

## Program Review, Analysis, and Planning

Department Name: English as a Second Language - ESL

### Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why?

In the past five years, enrollment has declined by a little over two hundred students, and enrollment per section has declined by two from 29 to 27. The college enrollment has also declined as has the college enrollment per section, which in 2017-2108 was sitting at 37, which would include large lecture classes, something ESL does not offer. Part of the problem is that community college's, and ESL's, fortunes run opposite the business cycle, and now the economy is very strong, so students are working. Thus the reason that it appears that ESL enrollment is relatively smaller than the college average is that the college enrollment includes large factor classes which may include up to 200 students per section.

2. *What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline?*

Part of the problem is that community college's, and ESL's, fortunes run opposite the business cycle, and now the economy is very strong, so students are working. Another factor is change in the population. It's a more mature population, i.e., they have been here longer, with fewer immigrants.

ESL has gone out and advertised, primarily by distributing fliers in the community in English, Vietnamese, and Spanish. We have also noticed that while distributing fliers, there seems to be less enthusiasm in the community than before. Furthermore, many of our students come from Little Saigon, and Coastline also distributes fliers there. One thing ESL plans to do for the fall advertising campaign is have our flier translated into Arabic and distribute that to the Egyptian Arabic-speaking community. In addition, the department plans to distribute fliers towards the end of semester asking current students to recommend the program to friends and family members. We also hope to partner with the ELL department in advertising that will be mutually beneficial. The ESL Department would also like the opportunity to advertise its program on the College Advertising Boards on the campus edge and seen by local traffic. In doing so, we hope to develop a website (Facebook page?) and a YouTube channel in multiple languages to further advertise our program. Eventually that YouTube channel will include links that will also help our students develop their language skills. We anticipate increased enrollment at the new non-credit levels due to no cost and greater repeatability. In fact, data is showing that now.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve?

We have advertised widely and love having a diverse population. We are over 80% Asian because of our location next to Little Saigon, but especially at the lower levels have significant

numbers of Egyptian and other Middle Eastern students, which probably accounts for most of the white population. It is very much to our advantage to have a diverse population, especially diverse language backgrounds, because that means students in the classroom have to speak English to each other and not lapse into their first language. For the fall, we plan to have an advertising flier in Arabic to attract more students from that community. The International population has increased, probably due in part to the good work of the International Students Office. We also occasionally get emails from people in other countries asking about our program. For this purpose, we have set up an ESL questions page on the GWC website with links to various departments on campus to answer questions.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our overall success rate is slightly lower than the college success rate (70.5% vs. 72.2% for 2017-18), and our retention rate is higher (91.1% vs. 86.9% for 2017-2018). With the changes of AB 705, ESL is in a state of change, and we have yet to see how all the self-placement will affect our success rates. If we get students in our classes who are clearly struggling, we will help them with study skills, and if need be, counsel them to go to a lower level where they can be more successful. We also encourage them to go to the Writing Center in particular and the Tutoring Center and the Conversation Lab, which we set up for students to get extra help and practice. Also, we anticipate the students will be better prepared to be successful at the ESL credit level because the new enhanced non-credit classes will be repeatable and allow students more time to progress at their own speed.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

The Hispanic success rate is considerably lower than the average – 20.5%. We don't have many Hispanic students. What we think is happening is that the Hispanic students are coming with much less education in their first language than other students. Some of them are also older (in their 40s or more) and have been here for many years and have become fossilized in their language habits. In addition, these students are often working full-time and have little time to complete assignments or use the campus resources. This has a significant effect on their success and consequently, their attrition. We give these students study strategies (including going to the Writing Center to practice speaking assignments with an instructor, reading and copying to learn language, and taking writing assignments to the Writing Center) to help them. Veterans and DSPS are disproportionately impacted, but the percentage of our population that includes those students is miniscule—4 students total.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

We have two levels of non-credit courses, our 011N, 012N, 013N and 021N, 22N, and 23N levels. If a student completes two courses in the group and is otherwise ready for the next level, s/he will get a certificate and move to the next level. That is the goal of enhanced non-credit. It is

our fond desire/goal to increase the number of students receiving such certificates. We hope to be able to work with ELL and grow our program, and theirs, and increase the number of certificates. One very nice thing that Larisa Sergeyeva did last fall was have an awards ceremony for those who were receiving certificates. This would give recognition and encouragement to those who are moving up in the program and increasing their language skills.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Students do not transfer to four-year institutions from our program. However, many colleges, including Cypress and Imperial Valley, have instituted courses that are transferrable to the CSUs and UCs for Humanities Credit. This is largely thanks to the work of Sidney Rice at Imperial Valley. Now various colleges through the state have made their upper level classes transferrable. Last fall, GWC ESL changed its ESL 071 to ESL 120 and added a culture component, which will make it transferrable to the CSU's and UCs for Humanities credit. We plan to do the same thing for all of our 60 level classes and get them through CCI in the fall so that they are catalog-ready by the end of fall 2019. With the support of a communications professor, we plan on bringing back our ESL 73 listening-speaking class, making it a joint effort with Comm, to give our students more practice and better prepare them for Communications classes.

Also, starting fall 2019, the English and ESL departments will be working together to offer two sections of Eng 100/95 with an ESL emphasis and offered to ESL students. Those sections will be transferrable, and ESL instructors who also have an FSAK in English, and vice versa, will teach them.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

We have done fairly well in that regard. There has been some confusion at the lower levels with the change of levels 1 and 2 to non-credit. They were first listed as ESL \_\_E. Then it was decided to follow OCC's model and call all non-credit \_\_N. The Research Office was recently apprised of this confusion and is working to sort it out. Our upper levels have done very well. Our faculty are very conscientious, and the chair does a lot of checking on this.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

Our 50 and 60 level courses have not been revised but will be done this summer. All other levels have been revised. The 30 and 40 levels have been revised and are ready to be offered as enhanced non-credit once the ESL department is assured that they will remain in the the Arts and Letters Division in the future. This has been the hold-up this past year. With the many recent unsettling changes to ESL and its offerings, the department is still trying to understand the vision for the department moving forward. In addition, ESL 071 will be retired and replaced by ESL 120 in Fall 2019.

## Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- We set up the first two levels as non-credit and have a certificate in place. Once we are sure that ESL classes will remain in Arts and Letters, we will proceed with levels 30 and 40. They are ready to go.
- We have not explored partnership certificates with CTE, and given the current climate, it is unlikely that we will. We do, however, hope to work closely and form a mutually beneficial and cooperative working relationship with the new ELL department. Even though the two programs are separate and distinct and in different divisions, we want to insure that we can insure a smooth transition for students between the two programs. The ESL Department is looking forward to sharing its experience and expertise with the newly-formed ELL Program.
- We are coordinating with Brian Thill to explore more LRC classes which will further support our students.
- The demise of the Common Assessment and the rise of Self-Placement has dramatically changed how students get into classes. In addition, English 99 has disappeared, and much in their course offerings and how students move through language learning is vastly different from the last program review.
- We wanted a language lab. With the new Humanities building, there will be language labs. It has been so much FUN to meet with the architects and have input into the design of our new building!

## PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Make all 60 level courses CSU/UC transferrable – ESL 110, 112, and 113.
- Bring back ESL 73 and make it ESL 123 and a joint project of ESL and Communications.
- We have retirements coming up, so we want to hire two new full-time faculty to replace current faculty who will be retiring.
- Create a strong cooperative working relationship with the ELL Program.
- Develop and maintain a Facebook page for advertising purposes.
- Develop and maintain a YouTube channel for advertising purposes.
- Continue to refine our self-placement. Self-placement is a challenge. Self-placement assumes a level of education that enables students to make a logical decision about ability. Many of our students have limited education in their native language and have a

hard time assessing where they best fit. Thus, we will constantly be analyzing and assessing our self-placement process and improving it.

- Ensure that ESL is never again split between two very disparate divisions; however, we will work hard to create strong, positive communication between the two programs and build programs for the students to move from one program to the other when they need to

### Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><b>Goal 1:</b> Make all 60-level courses transferrable for credit.</p>	<p>These courses will be passed through CCI by the end of fall 2019.</p>	<p>Revise the courses and take them to CCI</p>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	
<p><b>Goal 2:</b> Hire two new ESL faculty to replace retiring faculty.</p>	<p>We will get the faculty.</p>	<p>We will request faculty as part of this program review.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Two new faculty.</p>
<p><b>Goal 3:</b> Bring back ESL 073 as ESL 123 as a joint project between ESL and Communications to better prepare students for Comm classes.</p>	<p>We will pass the courses.</p>	<p>We will work with the Comm teacher who suggested it to get it ready to go to CCI in the fall. The goal is to be able to offer it in the fall of 2020.</p>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Work with the Comm professor who suggested it.</p>