

1. Overview of the English as a Second Language Program

A. Description of the Program

The English as a Second Language (ESL) program at El Camino College began in 1977 as a means of organizing individual courses, some designed for Spanish-speakers and some designed for speakers of other languages, into a unified program. The newly-organized ESL program was designed to integrate students from varying language backgrounds into a single program in order to provide greater opportunities for students to communicate in English and to gain an understanding of both American culture and the cultures of their classmates. The program provided for 5 hours of instruction per week in each of three skills, a feature which continues over 30 years later. In order to avoid any overlap with existing Adult Education courses offered through local school districts, El Camino College referred true beginners to Adult Education courses and concentrated on serving students who were literate and academically-oriented.

For this reason, the ESL program at the Torrance campus of El Camino College is still primarily academic in its focus. Our lowest level classes generally enroll students who either have studied English in their home countries for 4 to 6 years or who have lived in an English-speaking country for some time. There are no true beginner-level courses or literacy courses offered. For the majority of the students who enroll, the goal is to complete transfer-level English in order to receive an associate's degree or to transfer to a 4-year university. Those students who are beginners are advised to study at local adult schools or in an intensive language academy such as the El Camino Language Academy (ECLA).

The ESL program continues to provide separate courses in three skill areas: the 51 A, B, C sequence covers listening, speaking, pronunciation, and idioms; the 52 A, B, C sequence covers reading and vocabulary development; and 53 A and B cover grammar and writing. In addition, the program includes English A-X, which parallels the native-speaker English A course, and sections of English 1A designated as Reading and Composition for Foreign Students. These sections have been referred to in-house as English 1A-X, and will be so referenced in this document for clarity. However, it must be emphasized that English 1A-X is identical to English 1A in its curriculum and its rigor. English A-X carries 3 units of credit and English 1A-X carries 4 units, but both courses meet for five hours per week to provide additional time for more intensive focus on the grammar and rhetoric needs of non-native students. (As discussed later in this document, we made a recommendation that the number of units for the English A-X course be changed, and this recommendation has already been put into place.) A student who enters at the 52A and 53A level is able to complete the required sequence and enter transfer-level English 1A a year later.

In addition to the core classes of the 51, 52, and 53 sequence, ESL 55, a multi-skill course emphasizing grammar, was offered for a number of years, usually one section per full semester. A two-unit course, ESL 54, American Culture, was developed in 2004 and offered several times in recent years. Academic Strategies 22, Vocabulary Building, has also been offered specifically for ESL students and taught by members of the ESL department. ESL 44 and 45, distance education courses using instructional television, have not been offered in recent years and are

currently inactivated. Apart from those two ITV courses, the department has not offered any distance education courses.

Students self-identify as native or non-native speakers based on a short questionnaire when they access the Testing Center. Those who identify themselves as non-native speakers of English are placed into ESL courses on the basis of a three-part testing protocol which consists of a computer-based reading comprehension test, a 25-minute writing sample which is scored by two ESL instructors, and an oral interview conducted by an ESL instructor to assess listening and speaking skills. This placement instrument has been approved by the Chancellor's Office and is overseen by the Humanities Division program coordinator who works 30 hours a week in the Testing Center as well as teaching in the ESL department. In the past, a number of student workers who spoke a variety of languages assisted in the testing and orientation process; however, funding for these workers has been eliminated.

The ESL department coordinates its offerings with the not for credit El Camino Language Academy (ECLA), which provides intensive instruction to F1 Visa students whose skills are too low for success in the ESL program. Students who complete the ECLA program transition into the credit ESL program. In addition, in 2006, El Camino College partnered with the Compton Community College District, creating the El Camino College Compton Educational Center (the Compton Center). The Compton Center had a large program of non-credit ESL courses, and during the first year of the partnership, faculty at El Camino and the Compton Center worked together to add 8 non-credit courses to the El Camino curriculum. Based on the specific needs of the two campuses, the Compton Center primarily offers non-credit instruction in ESL while the Torrance campus offers only credit courses. The faculty at the two locations meet together several times a year and have a strong working relationship.

The El Camino College ESL department faculty in Fall 2009 consists of 9 full-time members and 17 part-time faculty members. All instructors in the El Camino College ESL program have a master's degree or higher (four full-time ESL faculty hold Ph.D. or Ed.D. degrees) and all have training in language learning and second language pedagogy. In addition, most faculty members also have qualifications in reading or literature. Several faculty members are bilingual or bicultural, and all have extensive cross-cultural experience.

Since the last program review in Fall 2003, the ESL program has declined from 57 sections and 1764 students to its current Fall 2009 status of 42 sections and 1330 students. It appears that the use of the online application software called CCCApply has been a major barrier for ESL students. Navigating this application process requires technical and language skills that are beyond the level of many beginning second language learners.

Furthermore, the decision by the college to require online registration almost exclusively has also caused difficulties for ESL students. ESL enrollments declined dramatically when the college eliminated walk-in/on-campus registration at the end of the registration period, a time when historically ESL enrollments spiked. In fact, enrollment is so low this spring in 53A classes, the required beginning level writing class, that two of the five sections listed in the schedule of courses had to be cancelled.

As a result of serious budget issues in the college and the entire state, the Fall 2010 program has been reduced further to 38 sections, and more cuts seem likely. Consequently, plans for improvement in the ESL department at the Torrance campus are focused on strengthening the existing program rather than increasing our enrollment or our offerings.

In pointing out the need for in-person registration and the assistance of bi-lingual aides, we note that Title 5 (§58108) specifies that “Special registration procedures are permissible (to provide) assistance to ...disadvantaged students as defined by statute.” We recognize that Limited English Proficiency is not included in the definition of “disadvantaged students,” and we are not suggesting any change in registration priority. However, we feel that the spirit of the Title 5 mandate is not being fulfilled if students in need of ESL classes are unable to register due to a lack of language skills.

Recommendation:

- Re-instate in-person application and registration processes for ESL students. Use bi-lingual student aides to assist students in applying and registering.

B. Degrees and Certificates

The ESL department does not currently offer any degrees or certificates.

In the previous Program Review, it was noted that the ESL department had no ESL certificate program, nor was there a stated need for one. However, one of the current non-cost improvements that the department has been considering for the near future is offering an ESL certificate of achievement for students who complete a series of courses.

Although many of our students plan to transfer to 4-year universities, according to the *Demographic and Enrollment Characteristics: Fall '05-Fall '08* report (2008) compiled by the Institutional Research department, 40% of the students in the study did not plan to transfer. Many of these students were taking ESL courses as a means of preparing themselves for entry into or advancement in the workplace. Still others may have been taking ESL courses for personal, non-employment-related reasons.

Therefore, to meet the needs of these non-university-bound students, the ESL department is discussing the possibility of offering an ESL certificate of achievement to eligible students. Specifically, the certificate would be an official document that would verify these students' English-language competence for employers and/or other educational programs. In addition, the prospect of earning such a certificate would provide a further incentive for their persistence in ESL courses and a possible means for increasing overall student enrollment and retention rates in the ESL courses that are not prerequisites for English 1A-X (e.g. the ESL 51ABC series and ESL 52C).

Another factor to consider regarding the ESL department's offering an ESL certificate is that at this time, only one California college, Cuyamaca College in San Diego County, offers a certificate of completion in ESL. This certificate requires students to successfully complete their highest-level ESL courses which are roughly equivalent to ESL 51B, 52B, and 53B here.

Additionally, only a small number of programs throughout the country offer certificates in English as a Second Language, so it is possible that offering such a program could increase ECC's visibility and attractiveness to the international community.

Offering an ESL certificate of achievement at El Camino College will likely have a positive effect on the growth of the ESL department. Students will have more options as to the area of concentration that their ESL learning will take. In addition, having another program on campus will contribute to the growth of the college as a whole as it would attract more students, particularly students from the local community.

However, we have learned that Title 5 specifically prohibits a credit certificate that consists solely of ESL (and/or basic skills) courses. (§55070). There is no mention in Title 5 of how many non-ESL courses might be considered necessary in order to receive approval from the Chancellor. Consequently, discussions have begun as to the viability of several possibilities, such as ESL for Business, or American Language and Culture for International Students, including the possibility of developing a course or courses in ESL pedagogy to prepare international students who intend to teach English as a Foreign Language in their homelands. It was also noted that our English 1A-X course is not an ESL/Basic Skills class. It is clear that our ESL department has a variety of alternatives to consider when designing a certificate program. Further discussion of these options will be ongoing in the coming months. We intend to make a decision about pursuing a certificate during Fall 2010 and to formulate a specific proposal by the end of Spring 2011. If the certificate is a viable option, we hope to have one in place by Spring 2012.

Recommendations:

- Determine whether to offer an ESL certificate of achievement program.
- Investigate the process that developing such a certificate program entails.
- Determine the requirements for an ESL certificate of achievement and work with other departments (e.g. Mathematics, Computer Information Systems, Business, etc.) whose classes may be included as part of the coursework for the certificate.

C. Status of Previous Recommendations (2003-2004)

The previous Program Review report listed seven prioritized recommendations, which are detailed below:

1. Establish a formalized mentoring program for adjunct and full-time faculty.
2. Provide technology training for ESL faculty (basic computer use) both in and out of the classroom.
3. Establish an American Culture class.
4. Hire a full-time ESL counselor.
5. Designate a social area for ESL students to facilitate communication and a sense of community.
6. Provide opportunities for ESL students to meet and discuss their challenges and various issues.
7. Consider a prerequisite for 1A-X, such as 52C.

Status of Previous Recommendations:

1. Mentoring Program for Adjunct and Full-Time Faculty

Currently, an informal mentoring program exists. Full-time ESL instructors volunteer to mentor in their areas of expertise. In May 2008, the department created a list of Course Leaders who could be called on for advice by full-time or part-time instructors teaching a course with which they are unfamiliar. In addition, the Faculty Development department has created a formal mentoring program that can be used to meet this need. Because of cutbacks in the college and the department, there are few new part-time instructors. In fact, of the 17 adjunct ESL faculty members on staff, four were hired in the 1980s, six were hired in the 1990s, and seven were hired in the last decade. The “newest” member of the part-time faculty was hired in 2003, and is our division and ESL assessment program coordinator, with extensive knowledge of the program, placement and assessment processes, as well as counseling, support, and registration procedures.

Recommendation

- Continue to encourage communication among full-time instructors and between full-time instructors and adjunct or new full-time instructors. Plan Brown Bag lunch meetings or mini-workshops, perhaps on Friday afternoons or Saturday mornings, where faculty members could make presentations demonstrating best practices.

2. Provide Technology Training for ESL Faculty

Courses on new technology and software programs are offered through Staff Development on an ongoing basis. Drop-in hours at the Innovation Center are available to the entire campus. In addition, some faculty have offered in-house workshops on new technologies, such as clickers. As technology continues to change, both full-time and adjunct faculty need continuing support to remain current with these advances.

Recommendation

- Send out a questionnaire to all ESL instructors asking about their familiarity with basic technology processes, as well as newer technologies. Match instructors with mentors to learn needed skills at their convenience.

3. Establish an American Culture Class

ESL 54, American Culture for ESL Students, was developed in 2004. The class has been taught several times but has not been offered in recent semesters due to budget cuts, scheduling difficulties, and pressure to focus on core classes. However, the ESL population El Camino serves suggests that the need for such a class deserves more research. If a certificate program is developed, this course could be included in the requirements.

Recommendation

- Do not inactivate ESL 54 at this time.
- Complete course review for ESL 54.

4. Hire a Full-Time ESL Counselor

This recommendation has been partially met by the hiring of Ms. Van Nguyen, who is assigned 5 hours per week as an ESL counselor. Ms. Nguyen visits ESL classes, by invitation, and has attracted a large group of ESL students who are generally underserved. According to Ms. Nguyen, she sees approximately 10 to 15 students per week depending on her scheduled outreach and student demand, which is greater during registration periods. Our students have benefited from the availability of Ms. Nguyen as a part-time ESL counselor, funded through the division's basic skills initiative funds. Most of the division's funds will be exhausted by the end of the year, however, and there is no guarantee that the Governor will provide basic skills augmentation for next year.

It should be noted that a number of ESL faculty, particularly Elena Savina, ESL Program Coordinator in the Testing Center, Sheryl Kunisaki in the Language Lab and full-time instructors Rebecca Bergeman and Debbie Mochidome assist ESL students in registering for classes and problem-solving as needed during their office hours.

Currently, Ms. Nguyen provides some personal counseling, as do a number of ESL faculty who may or may not be able to recognize and appropriately assess and address the severity of students' problems. Students with serious relationship and other personal problems including battering and abuse have been referred by faculty to Dr. Suzanne Herschenhorn who, as both an ESL Professor and a Licensed Clinical Psychologist, has been able to informally refer students to appropriate agencies when students are unable to utilize our Student Health Center psychologists.

There is an excellent likelihood that by providing more support services such as full-time counselors with expertise in working with ESL students, attrition could be significantly reduced and student success rates could be significantly enhanced.

Recommendations

- Seek sources of funding to maintain or increase the level of counseling support for ESL students.
 - Provide regular and ongoing in-service to the academic counselors regarding the special needs of the ESL population and when and why it may be necessary to refer these students directly to the ESL Counselor or a psychologist.
 - Schedule meetings between ESL representatives and the counseling division to urge them to request a full-time counseling position dedicated to ESL students.
5. Designate an ESL student social area to facilitate communication and a sense of community.

Although a specific ESL student social area has not been created, with nearly all ESL classes now being conducted in the new Humanities Building, there is a greater sense of community for ESL students. In addition, the new outdoor Food Service area adjacent to the new Humanities Building may be a step in the right direction.

6. Provide meetings for ESL students to discuss their challenges and various issues.

This goal has not been met, despite some attempts to create an ESL Club. To meet the goal in the future, a One-Stop ESL Cultural and Support Center would be the ideal. Such a center could provide a safe and convenient meeting place which would be staffed with professionals trained and skilled to assist ESL students in their many academic, personal, and psychological challenges. In addition, such a center could provide both structured and unstructured space and activities to truly promote and facilitate communication and a sense of community not only for new students who may have several challenges to address, but also to returning and continuing ESL students who may need help with a specific challenge or who just need a safe place to re-energize themselves. Offerings could include topics suggested by students, such as classroom and academically-related problems, issues related to adjustment to a new culture, and personal matters. In addition to discussions among students, workshops could be offered regularly or as needed by instructors, academic counselors (ESL preferably), or a psychologist (especially one skilled in working with ESL students). However, given the economic realities at this time, the development of such a center is unlikely to be possible.

Recommendation for 5 and 6:

- Provide a Homework Help Center, in open classrooms, staffed by full-time faculty using their assigned office hours, as well as any part-time faculty who volunteer.

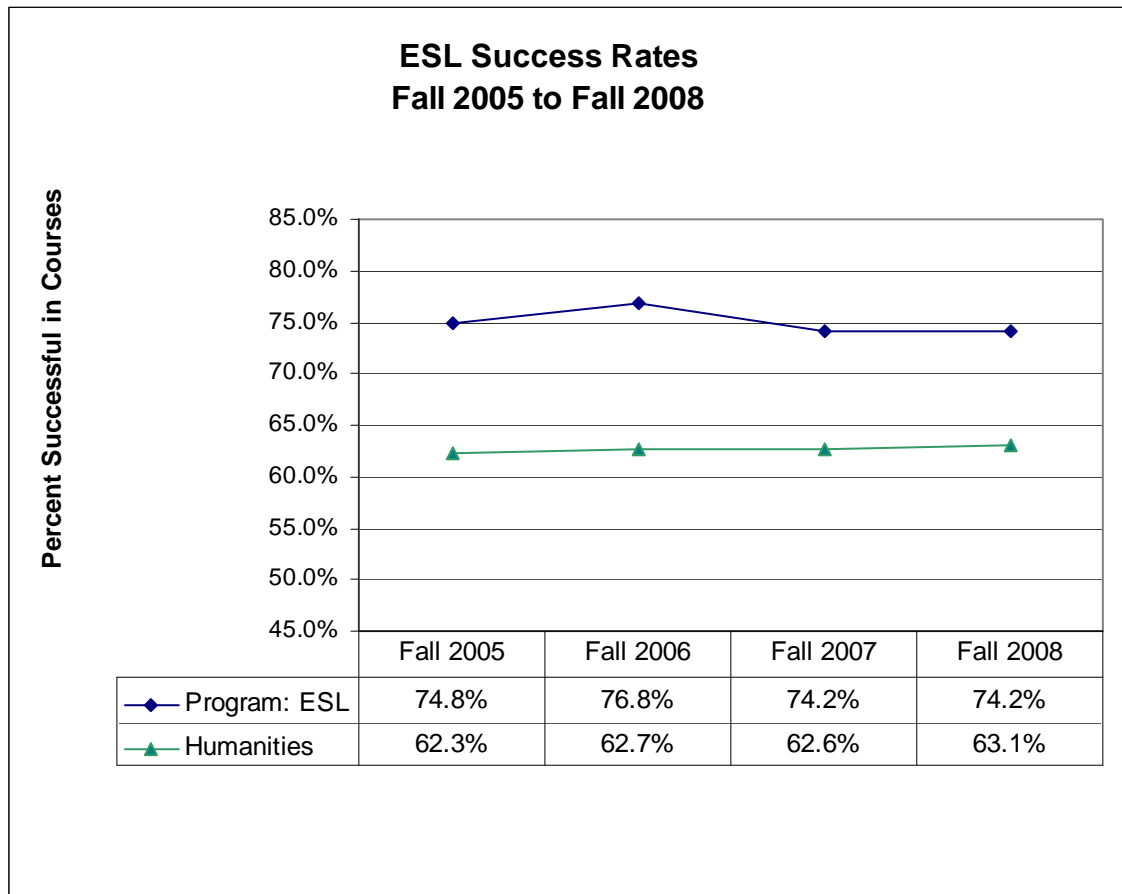
7. Consider a prerequisite for 1A-X, such as 52C.

This recommendation has not been met. However, there is a general consensus among ESL faculty that students need better preparation in reading comprehension and vocabulary for greater success in 1A-X and beyond. In addition, faculty note that many students reach English 1A-X unable to participate fully in asking and answering questions as well as group discussions due to poor listening comprehension and speaking skills.

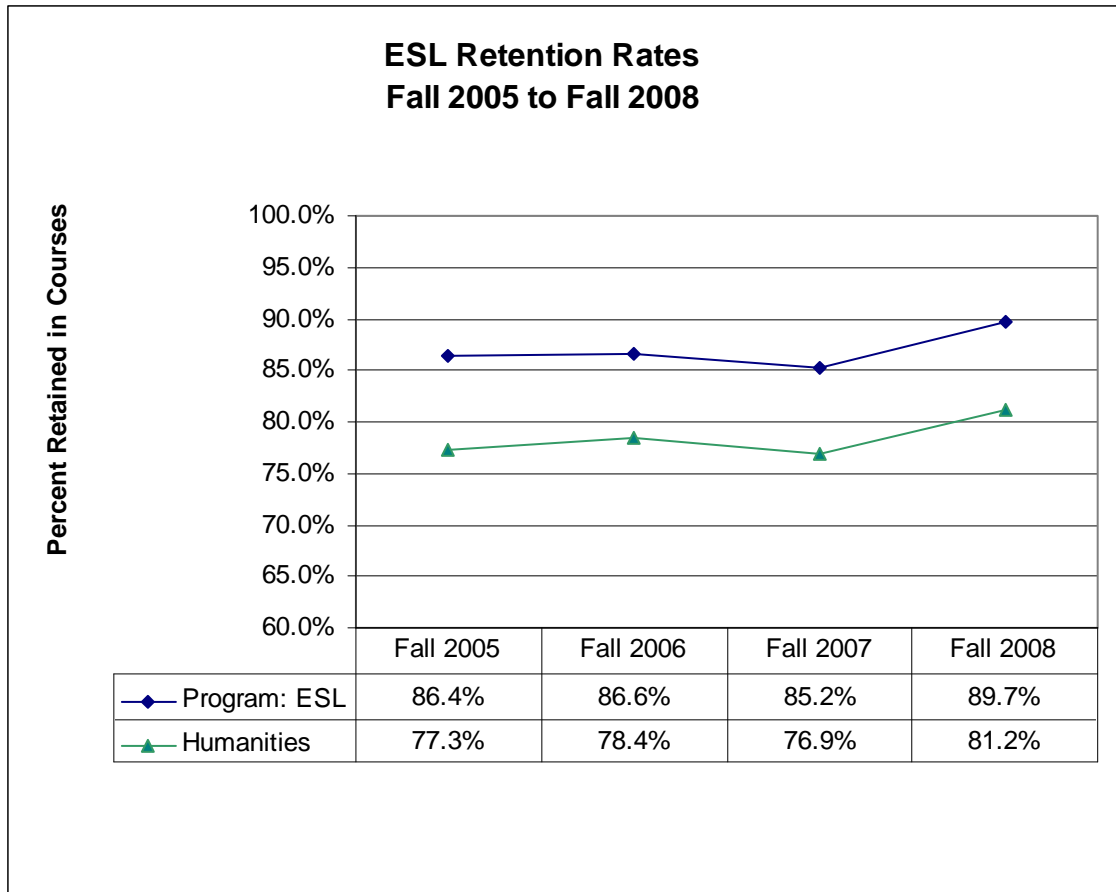
Recommendation:

- Suggested changes to the program curriculum are discussed in Section 3.

2. Analysis of Institutional Research Data



The success rate in ESL classes is consistently 12 to 14 percentage points higher than that in Humanities classes as a whole. This level of success was validated by the SLO assessment conducted in 2007. Essays were collected from English A and A-X, and English 1A and 1A-X and were scored by both English and ESL instructors, without knowing whether they were written by native or non-native speakers. When the results were tabulated, they showed that ESL students' essays were ranked higher, overall, than native speakers' essays. This may reflect the level of commitment of the differing student populations we serve.



As with success rates, the ESL program consistently retains students at approximately 9 percentage points higher than Humanities classes overall. The high success and retention rates reflect not only the quality of the program, but also the students' dedication. Extrinsic factors, such as lack of work permits and visa requirements may also contribute to the high success and retention rates. However, we may assume that students would not remain in a program in such large numbers were it not meeting their educational needs.

Demographic and Enrollment Characteristics

Students Enrolled in ESL Courses

Fall 2005 to Fall 2008

Characteristic	Category	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2008 ECC		2000 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
All Enrolled	Total	856	100%	965	100%	932	100%	986	100%	27,258	100%	520,376	100%
Gender	Female	553	64.6%	589	61.0%	567	60.8%	596	60.4%	14,602	53.6%	264,871	50.0%
	Male	301	35.2%	375	38.9%	365	39.2%	390	39.6%	12,650	46.4%	255,505	49.0%
	Unknown	2	0.2%	1	0.1%	0	0.0%	0	0.0%	6	0.0%	0	0.0%
Ethnicity	African-American	12	1.4%	32	3.3%	26	2.8%	23	2.3%	4,998	18.3%	88,701	17.0%
	Amer. Ind. or Alaskan	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	0.4%	1,219	0.2%
	Asian	478	55.8%	556	57.6%	556	59.7%	572	58.0%	3,664	13.4%	58,779	11.0%
	Filipino	7	0.8%	13	1.3%	10	1.1%	16	1.6%	1,124	4.1%		
	Latino	293	34.2%	282	29.2%	242	26.0%	271	27.5%	8,816	32.3%	157,138	30.0%
	Other	9	1.1%	14	1.5%	14	1.5%	21	2.1%	515	1.9%	14,908	2.9%
	Pacific Islander	1	0.1%	2	0.2%	3	0.3%	0	0.0%	262	1.0%	2,061	0.4%
	White	41	4.8%	51	5.3%	58	6.2%	61	6.2%	5,502	20.2%	197,570	38.0%
	Unknown or Decline	15	1.8%	15	1.6%	23	2.5%	22	2.2%	2,257	8.3%	0	0.0%
Age/Age Group	Under 17	6	0.7%	4	0.4%	1	0.1%	3	0.3%	772	2.8%	139,140	26.0%
	17	5	0.6%	20	2.1%	20	2.1%	21	2.1%	871	3.2%		
	18	39	4.6%	63	6.5%	71	7.6%	78	7.9%	3,271	12.0%	11,840	2.3%
	19	74	8.6%	119	12.3%	87	9.3%	100	10.1%	3,380	12.4%		
	20	104	12.1%	97	10.1%	80	8.6%	99	10.0%	2,997	11.0%	5,996	1.1%
	21	62	7.2%	55	5.7%	71	7.6%	69	7.0%	2,035	7.5%	5,720	1.1%
	22	50	5.8%	57	5.9%	51	5.5%	54	5.5%	1,592	5.8%	20,233	3.9%
	23	45	5.3%	51	5.3%	54	5.8%	46	4.7%	1,353	5.0%		
	24	25	2.9%	45	4.7%	43	4.6%	47	4.8%	1,093	4.0%		
	25-29	150	17.5%	126	13.1%	133	14.3%	133	13.5%	3,268	12.0%	43,779	8.4%
	30-39	163	19.0%	184	19.1%	180	19.3%	194	19.7%	3,053	11.2%	97,447	18.5%
	40-49	97	11.3%	99	10.3%	106	11.4%	108	11.0%	1,892	6.9%	80,126	15.4%
	50-64	31	3.6%	42	4.4%	34	3.6%	30	3.0%	1,268	4.7%	69,852	13.4%
	65+	5	0.6%	3	0.3%	1	0.1%	4	0.4%	413	1.5%	46,878	9.0%
Class Load	Full-time	371	43.3%	426	44.1%	429	46.0%	444	45.0%	7,993	29.3%		
	Part-time	483	56.4%	539	55.9%	502	53.9%	542	55.0%	18,221	66.8%		
	Not enrolled or N/A	2	0.2%	0	0.0%	1	0.1%	0	0.0%	1,026	3.8%		
Time of Classes*	Daytime	667	77.9%	776	80.4%	755	81.0%	796	80.7%	18,964	69.6%		
	Evening	187	21.8%	189	19.6%	176	18.9%	190	19.3%	5,886	21.6%		
	Unknown	2	0.2%	0	0.0%	1	0.1%	0	0.0%	1,382	5.1%		

Academic Level	College degree	118	13.8%	107	11.1%	126	13.5%	159	16.1%	3,922	14.4%		
	HS Graduate	666	77.8%	779	80.7%	706	75.8%	762	77.3%	20,737	76.1%		
	Not a HS Grad	50	5.8%	46	4.8%	41	4.4%	36	3.7%	664	2.4%		
	K-12 Special Admit	4	0.5%	1	0.1%	5	0.5%	1	0.1%	1,233	4.5%		
	Unknown	18	2.1%	32	3.3%	54	5.8%	28	2.8%	702	2.6%		
Educational Goal	Intend to Transfer	319	37.3%	460	47.7%	413	44.3%	400	40.6%	9,132	33.5%		
	Degree/Certif. Only	25	2.9%	41	4.2%	36	3.9%	39	4.0%	1,167	4.3%		
	Retrain/recertif.	95	11.1%	75	7.8%	95	10.2%	95	9.6%	2,025	7.4%		
	Basic Skills/GED	151	17.6%	127	13.2%	136	14.6%	197	20.0%	1,185	4.3%		
	Enrichment	83	9.7%	60	6.2%	50	5.4%	65	6.6%	1,950	7.2%		
	Undecided	161	18.8%	153	15.9%	169	18.1%	152	15.4%	6,207	22.8%		
	Unknown	22	2.6%	49	5.1%	33	3.5%	38	3.9%	5,592	20.5%		

We note that ESL enrolls more female students than the college as a whole, even in view of the fact that the college as a whole has a preponderance of female students. Our students are also older on average, but we have few students age 50 and older. We have a large number of working-age adults. Our students have only slightly more previous education than the average ECC student. Finally, our students are considerably more likely to be attending college full-time and much more likely to take classes only in the daytime. When the college is in a position to grow again, we can consider actions we can take to attract more evening students and more male students.

Fall 2008

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
ENGL-1A	62	65	25	0	4	14	1	0	10	20	201		
	30.8%	32.3%	12.4%	0.0%	2.0%	7.0%	0.5%	0.0%	5.0%	10.0%		75.6%	85.1%
ENGL-A-X	0	0	0	128	0	0	0	39	1	17	185		
	0.0%	0.0%	0.0%	69.2%	0.0%	0.0%	0.0%	21.1%	0.5%	9.2%		69.2%	90.3%
ESL-51A	33	10	4	0	2	3	1	0	1	5	59		
	55.9%	16.9%	6.8%	0.0%	3.4%	5.1%	1.7%	0.0%	1.7%	8.5%		79.7%	89.8%
ESL-51B	29	24	13	0	3	17	0	0	1	6	93		
	31.2%	25.8%	14.0%	0.0%	3.2%	18.3%	0.0%	0.0%	1.1%	6.5%		71.0%	92.5%
ESL-51C	17	12	0	0	0	4	0	0	0	4	37		
	45.9%	32.4%	0.0%	0.0%	0.0%	10.8%	0.0%	0.0%	0.0%	10.8%		78.4%	89.2%
ESL-52A	17	26	24	0	10	15	0	0	3	11	106		
	16.0%	24.5%	22.6%	0.0%	9.4%	14.2%	0.0%	0.0%	2.8%	10.4%		63.2%	86.8%
ESL-52B	74	65	43	0	10	21	1	0	5	15	234		
	31.6%	27.8%	18.4%	0.0%	4.3%	9.0%	0.4%	0.0%	2.1%	6.4%		77.8%	91.5%
ESL-52C	8	5	4	0	0	4	0	0	0	0	21		
	38.1%	23.8%	19.0%	0.0%	0.0%	19.0%	0.0%	0.0%	0.0%	0.0%		81.0%	100.0%
ESL-53A	46	45	27	0	12	21	1	0	2	15	169		
	27.2%	26.6%	16.0%	0.0%	7.1%	12.4%	0.6%	0.0%	1.2%	8.9%		69.8%	89.9%
ESL-53B	76	76	48	0	19	8	0	0	6	18	251		
	30.3%	30.3%	19.1%	0.0%	7.6%	3.2%	0.0%	0.0%	2.4%	7.2%		79.7%	90.4%
Course Total / Avg	362	328	188	128	60	107	4	39	29	111	1,356		
	26.7%	24.2%	13.9%	9.4%	4.4%	7.9%	0.3%	2.9%	2.1%	8.2%		74.2%	89.7%
Division Total / Avg	2,311	1,895	1,136	3,514	328	699	79	1,432	566	2,068	14,028		
	16.5%	13.5%	8.1%	25.0%	2.3%	5.0%	0.6%	10.2%	4.0%	14.7%		63.1%	81.2%
College Total / Avg	18,319	12,726	9,310	5,700	3,176	6,871	461	1,814	3,085	10,741	72,203		
	25.4%	17.6%	12.9%	7.9%	4.4%	9.5%	0.6%	2.5%	4.3%	14.9%		63.8%	80.9%

The success rates in 51A, 51C, and 52C are very high, but the number of sections is small.

English AX seems to be the gatekeeper course. It has lower than average success rates, but once students succeed in AX and move on to 1A, there is a higher than average success rate.

The success rates in 52A are quite low, and those in 53A are also somewhat low. This might be caused by the fact that there is no “floor” for these classes. Students whose skills are lower than the class requires might enroll anyway. We can also look for ways to provide additional academic support for students in these classes. The Writing Center may not be well-equipped to deal with the needs of students at these low levels, and in-class tutors with ESL training might be of more assistance to students in 53A.

B. Enrollment statistics with section and seat counts; fill rates

Seat Count

	2005-06	2006-07	2007-08	2008-09	4-Yr. Average
Annual Seat Count	2770	2757	2803	2819	2787

Section and Seat Count

	2005-2006	2006-2007	2007-2008	2008-2009
Sections	105	98	95	93
Seats	2770	2757	2803	2819
Unduplicated Students	1527	1449	1479	1500
Seats/Unduplicated Students	1.8	1.9	1.9	1.9

Course Fill Rates

	Fall 05	Fall 06	Fall 07	Fall 08
Fill Rate	89.6%	93.0%	93.8%	98.3%

As can be noted in the section and seat count table, the number of students in our classes has been increasing, while the number of sections has been decreasing. As a result, our fill rate is very high. This means that most reading and writing classes have 32 or more students in them. While this is a positive from the point of view of financial efficiency, it may be less ideal from a pedagogical standpoint. However, our students continue to be successful in our classes, so we can only conclude that our faculty is doing a superior job in meeting the demands of budget decreases and enrollment increases.

Going back to our previous Program Review to compare numbers of sections offered, we find that in Fall 2001 and Fall 2002, we were able to offer 63 sections of ESL classes. In Fall 2003 that had fallen to 51 sections, and in Fall 2009, we had only 42 sections available to our students.

B. Improvement rates

The ESL program's focus is on preparing students for the academic rigors of transfer-level courses; consequently, one of the ways to determine if the program is successful is to look at the improvement rates for students who progress through the program and attempt English 1A. Institutional Research tracked two cohorts of ESL 52B and English A-X students in order to determine how many in each cohort successfully completed English 1A. The first cohort started in 2005-2006 and was tracked through spring 2008. This cohort consisted of 88 students. The second cohort started in 2006-2007 and was tracked through spring 2009. The 2006-2007 cohort consisted of 94 students.

The results of this research were very encouraging. 79.5% (70) of the students in the 2005-2006 cohort earned a grade of C or higher in English 1A, and 79.8% (75) of the students in the 2006-2007 cohort completed English 1A with a C or higher.

D. Recommendations

- Develop interventions to improve success rates in ESL 52A and ESL 53A such as in-class tutoring, the instruction of learning strategies and metacognitive strategies for academic success, and better use of the Writing Center for these populations.
- Require ESL 52C as a prerequisite for English 1A in order to increase ESL student success rates in English 1A.

3. Curriculum—Course, Content, and Articulation

A. Courses not reviewed in the last 5 years

All of our regularly-offered courses have been reviewed within the last 5 years. In fact all levels of the 51, 52 and 53 courses have been updated and posted on Curricuware within the last six months. Also Compton's ESL 1 and 50 are in development. (Please see appendix for a list of courses pending approval from the CCC.) ESL 54 has not been reviewed and should be completed soon, based on our intention to retain it in the curriculum.

B. Specific timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review

All ESL courses are currently in compliance. ESL 54, which has not been offered within the past 2 years, was originally approved in December 2004 and will be reviewed during Spring 2010. All other courses were reviewed between February and July 2009. We will begin our next course review of all courses during academic year 2014-2015.

C. Course additions to current course offerings, with explanations

A recent survey indicates that approximately 40% of the ESL population intends to transfer to a university. A large number of those students intend to pursue careers in business. Regrettably, many of these same students lack the communication skills in the areas of speaking, reading, writing that are necessary for success in business. In response to frequent requests for such courses, ESL 56 (Communication Skills for the Business World) and ESL 57 (Written Communication for Business) were recently developed and approved by the ESL department. Although it may not be feasible to offer these classes at the present time due to budget constraints, the courses should proceed through the curriculum approval process.

In conducting our assessment for ESL 51B, we noted that many students at that level would benefit from an additional course focused specifically on accent reduction. This recommendation also arose in discussions of a certificate program focusing on business. In a similar vein, in the event that the ESL department offers a certificate of achievement, these courses would be a valuable addition to the academic ESL courses required for certification. We will continue to

pursue the creation of a 2-unit course in accent reduction, possibly in conjunction with a similar course that currently exists in the Speech Communication department (Voice, Articulation and Pronunciation.)

D. Course deletions from current course offerings with explanations

ESL 55 (English as a Second Language for College Students) will be temporarily inactivated in an effort to focus on core classes. This is done with the understanding that future re-activation of this course is an unrestricted option.

E. Concerns and explanations regarding program's courses and their articulation

The ESL department recognizes a need for greater reading skills among some of our 1A-X students. Although the department offers ESL 52C, Advanced Reading, this course is not required. Thus, students are eligible for English 1A-X, Reading and Composition for Foreign Students, after completing ESL 52B, Intermediate Reading and Vocabulary (in addition to English A-X.) Faculty members note that when students completing 52B are assessed using the New Century Reading Program, their scores indicate approximately a 9th grade reading level. While requiring an additional prerequisite would slow some students in their progress towards transfer, it would also increase their likelihood of success at 4-year institutions. It is highly unlikely that even well-prepared students can achieve college-level reading skills in only 2 semesters of instruction (ESL 52A and 52B.) Note also that the native speaker reading series requires a reading level that is the equivalent of 52C.

Additionally, the current writing sequence is in need of revision. The writing program for ESL students consists of 4 courses. The first two of these were developed by the ESL department: ESL 53A (Elementary Grammar and Writing) is a 4-unit, 5-hour course that is credit, non-degree-applicable, and students receive a letter grade; ESL 53B (Intermediate Writing and Grammar) is also a 4-unit, 5-hour course that is credit, degree-applicable, and transfers to CSU and UC, and students also receive a letter grade.

However, the next level class, English A-X, was originally created in parallel with the English department developmental sequence. It is a 3-unit, 5-hour course, credit, degree-applicable, but instead of a letter grade, it is a credit/no credit course. Because English A-X is only 3 units and credit/no credit, students may not give it the importance that it deserves. The lower than average success rate in AX bears out this supposition. We conclude that there is no pedagogical reason why this one course out of the entire ESL program a credit/no credit course.

A final concern is the listening and speaking skills of our students. We realize that without the ability to speak confidently and to understand and be understood in higher level classrooms, ESL students are at a significant disadvantage. Presently, 51 A, B, and C and 52C are considered elective courses since they are not required preparation for 1A-X. These courses are recommended when students go through the ESL assessment process, but some students are being advised by employees in other areas that these courses are unnecessary. While we do not intend to require the listening and speaking sequence, we want to re-emphasize the importance of these skills for all students.

Recommendations:

- Change English A-X to a 4-unit, 5-hour, letter-graded course. (These changes have been approved by the CCC and will be reflected in the 2010-2011 catalog.)
- Update the course outline of record for English 1A-~~X~~ to add 52C (Advanced Reading) as a prerequisite.
- Consult with the Counseling and the International Student offices to assure that students are being given accurate information about the importance of Listening and Speaking courses to their academic success.

4. Student Learning Outcomes (SLOs)

A. SLOs for each course in the discipline

ESL 51A, 51B, 51C SLO:

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

ESL 52A SLOs:

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

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

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

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

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

ESL 52B SLOs:

Unfamiliar Text: Given an unfamiliar intermediate-high level article, students will be able to identify the main ideas, locate specific details, and choose the correct definition of unfamiliar words based on their context.

Word Forms: Given a sentence with a missing word, students will be able to select the correct word based on their knowledge of word forms for different parts of speech.

Summary / Response: Given an intermediate-high level short story or passage, students will be able to summarize the text to approx. 20% of its original length in their own words by including main ideas and support only, and respond to the ideas of the text by explaining their opinion or giving a parallel example.

Interpreting Meaning: Given an intermediate-high level reading, students will be able to interpret the underlying meaning or intent of a phrase, sentence, or paragraph in which the meaning is not explicitly stated.

ESL 52C SLO:

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

ESL 53A SLO:

Starting Strong: In a 90-minute in-class writing task, using a dictionary as needed, students will write a 2 or 3 paragraph (200-250 word) summary/response essay based on a proverb, folk tale, or short fiction or non-fiction article which has previously been read and discussed in class. The essay should include the title and author of the text, a 4 to 8 sentence summary and a thesis sentence which connects the summary to the response. The response may consist of a personal narrative, an opinion, or an analysis. The essay should demonstrate coherence through the use of basic transition words, and should show developing competence in basic sentence mechanics and basic verb usage.

ESL 53B SLO:

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

English A-X SLO (Same as English A):

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

English 1A-X SLO (Same as English 1A):

Given an out-of-class writing task in which students find multiple sources related to a particular topic, students will write a research report that shows the ability to support a single thesis using analysis, to synthesize and integrate materials effectively from a variety of sources, and to cite sources in MLA format (including a works-cited page). The report is organized, technically correct in paragraph composition, sentence structure, grammar, spelling and word use, and demonstrates a thoughtful treatment of the topic.

B. Courses with assessments

Assessed Courses	Semester of Assessment
English 1A-X (with English 1A)	Spring 2007
English A-X (with English A)	Spring 2007
ESL 53A	Fall 2007
ESL 53B	Spring 2008
ESL 52A	Spring 2009
ESL 52B	Fall 2009
ESL 51B	Fall 2009

C. Descriptions of changes resulting from assessments of the courses

- According to both the English 1A and English A assessments, it was found that there is a lack of consistency among instructors as to what constitutes an acceptable final essay for the course. The ESL department has remedied this by sharing course materials (i.e. in the ESL department manual) so that instructors are apprised of what is going on in other instructors' classrooms. It should be noted, however, that the research papers from the ESL sections of English 1A were found to be among the strongest in the division.
- The findings from the ESL 53A and 53B assessments were similar. It was found that students were the weakest in grammar and vocabulary. One way that was proposed to solve the problem was to change the course outline of record of these courses to reflect more specific grammar-related objectives for each course. This was done in Spring of 2009.

- The findings from ESL 52A assessment indicate that students are very good at locating the main idea of a text and good at locating specific details. Students met minimal competence in identifying vocabulary in context, but this was the weakest assessed skill. In order to start to solve this, ESL faculty met in Spring 2009 to narrow the list of approved textbooks, thus making sections more consistent.

D. Program SLOs and manner of assessment

In the spring of 2009, the ESL department started its first cycle for assessing its program-level SLO:

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

To measure this SLO, it was decided to measure the retention, success, and improvement rates of Fall 2009 1A-X students who would be taking courses satisfying the IGETC critical thinking requirement for transfer to the UC and CSU systems. These courses are:

English 1C
Philosophy 5
Psychology 3

Subsequently, a survey was distributed to all five sections of English 1A-X that were offered that semester, with a total of 110 student respondents. Students were asked to provide information regarding the ESL and/or English courses they had taken in preparation for English 1A-X, including any courses that they had taken at the El Camino Language Academy (ECLA) and/or in the English department. The purpose of the survey was to identify and track the progress of the students in this group who will go on to take the IGETC courses.

English 1A-X Survey Spring 2009	
Instructor's Name: _____	Section #: _____
Your Student ID #: _____	
1. Is English your first language? Yes No	
2. How long have you lived in an English-speaking country? ____ years, ____ months	
3. Which high school did you attend and where is it located? _____	

4. Please put a check mark (✓) next to all of the classes that you've completed OR that you are taking this semester at ECC:

<p>ESL writing classes: <input type="checkbox"/> English A-X <input type="checkbox"/> ESL 53B <input type="checkbox"/> ESL 53A</p> <p>ESL reading classes: <input type="checkbox"/> ESL 52C <input type="checkbox"/> ESL 52B <input type="checkbox"/> ESL 52A</p> <p>ESL listening/speaking classes: <input type="checkbox"/> ESL 51C <input type="checkbox"/> ESL 51B <input type="checkbox"/> ESL 51A</p> <p>ESL multi-skills class: <input type="checkbox"/> ESL 55</p> <p>ECLA classes: <input type="checkbox"/> College Preparation—Level 3 <input type="checkbox"/> College Preparation—Level 2 <input type="checkbox"/> College Preparation—Level 1</p>	<p>English writing classes: <input type="checkbox"/> English A <input type="checkbox"/> English B</p> <p>English reading classes: <input type="checkbox"/> English 84 (formerly English 2R) <input type="checkbox"/> English 82 (formerly English R) <input type="checkbox"/> English 80</p> <p>English grammar class: <input type="checkbox"/> English 4</p> <p>Other ECC English classes (please list):</p>
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5. Please list your other classes this semester:

Thank you for your participation.

Because students must now register for classes online and the “X” is not shown in the searchable online version of the *Schedule of Classes*, some English 1A-X sections have native-English-speaking students enrolled in them. In Spring 2009, there were 13 students (roughly 12% of the 110 students surveyed) who identified themselves as native-English speakers. Thus, the overall data gathered from the students surveyed may reflect this demographic factor.

The Institutional Research department has provided the ESL department with some preliminary data from the survey. These data begins with a comparison of the success and retention rates of English 1A-X students and English 1A students from 2005-Fall 2008 and does not reflect any IGETC course-related information:

Fall 2005 – Fall 2008

Course	No. of Students initially enrolled in all sections of Course	Success	Retention
English 1A-X	798	73.7%	82.6%
English 1A	9,228	61.8%	75.2%
Difference between English 1A-X sections and other English 1A sections		11.9%	7.4%

For Spring 2009

Course	No. of Students (initially enrolled in all sections of Course)	Success	Retention
English 1A-X	161	65.8%	84.5%
English 1A	2140	58.5%	77.6%
Difference between English 1A-X sections and other English 1A sections		7.3%	6.5%

With regard to their previous ESL courses (excluding ECLA courses), the average success and retention rates for the Spring 2009 English 1A-X students surveyed were as follows:

	Average Success Rate for Previous ESL Courses:	Average Retention Rate for Previous ESL Courses:
Successful Spring 2009 English 1A-X students	85.9%	92.5%
Unsuccessful Spring 2009 English 1A-X students	51.9%	78.2%
Difference between Successful and Unsuccessful Students:	34%	14.3%

Based on this preliminary data, IR's finding was that overall, students passing through the ESL course series were considerably more successful in English 1A-X than all non-ESL students who attempted regular English 1A.

IR will provide us with the rest of the IGETC course data. The complete analysis and subsequent report will be submitted in June, 2010.

E. Program's level of implementation: Awareness; Development; Proficiency; or Sustainable based on ACCJC rubric)

The ESL program is at the proficiency level in its SLO implementation:

- SLOs and assessments are in place for all of its courses, as well as at the program level.
- Results of assessments have been used to guide the department in improving its courses and program.
- There is widespread department-wide dialogue about the results of assessment.
- Decision-making is purposefully directed towards improving student learning based on the results of assessment.
- Appropriate resources have been allocated to the department for assessment (e.g. student help for filming speeches in ESL 51B—Intermediate Listening and Speaking, and help from IR in its program-level assessment.)
- Comprehensive assessment reports exist and are completed on a regular basis
- Course outcomes are aligned with the program SLO.
- Students are aware of these outcomes because they are on course syllabi.

F. Recommendations

The ESL department should continue to assess its SLOs and work to implement the changes indicated by the assessment results. In order to facilitate work on SLOs, the department needs to come up with a more comprehensive, long-term timeline for assessment, which is linked to its course review and program review cycles.

5. Facilities, Equipment, and Technology

A. Facilities, equipment, and technology used by the department

The ESL department has the best access to technology since its inception. Each classroom in the Humanities Building is equipped with a computer, projector, document camera, VCR/DVD player, and smart pad. There are eight computer labs in the building that classes meet in. Faculty members also have access to two media carts that they can use in classrooms in other buildings. Students also use the computerized reading program New Century to improve their reading skills in the Basic Skills Center of the library. For example, in Spring 2009, three sections of ESL classes utilized this program.

C. Adequacy and currency of these facilities, equipment, and technology

Because the computers in the Humanities Building are getting older and they are used often, there is a need for more and more support from ITS every semester. Overhead projectors also will need replacement of lamps in order to remain workable.

C. Immediate needs of facilities, equipment, and technology

The department has several short-term goals. One of them is to have the podcasting software, Audacity, and the quiz authoring software, Hot Potatoes, installed in every computer in every lab in the Humanities Building. Both software programs would enable students to learn actively by creating podcasts and practice quizzes. Another goal is to have TurningPoint clicker software installed on every instructor's computer in every classroom in the building. Once this software is installed, instructors will be able to use clickers to promote active learning. All three of these software programs are free to schools; therefore, they should be installed within a year. Also, simple and effective video-recording equipment that can be used in Listening and Speaking classes should be purchased.

D. Long-range needs of facilities, equipment, and technology

There are three long-term goals that the department has regarding technology. The first is the funding for full-time technical support in the Humanities Building because the equipment needs constant maintenance. It is hoped that this goal will be realized within five years. The second is the purchase of four sets of microphones with headsets for students to use during computer lab time. These headsets will allow students to create podcasts. Microphone/headsets can be purchased through Amazon.com for as little as \$9.23. Therefore, $120 \text{ headsets} \times \$9.23 = \$1,107.60$. The third goal is to purchase pronunciation/intonation tutorial software for at least four of the computer labs in the Humanities Building. An example of a program that the department might want to purchase is American Speechsounds. Site licenses for more than 50 systems are at a cost of \$35 per system, so $120 \text{ computer systems} \times \$35 = \$4,200$. The purchasing of the headsets and the licenses for American Speechsounds or an equivalent program should occur within the next three years.

Recommendations:

- Budget for maintenance and repair of desk computers and overhead projectors in the Humanities building.
- Install podcasting and quiz authoring software.
- Purchase and install TurningPoint clicker software.
- Purchase and install microphone-headsets in the computer labs in the Humanities building.
- Purchase and install American Speechsounds license.
- Purchase video-recording equipment for use in Listening Speaking classes.

6. Staffing

A. Current staffing

As of 2009, The El Camino College ESL department faculty consists of 9 full-time members. One of these faculty members, Matt Kline, is currently re-assigned to a faculty-coordinator

position in the Humanities division office. Another faculty member, Jenny Simon, has served as coordinator of the Student Learning Outcomes committee and has been re-assigned for part of her load for several semesters. Since the last program review in 2003-2004, five full-time faculty members have retired or resigned and four full-time faculty members have been hired. As a result, the program has one fewer full-time faculty member than it had in 2003-2004.

Name	Reassigned time	Hired since last PR	Anticipated to retire within the next 5 years
1. Bergeman		X	
2. Currey		X	
3. Herschenhorn			
4. Houston			X
5. Kline	100%	X	
6. Llado			
7. Mochidome			
8. Simon	33%	X	
9. Uyemura			

Full-time faculty members were assigned to day and evening classes in fall 2009 as follows:

Name	Courses	Day	Evening
1. Bergeman	52A 53B A-X	X X X	
2. Currey	52B 52B 53A	X X X	
3. Herschenhorn	51B 52B 53B	 X	X X
4. Houston	53A 1A-X 1A	 X	X X
5. Kline	Reassigned 100%		
6. Llado	51B 52B A-X 52C (overload)	X X X X	
7. Mochidome	52A 53A 51C	X X X	
8. Simon	52B 52B Reassigned 33%	X X	

9. Uyemura	51B	X	
	53A	X	
	1A-X	X	

Part-time faculty teaching assignments are rather evenly divided between day and evening classes, as shown below based on Fall 2009 scheduling:

Name	Course	Day	Evening
1. Bauer	53B	X	
2. Blaho	51A		X
3. Coughlan	52A	X	
4. Cron	53B	X	
5. Fork	A-X	X	
6. Imbarus	1A-X		X
7. Kermane	1A-X	X	
8. Kunisaki	53A	X	
9. Nasouf	1A-X		X
10. Nozaki	53B		X
11. Parrish	1A-X	X	
12. Pereyra	A-X		X
13. Savina	A-X	X	
	53B	X	
14. Shannon	53B	X	
15. Sharifi	A-X		X
16. Shibata	51A	X	
	A-X	X	
17. Takamine	1A-X	X	

Many of the part-time instructors in the ESL program have taught in the program consistently for many years, providing considerable continuity and stability to the program as a whole. All part-time faculty members are invited to participate in department activities, and a number consistently do so. One part-timer, Rita Fork, who had been very active in the department recently retired from teaching.

In Fall 2009, 17 part-time instructors taught a total of 19 sections in the ESL program. Recent changes in state regulations allow a part-time instructor to teach 66.66% of a full-time load, allowing part-time instructors to teach two 5-unit load classes if they desire. Part-time faculty members taught 19 sections out of a total of 42 sections offered, including 4 out of the 7 sections of English A-X and 5 out of 7 sections of English 1A-X.

B. Department's current needs

One of the nine full-time faculty members has been a part of the ESL program since its inception in 1977 and another faculty member has been in the department full-time since 1981. Both faculty members were actively involved in the design of the program. Six full-time members of the department have been hired since Fall 2001. The campus and its technological needs have been changing rapidly and these newest faculty members have brought with them much-needed

expertise in the ways technology can improve instruction while the senior members of the department have provided the institutional memory that keeps us in touch with our goals. It is anticipated that there will most likely be one or two retirements within the next three years. Enrollment is no longer growing as rapidly as it did in the past, but the numbers of sections continues to be large and many of these sections are filled to capacity. Thus, the maintenance of the current full-time staffing is a high priority.

C. Department's future needs

As mentioned above, at least one and possibly as many as three full-time instructors can be anticipated to retire within the next five to six years. To continue as a vibrant program, the ESL department must maintain the ratio of full-time to part-time instructors. The department and division should use the full-time faculty position identification process to assure that retiring faculty members are replaced immediately.

The ESL department at ECC has always depended greatly on part-time staffing. Much effort has been spent to integrate the part-time faculty into department planning. In many departments, part-timers seem to be segregated in the evening classes; however, in ESL, our part-time faculty members are well-integrated into the program, teaching 10 daytime sections and 6 evening sections. This integration contributes to the strength of the program, as it allows more interaction between full-time and part-time instructors. Mentoring should remain a high priority as it provides a support system for part-time instructors as well as a means of ensuring currency and consistency of content in our courses.

It is notable that the proportion of high-level courses assigned to part-time instructors is unusually high in the ESL department. Currently, part-timers teach 4 of the 7 A-X classes and 5 of the 7 sections of 1A-X. In view of the fact that part-timers have no required or paid office hours and that they often teach at multiple institutions, the wisdom of relying so heavily on part-time instructors for the capstone courses in the department is questionable. The department should discuss ways of motivating more full-time instructors to request these courses. One possibility is to schedule as many sections of A-X and 1A-X as possible in desirable time slots. Scheduling English A-X and English 1A-X classes in the longer time slots on Monday/Wednesday or Tuesday/Thursday when possible will facilitate in-class writing assignments and other pedagogical needs. Another possibility is to explore a means of funding for classroom tutors to assist A-X instructors in providing the much needed one-on-one assistance that English A students have. Anecdotally, A-X instructors have noted that one-on-one contact with students working on essays or on individual grammatical and/or rhetoric-based issues has had a positive impact on these students' learning and overall success in the course.

Recommendations:

- In the event of any retirements, hire full-time faculty to maintain the current level of full-time positions.
- Schedule A-X and 1A-X in desirable time slots.
- Explore funding for classroom tutors in A-X classes

7. Planning

A. Internal and external changes or trends impacting program in the next five years:

As a result of the economic downturn that has affected not only the state of California and the United States, but also much of the world, the ESL program has seen declines in enrollment and in sections offered. These reductions come on the heels of previous declines in the number of visa students who were able to study at ECC in the aftermath of 9/11. Many of the security measures put in place at that time continue to impact international students in all institutions. Anecdotally, we have read reports of immigrants choosing to return to their native countries as employment in the United States dries up. While the world economy will eventually recover, the impact of reductions in our enrollment may continue for several more years.

In addition, the growth in technology has placed students with limited English skills at a considerable disadvantage. As more of the application and registration process has moved to the online environment rather than face-to-face, the need for technical support is even greater. To some extent, the excellent relationship the department has enjoyed with the Assessment/ Testing Center has helped ameliorate the difficulties our students face in accessing ESL classes. The ESL assessment coordinators, Elena Savina for the last three years and Sheryl Kunisaki for the year before her, have done much to assess, advise, place, and assist students who want to apply to ECC and register for classes. The assessment process has been streamlined to reduce unnecessary hurdles for students and also provides the Dean with important advice in scheduling classes for students. The Assessment Coordinator also advises students far beyond the requirements of her job and spends many hours assisting them in navigating the application process and personally registering them for ESL classes.

The elimination of bilingual student helpers in the assessment and orientation process may be one of the causes of the decline in enrollment of beginning-level students. The registration and testing process may overwhelm the very students most in need of ESL instruction, without the assistance previously provided by bilingual aides. Another factor that seems to be reducing enrollment in ESL classes is the scheduling of classes at times that are inconvenient for students. When classes are under-enrolled and cancelled, a downward spiral of fewer offerings, crowded classes, and limited choices becomes difficult to overcome.

Cutbacks in funds for tutoring and other support services have impacted our students. Our students have access to the Learning Resource Center tutors and the Writing Center but more support services are needed. We need to provide well-trained ESL tutors for our students within our own division. We need tutors who will help students who want to communicate better orally. We need to increase, not lessen, our writing tutors especially in our advanced ESL writing classes.

B. Direction of the Program in five years

A possible area of growth is in the online program. The Academic Strategies program offers short courses that could easily be offered online. We also have an ESL American Culture class that would benefit not only our ESL students on campus, but also our international partners in Vietnam, Poland, and Mexico who have asked if we offer these courses online. This course may be adapted as a distance education course.

Greater community outreach would also afford us the opportunity for continued growth. Adjunct faculty could be paid to visit high schools in the vicinity of El Camino College to attract students to our campus. A video of selected ESL conversation, reading, and writing classes would allow these high school students to be better informed about the offerings of our ESL program, and how El Camino College would be a great stepping stone to later transfer to a four-year university.

El Camino College could host professional development activities that include colleagues from other area colleges. In the past, the GETT Program, and the First Year Experience Program sponsored several such programs, and they were very successful. We need to continue these efforts in the future.

Other areas in which the ESL program could grow include more sections that meet evenings; more linked classes within ESL and other campus disciplines; two strands of courses, an academic and a vocational strand, to better satisfy the needs of our community; reassigned time for a VESL Coordinator who would program, design, and evaluate courses; and reassigned time for an online coordinator who could orchestrate the goals of this teaching format.

D. Goals and objectives of program related to the college mission and strategic initiatives

Most of the strategic goals and objectives for 2004-2007 have been met. The Humanities Division in general, and the ESL Program in particular, have been updating course syllabi, revising course contents to meet the Student Learning Outcomes, analyzing assessment measures, updating book lists, and preparing an ESL Faculty Handbook containing sample activities and sample tests, administrative forms, and other material for faculty orientation.

The ESL faculty continues to actively participate in campus-wide activities, professional conferences, Study Abroad Programs, Community Outreach Programs, travel abroad via grants and other educational activities.

The Humanities Department has added more technological support in the classroom, an improved Writing Center, computer labs, on-line courses, and linked courses.

Recommendations:

- Seek funding for bilingual student workers to assist in the assessment and orientation process.
- Request enrollment and retention data by time of day.
- Conduct an analysis of the *Schedule of Classes* to ensure that courses are offered at times that meet the needs of our students.
- Use any available funding to maintain or increase the use of tutors in writing classes.
- Work with the Office of School Relations in promoting the ESL program in area high schools.

8. Conclusion and Summary

A. Prioritized recommendations of the needs of your program/department

1. Work with Admissions and Records to ensure that application and registration processes are made accessible to non-native speakers. Advocate for the hiring of bilingual aides as needed to provide support for those entering the program.
2. As full-time faculty retire, hire new full-time faculty to maintain the current level of full-time positions.
3. Advocate for continuing funding for a part-time ESL counselor.
4. Advocate for the creation of a full-time ESL counselor position in the Counseling Division.
5. Advocate for the creation of a full-time technology support position for the Humanities Building.
6. Develop technology Brown Bags focused on integrating technology into the ESL classroom.
7. Propose making ESL 52C a prerequisite for English 1A for Foreign Students.
8. Create the ESL Help Center, to be staffed by full-time faculty during faculty members' office hours. Faculty will offer help with homework and basic academic counseling.
9. Collaborate with the Humanities Division Curriculum Committee, the Humanities Division Dean, and the Campus Curriculum Committee to determine the feasibility of an ESL Certificate of Achievement.
10. Incorporate a greater use of technology in our classes by installing software such as Audacity, Hot Potatoes, and American Speechsounds and by purchasing equipment such as microphones and clickers.

B. Estimates of any probable expenditures or purchasing needs

- The software and equipment is estimated to cost approximately \$6,000.

Appendix 1: Curriculum

English A-X (Revision)	New		ckoyanag	9/13/2009 2:47:35 PM	Approval pending	
English B (Revision)	New		ckoyanag	9/15/2009 9:37:42 AM	Approval pending	
English English 20	New	Comment	bachmann	5/15/2009 10:57:46 PM	Development	
English as a Second Language (ESL) (unnamed)	New	Comment	sdever	2/24/2009 10:47:38 PM	Development	
English as a Second Language (ESL) 01 (Official)	New		slazar	8/4/2009 1:48:25 PM	Approval pending	
English as a Second Language (ESL) 50 (Official)	New		jyoung	6/25/2009 11:41:55 AM	Approval pending	
English as a Second Language (ESL) 51A (Official)	New		euyemura	8/31/2009 11:46:43 AM	Approval pending	
English as a Second Language (ESL) 51B (Official)	New		euyemura	8/31/2009 11:49:39 AM	Approval pending	
English as a Second Language (ESL) 51C (Revision)	New		euyemura	7/16/2009 9:42:35 PM	Approval pending	
English as a Second Language (ESL) 52A (Official)	New		rbergeman	8/31/2009 11:50:55 AM	Approval pending	
English as a Second Language (ESL) 52B (Official)	New		mkline	8/31/2009 11:54:58 AM	Approval pending	
English as a Second Language (ESL) 52C (Revision)	New		ncurrey	7/16/2009 9:47:20 PM	Approval pending	
English as a Second Language (ESL) 53A (Official)	New		rbergeman	8/31/2009 12:02:18 PM	Approval pending	

English as a Second Language (ESL) 53B (Official)	New		ncurrey	7/20/2009 2:42:47 PM	Approval pending
English as a Second Language (ESL) 54 (Official)	New		tawilson	5/20/2009 9:56:22 AM	Approval pending
English as a Second Language (ESL) 55 (Official)	New		tawilson	5/18/2009 12:12:00 PM	Approval pending
English as a Second Language (ESL) 55 (Revision)	New		ckoyanag	7/16/2009 3:55:07 PM	Approval pending
English as a Second Language (ESL) 56	New	Comment	euyemura	6/5/2009 1:16:22 PM	Development
English as a Second Language (ESL) 57	New	Comment	euyemura	6/5/2009 12:59:40 PM	Development