

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: ESL
Division Name: Arts and Letters

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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#).

The ESL department offers a full range of courses from beginning to advanced, most of which are offered in the college's traditional 16-week format. There are additional individualized courses offered through the Writing Center. The department is committed to updating courses vis-à-vis credit and non-credit

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The ESL Department serves students who wish to become more proficient in the English language in order to enhance their chances of success in:

- pursuing additional GWC classes and majors or alternative institutions of higher education.
- maximizing their workplace opportunities.
- interacting with the local community and other social surroundings where English is used.

ESL classes emphasize the language, culture, and study skills needed to be successful in an American college classroom and beyond. The Department profoundly impacts the college by serving local residents and international students from diverse backgrounds and cultures. For many ESL students, the Department provides an introductory college experience and affords an important instructional and cultural orientation for future educational and income-related opportunities. The Department plays a critical role in helping to foster cultural awareness, tolerance and understanding campus-wide and in advocating for minority representation.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

NO EXTERNAL REQUIREMENTS

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REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Previous Program Review Initiatives:

- I. To develop more consistency in assessing the students and in the application of standards and expectations between the instructors teaching the students in the speaking and listening classes—
 - A. In order to accomplish that initiative, instructors of the various listening and speaking classes have met and discussed how they will teach and then assess the different SLO's applicable to each of those classes.

- II. To develop higher success rates for students, especially the students at the higher levels, such as 051, 061 and 071 as those are the students in our program who most often seek to mainstream into English 99 and regular college content/degree-applicable courses--
 - A. In order to accomplish that initiative, Nancy Boyer and instructors at those levels have been meeting to coordinate their teaching methods and discuss/share means of developing outside support and ways to encourage students to take advantage of those outside-the-classroom support opportunities and learning aids.

- III. To develop and improve outside-the-classroom support opportunities and learning aids for the students at all levels of the program--
 - A. In order to accomplish that initiative, the program has developed supplemental syllabi and lessons for all levels of the ESL students in the Writing Center. The lessons have

been passed through CCI, and currently we are planning how to work with Writing Center staff to set up those lessons in the Writing Center.

- B. Also, two ESL staff, Richard Ullrich and Aileen Nguyen, have volunteered at times in the ESL Conversation Lab (coordinated through the Tutoring Center).
 - C. Also, the ESL Department has created an ESL portal website for students to gain more language practice in four skill areas
- IV. To improve coordination of our program with other ESL programs within the district—
- A. Nancy Boyer has worked extensively with the other ESL coordinators to share information on how to best balance our programs. We have worked especially hard in the last few months to coordinate assessment issues and coordinate/implement new non-credit levels and certifications. Those non-credit opportunities will especially aid students who utilize financial aid.

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

The ESL program:

- Offers a fully revised flexible program offering classes in discrete language skills
- Currently offers six levels of ESL catering to all language competencies from beginning to advanced
- Offers self-study, self-paced support courses in the Learning Resources Center
- Comprises a diverse faculty committed to student success
- Incorporates computer consoles in ESL classrooms for teacher presentations
- Offers a computerized placement test in three distinct language areas
- Provides students with a separate section for ESL texts and readers in the library
- Supports ongoing liaison within the Coast District to ensure course compatibility allowing students an easier transition from one ESL program to another—The colleges all use the same placement test and accept each other's scores thus saving money and time
- Schedules comprehensive norming of all ESL faculty teaching core classes each semester to ensure program consistency
- Encourages the coordination of faculty teaching the same classes to ensure program consistency and maximize student performance and success.
- Operates an ESL conversation lab with volunteer tutors targeting speaking and listening skills.
- Has created an ESL portal website for students to gain more language practice in four skill areas.

- Has an exemplary record in providing SLOs in a timely manner.
- Regularly reassesses its program's mission and objectives particularly in association with college goals and student success. For example, the ESL program is currently in the process of re-designating two of its levels to non-credit in order to preserve and protect the financial aid resources of its students.
- Enjoys a close working relationship with the English Department vis-à-vis student placement within the two departments and on the English Mastery Test.
- Offers a comprehensive challenge process in the Assessment Center whereby students can challenge their assessed ESL level.
- Encourages ESL faculty to work in the Learning Resources Center to provide individualized support for students.
- Organizes book fairs for ESL publishers on campus so that faculty can preview new materials.
- Organizes beginning of semester symposiums for all ESL faculty to discuss Departmental issues

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing? Opportunities
- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

GWC ESL is part of the Coast Consortium for AEBG and as such has been working with the local adult schools to coordinate efforts. So far, we have hosted one visit from HB and GG AE and are planning on another in April. We are also in the process of moving our lowest two levels from credit to non-credit and adding a certificate. The goal is to implement this in the spring of 2017 and then move the third and fourth levels to non-credit with a goal of implementation in the fall of 2017. Another goal is to explore partnerships with CTE like La Cañada College has done in offering certificates that meet both the language and professional needs of ESL students. Funding opportunities include Basic Skills funding and RCC equity money depending on the proposals.

Threats/Challenges

The ESL Department identifies the following current challenges:

- Updating and increasing the offerings for ESL students in the Learning Resources Center needs to be a priority. Courses offered in this arena are heavily enrolled, so there is an ongoing need for new offerings to be available to students.

- The department needs to encourage more ESL faculty to volunteer for tutoring hours in the Learning Resources Center to assist ESL students.
- To have more ESL faculty volunteer to give presentations in the Learning Resources Center each semester.
- To increase the international student population on campus, which would bring revenue to the campus and increase our presence on an international level. **Perhaps ESL could work with the International Students Office on this.**
- We currently have no worldwide marketing strategies that stress the uniqueness and flexibility of our program in order to encourage international students.
- To open up the GWC campus to international students who test in at any English level. In other words, since we can offer them enough hours to become full-time students, we should accept students at levels below the ESL 051 level, but with the caveat that the student must work up to the 051 level before taking regular degree courses.
- We need new ways to advertise the GWC program both to current students and within the local community. This is particularly a problem with the very under-represented mix of students of Spanish-speaking origin compared to the high numbers of Spanish speaking immigrants in areas surrounding the college. We need funding to advertise in multiple languages, especially Spanish, Vietnamese, Arabic and Korean. Although we have many Vietnamese students, we could have many more, and the other language groups are under-represented at the college—to various degrees—compared to the numbers of those potential students in communities surrounding the college. Reaching those students in their own languages with appropriate advertising that displays the advantages and flexibility of our ESL program could tap into a great cultural and enriching student population for GWC
- We need to hire more full-time faculty. There have been only three full-time ESL instructors for a number of years. This means the department is thinly spread when it comes to the demands of campus and district committees, sub-committees, and task forces as well as fulfilling all of the identified needs of the program. More faculty or faculty reassigned time to develop the courses and classes that need to be created would be very beneficial.
- The ESL Department works very hard to ensure that students are appropriately placed within the program, particularly those students who place themselves into English 098. However, there continues to be a substantial number of students who are being counseled away from the ESL program (so that they do not use up financial aid) despite their obvious language needs. This continues to be a barrier that requires attention and which also impacts regular English classes. While communication with Counseling has improved, the ESL department wants to ensure that correct and accurate information about the merits and benefits of ESL courses and of completing the program is being communicated to the students. **It is hoped that the new Common Assessment will also**

have an impact in this area as students will no longer be able to decide which test (native speaker or second language) test they will take. The test will determine this.

- In the current climate of accelerated learning, budgetary limitations, state regulations on repeatability and financial aid, the ESL Department is under ever-increasing pressure to maintain the academic integrity of its program. While in other disciplines accelerated learning models may be easily adopted, language acquisition is a very different animal. It requires a unique time commitment and immersion. Indeed it is widely accepted that to learn English to a “college-ready” level can take up to seven years. Such time-intensive classes do not always fit in to the newer models and visions of college education. However, the Department needs the college administration and faculty to understand that a well-prepared ESL student translates to future success in GWC classes and beyond.

- **What challenges exist for your program?**

- As stated above, the ESL program needs to advertise the specific advantages of its program more efficiently throughout the many various language groups surrounding the college. This is particularly a problem with the very under-represented mix of students of Spanish-speaking origin compared to the high numbers of Spanish speaking immigrants in areas surrounding the college. We need funding to advertise in multiple languages, especially Spanish, Vietnamese, Arabic and Korean. Although we have many Vietnamese students, we could have many more, and the other language groups are under-represented at the college—to various degrees--compared to the numbers of those potential students in communities surrounding the college. Reaching those students in their own languages with appropriate advertising that displays the advantages and flexibility of our ESL program could tap into a great cultural and enriching student population for GWC. But that takes funding for translators and ad placement. However, if we funded at least for the translations, at the very least, we could include information on the College’s website in those languages.

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- **What budgetary constraints is your program facing?**

- As stated above, updating and increasing the offerings for ESL students in the Learning Resources Center needs to be a priority. Courses offered in this arena are heavily enrolled, so there is an ongoing need for new offerings to be available to students.
- Further, the ESL website/portal previously created to introduce / make available specific Internet websites for activities appropriate to our SLO’s needs ongoing improvement. Both of those activities: developing supplemental syllabi and lessons for the Learning Resources Center and updating the ESL portal take many, many hours of work for multiple instructors. We need funding for that.

- **What kind of competitive disadvantages is your program facing?**

- (See challenges and budgetary constraints above.)

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- **Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.**
- Yes. The most important upcoming state regulation will be the “Common Assessment” test, which community colleges all over California are anxiously expecting sometime soon. We will deal with it appropriately when it appears. We expect this will be positive. We wish we could have been one of the pilot colleges!

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses’ official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
ESL 011, 012, 013	Spring 2016	Boyer, et al.
ESL 021, 022, 023	Spring 2016	Boyer et al.
ESL 051, 052, 053	Fall 2016	Boyer et al.
ESL 061, 062, 063	Fall 2016	Boyer et al.
ESL 031, 032, 033	Spring 2017	Boyer et al.
ESL 041, 042, 043	Spring 2017	Boyer et al.
ESL 071, 073	Fall 2017	Boyer et al.

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

DOES NOT APPLY TO ESL

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE 225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133
NO DUAL LISTED COURSES		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ESL 011, 012, 013	Change to non-credit
ESL 021, 022, 023	Change to non-credit + certificate for these 2 levels
ESL 031, 032, 033	Change to non-credit

ESL 041, 042, 043	Change to non-credit + certificate for these 2 levels
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ESL 073

Suspend

Work with LRC to provide more LRC classes for ESL students – Staff are needed to develop the classes.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment **All courses that are being offered.**

List of courses offered in the last 3 years that have not been assessed **The only classes not being assessed are the ones not being offered: ESL 011, 012, 013, 073**

Question:

Looking at all assessments of your programs and courses, describe proposed plans for improvement.

- Develop/update the ESL web links in the ESL learning portal,
- Further develop and implement syllabi and lessons for outside-the-classroom supplemental support, especially for the Writing and Reading Center and for the ESL Conversation Lab
- Further host workshops for sharing teaching ideas/methods and for coordinating assessment between all levels within each skill area

- Develop the non-credit program and coordinate it with ESL departments within the district in terms of placement and assessment standards for certification
- Develop outreach to the international market and expand the international program

Student Demographics (Headcount by Discipline)

Gender - the college is about 55% female to 45% male, while ESL is about 60%/40% female /male

- **Age** – The ESL population tends to be older but has grown slightly younger over the years. Age 19 or less is 14% less in ESL; 20-24 is 4-11% higher than the college average; 25-29 is 2-3% higher; 30-34 is 1-2% higher; 35-39 is 3-5% higher; 40-49 is 5 – 10% higher, and 50+ is about 8% higher
- **Ethnicity** – ESL has roughly 3 times as many Asians as the college, 25-35% fewer whites, almost no blacks, and in some years no blacks, next to no 2 or more races, 20-25% fewer Hispanics, more unknowns.
- **Disability** – The percentage of disabled students is about 3% higher college-wide than in ESL.
- **Economic Disadvantage** – ESL has about 20 – 29% more disadvantaged students than the college as a whole.
- **Veteran** – ESL has about 1% fewer vets than the college at large. However, we suspect that many of our Vietnamese Vietnam War veterans are not self-reporting that they are veterans, and therefore are not getting the support might otherwise enjoy.
- **Foster Youth** – the percentage of foster youth is about the same, small whether ESL or college wide.

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**

Majority Asian (82%) with a small number of Latino (4.2%); the rest are unknown

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**
- As stated above, the ESL program needs to advertise the specific advantages of its program more efficiently throughout the many various language groups surrounding the college. This is particularly a problem with the very under-represented mix of students of Spanish-speaking origin compared to the high numbers of Spanish speaking immigrants in areas surrounding the college. We need funding to advertise in multiple languages, especially Spanish, Vietnamese, and Arabic. For example, we could advertise in the Coptic churches to draw in more Egyptians. Although we have many Vietnamese students, we could have many more, and the other language groups are under-represented at the college—to various degrees—compared to the numbers of those potential students in communities surrounding the college. That requires funding for translators and ad placement. However, if we were funded for the translations, at the very least, we could include information on the college's website in those languages.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Enrollment has declined since 2009. This is partly due to mandatory cuts, partly to lack of advertising.

Sections Offered (by CRN)

Fill Rate at Census

Fill rate in Fall has gone from 104% in 2009 to 91.7% with a high of 106% in 2011.

Fill rate in Spring has gone from 91.7% in 2009 to 83.9% with a high of 106% in 2011.

Fill rate in Summer has gone from 84% in 2009 to 193.1%. Administration cancelled summer for our department in 2013.

FTES/FTEF

We went from 33.9 in 2009 to 30.3 in 2014 with a high of 37.1 in 2011.

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The biggest factor in our declining enrollment is that we were faced with mandatory cutbacks four years ago. As a result, we did not do our usual advertising. Why advertise when we cannot add sections. As a result of not advertising, we have drawn fewer and fewer students as the years have passed.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

We have reduced one section of 71 for the fall. The rest will stay the same. We are adding back our level one in the spring with levels 1 and 2 being non-credit, and we intend to advertise it heavily.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

ESL FTES typically is lower than the college-wide FTES. For one thing, a majority of ESL classes are either writing or speaking classes and cannot accommodate large numbers of students. Our cap is set at 32. Furthermore, it has trended downward in the past few years as we have not advertised due to the mandatory cuts.

Course Retention and Success

Overall

Overall our retention rates for 2009 to 2015 have remained about the same, hovering at around 89.4 to 92.8% for fall and spring terms. The success rates fluctuate between 63.4 and 76.5% for fall and spring. Summer rates in both categories tend to be lower: 57.4 to 96.3% for retention and 33.3 to 55.6% for success.

By Ethnicity, Age, Gender

Due to the obvious background differences of the English as a second language learner: immigrant populations of all ages with some international students, our students appear to be

as follows: the majority, about 60 to 65% are college age: 18 to 25, with the highest percentage of those to be in their early twenties. ESL does, however, have a much larger percentage of much older students than the average college cross-section, with about 35 to 40% of our students between 30 and 70+ years of age. Those include both long-time and newly arrived immigrant parents now returning to school after starting and establishing their families. Amongst those one finds Vietnamese Vietnam veterans, Coptic Christians fleeing Egypt, some Saudi international students, a few east Europeans, a very small but growing number of Iranians and Syrians and a few Chinese. Unfortunately, the surrounding Spanish-speaking communities are very under-represented in the GWC ESL program.

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

The Hispanic success rate rose a little from 62% to 72% and then declined to 48%. Our Hispanic students are often overbooked and trying to do too much and don't leave enough time for study. Some of this shift may be due to economic factors: with changes in the economy, they are working more. The Asian retention rate has increased slightly, while the success rate has declined approximately 10%. The white (whatever that means in our program) retention rate has increased from 77.8% to 95.5% and the success rate has increased from 44.4% to 59.1%. But in our program, what does "white" mean and who is identifying as white? So would this be Arabs? Iranians? Would some of these same groups be Unknowns? The question is, how are some of these groups such as Arabs and Iranians self-reporting? There seems to be very little change in success or retention by gender. Among the Special Populations, there is next to no difference in retention. In success, the economically disadvantaged are succeeding at a slightly higher rate; we don't have enough veterans to make a statistical difference (anecdotally they do fine); disabled students succeed less well by a 6 – 17% difference, but we don't have many. There are only 2 semesters of data. Foster youth sometimes succeed less well and sometimes better. In short, we don't see a disproportionate impact by group. Overall, we want to see an improvement in success rates.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Keep talking to students about how much they can realistically do (work, school, studying, social life) and what is expected of them. Work with some of the On Course activities at the beginning of the semester. The department has a copy of The Graduation Game and played it at the beginning of this spring semester.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

We have not awarded any degrees / certificates. That will change in the next program review.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

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Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

We have a very good group of part-time faculty. Once here, they tend to stay. If one leaves for another job, it has not been hard to find a replacement. Our part-time faculty members are creative, innovative and hard-working. It is fun to observe them and get ideas from them.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

Four. We used to have four. Two of us will be retiring in a few years, so at some point we will need to hire replacements.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?
- Set up the first stackable certificate for our first two levels of non-credit. Once that is in place, we will begin work on transitioning the 3rd and 4th levels from credit to non-credit. We also wish to explore partnership certificates with CTE for their ESL students
- Work with the LRC to provide more LRC classes for ESL students – Staff is needed to develop the classes.
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- What areas does your program plan to improve?

With the advent of Common Assessment, we may very well see changes at our upper levels as students will not be allowed to choose which test they wish to take. The test decides that. As a result, we may see more students at the upper levels who would have formerly opted to take the native speaker test. So, we need to do things to improve the success rates at the 71 level. We are doing a pilot project with the 71 classes this semester, but that project needs more work and more coordination. We will continue to work with the English department on the 71/98 Mastery Test.

- What specific actions will you take to improve upon those areas?

We need to do things to improve the success rates at the 71 level. We are doing a pilot project with the 71 classes this semester, but that project needs more work and coordination. We will continue to work with the English department on the 71/98 Mastery Test.

- **How will you assess whether your program has accomplished those goals?**

We will see a change in success rates.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
 - We have identified program needs, and in the future, we intend to put in a request for one temporary full-time faculty / program developer to help develop curriculum and supplemental resources and help with advertising.
 - Funding for staff to upgrade / maintain our ESL resource / support website. This could help our part-time faculty and support our students.
 - Funding to secure advertising expertise to establish an ongoing advertising campaign for our program. This person could coordinate efforts with the college advertising team.
- Facilities
 - A language lab for listening and speaking classes
- Technology
- Equipment
- Funding for Professional Development