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 current ESL program is 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. In 2012 – 2013, there were 1794 students in the program. The population of the ESL program has gradually changed from students wanting basic English skills to help them in their jobs, to more academically-focused students, wanting to transfer to a four-year university. The program provides for more than 5 hours of instruction per week in each of three skills, a feature which continues over 35 years later.

The ESL program's mission statement is: "Students will have adequate listening, speaking, reading, writing and academic skills to successfully complete transfer level classes upon completion of the credit ESL program." The program also teaches ESL students English skills to help them with everyday activities and vocational skills.

The ESL program at the Torrance campus of El Camino College is quite academic in its focus. The so-called beginning-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 near-beginners are advised to study at local adult schools or in an intensive language academy.

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, B, and C (previously ENG AX) cover grammar and writing. Each course is 4 units. 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 and a half later. This Fall 2013 semester, 7 sections of English 1A are being taught by English-ESL instructors who are also experienced ESL instructors. These sections are listed under the English as a Second Language category of the Schedule of Classes. Although these 7 sections are listed under ESL and taught by English/ESL instructors, the amount of hours and units are identical to English 1A sections appearing in the English department's schedule of classes.

In addition to the core classes of the 51, 52, and 53 sequence, other classes have been developed but are currently inactivated: ESL 44 and 45 (Distance Education using Instructional Television), ESL 54 (American Culture), and ESL 55 (English as a Second Language for College Students). Academic Strategies 22ab offered a section for ESL students. It is no longer offered. The program has not offered any distance education courses other than ESL 44 and 45.

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 courses on the basis of a three-part testing protocol which consists of a computer-based reading comprehension test (the Levels of English Proficiency 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 ESL Program Coordinator who works 30 hours a week in the testing office as well as teaching in the ESL program. 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 program coordinates its offerings with the non-credit El Camino Language Academy (ECLA), which provides intensive instruction to F1 Visa students whose TOEFL scores are too low for admission to 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.

According to "Demographic and Enrollment Characteristics" data provided by ECC's Institutional Research for the 2012-2013 year, the ESL program had 1794 students. The largest represented ethnicity in the ESL program is Asian (63.5%) followed by Latino (22.3%), respectively. The largest age group is between 25 -- 49, followed by 19-year-olds. The majority of ESL students study part-time at El Camino College and come to ECC with the intention to transfer to a 4-year university. The majority of ESL students come from the surrounding district. About 300 international students join the program yearly.

The El Camino College ESL program faculty in fall 2013 consists of 8 full-time members and 9 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 fall 2009, the ESL program has declined from 42 sections and 1,330 students to fall 2013's status of 29 sections and 706 students. ESL enrollments declined dramatically when the college eliminated walk-in/on-campus registration at the end of the registration period, a time when ESL enrollments, historically, spiked. Also, the decision by the college to encourage online registration, almost exclusively, created another barrier for ESL students. The use of the online application software, CCCApply, has created an additional 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 implementation of the required on-line

orientation will further hinder ESL students' ability to enroll successfully at ECC. Some of the information on the on-line orientation does not pertain to ESL students and the level of the language used on the orientation is much too high for entry-level ESL students.

The following explains how the ESL program fulfills the college's mission statement and aligns with the strategic initiatives.

Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services.
- The Humanities Division provides smart technology classrooms. Teachers have access to computers, the Internet, a document camera, and VCR/DVD. There are also eight computerized classrooms available for students and teachers. Students may also seek instructional services through the ECC library and the Writing Center.

Strategic Initiative B: Strengthen quality educational and support services to promote student success.
- Students are supported by the entire ESL faculty whether it is during classroom or during office hours. Most faculty members provide help to students outside of these hours. The Writing Center helps students with classroom and homework writing assignments. Students can use the Writing Center to work on writing assignments. There are also writing tutors to give advice and support. The library has an abundance of sources for students, including the Learning Resources Center and the Reading Success Center. Counseling Services helps students with matriculation, career guidance, and finding avenues to improve study skills and resolve emotional/psychological issues. In addition, there is an ESL program coordinator who helps students with assessment, registration, and matriculation issues.

Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
- Through program meetings, staff development trainings, and other informal meetings within the ESL program, faculty members communicate with each other to develop new ideas and support one another with classroom issues and administrative duties. In addition, eleven full-time and part-time faculty members have participated on Graduation Initiative learning teams. All faculty members check their email regularly and are always willing to help each other.

Strategic Initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
- In the past, members of the ESL program went out and visited local adult and high schools. The goals of these visits were to improve relations with local educational and business institutions to discover how to best serve their needs. Meetings were held and connections within the community were made. With the severe budget cuts, however, there is no funding to support this effort.

Strategic Initiative E: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

- The ESL program continues to improve its program by integrating new technology, textbooks, and lesson plan ideas. The faculty generates these ideas by attending conferences and meetings to continually update their teaching skills. Every ESL class is looked at in detail through course reviews; every instructor is evaluated by their colleagues and dean. SLOs have successfully been installed and a timeline has been created to ensure students are meeting course outline requirements. Institutional research supports the program's efforts by supplying up-to-date information on the ESL population, retention and success rates, and enrollment. This data is looked at carefully and discussed with implications and recommendations in the program review, which all faculty members assist in completing.

Strategic Initiative F: Support faculty and technology improvements to meet the needs of students, employees, and the community.

- Every school year, faculty members are encouraged to attend conferences to learn about new resources to use within their classrooms. They are also updated on the current pedagogy and trends within and outside of California and the United States. El Camino's ESL students come from every part of the world, so it is in the program's best interest to keep the faculty abreast of what is going on in the world and what changes are being made to educational institutions worldwide. Technologically, the Humanities Building supports teacher and student needs by having computers, printers, and other instructional equipment in the classroom. The computerized classrooms help students improve their writing, reading, and speaking/listening skills. Although most ESL students come prepared to writing classes knowing typing and Internet skills, some still have not used such technology. There are currently no basic computer skills classes to offer these students. Also, as mentioned previously, many ESL students, especially at the lower levels, cannot understand and/or navigate El Camino's MyECC website, where important student information lies, like registration dates and directions.

b) Degrees and Certificates

The ESL program does not offer a degree or certificate.

c) Status of Previous Recommendations

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

1. ESL Certificate

Initially, faculty discussed and researched the possibility of creating an ESL certificate that would have required students to take some basic business courses as well as ESL courses; however, it was considered to be unfeasible because of budget cuts. The ESL program's

headcounts may have been stronger over the last few years if there had been an ESL certificate because students may have seen it as helpful for employment. The idea of having an ESL certificate is in the beginning stages. Faculty bring it up during department meetings when time allows. Much more research and planning are needed.

2. Communication Among Full-Time and Adjunct Instructors

Full-time faculty meet regularly during the semester for program meetings. Many instructors participate in learning teams which gives instructors who are teaching the same class the opportunity to share ideas and improve lessons on particular skills. The results are shared via email and discussion is made also via email and during program meetings. Many instructors attend conferences at which time ideas are shared and new ideas discussed. As a result, there continues to be robust collaboration among the faculty.

3. ESL instructors Technology Questionnaire

Faculty questionnaires have been given by Staff Development and many technology-related offerings have been added in the past few years. Also, the Humanities Division has a technology committee which has recently met and discussed ways of improving faculty knowledge of technology available in the Humanities Building. Most faculty members feel competent using the Smart Board technology in their classrooms. This recommendation has and continues to be met.

4. Inactivation of ESL 54

ESL 54 was inactivated in 2012. Reasons for this are explained in section 3.

5. Counseling Support for ESL Students

An ESL counselor has been assigned to work with ESL students, but not full-time. Dr. Margaret Quinonez-Perez is assigned 8 hours per week for ESL students, a total of 16 appointments per week. Each appointment is a half an hour. Additional counseling services offered are: classroom presentations, educational-plan appointments, financial aid information, California residency counseling, group counseling after ESL assessments, and transcript evaluations. Dr. Quinonez-Perez has done several thirty-minute orientations of counseling services during ESL classes. Jelena Savina, the ESL Program Coordinator, is also available for counseling and support in the Assessment Center. This recommendation has been completed.

6. Homework Help Center

The idea of having an open-classroom Homework Help Center was discussed and a few instructors volunteered to help during their office hours, but nothing long-term was established because of a lack of student participation. Instructors offer to help their students after their

classes or during their office hours. Also, students have the opportunity to take advantage of the many services on campus, like the Reading Success Center, the Writing Center, and the Learning Resources Center for help with their homework. Faculty tried to have a Homework Help Center but it was unsuccessful.

7. 52C as a Prerequisite for 1A

Many discussions have been made during program meetings and via email discussions about requiring 52C as a prerequisite for English 1A. More research is needed and/or consensus of the faculty to pursue requiring 52C as a prerequisite. A research request has been submitted to Institutional Research regarding the efficacy of ESL 52C towards success in English 1A. However, the decision to make it a prerequisite must be made by the English faculty. If ESL 52C had become a prerequisite for English 1A, then the program's student headcount may have been higher.

2. Analysis of Institutional Research Data

a)   Student Headcounts
Since 2009 the percentage of male students in the ESL program has increased from 38.6% to 43.4%. This trend brought the program's percentage of male students more in line with the college's ratio of male students of 47.5%.

By far most ESL students come from Asia (63.5% in 2012), which is quite discrepant with the population within the district's boundary. Asians make up 13.6% of the district's population. This discrepancy is due to the high number of international students in the ESL program. Latinos made up the second largest group (21.7%) in 2012.

Compared with the college as a whole, the ESL program has a higher percentage of students between the ages of 30 and 49. Students between the ages of 30 and 49 made up 25.4% of the ESL students in 2012, whereas the same age group made up only 13.7% of El Camino College's students in the same year. If one factors in the percentage of students between 25 and 29, then approximately 40% of the ESL students in 2012 were between the ages of 25 and 49, while the majority (51.8%) of the rest of the students was between the ages of 18 and 24.

Even though 91.3% of the program's students either graduated from college or had a high school diploma, the program had a high percentage of students who had not completed high school compared with the college as a whole. Over 5% of the ESL students had not finished high school, while only 1.4% of the college's students had not earned a high school diploma. Therefore, one challenge facing ESL instructors is dealing with a higher percentage of students who may not be as academically prepared as other students at El Camino College. Finally, a large percentage (44.4%) of ESL students planned on transferring to a university.

Student Head Count

		Fall				ECC Student Population	District Boundary Population
			Term			Fall 2012	2010 Census
		2009	**2010**	**2011**	**2012**	**Fall 2012**	**2010 Census**
	Term Headcount	733	714	646	572	*23,409*	*556,400*
Gender	F	61.4%	55.7%	53.9%	56.6%	*52.5%*	*51.0%*
	M	38.6%	44.0%	45.8%	43.4%	*47.5%*	*49.0%*
Ethnicity	African-American	2.6%	2.5%	3.3%	3.1%	*17.0%*	*15.1%*
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	*0.2%*	*0.2%*
	Asian	60.2%	62.2%	63.5%	63.5%	*16.1%*	*13.6%*
	Latino	25.4%	23.8%	22.3%	21.7%	*44.7%*	*34.5%*
	Pacific Islander	0.0%	0.1%	0.0%	0.2%	*0.5%*	*0.5%*
	White	6.5%	8.5%	9.8%	10.3%	*15.6%*	*32.8%*
	Two or More	0.4%	0.6%	0.5%	0.3%	*3.8%*	*2.9%*
	Unknown or Decline	4.9%	2.2%	0.8%	0.9%	*2.0%*	*0.4%*
Age/ Age Group	<17	0.3%	0.8%	0.0%	0.2%	*0.8%*	*24.2%*
	17	2.0%	2.8%	1.7%	3.3%	*2.0%*	
	18	8.3%	9.4%	8.0%	8.0%	*11.6%*	*2.5%*
	19	10.0%	8.7%	10.7%	10.1%	*14.7%*	
	20	8.7%	9.4%	8.4%	9.4%	*13.1%*	*1.2%*
	21	7.6%	8.1%	7.6%	6.5%	*9.5%*	*1.2%*
	22	4.8%	6.6%	8.0%	5.6%	*7.3%*	*3.9%*
	23	4.0%	3.6%	6.5%	7.3%	*5.6%*	
	24	4.6%	2.4%	3.7%	4.9%	*4.6%*	
	25-29	13.4%	12.3%	12.7%	12.9%	*12.7%*	*7.4%*
	30-39	17.6%	19.7%	16.1%	16.3%	*9.0%*	*14.9%*
	40-49	13.0%	10.6%	11.3%	9.1%	*4.7%*	*15.9%*
	50-64	5.5%	4.8%	5.1%	5.9%	*3.5%*	*18.1%*
	65+	0.3%	0.7%	0.2%	0.3%	*0.8%*	*10.6%*
Class Load	Full-time	44.9%	46.5%	48.6%	50.0%	*29.8%*	
	Part-time	55.0%	53.5%	51.4%	50.0%	*69.2%*	
Academic Level	College degree	16.9%	16.4%	18.0%	15.6%	*12.3%*	
	HS Grad	74.4%	75.5%	72.0%	75.7%	*83.2%*	
	Not a HS Grad	5.0%	5.6%	7.1%	5.4%	*1.4%*	
	K-12 Special Admit	0.0%	0.0%	0.5%	0.0%	*1.1%*	
	Unknown	3.7%	2.5%	2.5%	3.3%	*1.9%*	

Educational Goal	Intend to Transfer	36.8%	39.2%	40.4%	44.4%	*31.4%*	
	Degree/Certificate Only	3.7%	4.6%	4.8%	6.3%	*3.9%*	
	Retrain/recertif.	6.7%	6.9%	7.3%	6.1%	*3.8%*	
	Basic Skills/GED	20.5%	17.5%	16.4%	14.9%	*5.3%*	
	Enrichment	6.0%	5.0%	4.2%	5.8%	*4.1%*	
	Undecided	14.7%	14.0%	12.8%	9.3%	*16.7%*	
	Unstated	0.0%	0.0%	0.0%	0.0%	*35.0%*	

b)   Course Grade Distribution

| Year	COURSE	Method	We	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total
2009	ENGL-AX	Lecture	16	–	–	–	159	–	–	29	–	–	3	11	202
	ESL-51A	Lecture	16	22	9	5	–	3	11	–	–	–	2	1	53
	ESL-51B	Lecture	16	39	22	7	–	4	1	–	–	2	1	3	79
	ESL-51C	Lecture	16	22	4	–	–	–	–	–	–	–	–	2	28
	ESL-52A	Lecture	16	21	27	15	–	8	5	–	–	–	6	10	92
	ESL-52B	Lecture	16	77	63	33	–	7	11	–	–	–	9	19	219
	ESL-52C	Lecture	16	20	10	1	–	–	–	–	–	–	–	2	33
	ESL-53A	Lecture	16	35	41	21	–	4	7	–	1	–	4	14	127
	ESL-53B	Lecture	16	77	67	40	–	11	13	–	–	–	3	24	235
2009 Total				313	243	122	159	37	48	29	1	2	28	86	1,068
2010	ENGL-AX	Lecture	16	104	67	29	–	12	10	–	–	–	9	13	244
	ESL-51A	Lecture	16	18	8	–	–	–	–	–	–	–	2	4	32
	ESL-51B	Lecture	16	23	19	7	–	3	1	–	–	–	2	9	64
	ESL-51C	Lecture	16	10	15	2	–	–	3	–	–	–	1	1	32
	ESL-52A	Lecture	16	22	32	19	–	10	5	–	–	–	–	4	92
	ESL-52B	Lecture	16	60	61	37	–	9	4	–	–	–	7	17	195
	ESL-52C	Lecture	16	10	12	1	–	–	–	–	–	–	1	5	29
	ESL-53A	Lecture	16	31	51	20	–	6	5	–	–	–	1	10	124
	ESL-53B	Lecture	16	67	50	35	–	29	7	–	–	–	9	22	219
2010 Total				345	315	150	–	69	35	–	–	–	32	85	1,031
2011	ENGL-AX	Lecture	16	64	63	24	–	8	11	–	1	1	3	7	182
	ESL-51A	Lecture	16	21	8	1	–	1	–	–	–	–	1	4	36
	ESL-51B	Lecture	16	32	13	2	–	–	2	–	3	–	2	9	63
	ESL-51C	Lecture	16	11	8	1	–	–	–	–	–	–	2	6	28
	ESL-52A	Lecture	16	19	24	18	–	4	6	–	–	–	3	10	84
	ESL-52B	Lecture	16	52	72	24	–	9	9	–	1	–	1	18	186
	ESL-52C	Lecture	16	9	5	–	–	2	–	–	–	–	–	3	19
	ESL-53A	Lecture	16	31	25	15	–	10	12	–	–	–	3	12	108
	ESL-53B	Lecture	16	65	80	38	–	7	13	–	1	1	2	20	227
2011 Total				304	298	123	–	41	53	–	6	2	17	89	933
2012	ENGL-AX	Lecture	16	56	57	34	–	4	13	–	–	–	–	15	179
	ESL-51A	Lecture	16	16	10	1	–	–	–	–	–	–	–	1	28
	ESL-51B	Lecture	16	40	9	5	–	2	4	–	–	5	–	9	74
	ESL-51C	Lecture	16	7	13	–	–	1	–	–	–	–	–	2	23
	ESL-52A	Lecture	16	20	30	17	–	4	5	–	–	–	–	7	83
	ESL-52B	Lecture	16	72	41	25	–	8	11	–	–	1	–	12	170
	ESL-52C	Lecture	16	7	5	4	–	1	3	–	–	–	–	3	23
	ESL-53A	Lecture	16	35	31	24	–	9	6	–	–	–	–	10	115

c)   Success and Retention Rates

From 2008 to 2012 the ESL program's success rates (e.g., 79.8% in fall 2012) were consistently higher than the Humanities Division's average rates (69% in fall 2012). Often the program's success rates were higher than all the other programs in the division except for smaller programs like Tutoring and Library Science.

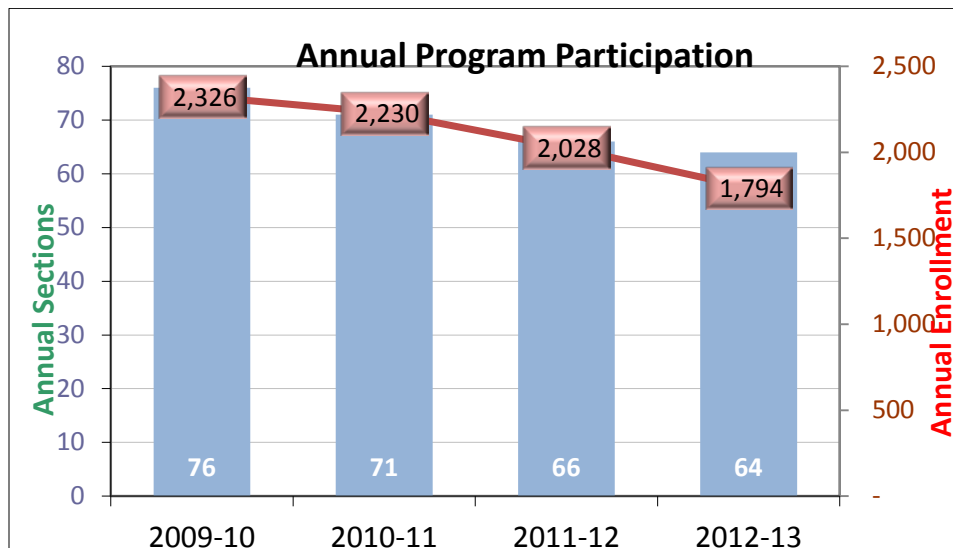Due to the program's strong success rates, the ESL program will continue to set its success standard at 76.8%.
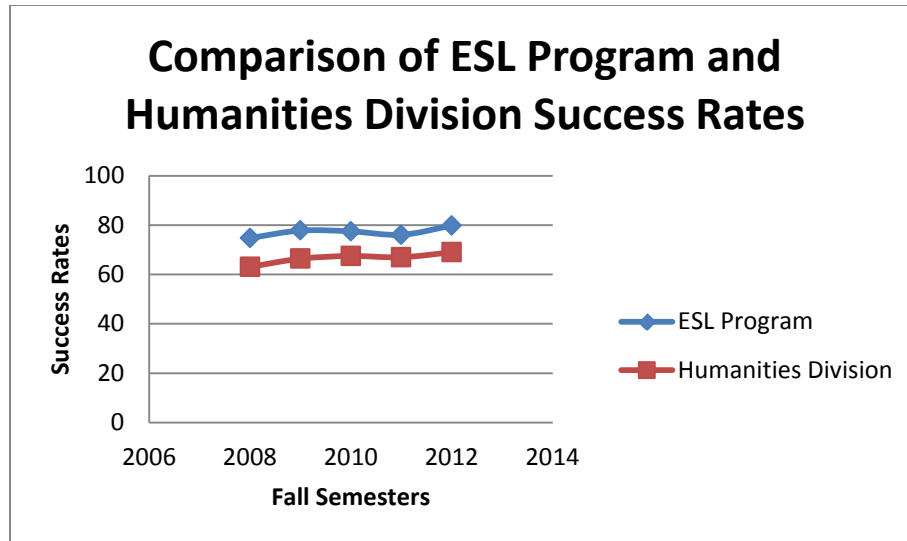
As with success rates, ESL has higher retention rates (e.g., 92.4% in fall 2012) than the division's average retention rates (84.9% in fall 2012). Again, only smaller programs like Library Science and Tutoring tended to have higher retention rates than ESL.
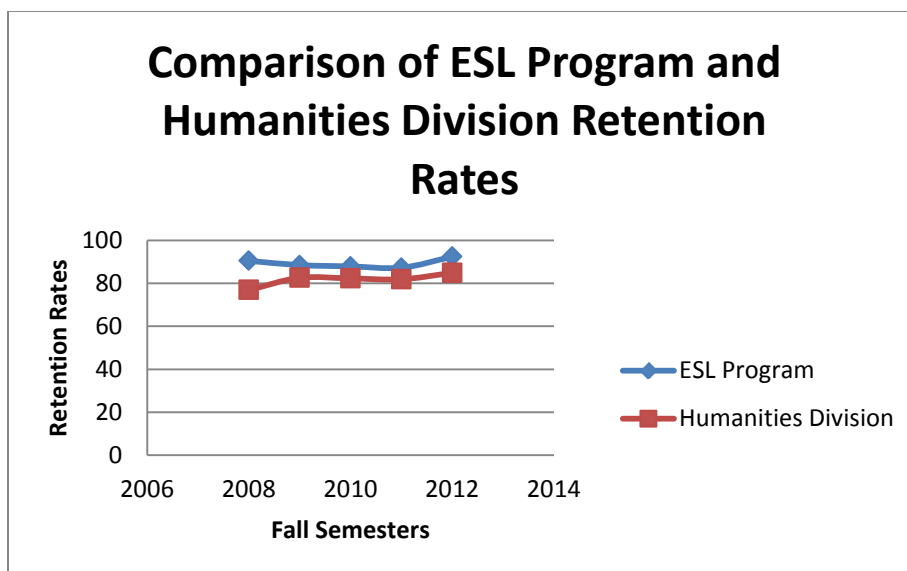
Enrollment Statistics

Due to the economic downturn in 2008 and the subsequent reduction in funding for the college, the ESL program has steadily offered fewer sections to its students. A total of twelve class sections were cut from the program by the 2012-2013 academic year. The cut in sections reduced the number of students in the program by 24% (562 students).

Annual Program Participation

Year	Annual Sections	Annual Enrollment
2009-10	76	2,326
2010-11	71	2,230
2011-12	66	2,028
2012-13	64	1,794

Even though the number of sections and students were reduced, faculty continued to fill their classes with students. For example, in the fall of 2010 the ESL faculty filled their classes to 96.5% capacity.

Fall   Section Fill Rates

Year	Percent of Seats Filled
2009	91.9%
2010	96.5%
2011	90.9%
2012	84.6%
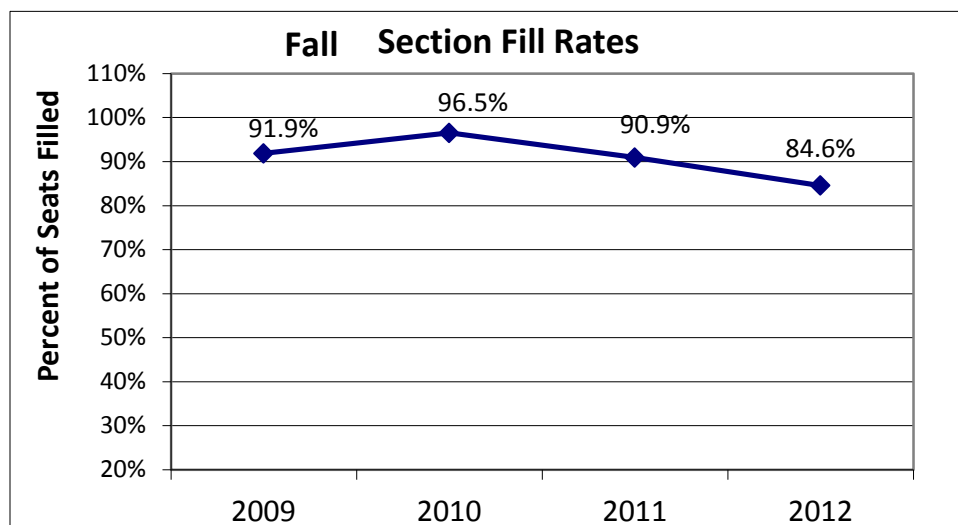
Scheduling of Courses

In 2008, 21.5% of the program's students were enrolled in night classes. However, the number of students enrolled in night classes dropped in 2009 to 17.6%. Since that drop, fewer night sections have been offered, and the percentage of students taking night courses has remained steady at approximately 17%.

Enrollment by Time of Day

Fall Term	2009	2010	2011	2012
Day	82.4%	83.1%	83.4%	82.5%
Night	17.6%	16.9%	16.6%	17.5%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Recommendations

1. The program should research whether offering an ESL certificate would be of benefit to students between the ages of 30 and 49 since that age group makes up a significant portion of the program's student population.

3. Curriculum

a) Course Review Timeline

COURSE	SEMESTER OF LAST REVIEW	SEMESTER OF NEXT PLANNED REVIEW
ESL 51A	Spring 2011	Spring 2017
ESL 51B	Spring 2011	Spring 2017
ESL 51C	Spring 2011	Spring 2017
ESL 52A	Fall 2011	Fall 2017
ESL 52B	Fall 2011	Fall 2017
ESL 52C	Fall 2011	Fall 2017
ESL 53A	Spring 2012	Spring 2018
ESL 53B	Spring 2012	Spring 2018
ESL 53C	Spring 2012 (reactivated)	Spring 2018

b) Course Additions: None

c) Course Deletions

ESL 55 (Grammar Review for ESL Students) was inactivated in 2010 because enrollment had been lacking for some time, and due in part to the fact that this course was not a part of any of the three sequences in ESL (Writing/Grammar, Listening/Speaking, Reading/Vocabulary Building).

ESL 54 (American Culture for ESL Students, 2 units) was inactivated in Spring 2012 due to the fact that it hadn't been offered in several years, and lack of enrollment when it was offered.

In fall 2012 ESL 53C (Advanced Essay Writing and Grammar) was reactivated to replace English AX, which was inactivated. English AX had been developed to parallel English A, the native-speaker course, and both were one level below English 1A. However, neither course could receive transfer credit at the UC. The UC system allows up to 8 units of ESL to transfer, given that the courses have a significant writing component. Before the switch of English AX to ESL 53C, only ESL 53B (Intermediate Writing and Grammar) was transferrable, which seemed illogical because it was less advanced than English AX. However, the UC system did not recognize English AX as an ESL class because of its title. Moving forward, however, this course will now be recognized as a transferrable ESL course, and now the ESL program has two courses that will be transferrable to the UC system. This move is optimal for students.

The program has begun talking about offering its courses in an accelerated pattern, similar to how the English program offers 50WW and 50RR. The ESL program is awaiting results from these experimental courses in order to make a decision about this option for ESL students. The tentative idea is to offer ESL 53B/53C and ESL 52B/52C in one semester so that students can have an intensive experience focusing on learning English for one semester. Thus, it is recommended that ESL faculty continue to discuss and investigate the accelerated option.

d) Distance Education

At this time, there are no courses being offered in distance education, but some faculty are interested in exploring the idea. In the past there has been some tentative discussion around the possibility of trying to offer ESL 53C (formerly English AX) as a hybrid course which would have one face-to-face meeting per week, and the other meeting would be online. This possibility would be popular with students, allowing more flexibility than in traditional face-to-face classes. It would certainly challenge and strengthen students' ability to follow written instructions as well as contribute and respond to online discussions. It is thus recommended that the program explore the possibility of offering a hybrid version of ESL 53C.

e) Certificates

The ESL program does not offer a certificate or degree, but there has been preliminary discussion about offering one. It has been proposed in the past, and tentative discussions have taken place, as to whether the program could develop a certificate of accomplishment which a student could earn after completing the C-level courses in the three areas of ESL (Writing and Grammar; Listening and Speaking; Reading and Vocabulary Building). As a certificate of accomplishment, requiring less than 18 units, it would not require Chancellor's Office approval, but it would serve to enhance a students' experience in the ESL program by giving them the ability to earn something tangible at the end of their time here. Also, it would increase the attractiveness of the entire listening/speaking sequence, which is not currently a requirement, but completion of the highest level would be a requirement to earn a certificate. Also it would increase the attractiveness of ESL 52C, also not currently a requirement, but it would be a requirement for the ESL certificate of accomplishment. Thus, it is recommended that the program re-open the possibility of offering a certificate of accomplishment.

f) Recommendations
- The program should continue to discuss and investigate the accelerated option.
- The program should research the possibility of offering a hybrid version of ESL 53C.
- The program should re-open the possibility of offering a certificate of accomplishment.
- The program would benefit from having tutors in ESL writing classes.

4. Student Learning Outcomes (SLOs)

a) Course and Program SLO Statements

Program Level Outcomes:

PLO#1: Upon completion of the credit ESL program, students will have the listening and speaking skills to succeed in transfer-level courses.

PLO#2: Upon completion of the credit ESL program, students will have the reading skills to succeed in transfer-level courses.

PLO#3: Upon completion of the ESL credit program, students will have the writing skills to succeed in transfer-level courses.

Listening-Speaking sequence:

51A
Students will:
-plan and deliver a 3-5 minute speech on a beginning-level topic
-use relatively comprehensible pronunciation and stress patterns
-respond appropriately to questions about a familiar topic.
-demonstrate comprehension of a beginning-level listening passage

51B

Students will:
-plan and deliver a 5-7 minute speech on an intermediate-level topic
-use relatively correct phonemes, stress, and intonation
-distinguish phonemic differences in words
-recognize the correct meanings of common American idioms
-demonstrate comprehension of an intermediate-level listening passage

51C

Students will:
-plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic
-use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features
-select and retain salient information from advanced-level sources
-formulate questions and respond appropriately in academic and other advanced-level situations

Reading and Vocabulary Sequence:

52A

Given *a low-intermediate text,* students will:

-identify main ideas and specific details.
-choose the correct definition of unfamiliar words based on the context.
-choose the correct word form to complete a sentence.
-explain plots, describe settings and characters.

52B

Given a *high-intermediate text,* students will:

-interpret implied meaning or intent.
-identify main ideas and specific details.
-choose the correct definition of unfamiliar words based on the context.
-choose the correct word form to complete a sentence.
-analyze themes and plots, describe settings and examine characters.

52C

Given an *advanced text*, students will:

-use textual evidence to analyze themes and plots, describe settings and examine characters.
-identify and examine literary devices, such as metaphor, simile.
-define the meaning of unfamiliar words from the context.
-interpret implied meaning or intent.
-restate main ideas.

Writing and Grammar Sequence:

ESL 53A:
Students will
-write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
-write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
-Correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.

ESL 53B:
Students will write an academic essay
-demonstrating basic organizing elements such as a thesis, topic sentences, and transitions.
-using textual evidence from a high-intermediate level text.
-using proper formatting and basic documentation of sources
-demonstrating correct grammar and sentence structure at the high-intermediate level.

ESL 53C:
Students will write a college-level academic essay
-demonstrating organizing elements such as a thesis, topic sentences, and transitions.
-using basic research skills and textual evidence from an advanced-level text.
-using proper formatting and MLA documentation
-demonstrating correct grammar and sentence structure.

b) Alignment of Course and Program Statements

Due to technical difficulties, the alignment grid could not be copied and pasted inside of this report. A copy of our alignment grid, which shows how course, program, and institutional learning outcomes are aligned, is available online at:

http://www.elcamino.edu/academics/humanities/ESL%20Alignment%20Grid.Rev.pdf

The alignment grid was revised on February 15, 2013 in order to more accurately reflect the connection between ESL courses and Institutional Learning Outcomes

(ILOs). Changes were also made in the SLOs for the 52 series (52A and B) in order to combine several descriptors into single outcomes.

It should be noted that classes designated ESL 03 A B C and D are not on the grid because they are taught only at the Compton Educational Center. Also, ESL 51C is not on the grid; however, it will be added soon.

The primary alignment of all ESL courses is with ILO III: Comprehension and Communication. ESL courses also contribute to all the other ILOs to a greater or lesser extent.

c) Timeline

Below is a copy of the schedule of course and program-level assessments:

Calendar Years	Assessments
Year 1	**Writing Courses**
Spring 2010 and Spring 2014	ESL 53A ESL 53B
Fall 2010 and Fall 2014	English AX was assessed with English A in Fall 2010. As of Fall 2013, English AX has been re-named ESL 53C and will be assessed separately. English 1A (English 1AX was assessed with regular sections in Fall 2010. ESL sections are no longer a separate designation and all English 1A sections were assessed in Spring 2013.)
Year 2	**Listening Speaking Courses**
Spring 2011 and Spring 2015	ESL 51A ESL 51B
Fall 2011 and Fall 2015	ESL 51C (Note: This assessment was repeated in Fall 2012.) ESL Program SLO
Year 3	**Reading Courses**
Spring 2012 and Spring 2016	ESL 52A Summary & Word Forms ESL 52B Summary/Response & Word Forms) ESL 52C Analytical Paper & Word Forms
Fall 2012 and Fall 2016	ESL 52A Unfamiliar Text ESL 52B Unfamiliar Text & Interpreting Meaning ESL 52C Unfamiliar Text & Interpreting Meaning
Year 4	**Program Review**
Spring 2013	Program Review

and Spring 2017	
Fall 2013 and Fall 2017	Program Review

d) SLO Assessment

Assessments have been conducted for all courses and for the program. Assessment reports are available on Curricunet for 53A and 53B and 52A, B and C. ESL AX (now ESL 53C) and English 1AX were included in the English program assessments of English A and 1A respectively.

ESL 51 B and C were assessed, but the reports are missing from Curricunet. However, a copy of the 51B report is available in the Humanities Division office. The report for 51C is still in process.

The Program Level SLO assessment was begun in fall 2009 and the assessment was completed in June 2010. This is earlier than shown on the schedule above.

Over the last 4 years, we have completed **100%** of the cycle of assessing all of our Student Learning Outcomes as well as the Program Level Outcome.

e) Assessment Results

The assessment results for the Listening/Speaking classes (51A, 51B and 51C) show that students make steady progress as they move through the program. At the beginning level, the report shows that students were capable of giving a 3-5 minute presentation on a relatively simple topic. Their greatest strengths were in organization and content, and they also showed strengths in the delivery of the speech. The area that needed the most improvement was pronunciation of individual phonemes. The analysis of the 51B course also showed a similar pattern. Students tackled more difficult topics, and spoke for a longer time. The recommendation for 51B was that students should have additional opportunities in class to have the experience of giving presentations. This recommendation can easily be implemented by individual teachers in their classes. A textbook written by three members of the program (Pronunciation Celebration) contains numerous projects that teachers can use to give students ample opportunity to do presentations as individuals and in small-group format.

The assessment for ESL 51C was first done in fall 2011, but when faculty members viewed the results, they felt that the outcomes were not up to expected standards. The decision was made to clarify the parameters that should be expected at the advanced level, and to assess the course again the following year. That assessment was done in fall 2012 and can be located in TracDat.

The analyses that have been conducted in the 52 A, B, and C courses all show that students make adequate progress as they move from course to course. However, we do not have any objective measures of their overall reading level, which the English program does have in their reading sequence.

As a result of the 52A assessment, the program reevaluated the textbooks being used at that level and made recommendations of several suitable textbooks. The assessment also led to a greater emphasis on determining the meaning of unknown words from context, with instructors drawing students' attention to grammatical structures and punctuation that can provide cues, as well as additional attention to stems and affixes.

The 52C assessment of students' ability to recognize implied meaning led the faculty to continue to focus on vocabulary, since that seemed to be the greatest hindrance to understanding the literal meaning, which is a prerequisite to inferring implied meanings. In addition, it was suggested that students need to be directed to the 51 sequence, for additional instruction in conversational English, as a means to deepen their overall level of competence and cultural awareness in English.
Update on SLOs for Program Review:

In early fall 2013, the ESL program was asked to revise their Program Level Outcomes and Student Learning Outcomes to provide a more complete picture of what students learn in each course and in the program as a whole.

Members of the program met on several occasions and vigorous discussion and debate occurred regarding the outcomes we expect.

As of October 11, 2013, the following changes have been made and approved by the program as a whole:

f) Program's Level of SLO and Assessment Implementation

The ESL program seems to be at the Proficiency Level in the development and assessment of SLOs. Robust SLO statements have been developed for every course taught, and refinements have been made and continue to be made in the modes of assessment. Discussion of the outcomes of SLO assessments are a regular part of the ESL program meetings. However, the amount of time available is limited, and opportunities for every instructor to participate in other meetings outside of the three scheduled meetings per semester are difficult to arrange. In order to achieve Sustainability, we recommend nominating an SLO leader to arise within the program to schedule Brown Bag meetings at which faculty can focus on discussing specific ways to increase our students' learning at each level. While learning teams do provide a structure for working together on specific tasks, there remains a great need for more interaction among full-time faculty regarding ideas that work in their classes, and more opportunity for part-time instructors to share their successes and challenges, and for everyone to assure that expectations are uniform across various instructors.

g) Recommendations

- ESL instructors who teach reading might want to meet with reading teachers from the English program to consider an exit exam or greater norming in terms of reading levels. While grade levels such as "5th grade reading level" may not accurately reflect the skills that a non-native speaker brings to the task, there are word lists, such as the 2,000 basic words of the General Service List and the approximately 3,000 words of the Academic Word List that could serve as guidelines for assessing our students' readiness for college-level reading.
- The ESL program recommends appointing an SLO leader.
- The program should work on creating objective measures for reading levels.
- Tutors should be provided to help ESL writing students.

5. Facilities and Equipment

a) Existing Program Facilities

The Humanities Building was opened in spring 2008, and it is still in fairly good condition. Most of the ESL classes meet in the building, and every full-time faculty member has her or his office in the building.

b) and c) Immediate and Long-Range Needs

Since the Humanities Building is still quite new and large enough to house most of the program's sections, the ESL program has no immediate or long-range needs related to facilities.

d) Recommendations: None

6. Technology and Software

a) Technology and Software

The ESL program 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 can utilize the *Tell Me More* language program in the Language Lab. *Tell Me More* helps students improve their listening, speaking, reading, and writing skills. Students also use the computerized reading program Plato to improve their reading skills in the Learning Resources Center of the library. Two faculty members currently require their students to use Plato. Response Card Clickers are also available for checkout from the Division Office and from some faculty members. Each faculty member has a Dell laptop computer with Widows installed.

b) Immediate Needs

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. 45 teacher station computers, 473 computers, 44 document cameras, 45 LCD projectors, and 21 printers all of which work adequately but eventually have to be maintained and upgraded.   Finally, the overhead projectors also will need replacement of lamps in order to remain workable. Part of the Measure E bond money has been allocated for this.

c) Long-Range Needs

There are two long-term goals that the program 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 replacing the computers in the computer labs and the instructional technology (i.e., smart classroom equipment) as needed. Part of the Measure E bond money has been allocated for this.

In the next 2 – 4 years, the equipment in Humanities will have to be upgraded/replaced. Estimated costs are:

45 Teacher Stations with Tax at $7,788.00 Each	382,000.00
473 Computers at $1,500.00 Each	70,950.00
TOTAL	452,950.00

Some, if not most, of these needs may be met as soon as spring 2014 from the college's equipment allocation.

Recommendations:
- The program plans to use money from the bond fund to maintain and repair desk computers and overhead projectors in the Humanities building.
- The program plans to use money from the bond to replace computers and instructional technology (including software upgrades) when necessary.

7. Staffing

a) Current staffing

As of 2013, The El Camino College ESL program faculty consists of 8 full-time members. One of these faculty members, Matt Kline, currently has 66% reassigned time to the Business Division to help Dr. Virginia Rapp with the Career and Technical Education Act grant. Since the last program review in 2009, one full-time faculty member has retired and no full-time faculty member has been hired. As a result, the program has one fewer full-time faculty member than it had in 2009.

Name	Reassigned time
1. Bergeman	
2. Currey	
3. Herschenhorn	
4. Kline	66%
5. Llado	
6. Mochidome	
7. Simon	
8. Uyemura	

Full-time faculty members were assigned to day and evening classes in fall 2013 as follows:

Name	Courses	Day	Evening
1. Bergeman	52A	X	
	53A	X	
	53B	X	
2. Currey	52B	X	
	52C	X	
	53A	X	
3. Herschenhorn	51A		X
	51B		X
	53C	X	
4. Kline	52B	X	
5. Llado	51C	X	
	52B	X	
	53B	X	
6. Mochidome	52A	X	
	53A	X	
	51B	X	
7. Simon	52B	X	
	52B	X	
	English 1A	X	
8. Uyemura	52A	X	
	53B	X	
	English 1A	X	

Part-time faculty teaching assignments are mostly day classes, as shown below based on fall 2013 scheduling:

Name	Course	Day	Evening
1. Bauer	53B	X	
2. Blaho	53B	X	

3. Coughlan	53C	X	
4. Cron	53C	X	
5. Hendricks	53C	X	
6. Nozaki	53B		X
7. Parrish	1A	X	
8. Pereyra	53C	X	X
9. Savina	53C	X	
10. Shibata	51A		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 program activities, and a number of them consistently do so.

In fall 2013, 9 part-time instructors taught a total of 9 sections in the ESL program, 82%. Hence, part-time faculty members taught 31% of the 29 sections offered, including 5 out of the 6 sections of ESL 53C. It is important to maintain this percentage because of the expertise and experience the full-time faculty bring to the classroom, ensuring the success and best possible education for students.

The ESL program at ECC has always depended greatly on part-time staffing. Much effort has been spent to integrate the part-time faculty into program planning. 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 program. Currently, part-timers teach 5 of the 6 ESL 53C classes. 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 writing course in the program is questionable. The program should discuss ways of motivating more full-time instructors to request this course. One possibility is to schedule as many sections of ESL 53C as possible in desirable time slots. Scheduling ESL 53C 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 ESL 53C instructors in providing the much needed one-on-one assistance that English A students have. Anecdotally, ESL 53C 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.

b) Immediate and Long-Term Needs

Since 2007, three full-time faculty members have retired, but the program has not hired a full-time member since 2005. If, therefore, one faculty member retires within the next three years, the program and division should use the full-time faculty position identification process to assure that retiring faculty members are replaced immediately.

c) Recommendations:
- In the event of any retirements, hire full-time faculty to maintain the current level of full- time positions.
- Schedule ESL 53C in desirable time slots.
- Explore funding for classroom tutors in ESL 53C classes

8. Direction and Vision

a) Potential Changes in the Future

Accelerated courses in basic skills has become in vogue recently. Since the Chancellor's Office considers ESL a basic skills discipline, the likelihood of the program piloting an accelerated cohort of students within the next four years is high. The impact of accelerated courses on the program is unclear. It might make the program much more attractive to prospective students because they can progress through the sequence of courses much faster. However, it is unclear whether students will be prepared for transfer-level courses by taking accelerated courses.

b) Direction and Vision

Technological advances will continue to transform instruction in the program. Smart phones and tablets are making access to the Internet and computer applications commonplace. Instructors may explore ways to utilize apps in and out of the classroom to improve student learning. For instance, games that help students learn and retain vocabulary can be developed for students to download.

The drop in student headcounts has made the faculty members realize that the program needs to branch out. One potential avenue is the development of an ESL certificate. It might prove attractive to the large population of 30- to 49-year-old students that the program has because it will be a tangible sign of their English proficiency to current as well as prospective employers.

c) Alignment with Strategic Initiative

As mentioned earlier in Section 1 of this document, the program aligns with all the college's strategic initiatives.

9. Prioritized Recommendations

a) List of Prioritized Recommendations

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

   Estimated Cost: $4200.00
   $50 per section/X 6 sections/X 14 weeks
   (14 weeks is used because tutoring doesn't start until the 3rd week.)

2. The program recommends reinstating in-person registration for ESL students. Funding is requested to support faculty or classified staff in helping with the registration process, specifically registration and the new on-line orientation. (Strategic Initiative E)

   Estimated Cost: $25,000.00
   Fall and Spring Semester

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

   Estimated Cost: 0

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

   Estimated Cost: $100,000.00

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

   Estimated Cost: $452,950.00

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

   Estimated Cost: 0

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

   Estimated Cost: 0

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

   Estimated Cost: 0

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

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

**Estimated Cost: 0   **

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

**Estimated Cost: $1805.60 **
1 faculty member at $45.14 per hour/20 hours per semester/2 semesters

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

**Estimated Cost: 0   **

b) Reasons for Prioritization

The above list was prioritized in this way after meeting together and discussing the importance of each item. The top three recommendations were voted on because of the following reasons: First, the faculty feels that having tutors in ESL 53C is necessary to provide students with the one-on-one attention they need to improve their grammar and writing. Second, the faculty feels that not having in-person registration is a disservice to the ESL population. The on-line application, as well as on-line orientation and registration, is not easy to navigate even for native English speakers. ESL students with beginning-level skills find it almost impossible to understand. The inability for ESL students to register successfully negatively impacts the program. Third, the possibility of adding an ESL certificate to the program is intriguing and, if created, could substantially contribute to the growth of our program, strengthening ties with the community and making our program more desirable to a greater range of students.