Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: English as a Second Language

Program Code: 4933 - ENGLISH AS A SECOND LANGUAGE

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Department of ESL serves a multi-lingual and diverse group of students in the community who seek to learn English and improve their understanding of American culture. Our student population varies in economic status, age, race, religion, and academic preparedness. Because of this, the ESL department focusses on inclusion of all and varies the teachings based on the needs of the students while also focussing on academic achievement as a primary goal. Our program covers basic skills through both credit and non-credit classes. We offer a range of courses from low-level, non-credit "Everyday English" to our highest level research and essay-writing course "ESL 450." This model provides access to all while focussing on the upward movement towards academic success, which is in the college's mission. To evaluate our success at meeting the goals of the mission, we've created SLOs to determine student's success on skills taught in classes as well as their overall comfort and feelings of empowerment as college students. We evaluate these course and program SLOs and make changes based on the data collected. It is our goal to create lifelong learners and to provide an atomosphere focussed on inclusion and student success.
Review Team Response

PROGRAM DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged (ESL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-18.16%</td>
<td>-8.44%</td>
</tr>
<tr>
<td>Day</td>
<td>-11.96%</td>
<td>-0.78%</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1520</td>
<td>1244</td>
</tr>
<tr>
<td>Day</td>
<td>1304</td>
<td>1148</td>
</tr>
<tr>
<td>Evening</td>
<td>216</td>
<td>96</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evening | -55.56% | N/A  
Online  | N/A    | N/A  
Arranged| N/A    | N/A

Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
The program has undergone some contraction in enrollment. Some enrollment factors are external to the program. Mainly, the global recession (2008-2010) resulted in lower enrollment of international students at Chaffey, resulting in fewer students in ESL. Locally, the severe recession has made it difficult for indigent residents to enroll; they simply cannot afford the fees. Also, at the main campus students have mostly been placed into med-to-high level courses, probably due to their attainment of some English in their home countries. Lower level classes sometimes did not fill; often they were dropped. Other factors were internal to the program. For example, in 2008 the program instituted required placement with multiple measures into a hierarchy of courses. Prerequisites became mandatory for students to move up through a series of courses. This had a big impact at the Chino site, where we offered 2-4 courses each semester. Students there often could not take the recommended courses because we did not offer them at Chino. The result: the ESL program at Chino was eliminated because courses were not filling. Night classes have not filled well the last two years. More often, day classes fill. As a result, the program has shifted more course offerings to a daytime schedule.
Retention
Retention Rate by Day, Evening, Online, Arranged (ESL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.31%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.58%</td>
<td>3.81%</td>
</tr>
<tr>
<td>Evening</td>
<td>4.52%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Retention rates in ESL remain high. There has been a small increase in retention rate in the last two years. High retention rates may reflect two important factors: (1) our students are highly motivated to learn the language and integrate into American life and (2) most classes require students to participate in Success Center activities. These additional activities often result in stronger language skills which then are reflected in retention, success, and achievement rates. Differences in retention rates among males and females, as well as among ethnic groups, appear very small. The range is from 85.37 to 92.86%. Statistically, there is no significant achievement gap in the rates of retention of ESL students.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-0.94%</td>
<td>9.76%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.97%</td>
<td>8.84%</td>
</tr>
<tr>
<td>Evening</td>
<td>-5.87%</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
From 2007 to 2010, overall success rates in ESL have remained about the same. However, there is one glaring exception: success rates for night students have risen from 47.21% in 2007-2008 to 66.81 and 62.98% the last two years. This positive result may stem from several changes. The program has changed instructors who teach night courses, and the department has put in place rigorous standards in placement. Mandatory pre-requisites often ensure that students are better prepared; better teachers help students successfully move up from course to course.

Review Team Response
Drop in enrollment is explained adequately. Lower success and retention rates due to rigor are understandable.

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES
Improve argumentative skills and support one’s opinion in English.
Improve overall fluency and competency in English.

Improve English language skills

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**
The ESL sequence involves a structure that promotes fluency and proficiency in English. All classes and curriculum include the negotiation of language for oneself (supporting one's opinion) and improving overall fluency and competency. This also helps develop students' argumentative skills by teaching them to express their opinions and discuss the course content at it relates to their own experience. All of this is done through the teaching of reading, writing, pronunciation and oral communication skills.

**Discuss how courses in the program articulate with or complement each other.**
We have several non-credit courses which feed into our credit courses, culminating in our highest-level course, ESL 450. As students progress through the sequence, they are guided by prerequisites and placement scores, into the courses that will benefit them most. They are also provided with elective courses to compliment the core courses. Classes are offered at the times more convenient to students with consideration of students taking more than one course in the same level.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**
ESL 450 is a prerequisite to several content and major classes, so students who successfully complete this course are prepared to take classes in which reading and writing at a college level is expected. Additionally, all of the ESL classes teach skills the students use in non-ESL classes. The oral communication classes teach: note taking, group discussion skills and how to speak in an academic classroom setting. The writing sequence cultivates effective academic writing skills which culminate in a research project in ESL 450. Throughout these classes, students learn to look critically at material and express their opinions. Finally, the ESL reading classes are essential for students' success in non-ESL classes. They learn how to decipher texts, understand new words using context clues, think critically and navigate readings based on purpose, audience and style. The elective classes (Accent Reduction, Basic Computer Skills and Learning to Earn) help students in their college career. The accent reduction class helps them feel more confident speaking to non-ESL students in content-area courses. The computer skills course allows them to participate in classes that require online or computer homework or discussion groups and to utilize online resources for all of their classes and the learning to earn class helps them to determine which career they wish to pursue.

**How and when has your department assessed Program SLO's' and how have you responded to the results?**
The department has refined the program SLOs to include the foundation of our program - teaching English skills through negotiation of the language. We keep these goals in mind as we create, refine, evaluate and revise course SLOs. We assess the program SLOs through the course SLOs.

**What program or course changes have been made based on the result of the assessed outcome?**
The program has changed to include a citizenship course - which meets the needs of a large population and brings more students to the academic program. The reading and writing courses are continually evaluated through SLOs and changes in teaching strategy are continually implemented to ensure that the program goals are being met. Staffing changes reflect students' varying needs at various levels to help reach the program goals. Students at the non-credit level need instructors who inspire them to continue on their journey of learning English while higher-level writing student need detail-oriented instructors who can provide specific feedback. All of these changes are made in order to meet program goals in the most effective way possible.

**Review Team Response**

Overall Program Level Implementation of SLOs is Developmental Plus. Due to a lack of space in the team response box, the SLO Rubic and a detailed reader's report will be emailed to you and your dean.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students' needs.**

**How and when has your service reviewed or revised SLOs and/or AUO's?**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 503 ESL Learning to Earn - Active</td>
<td>02/06/2008</td>
</tr>
<tr>
<td>ESL 450 Fundamentals of Composition for ESL Students - Active</td>
<td>02/06/2008</td>
</tr>
<tr>
<td>ESL 640 Literacy-Level English - Active</td>
<td>02/06/2008</td>
</tr>
<tr>
<td>ESL 641 Everyday English - Active</td>
<td>02/06/2008</td>
</tr>
<tr>
<td>ESL 546 High-Intermediate Reading Skills - Active</td>
<td>01/23/2008</td>
</tr>
<tr>
<td>ESL 536 Intermediate Reading Skills - Active</td>
<td>01/23/2008</td>
</tr>
<tr>
<td>ESL 556 Advanced Reading - Active</td>
<td>01/23/2008</td>
</tr>
<tr>
<td>ESL 452 Fundamentals of Composition Lab for ESL Students - Level 7 - Active</td>
<td>04/13/2005</td>
</tr>
<tr>
<td>ESL 592A-H Special Topics Lecture: English as a Second Language - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>ESL 592LA-H Special Topics Laboratory: English as a Second Language - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>ESL 506 Computer-Based Multiple Skills English - Active</td>
<td>11/17/2010</td>
</tr>
<tr>
<td>ESL 508 Pronunciation of American English - Active</td>
<td>11/17/2010</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
We will delete the "special topics" courses and update ESL 452 in Spring of 2011.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections
Develop New Courses/Programs

Briefly explain:
We recently developed a new course: ESL 650-English and Citizenship which reflects our response to demographic trends and the results of our needs assessment inquiry to the community. This course will be piloted in Fontana in Fall 2011, where the need for a citizenship class is greatest. It may then expanded to include multiple sections and possibly additional levels or areas of focus.

Review Team Response
Good use of needs assessment in course development with data analysis driving expansion.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

**Review Team Response**

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate [access to learning](#) (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

**Review Team Response**

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students [support](#) student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

**Review Team Response**

**STUDENT SUPPORT - OTHER**

How do the services you provide to students [promote](#) transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
</table>
To get to our goal, we will investigate local resources for students and continue to look at successful programs at other community colleges. We will utilize staff support 8 hours a week to assist students with paperwork and we will analyze SLO data to determine if a second level or alternate-focus course is warranted. At the end of the first semester, we will create a new course if it is needed and launch it in curriculum in Sp12.

We will have SLOs focused on the skills needed to pass the US. Citizenship test. We will assess in each section and review the results at the end of each semester. We will also keep data related to the number of students who take and pass the actual test and use this data to assist in curriculum development and program development (training of staff members, scheduling of sections).

In order to reach our year 3 goal, we will review SLO results and alter the curriculum as necessary. We may implement a new course in F12 to supplement the ESL 650. We will continue to assess our SLOS, which will be
related to the US Citizenship test. We will need staff support for 12 hours a week the second and third years to assist students with applications and paperwork. Additional professional development and teacher training may be needed.
We will utilize the information gained in year one from SLO assessments and continue to analyze data obtained regarding the pass rate of students who have completed our program.

Year Three Goal:
Have a clearer picture of what scheduling strategies work best for ESL classes. (accelerated offerings, late start offerings, times, courses, etc). This will improve enrollment, better meet student needs and increase matriculation into non-ESL courses.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
We will provide students and prospective students with an opportunity to assess the schedule and give input about days, times, courses and modules. This will be done in the form of in-class surveys and counseling department inquiries. Will will also consult the international student center to find out what kinds of scheduling needs international students have.
Preference survey will be given to students taking the assessment test asking about the modules they would prefer. It will include scenarios for 8, 14 and 16 week courses for 2-4 days a week. We will ask the success center tutors, workshop leaders and instructors to do the same kind of surveying.

Year 2 Steps to Success (activities) and VIP Assessment:
We will take the information from year one and implement changes into the schedule. Then we will do the same kinds of assessment to determine if the changes benefitted students and provided options more aligned with their needs.
After implementing changes based on input from year one, we will do following surveys asking about the changes. We will also examine enrollment and success data.

Review Team Response
Goals are clear and attainable.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool - for SLO ease</td>
<td></td>
<td>Reading Association Conference '09, '10</td>
<td></td>
</tr>
<tr>
<td>1.5 Generation English Students - Mark Walberg, FSC</td>
<td>CA Teachers of ESL Conference - '09, '10, '11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Learning about SLOs during FLEX allows for a broader understanding of the importance of SLOs and how they work. This sharpens one's abilities to write clearer and better SLOs, apply appropriate measures for SLOs, interpret results, and apply changes to a course to improve student learning. The Student Success Initiative Conference, held last spring in San Diego, provided in-depth knowledge of changes in Basic Skills at programs across the state. We at Chaffey take seriously the task to adopt the “best practices” of other community colleges; that applies to ESL as well. At the conference, Professor Pennett met with directors two Citizenship programs, attended a variety of workshops on ESL curricula, and worked on the newly released state-wide rubrics for non-credit ESL. Since we are launching a Citizenship program this fall, this conference provided us with important professional contacts and examples of excellent programs (Santa Barbara Community College and Santa Ana College) to emulate.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation, Curriculum</td>
<td></td>
<td>International Day</td>
</tr>
<tr>
<td>CCFA</td>
<td>Accreditation</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Our program benefits from our wide range of campus participation and interaction. We are able to give input related to the needs of ESL students as we participate in policy changes. That is, we can explain how changes will affect the ESL population. This promotes their success. We are also able to bring back information about trends or policy changes and proactively plan for those changes in our curriculum development. Finally, we are able to help promote a campus-wide community by showing our support for international or cultural activities on campus. This helps students see that we promote their involvement in the college outside of their language classes.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
We have experienced full-time faculty who will be able to guide the program through trying economic times.

Does your program anticipate retirements within the next 3 years?
Maybe. The retirement of one faculty member may occur, but she is uncertain at this time.
Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
2 faculty members to serve our growing population of students. This will bring us to five FT instructors which is minimal based on our course offerings.

Hiring Criteria:

Year 2:
1 additional faculty members as we will have a retirement in the 2012-2013 school year.

Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF

Year 1
1 staff member to work 8 hours a week to support the citizenship program in Fontana.

Year 2
1 staff member to work 12 hours a week to support the citizenship program in Fontana.

Year 3
1 staff member to work 12 hours a week to support the citizenship program in Fontana.

EQUIPMENT

Year 1

Year 2
Year 3
TECHNOLOGY
Year 1
Year 2
Year 3
SOFTWARE
Year 1
Year 2
Year 3
OTHER
Year 1
Year 2
Year 3

Review Team Response

The document will be useful for planning. Staff requests are unclear and not supported by program growth data.