7	0	0	0	0	0	0	0	7	100.0%	100.0%
ESL-51A	2021/FA	Online	14	2	1	0	2	0	0	2	21	81.0%	90.5%
ESL-51A	2022/SP	On Campus	10	0	0	0	0	0	0	4	14	71.4%	71.4%
ESL-51B	2018/FA	On Campus	24	13	3	4	2	0	0	3	49	81.6%	93.9%
ESL-51B	2019/FA	On Campus	34	7	0	1	2	0	0	6	50	82.0%	88.0%
ESL-51B	2019/SP	On Campus	27	13	2	0	2	0	0	3	47	89.4%	93.6%
ESL-51B	2020/FA	Online	6	3	1	0	0	0	0	3	13	76.9%	76.9%
ESL-51B	2020/SP	On Campus	32	7	1	0	1	0	0	1	42	95.2%	97.6%
ESL-51B	2021/SP	Online	6	3	1	1	1	0	0	1	13	76.9%	92.3%
ESL-51B	2022/SP	Online	15	2	1	0	0	0	0	2	20	90.0%	90.0%
ESL-51C	2018/FA	On Campus	12	4	0	0	0	0	0	2	18	88.9%	88.9%
ESL-51C	2019/FA	On Campus	22	4	0	0	1	0	0	1	28	92.9%	96.4%
ESL-51C	2019/SP	On Campus	7	1	1	0	1	0	0	3	13	69.2%	76.9%
ESL-51C	2020/FA	Online	20	5	0	1	0	0	0	1	27	92.6%	96.3%
ESL-51C	2020/SP	On Campus	17	0	0	0	0	0	0	0	17	100.0%	100.0%
ESL-51C	2021/FA	Online	17	2	1	0	0	0	0	2	22	90.9%	90.9%
ESL-51C	2021/SP	Online	10	1	2	1	4	0	0	0	18	72.2%	100.0%
ESL-51C	2022/SP	Online	7	3	0	0	0	0	0	3	13	76.9%	76.9%

In listening /speaking sections (above), success is very high, with most students receiving an A or B. The sections with the lowest success (51A in fall 2020 and spring 2022 and 51C in spring 2019) were very low-enrolled, which may have contributed to the lower success rates because these courses are speaking courses and interacting with more classmates gives students greater opportunities to practice speaking. Further, ESL 51A is the lowest level course, and it had to be offered online in fall 2020. Online learning may not be the easiest modality of instruction for lower-level students.

Reading / Vocabulary Sections

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Course Success	Course Completion
ESL-52A	2018/FA	On Campus	7	26	15	7	7	0	0	15	77	62.3%	80.5%
ESL-52A	2019/FA	On Campus	20	20	6	2	3	0	0	9	60	76.7%	85.0%
ESL-52A	2019/SP	On Campus	9	12	11	3	5	0	0	6	46	69.6%	87.0%
ESL-52A	2020/FA	Online	11	5	1	3	1	0	0	3	24	70.8%	87.5%
ESL-52A	2020/SP	On Campus	20	8	3	2	5	0	0	0	38	81.6%	100.0%
ESL-52A	2021/FA	Online	1	0	1	0	0	18	2	4	26	76.9%	84.6%
ESL-52A	2021/SP	Online	19	4	2	0	4	0	0	2	31	80.6%	93.5%
ESL-52A	2022/SP	On Campus	13	6	5	1	3	0	0	1	29	82.8%	96.6%
ESL-52B	2018/FA	On Campus	58	22	17	1	11	0	0	8	117	82.9%	93.2%
ESL-52B	2018/SU	On Campus	4	6	1	0	0	0	0	2	13	84.6%	84.6%
ESL-52B	2019/FA	On Campus	61	25	10	5	6	0	0	4	111	86.5%	96.4%
ESL-52B	2019/SP	On Campus	30	38	15	4	9	0	0	9	105	79.0%	91.4%
ESL-52B	2020/FA	Online	27	12	10	0	4	0	0	5	58	84.5%	91.4%
ESL-52B	2020/SP	On Campus	48	16	8	0	5	3	0	1	81	92.6%	98.8%
ESL-52B	2021/FA	Online	7	5	2	1	4	22	1	4	46	78.3%	91.3%
ESL-52B	2021/SP	Online	27	7	3	1	8	0	0	2	48	77.1%	95.8%
ESL-52B	2022/SP	On Campus	17	2	1	0	1	0	0	4	25	80.0%	84.0%
ESL-52B	2022/SP	Online	12	4	5	2	0	0	0	0	23	91.3%	100.0%
ESL-52C	2018/FA	On Campus	7	11	2	1	0	0	0	3	24	83.3%	87.5%
ESL-52C	2019/FA	On Campus	12	8	2	1	1	0	0	0	24	91.7%	100.0%
ESL-52C	2019/SP	On Campus	12	5	1	0	0	0	0	1	19	94.7%	94.7%
ESL-52C	2020/FA	Online	12	7	1	0	0	0	0	8	28	71.4%	71.4%
ESL-52C	2020/SP	On Campus	6	5	0	1	0	1	0	0	13	92.3%	100.0%
ESL-52C	2021/FA	Online	2	3	3	0	1	0	0	2	11	72.7%	81.8%
ESL-52C	2021/SP	Online	19	3	3	1	0	0	0	3	29	86.2%	89.7%
ESL-52C	2022/SP	On Campus	8	3	0	0	0	0	0	3	14	78.6%	78.6%

Again, in reading-vocabulary classes, course success and completion are extremely high. The success rates that are lower than 70% are in the 52A sections, which is not surprising given that these sections have the largest range of abilities since 52A has no "floor" since it is the lowest level course.

Writing / Grammar Sections

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Course Success	Course Completion
ESL-53A	2019/FA	On Campus	25	19	11	5	8	0	0	8	76	72.4%	89.5%
ESL-53A	2019/SP	On Campus	16	12	6	1	10	0	0	10	55	61.8%	81.8%
ESL-53A	2020/FA	Online	4	8	0	0	5	0	0	6	23	52.2%	73.9%
ESL-53A	2020/SP	On Campus	19	8	4	1	2	0	0	0	34	91.2%	100.0%
ESL-53A	2021/FA	Online	19	8	3	1	1	0	0	8	40	75.0%	80.0%
ESL-53A	2021/SP	Online	11	5	3	1	5	0	0	1	26	73.1%	96.2%
ESL-53A	2022/SP	On Campus	8	1	0	1	1	0	0	3	14	64.3%	78.6%
ESL-53B	2018/FA	On Campus	45	45	22	1	7	0	0	5	125	89.6%	96.0%
ESL-53B	2018/SU	On Campus	15	15	4	6	1	0	0	3	44	77.3%	93.2%
ESL-53B	2019/FA	On Campus	44	31	15	8	3	0	0	12	113	79.6%	89.4%
ESL-53B	2019/SP	On Campus	32	32	20	14	5	0	0	10	113	74.3%	91.2%
ESL-53B	2019/SU	On Campus	17	3	0	0	1	0	0	5	26	76.9%	80.8%
ESL-53B	2020/FA	Online	29	8	2	1	1	0	0	4	45	86.7%	91.1%
ESL-53B	2020/SP	On Campus	33	36	21	4	10	3	0	0	107	86.9%	100.0%
ESL-53B	2020/SU	Online	17	3	1	0	1	0	0	1	23	91.3%	95.7%
ESL-53B	2021/FA	Online	17	8	9	0	6	0	0	6	46	73.9%	87.0%
ESL-53B	2021/SP	Online	23	11	5	1	6	0	0	3	49	79.6%	93.9%
ESL-53B	2021/SU	Online	10	1	0	1	2	0	0	2	16	68.8%	87.5%
ESL-53B	2022/SP	On Campus	23	9	1	0	2	0	0	5	40	82.5%	87.5%
ESL-53B	2022/SP	Online	8	7	6	2	1	0	0	2	26	80.8%	92.3%
ESL-53C	2018/FA	On Campus	36	31	17	7	6	0	0	11	108	77.8%	89.8%
ESL-53C	2018/FA	Online	8	10	4	2	2	0	0	3	29	75.9%	89.7%
ESL-53C	2018/SU	On Campus	25	10	5	0	0	0	0	2	42	95.2%	95.2%
ESL-53C	2019/FA	On Campus	36	36	24	9	4	0	0	11	120	80.0%	90.8%
ESL-53C	2019/FA	Online	11	3	0	1	1	0	0	1	17	82.4%	94.1%
ESL-53C	2019/SP	On Campus	29	27	16	2	6	0	0	6	86	83.7%	93.0%
ESL-53C	2019/SP	Online	6	3	6	1	1	0	0	2	19	78.9%	89.5%
ESL-53C	2019/SU	On Campus	12	11	3	0	0	0	0	0	26	100.0%	100.0%
ESL-53C	2019/WI	On Campus	15	5	2	0	0	0	0	0	22	100.0%	100.0%
ESL-53C	2020/FA	Online	39	25	10	6	6	1	1	21	109	68.8%	80.7%
ESL-53C	2020/SP	On Campus	37	16	6	3	5	0	0	0	67	88.1%	100.0%
ESL-53C	2020/SP	Online	11	2	0	0	0	0	0	0	13	100.0%	100.0%
ESL-53C	2020/SU	Online	17	9	3	0	2	0	0	0	31	93.5%	100.0%
ESL-53C	2020/WI	On Campus	17	5	4	0	0	0	0	1	27	96.3%	96.3%
ESL-53C	2021/FA	Online	25	11	3	4	2	0	0	9	54	72.2%	83.3%
ESL-53C	2021/SP	Online	29	11	8	2	4	0	0	3	57	84.2%	94.7%
ESL-53C	2022/SP	Online	27	6	4	5	4	0	0	7	53	69.8%	86.8%

Students in the writing / grammar series are also highly successful, with success rates mostly

at above 70%, and students mostly earning A's or B's. Again, the rates below 70% are mostly

in 53A, which like 52A, does not have a "floor" and has the largest range of abilities.

g) *Course Success:* Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

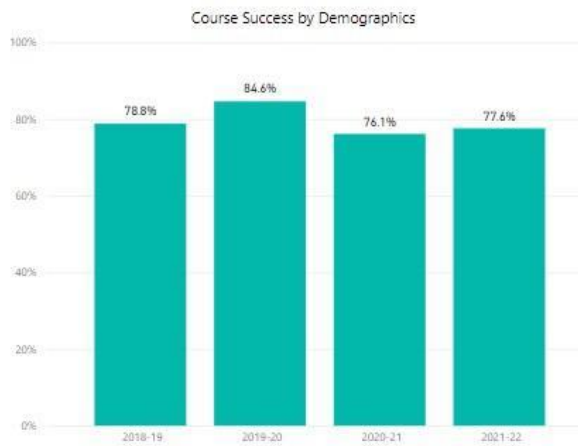**Course Success**

77.6%

Course Completion

86.8%
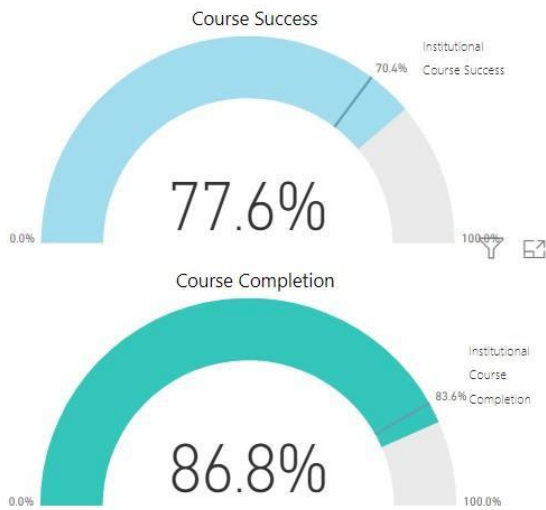
Students in the ESL program are highly successful, with course success and completion well above the institutional averages in both categories.

Below is the course success for various racial / ethnic categories and gender categories. There is an equity gap in the Hispanic demographic group for all years, as well as the African American demographic in 2018-19 and 2020-21. It should be noted that students in the African American group are mainly from Africa since the program's students are not native English speakers. In addition, females tend to be more successful than males; the results are mixed for the various ethnic groups between males and females, probably due to the low numbers of students, particularly in the African American, white and Hispanic categories. In order to address equity gaps for these groups, it is necessary to work with our existing support resources to make sure these students are getting the help they need at the right time. Some of these resources include ECC Connect, the library, and the Reading and Writing Studio. We need to work with the coordinators and leaders of these areas to make sure they are addressing the needs of English language learners. Further, we need to promote these resources regularly to our students.

Total for all categories

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course success among African Americans

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics
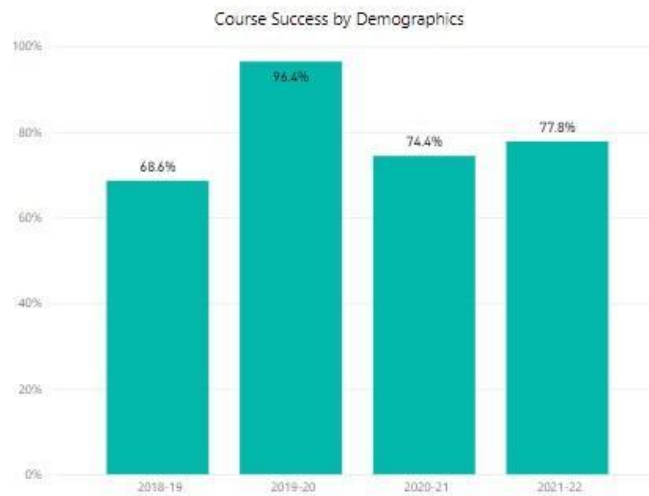
Course success among Asians

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

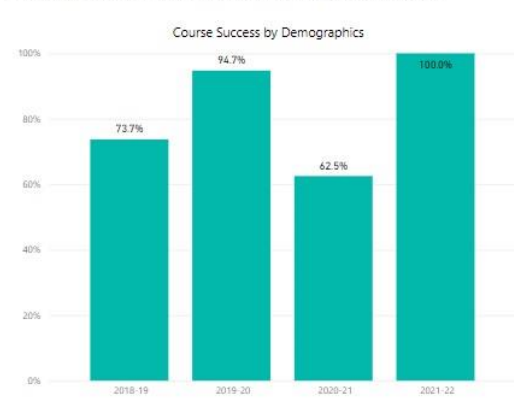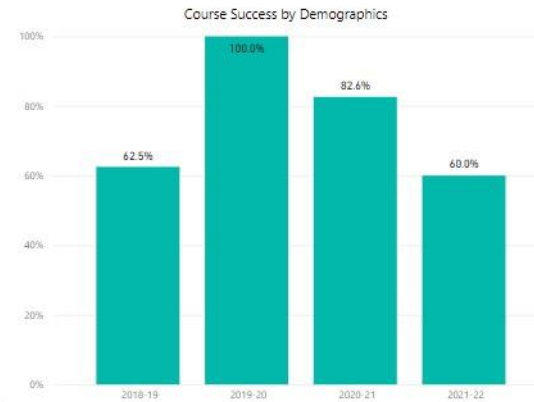Course Success is shown for the demographic groups and terms selected.

100%

90.2%

82.9%
78.3%   80.4%

80%

60%

40%

20%

0%
2018-19   2019-20   2020-21   2021-22
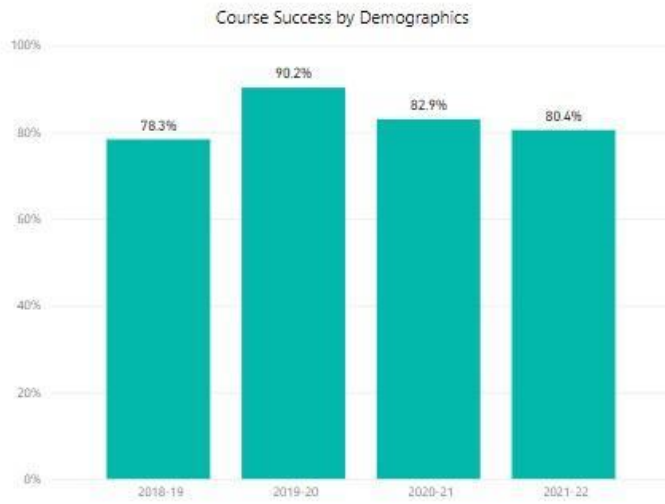
Course success among Hispanics

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

100%

80.5%

80%
69.1%   71.1%   71.7%

60%

40%

20%

0%
2018-19   2019-20   2020-21   2021-22

Course success among Whites

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

83.3%	82.9%	78.0%	82.0%
2018-19	2019-20	2020-21	2021-22
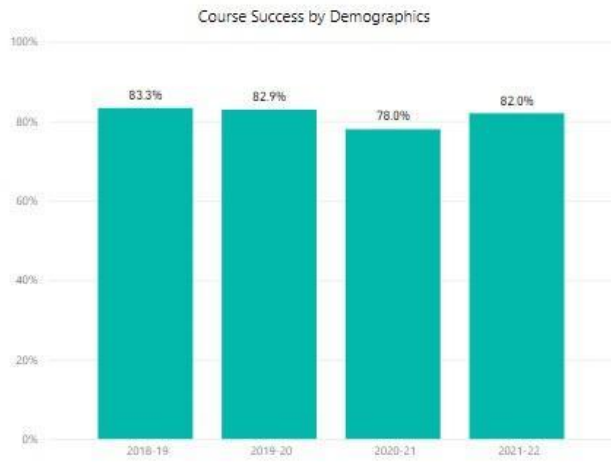
Course success among Student Visa Holders

Course Success is shown for the demographic groups and terms selected.
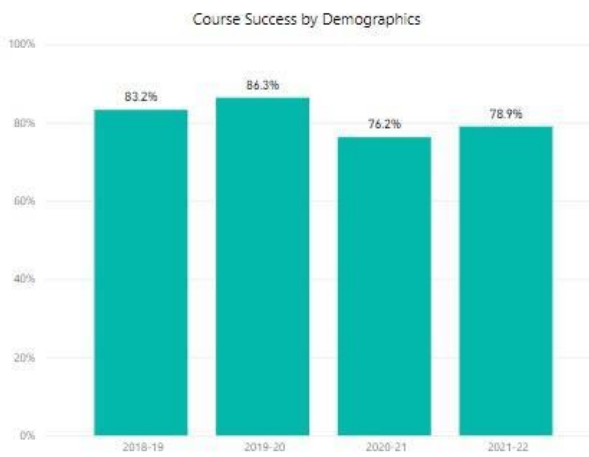
Course Success by Demographics

83.2%	86.3%	76.2%	78.9%
2018-19	2019-20	2020-21	2021-22

Course Success Among Females and Males
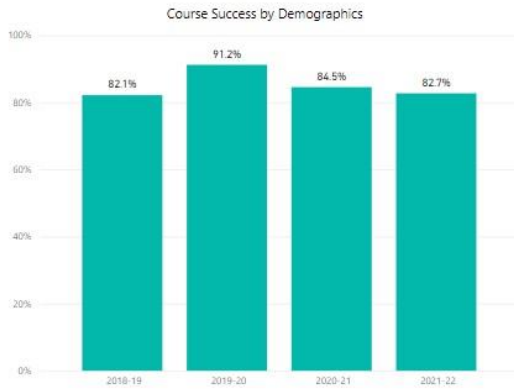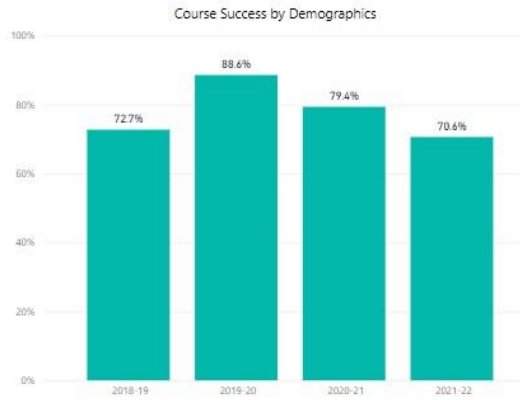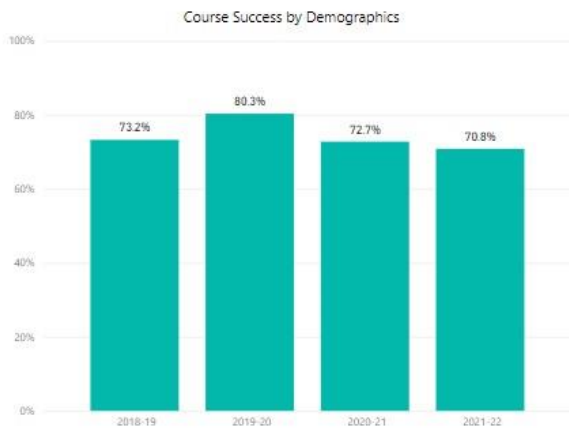
Course Success is shown for the demographic groups and terms selected.

Course Success Among Females and Males — Course Success by Demographics
- 2018-19: 82.5%
- 2019-20: 87.8%
- 2020-21: 77.6%
- 2021-22: 81.7%

Course Success is shown for the demographic groups and terms selected.
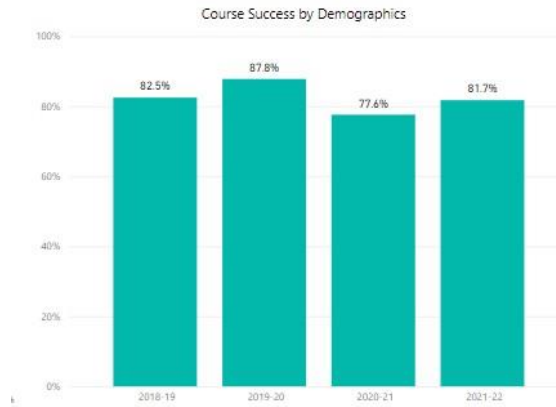
Course Success by Demographics
- 2018-19: 73.8%
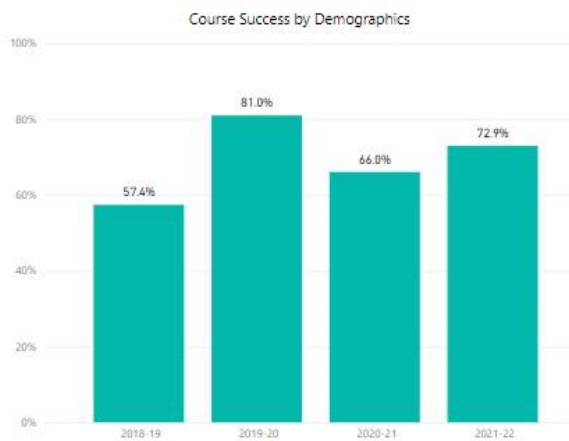- 2019-20: 80.4%
- 2020-21: 73.5%
- 2021-22: 72.6%

Course Success Among African American Females and Males

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics
- 2018-19: 73.7%
- 2019-20: 94.7%
- 2020-21: 62.5%
- 2021-22: 100.0%

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics
- 2018-19: 62.5%
- 2019-20: 100.0%
- 2020-21: 82.6%
- 2021-22: 60.0%

Course Success Among Asian Females and Males

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course Success Among Hispanic Females and Males

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course Success Among White Females and Males

Course Success is shown for the demographic groups and terms selected.

Course Success by Demographics

Course Success is shown for the demographic groups and terms selected.
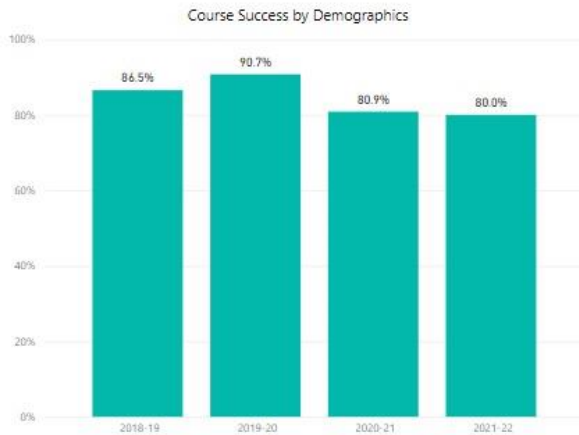
Course Success by Demographics
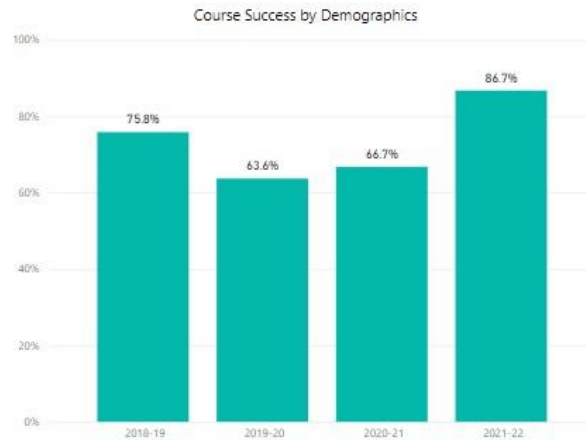
h) *Unit Accumulation:* **Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.**

N/A

i) *Annual earnings:* **Median annual income of alumni who attended the program under review (or the closest related sector)**

N/A

j) *Living Wage Attainment:* **Percent of alumni who attended the program under review (or the closest related sector) and earn living wage**

N/A

k) *Job in Field of Study:* **Percent of alumni who pursued a career education path with a job related to their field of study.**

N/A

Curriculum and Outcomes Assessment

   a. Examine the program curriculum using an equity lens by responding to the following
      questions: To what extent does the curriculum:

   ●   Prepare students to actively engage in a diverse society?

By its very nature, the ESL program prepares students to actively engage in a diverse society.

The student population in any class typically includes speakers of diverse languages and from

diverse cultural and socioeconomic backgrounds. Most classes include native Spanish-speaking

students from several Latin American countries, as well as speakers of Arabic, Farsi, Chinese,

Korean, Japanese, Vietnamese, and other languages. Students regularly interact and work on

group projects with students from diverse backgrounds, so they are comfortable engaging in

diverse environments.

   ●   Include multicultural content?

Instructors regularly include multicultural content in their curriculum. Students are asked to

reflect on their native culture and to share their cultures with their classmates. Instructors include

readings and writing prompts based on both gaining an understanding of "mainstream

American" culture, as well as ethnicities within the American tapestry, while also drawing

comparisons and contrasts between their culture of origin and their experiences in the U.S.

An area that we might want to emphasize more in our course content is seeing Black American

language and culture, as well as "ethnic American cultures" as integral parts of "American

culture." For example, in choosing samples of pronunciation or idioms, we should be aware of

including diverse Americans in our conception of what is normative. Further, we must avoid

presenting people of color as only "immigrants," and exoticizing the cultural norms they

represent.

Below are examples drawn from each of the nine credit-level courses that indicate the ways that students are encouraged both to share their own culture and to investigate and respond critically to American culture.

ESL 51A ESL 51: Give a 3- to 4-minute speech where you tell about how a holiday is celebrated in your country. Describe special practices, foods, clothing, etc. that are part of this event. Explain how this celebration or event will help other people understand your country's culture and values.

ESL 51B: Working in a group of five students, choose a survey topic (such as the health habits of Americans). Write five multiple-choice questions with three to five possible answers for each question. Outside of class, ask ten people five multiple-choice questions and record their answers. In the following class, work with your group to analyze the responses you received. Prepare a graph showing the results and prepare a five-minute presentation to share your results with the class.

ESL 51C: Cross-cultural topics such as non-verbal communication, friends and relationships, and family roles 2.Controversial and/or universal topics such as global warming, nutrition, and health practices 3. Various formats of discussions such as group discussions, oral presentation, panel discussions, debates, and mock court cases 4. Mock job interviews.

ESL 52A: Critical Thinking Assignment 1: In ten sentences or fewer, summarize the plot of "Rain Music" in your own words. Then, explain whether you agree or disagree with Linh's choice to marry Thanh.

ESL 52 Briefly summarize" The Blind Men and the Elephant" and then explore how the story relates to cultural assumptions and values. What can we learn about our own assumptions from the story?

ESL 52C: Critical Thinking Assignment 1: Compose a two- to three-page written essay in which you compare the educational experiences of Malcolm X and Ralph Ellison and their subsequent views on education. Support your claims and interpretations with textual support from "A Homemade Education" and "On Becoming a Writer."

ESL 53A: Assignment 1: Read a newspaper article of at least 500 words. Examine the article for its main idea and supporting points, and then write an outline listing the article's main idea and at least three supporting points. Using your outline as a guide, write a one-page summary of the article

ESL 53B: "Winterblossom Garden" illustrates both the generation gap between a grandmother and granddaughter and their need to communicate with each other. In a 500-word essay, show how this conflict is resolved using examples from the text to support your ideas.

ESL 53C: In the book *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants,* author Malcolm Gladwell discusses many ideas about who is successful and who isn't, and why. What did you learn about success from

reading the book? In an essay, put forward a "recipe for success" using the lessons you learned from Gladwell's book. In your essay, write about at least three lessons you learned, using at least three examples from Gladwell's book. Then discuss how these lessons can be applied in real life, or real-life examples of how others have applied these lessons.

- Respond to diverse students' learning needs?

It is hard to know if we are truly responding to diverse students' learning needs. We develop curriculum and assign projects based on what we *think* will meet our students' needs, so faculty should survey students what kind of reading, writing, listening, and speaking they actually have a felt need for.

Faculty members are aware of the demands that many students face, in terms of work and family responsibilities, and tend to be flexible in allowing students to make up assignments. In addition, faculty understand that college can be economically challenging for students. Therefore, many faculty try to keep textbook costs down. In fact, 40% of the classes in the spring 2023 semester are either Zero Texbook Cost (ZTC) or Low Textbook Cost (LTC). Instructors readily use copyright-free texts such the text *Successful Writing*.

An area that might need more attention is the scheduling of classes. It is possible that we are missing a part of our potential student population by offering so few evening classes. Our program has always had an academic bent, and the move in recent years to include more noncredit classes is a step in the direction of meeting the needs and goals of a wider student population, especially as the international student population has declined.

- Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?

Again, this is fundamental to the work of teaching English as a Second Language. One way that ESL instructors investigate their own views is by asking students to share their cultures and perspectives on topics, which helps both instructors and students consider other views.

But we do continually need to work to overcome any tendency to present English, and our own variety of English, as normative. It is important to be aware of the ways that even our own cross-cultural experiences may have been gained from a position of privilege.

- Use critical/equity-oriented pedagogy?

Language teaching has been in the forefront of critical pedagogy, building on the work of Paolo Freire in Brazil, who specifically developed the idea of critical (or radical) pedagogy in his work in native and second language literacy. Therefore, most ESL instructors are familiar with the importance of using language teaching as an aspect of liberation and equity work. However, it is all too easy to assume devaluing positions, such as the Native Speaker authority. We must continually challenge our students and ourselves to accord equal value to all languages and all forms of English—something that any student of linguistics learns as a basic value.

- Ensure creating an empowering classroom environment?

This is certainly the goal of every ESL instructor. To a large extent, building students' confidence in using English is more important than any point of grammar or pronunciation.

Because it is often the case that we have mature students who have high levels of education and professional experience in their native countries, we make every effort to allow them to share their knowledge and expertise. An example is a student who was a medical doctor or engineer in their country of origin. It is empowering to all students when the instructor defers to that student's background knowledge and encourages them to share that expertise in a class discussion or presentation.

A specific example of allowing students to assume conditions of empowerment is in the Listening-Speaking classes. When we practice the skills needed for a job interview, for example, students are encouraged to choose the role of employer as well as potential employee, and to see themselves as the one who conducts the interview. Similarly, an activity like a Shark Tank role play puts students in the position of potential entrepreneurs and investors. A mock trial gives students the experience of role-playing as lawyers and expert witnesses.

Faculty need to consider how similarly empowering roles can be incorporated into the reading and writing curriculum, such as perhaps having students develop their own discussion questions and lead a small-group discussion in a reading class.

- Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?

Given that our program divides language learning into three strands—writing, listening/speaking, and reading, it is not always possible to provide options for students to demonstrate their understanding in different formats. For instance, in a writing class, an oral report is not really an option.

However, to the extent we can, instructors make every effort to respond to the learning needs of diverse students. Perhaps reading classes offer the greatest opportunity to allow students to demonstrate their understanding through creating a graphic image, giving an oral report, or writing a summary.

Allowing students to choose group work or independent work is one way in which we can respect diverse approaches to learning. We should avoid situations in which students are expected to "speak up" in a whole-class discussion, since many students come from a background in which this kind of individualistic response is uncomfortable.

a) **Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean. For your gateway courses, present the raw data (number of students who participated in each assessment, number of students who met the standard in each assessment, what success rate for each SLO was for each assessment). This data is in Nuventive. Contact your Division Facilitator and/or Campus SLO Coordinator for assistance.**

The ESL department's gateway classes are ESL 52B Intermediate Reading and Vocabulary and ESL 53C Advanced Grammar and Writing. These are considered our gateway courses because these two are prerequisites for English 1A. The success rates for these two courses over the past four years are 82% for ESL 52B and 86% for ESL53C; both cumulative success rates are over the 70% benchmark. Consistency can be attributed to the efforts the ESL faculty have made to improve teaching methods, create lessons, and develop supporting activities that help the development of particular skills students need to do well on SLO assessments.

The SLO assessment results for the remaining key courses have been consistently strong, with all averages hitting well above the 70% benchmark. Slight drops can be seen in two key courses

at the beginning levels, which could have been attributed to the shift in teaching modality caused by the pandemic in 2020.

The ESL department's noncredit program has grown steadily with the addition of a number of courses aimed at helping English language learners at the basic levels of language learning and those who may need extra help with content related to specific fields of study, such as the medical field and early childhood education fields. Among these noncredit courses, NESL 02D Grammar and Conversation Level IV was the first to be assessed. The three SLOs for this course have been assessed three times with the average success rate hitting the 70% and above benchmark.

b) **Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses. What do you see that is contributing to increasing, decreasing, or stable success in each SLO analyzed?**

The consistency of positive SLO assessment results can be attributed to the ESL department's strong faculty involvement in developing and improving lessons and activities that focus on each course's SLOs. At the onset of the SLO movement, faculty created learning teams for each course. Instructors met to review course outlines of record and decided on important outcomes students of each course should be able to do before entering into the next, higher course. Once the SLOs were established, a set of lessons and activities were created to be given to students throughout the semester to prepare them for the final assessments at the end of the semester. After years of fine tuning these lessons and activities, it appears that what the ESL department is doing is working in the students' favor. Of course, there is always room for improvement, and faculty continue to look at outcomes, paying attention to any significant changes and adjusting

instruction methods in order to continue the heightened outcome results or to improve a drop in outcome results.

In addition to discussing SLOs at department meetings and amongst each other, faculty keep in contact with other fellow instructors who are teaching the same courses and are assessing students using the same teaching methods. Students continue to succeed in achieving high SLO assessment results not only by working hard on their own but also by having the support of well-qualified instructors, who are given the tools and resources needed to develop teaching methodologies by their dean and associate dean, respectively.

c) **Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**

The ESL department's student population is, in essence, the "salad bowl" of America where a dozen different language and cultural backgrounds can be present in a single ESL class. Consequently, in any given assessment, there are bound to be equity gaps. ESL faculty are highly trained professionals in the areas of cultural awareness, sensitivity, and unintentional bias; however, no one is free from using their own personal backgrounds and experiences when choosing subject matter for academic materials, such as assessment readings, questions, test methods, etc. As a team, ESL faculty meet to choose materials, to write questions, and to discuss the SLO process as a whole for each course to ensure our students are being assessed fairly and in an environment that is as free of unequal educational outcomes as possible. The program has just begun to use Canvas Outcomes to do some SLO assessments. The results from those assessments will better inform faculty of the equity gaps that exist.

SECTION 3 Program Vision and Future Planning

Program Vision

A) **Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.**

The ESL department envisions a program that continues to meet the needs of both immigrant and international students with academic goals that include completing an AA/AS degree and often transferring to a Cal State or UC school to complete a 4-year degree. We hope to see the program restore international student outreach as global conditions improve. At the same time, we recognize that there are many more students in the community whom we could potentially serve; many of these students are true beginners in English and may have limited education or literacy skills in their native language. As such, their goals are focused on employment and personal needs rather than degree completion or transfer. To meet the needs of all our current and potential students, we envision maintaining and strengthening our credit program and adding basic literacy-level, citizenship, and vocational courses to our noncredit offerings.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- Expand the size of our evening credit and noncredit course offerings
- Increase the size of our international student population
- Provide support for students with minimal English literacy

- Help students gain U.S. citizenship and participate more fully in American society
- Provide students with content that improves their employability

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

Goal 1

a. Increase marketing of evening and noncredit classes.
b. Increase the number of full-time faculty teaching evening classes. Currently, most of the evening classes are taught by part-time faculty.

Goal 2

a. Work with the International Students Office to increase marketing in foreign countries
b. Modify the curriculum of ESL 53C so that it helps satisfy the Humanities and Arts General Education Course Pattern

Goal 3

a. Develop and offer a noncredit ESL literacy course
b. Provide ESL literacy tutoring

Goal 4

a. Develop and offer a noncredit ESL for citizenship course
b. Integrate community resources and civic responsibilities into the content of the regular noncredit courses

Goal 5

a. Work with the Business Training Center to offer noncredit VESL courses at business sites
b. Actively market our VESL courses to the community

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

Goal 1
The number of evening sections that are offered and run has increased by 20%.

Goal 2

The number of international students has increased by 15%.

Goal 3

Two sections of an ESL literacy course are offered each academic year.

Goal 4

Two sections of an ESL for citizenship course are offered each academic year.

Goal 5

Two VESL courses are offered each academic year at places of business in the community.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years? Include any recommendations from the previous Program Review that are still active or on hold.

List resources in order of priority. Prioritize them within each category and/or develop an overall

prioritized list of resources. Explain how these resources contribute to the College's equity goals.

a) Staffing

No additional staff are needed to achieve our goals. Faculty can develop the courses mentioned in the goals, and we have enough faculty to staff all the courses stated in the goals.

b) Facilities and Equipment

No additional facilities and equipment are needed.

c) Technology/Software

No additional technology/software is needed.

d) Contracts/Services

Funding will be needed to expand marketing of the evening program and noncredit courses as well as for marketing to international students. Also, we will need the help of the BusinessTraining Center to develop MOUs with businesses that host our VESL courses.

APPENDIX A

CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE 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 five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

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.

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.

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.

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.

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.

   California Education Code 78016 requires that the review process for CE 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 CE program review process has met the above Education Code requirement.