

Department Plan

Long Beach City College

Dept - English as a Second Language

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Mission: The Department of English as a Second Language at Long Beach City College is dedicated to providing high-quality, accessible instruction that addresses the diverse goals of nonnative students in the greater Long Beach community. With a faculty committed to rigorous and inspirational teaching, a learner-centered English language acquisition and acculturation program comprising three strands serves as a catalyst for empowering students with the comprehension, communication, and cognitive skills that expand vision and augment opportunities.

By virtue of a relevant curriculum that focuses on the differing goals of students who entered this country and this college for a multiplicity of reasons, the English as a Second Language faculty collaborates in the effort to create and sustain an educationally equitable environment that encourages the full development of individual potential. The English as a Second Language Program integrates the Long Beach City College Mission and Vision and the Comprehensive Mission Statement for California Community Colleges into an inclusive pedagogy that fosters growth, choice, and engagement in a pluralistic community by providing social equity through language and cultural instruction.

Description: Three program strands carry out the mission of the ESL Department.

*Introduction to College English Strand (600/800 series) - beginning through intermediate basic interpersonal communications and pre-collegiate instruction that promotes equity and access within the community by offering essential communication and cultural skills for social and occupational purposes to minority language speakers, or, for those whose goals center on higher education, this series of sequential courses provides a strand to the more advanced instructional strands.

*Career and Technical Education Preparation Strand (270 series) an intermediate to advanced workplace skills certificate strand for bilingual and multilingual speakers of English that emphasizes acquisition of culture-specific workplace language and knowledge of general workplace conventions necessary for competing in the regional and national job market.

*ESL Academic Reading and Composition Strand (146-33 series) a high-intermediate to advanced transferable-credit cognitive/academic language skills strand that prepares nonnative students to transition successfully into English 1 and Read 82 as well as into college certificate and AA/AS degree programs, four-year colleges, and post-baccalaureate institutions.

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Summary of Access, Productivity & Effectiveness: In viewing the data, the data indicate that the ESL Department is serving students more effectively, in that the rates for student success, retention and completion are on the average between the 71 to 91 percentile over the academic calendar years of 05-06, 06-07, and 07-08 for the majority of the ESL courses. This is particularly the case with all of the ESL Academic Reading and Composition Strand (146-33 series) course offerings: ESL 146, 147, 54, 54X, 56, 56X, 63, 65, 33, 33X and 34, 34X, for which the latter ten courses are transfer. This is also the case with the Career and Technical Education Preparation Strand (270 series) course offerings: ESLV 270, 271, 272, 273, 274, 275, and 275X, which are required for ESLV Certificate. On the other hand, rates for student success, retention and completion are not as consistently high for the Introduction to College English Strand (600/800 series). The changes in the rates are largely due to the fact that many of these students are studying English for different purposes. There are professionals who already have degrees from their countries but need English to get jobs. There are students who are already in the workforce but need English for promotional and communicative purposes. There are students who are in the GAINS Program but need English in preparation for jobs and to assist their children with homework. Lastly, there are students who want degrees and certificates to have professions or careers. The majority of these students may be affected by extraneous factors such as work scheduling, child care or socioeconomic conditions. Whenever a change occurs, they may temporarily drop out or transfer to a different time of attendance.

Since the Fall, 2007 Semester, the department has offered courses in both the Academic strand and ESL Career and Technical strand in a two-hour, three course per week format in order to have more students attending on Fridays. As this move to create new sections is only two years old, numbers in these classes are only now starting to reflect a level of attendance that corresponds to the rest of the program. The department anticipates full enrollments for these courses in the semesters to come.

Enrollment Patterns

In addition to the numbers provided by the college in the Enrollment Patterns chart, an addition document, Overall Enrollment Patterns has been attached to this report.

It shows that, for the Department as a whole, the number of sections during the 2005-6, 2006-7, and 2007-8 academic years were 451, 404, and 425. The number of enrollments for the same three years was 10,860, 10,625 and 10,569. FTEs during that period were 1254.92, 1372.28, and 1244.30. Finally, the WSCH numbers were 37647.38, 41168.50, and 37328.95, respectively.

For the courses in the ESL Academic and Introductory strands, the number of sections during the 2005-6, 2006-7, and 2007-8 academic years was 431, 390 and 409. The number of enrollments for the same three years was 9581, 9311 and 8998. FTEs during that period were 1168.25, 1296.41, and 1156.01. Finally, the WSCH numbers were 35,047.56, 38,892.20, and 34,680.27, respectively.

For the courses in the ESL Career and Technical Education strand, the number of sections during the 2005-6, 2006-7, and 2007-8 academic years was 11, 9, and 13. The number of enrollments for the same three years was 307, 221, and 275. FTEs during that period were 63.33, 55.40 and 52.26. Finally, the WSCH numbers were 1899.94, 1661.86, and 1567.80, respectively.

Finally, for the ESL Learning Center, the number of sections during the 2005-6, 2006-7, and 2007-8 academic years was 6, 5, and 3. The number of enrollments for the same three years was 898, 1093, and 1297. FTEs during that period were 9.67, 20.48, and 36.03. Finally, the WSCH numbers were 289.99, 614.44, and 1080.87 respectively.

Internal Conditions (see Technology Help for list):

Academic Strand

The ESL Department offers classes with a technology component, including ESL 33X, 34X, 56X, and 54X. These classes require lab use and computer technology as part of the course curriculum (including word processing, internet research, and online publishing). In addition, the MultiMedia Classroom, a 38-station PC lab, with overhead LCD projector, dual tape deck, VCR, laser disc, and dedicated printer, offers students opportunities to develop pronunciation skills, sharpen research skills, practice with grammar, learn how to build PowerPoint presentations, and view study skills workshop videotapes. Moreover, the Learning Center makes use of technology by providing 38 PCs with software and CDs, including grammar exercises for use with the text in ESL 146/147, tape decks for listening and pronunciation practice, and a VCR so that academic reading students can watch study skills workshops on videotape. Academic reading classes, ESL 63 and ESL 65, also have a technology component. During the semester, students complete reading and research assignments online using the Wireless Classroom (BB 235) which consists of 30 laptop computers. To enhance academic reading instruction further, this classroom is also equipped with computer driven VCR, DVD, and LCD projector.

Career Strand

With the recently revised course outlines, technology has been integrated into all aspects of the ESL Career and Technical Education strand. In ESL 270 and 271, students use the Internet to research debate topics and cultural questions. In ESL 272, they are taught to search for jobs on the Internet and complete interactive activities that promote job interview skills. In ESL 273, they are given the opportunity to practice the target grammar using word processing programs and create real language uses for the subject matter. In ESL 274 students are given the opportunity to investigate topics by visiting interactive websites aimed at improving knowledge of the history of the United States. In ESL 275X students are expected to create business correspondence and resumes using Microsoft Word.

The ESL Career and Technical Education strand has incorporated technology into its curriculum. The ESL 270, 271 and 272 classes require Internet research which is done in one of the ESL Department's computer centers. ESL 271 trains students to use presentation technology, e.g., projected PowerPoint. The ESL 273 course makes use of the interactive grammar activities found in the ESL Multimedia Classroom. In ESL 274, students investigate topics by visiting interactive websites aimed at improving knowledge of US history. ESL 275X is now taught mainly as a CALL (Computer Assisted Language Learning) course. Students write their assignments using Microsoft Word.

Introductory Strand

The ESL 840s Program has incorporated technology into its curriculum by making use of interactive web-based grammar lessons, commercial language software and communication software found in the ESL Multimedia

Classroom. Using these materials, students have the opportunity to develop pronunciation skills, sharpen research skills, practice with grammar, and view study skills workshop videotapes. The MMC is a 38-station PC lab with computers containing DVD-rom drives. Furthermore, the room is equipped with an overhead LCD projector, dual tape deck, VCR, laser disc, and dedicated printer. A home theater quality sound system is used with all of the above for clarity.

Learning Center

The ESL Learning Center makes use of technology by providing 29 Pentium IV computers with DVD capability, including grammar exercises for use with the textbooks in ESL 840 through ESL 845. Students are able to use tape decks for listening and pronunciation practice, and a VCR to watch lessons on videotape. This classroom is also equipped with computer driven VCR, DVD and LCD projectors.

Technology Concerns

ACIT technicians are not in abundance, with only two people serving all computers at the Pacific Coast Campus. Consequently, they are not adequately maintained by the college and are lacking in up-to-date software. Furthermore, capital outlay does not always allow for timely replacement of items such as LCD replacement bulbs and printing toner.

Budget -

Adequacy

At this time, there is no Title V funding, so related funds are not available for the foreseeable future. Furthermore, release time for the ESL Student Advisor position has been terminated due to budget cutbacks, effective Summer Semester, 2009. In addition, \$ 2.1 million was cut from the instructional portion of the budget, \$400,000 was taken from ESL. Furthermore, there is no compensation for routine semester needs such as updating the department website. Finally, faculty members struggle to maintain currency in the field due to a lack of funding for conferences, professional publications and other resources that could provide quality professional development within the discipline.

Supplies

While the cost of supplies has increased, the budget has been reduced. Because the school supply quickly runs out and is slowly replenished, instructors have been buying whiteboard markers, chalk, paper, blank CDs and blank DVDs.

In addition to classroom supplies, instructors also purchase office supplies: file folders, hanging files, pencils, pens, computer disks, and flash drives. Photocopying has become an aggravation for many part-time and full-time instructors alike. The campus copy center opens at 10 a.m., which is inconvenient, especially for those teaching morning classes. In addition, access to the copy center is an issue for those teaching evening classes that run consecutively. This has become a frustration as schedules do not always match up, and planning inhibits instructors from responding to student needs with timely handouts.

Staffing

Faculty

In the past six years, five new faculty members have been hired while nine have left the department via retirement, promotion, or resignation. This is particularly devastating to a department that is already historically understaffed. In order to maintain the integrity of the department, it is essential to increase the number of full-time faculty teaching the courses. Under current conditions, the full-time/part-time differential falls far short of the 75/25 minimum ratio that the college must maintain per California Education Code, which was mandated for community colleges to provide quality instruction.

Support Staff

The department has a full-time administrative assistant, an instructional associate assigned to the Learning Center, and a nighttime instructional associate. Furthermore, another former ESL instructional associate was reclassified and is now an employee of the division. Because the instructional associates are ten-month employees, the ability to serve students is greatly diminished or eliminated during the Summer sessions.

Resources

The amount of software available to students has increased, including purchases of programs for the areas of grammar, vocabulary, listening, critical thinking, and pronunciation. Furthermore, to ensure focus on the part of

students during computer lab time, the department purchased Cross-Tech School Vue, which is computer center control software. New computers have been added to the ESL Learning Center, replacing a MacLab that was terribly deficient in serving student needs. Furthermore, the projector in the Multimedia classroom was replaced, and all computers now have headphones with the exception of the Writing Center.

Because the teaching of ESL often involves explaining the locations of places in the United States and the birth places of students throughout the world, having maps in our classrooms is very helpful and sometimes absolutely necessary. For that reason, ten years ago or more, the ESL department purchased maps that are now mounted on the walls of many rooms. We should make sure that these maps are re-mounted in ESL rooms after the building is remodeled.

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Enrollment Patterns

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Facilities

Space allocation for instructional functions

In recent years, the ESL program has lost classroom space. Most recently, two classrooms were ceded to English and Reading. Furthermore, with the plan to offer full Associate Degree access at PCC, the department stands to lose significant classroom space. The ESL program no longer has exclusivity to any of its classrooms with audiovisual equipment. Consequently, when ESL classes are offered simultaneously, instructors are forced to teach in a variety of possibly incompatible rooms and must order AV equipment from the Media Services rather than use the programs equipment. Adjunct faculty members have no designated room with desks, phones, computers or other professional necessities.

External Condition- Regulatory/Legislative In a coordinated effort between Matriculation, English and Reading, a new shared assessment tool, Accuplacer, has been selected and piloted for incoming students* to take. Prior to this, incoming students took the

Changes: Descriptive Tests of Language Skills (DTLS) which is a timed, paper-based exam and was not able to accurately measure the skills of intermediate-level ESL students. Both English and Reading piloted the assessment in 2008-2009 and began using Accuplacer, an un-timed adaptive computerized assessment, in September 2009. The ESL department is piloting Accuplacer during Fall 2009 and will work with Matriculation in Spring 2010 to adopt this tool. Beginning-level ESL students will not take this exam, but will continue to take the exam developed by the ESL department and approved by the State.

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The ARCC report only looked at three levels of data CB 21 A, B and C. The codes are at most CB21 code A, B, C, or Y. A,B, C represented successive levels below English one. ESL at LBCC has 12 levels below Eng1, and only two course (ESL146 and 147) have B and A codes respectively. All other courses were coded Y. Therefore, student success (movement up to the next highest course toward English One) was only recorded when students went into 146 from almost any course and from ESL146 to ESL147. Obviously, all portions of the ARC report that used CB21 data to measure ESL are not valid, since they do not measure what the Y purport to measure.

External Condition- Grants None at Present

Available:

The period for the Title 5 grant commencing October 2007 and concluding September 2008 marked continued success for the LASSI PILOT, coordinated by Faculty Leader and ESL Associate Professor Natalia Schroeder. According to learning center data, the numbers are even higher and the volume of the pilot continues to grow and serve Long Beach City College. The Spanish Lassi ("El Lassi") was introduced during Spring 2008, and it has been set up in learning centers at both PCC and LAC. Both ESL and non-ESL personnel have been informed of the importance of the project and many have proven to be extremely supportive to the students and the staff involved in the pilot. In addition to English and Spanish Lassi utilization, researchers in the Office of Institutional Effectiveness have been engaged in analyzing the LASSI PILOT data so devotedly generated by the coordinator, ESL Learning Center personnel, faculty, and students of LBCC. Professor Schroeder continued to develop promotional and informational materials, including a newsletter/flyer/logo and personalized letters to faculty, both in English and Spanish. Furthermore, Professor Schroeder ensured a smooth implementation of the Spanish Lassi by recruiting faculty and classified staff from across the college to help translate LASSI materials into Spanish to aid in the assessment and interpretation parts of the pilot. Counselors, ESL faculty, and classified staff were interested in the pilot and chose to be trained to become expert interpreters. Professor Schroeder coordinated that effort and worked with Lee Douglas to help the Spanish Lassi get on its way. For example, Emily Gerhman has scheduled a series of Study Skills Workshops in the Multidisciplinary Center. This series will support the LASSI Pilot by offering continued outreach to students who have participated in the pilot and who want to further develop their student skills. LBCC is syncoated in its efforts to reach diverse student populations and provide enrichment opportunities through pilots, student "success" centers, and other educational opportunities. Finally, Eva Bagg, Associate Dean of Institutional Effectiveness, met with the LASSI PILOT team (Natalia Schroeder, Lee Douglas, and Bobbi Villalobos) to determine how her office can analyze the data collected so far and reveal vital information for the pilot. The resultant success is that now 1,077 LBCC students have been "lassied" during the LASSI PILOT since its inception in April 2007 through October 2008. The ASLO Committee (Assessment of Student Learning Outcomes) recognizes that this study skills assessment pilot is a useful example of institutional-level assessment of personal goals and personal enrichment, two areas of "core competencies" for LBCC. Professor Schroeder entered this data into the Accreditation Report for LBCC this summer of 2008. Research energies focused on SLO data must not overlook the LASSI PILOT as it is a tremendous tool to serve that SLO-related end. This will save time and effort for the college as we strive forward to meet our SLO Accreditation goals and deadlines coming up in 2012.

External Condition- none

Accreditation

Recommendations:

External Condition- none

Advisory Committee Input:

External Condition- Community Outreach/Partnership: Two representatives from ESL, Meena Singhal and Christiane R. Woerner, participated as LBCC team members on the USC California Benchmarking Project. This project investigated challenges that hinder student success in basic skills completion and transfer readiness over the 2007-2008 academic year. The LBCC team organized a three-part workshop series on constructing student-centered syllabi in February and March 2008, and visited the First Year Experience (FYE) programs at El Camino College College and Pasadena City College in April 2008. Finally, we continued to examine gaps in successful outcomes, disaggregated by race and ethnicity, and considered the resources that must be brought to bear on gateway courses to effect substantial change.

One representative from ESL, Christiane R. Woerner, participated in the re-formed Basic Skills Task Force in 2007, which was renamed as the Taskforce for Improving College (TICR). The purpose was to review the recently published literature review/report, Basic Skills as a Foundation for Student Success in California Community Colleges by the Center for Student Success, and to assess the following areas as they relate to basic skills students at LBCC: Organizational and Administrative practices, Program Components, Staff Development, and Instructional Practices. In each of these areas, the committee decided which effective practices are in place as well as which barriers exist to those practices. In order to develop a plan to address improvements to the college, Woerner attended a two-day summer workshop where the TICR committee determined the areas where more coordination was needed, suggested a revised administrative organizational structure, reviewed a variety of student services programs and identified the ways in which they work, made recommendations to improve the barriers that exist as well as defined areas where retention could be strengthened. Woerner worked with faculty from Counseling and Basic Adult Education to define those barriers. By the end of 2007, a plan was submitted to the Board which the College began to implement in order to make the college more Basic Skills student ready. Two ESL faculty members, Sudeepa Gulati and Giselle Richards, have served on the Student Success Committee to further this cause.

In fall 2007, Meena Singhal and Maureen Mason visited Wilson High School of the Long Beach Unified School District to conduct outreach to their ESL student population. First, they met with school counselors to explain LBCC's programs and how the ESL courses fit into the different plans (academic, vocational, workforce). The counselors were unaware of how thorough the LBCC ESL program is and how committed the ESL Department is to preparing ESL students for academic and vocational success. Then Dr. Singhal and Ms. Mason met with graduating seniors from Wilson High School who were identified as ESL students to explain LBCC's programs to them, too, and encourage them to satisfy their reading and writing requirements in the ESL Department.

In 2006-2007 and 2007-2008 Maureen Mason represented the LBCC ESL Department in the joint grant between the Long Beach Unified School District and the Long Beach Community College District for the California High School Exit Exam (CAHSEE) preparation. In this capacity, she did extensive outreach to the LBUSD second language specialists, both faculty and administrators, and met with them monthly for two years, including the summer months. She explained to them LBCC's programs and how the ESL courses fit into the different plans (academic, vocational, workforce) and made them aware of the deep concern and advocacy on behalf of that the LBCC ESL faculty have for their ESL students. She also made the Unified district as well as the other areas of the Community College district aware of the many resources that the ESL department currently offers ESL students for extra enrichment and academic help, including the ESL Learning Center. There was great interest and enthusiasm in future collaboration between the Unified district and the LBCC ESL Department, in particular in the areas of writing instruction and heritage language instruction. Although the grant has since ended, the contacts remain.

External Condition- Industry & Labor Market Trends: In an effort to provide students in the ESL Career and Technical Education strand better opportunities in the job market, the department has had an ongoing relationship with members of the Professionals in Human Resources Association (PIHRA) that has resulted in their sending professionals from the business community to conduct mock job interviews with students. They have also come to classes as guest speakers to address relevant career search and preparation topics. The department plans to continue fostering this mutually beneficial relationship with the business community.

External Conditions- Other : The Basic Skills Task Force that started in 2002 developed initial ideas of how to promote student services to basic skills students. In 2006 and 2007, Dennis Miller, Natalia Schroeder, and Christiane R. Woerner finalized a large portion of this project and produced a handbook of college services and resources available to basic skills students. This handbook is now distributed by the division of Student Services.

Faculty & Staff : The department is composed of twelve full-time faculty members, twenty seven adjunct faculty, and four full-time and two part-time classified staff. Department Head duties are handled by one person, and non-compensated coordinating duties for four areas- Academic Strand, Introductory Strand, Career and Technical Education for ESL Strand, and the Learning Center- are handled by seven full-time faculty members, one of whom coordinates two areas. Furthermore, until 2009, one full-time faculty member had used 20% of his/her teaching load to serve as ESL Academic Advisor. In addition, one faculty member has 40% release time to serve as Honors Coordinator. From 2008-2009, one faculty member had 20% release time to serve as a Student Learning Outcomes Liaison. Among classified staff, one person serves the Language Arts division as Instructional Lab Coordinator. Finally, fourteen staff members serve the ESL Department part-time as part of the Matriculation

Office.

Names & Titles of Program Baruch Elimelech, Professor, ESL Department Chair

Review Participants: Christiane Woerner, Instructor
Dennis Miller, Professor
Sudeepa Gulati, Instructor
William Brazda, Professor
Maureen Mason, Associate Professor
Teresa Gaudiot, Professor
Natalia Schroeder, Instructor
David Thrift, Assistant Professor
Fran Cahill, Professor
Laurie Potter, Associate Professor
Giselle Richards, Associate Professor

2009-2010 Accomplishments for the English as a Second Language Department, 2009-2010

Accomplishments: Student Success Accomplishments

- 22 students earned Certificates of Completion for completion of courses within the ESL Vocational Strand. This number was more than double the previous year's total and is reflective of the increased enrollment numbers within the ESL Vocational program.

-In addition to the awarding of certificates, the ESL Department also continued its strong relationship with Professionals in Human Resources Association, who had ten human resources professionals come to the college over two different days in 2009-2010 to conduct mock job interviews with students.

-138 students earned Certificates of Completion for the 640s/840s Pre-Academic Strand, which is composed of six proficiency levels.

Program Review-Related Accomplishments

- The Department completed the initial submission of goals into TracDat as part of Program Plan and Review beginning on College Day, 2009, and followed up with it on Department Planning Day. The Department completed its goal concerning Generation 1.5 students.

College-Related Accomplishments

- Members of the ESL Department voted to become involved in the aspect of the Student Success Plan that involves the adoption of Supplemental Learning Activities into the Department's curriculum.

- The ESL Department assisted in establishing a process for a college-wide mentoring project for Human Resources in Fall 2009. It also completed the pilot for it.

Curriculum-Related Accomplishments

- There was also a submission to the Curriculum Committee for the conversion of ESL 815 to ESL 150, a graded three-unit course, in Summer, 2010.

-Two ESL Reading Classes, ESL 63 & 65, are now part of the college-wide Accuplacer placement process. This took place due to the ESL Department Faculty's agreement to involve its classes as possible outcomes of this new form of placement testing. This decision and change will make it possible for more incoming and continuing students to have second language reading difficulties identified and addressed through more precise placement.

- Members of the ESL Department also contribute to the placement process by participating in the placement readings that are held by the English Department.

- The Department appointed an SLO Officer who completed training during Summer, 2010.

- ESL faculty fulfilled Student Learning Outcome obligations in a timely manner.

Faculty-related Accomplishments

- Maureen Mason was hired as Honors Coordinator.

- One faculty member, Sudeepa Gulati, earned tenure in 2009-2010.

- Faculty within the ESL Department continued their tradition of being active in College Service, especially with

regard to campus-wide committee work and student events.

- Laurie Potter was awarded a Fulbright Grant.

- Rudy Besikof received the Outstanding Dissertation Award for his doctoral work.

- Christiane Woerner was appointed to chair the Academic Senate's Committee on Committee Memberships.

2010-2011 The ESL Department has adapted to meet the needs of the college. The department now offers far fewer sections of non-credit ESL and employs about 30 fewer adjunct faculty thereby helping the college meet its financial goals.

Goal: Access for Learning Opportunities

Improve access to transformative English language learning opportunities in response to community needs and demographics.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 10/01/2010

End Date: 08/20/2012

Goal Status: NEW

Goal Priority: High

Rationale: The ESL department has seen drastic cuts to its program despite continuous need for ESL instruction in the greater Long Beach community at a time when most other departments at LBCC have been experiencing record enrollment levels. Therefore, there is a demonstrated need to offer courses that are more responsive to their needs, or they will be forced to attend other community colleges or interrupt their studies altogether.

Strategies: Develop new classes; maintain non-credit program, apply enrollment management techniques that include scheduling, marketing, matriculation, and assessment; make resource requests for more faculty and classified employees; examine program dissemination to community; continue involvement in placement testing. (including Accuplacer input and placement test readings with Matriculation and members of the Reading and English departments.)

Furthermore, the department will continue to support a certificate for completion of the ESL 640/840, for it will serve students and provide the college with enhanced (BSI) funding available from the state for CDCP certificates. This will mean reinstating the 644 and 645 courses.

Responsible Parties: ESL Faculty, Department Head, Division Dean, Vice President of Academic Affairs, Dean of Counseling, Counselors Acting as Liaisons with ESL Department, Dean of Financial Aid

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Name of sub-area, if x

applicable:

Other Area impacted by this Human Resources

goal:

Other Area(s) impacted by Matriculation, Reading, English Departments, Marketing

this goal:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Make resource requests for more faculty and classified employees.

Resources Needed To provide access for students' learning opportunities, the department will make resource requests for more

Description: faculty and department-level classified employees.

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2010 - 2011

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 120.0000

Type of Resource Personnel

Requested:

Justification for Resource Since 2005, the number of full-time faculty has decreased from 19 to 13.

Request: The evening coordinator and academic advisor positions have also been eliminated.

Furthermore, ESL students are best served by classified staff who are bilingual in languages that reflect their

linguistic diversity. This means that the ESL department needs more highly-trained classified staff to support those who are already serving the department.

Department Code: 150800 ESL

Requested Funding Source: Capital Outlay

Goal: Transfer/Graduation Preparation

Increase student completion rates in ESL courses to prepare students for certificate, degree, and transfer-level courses.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 10/01/2010

End Date: 08/20/2012

Goal Status: NEW

Goal Priority: High

Rationale: Within the Academic Strand of the ESL Department, there are only two Reading courses to complement the four writing classes. Each writing course should have accompanying reading course, as the latter also builds academic language skills (Maloney, 2003; Perin & Goldstein, 2008; Washburn, Liew, & McTigue, 2009). The English, Reading and Speech Departments offer sequential courses that are required for transfer and/or graduation. Similar sequential courses in the ESL department should accordingly be aligned with these other departments' offerings.

Sources

Maloney, W. H. (2003). Connecting the texts of their lives to academic literacy: Creating success for at-risk first-year college students. *Journal of Adolescent and Adult Literacy*, 46 (8), 664-673.

Perin, D., & Goldstein, M. (2008). Predicting performance in a community college content-area course from academic skill level. *Community College Review*, 36(2), 89-127.

Washburn, E., Liew, J., & McTigue, E. (2009). Academic resilience and reading: Building successful readers. *The Reading Teacher*, 62(5), 422-511.

Strategies: Align sequential course offerings with the Reading, Speech, and English Departments; revise existing courses and establish new courses through the writing of course outlines and proposals; make any necessary presentations to the Curriculum Committee.

Responsible Parties: ESL Department Head, Division Dean, English Department Head, Reading Department Head, Speech Department Head, ESL Writing, Reading, and Oral Skills Coordinators, Curriculum Committee, Academic Senate

Campus supported by this goal: Both

Specify if goal is for department or sub-area:

Name of sub-area, if applicable: Department/ Program

Other Area impacted by this goal: Other

Other Area(s) impacted by this goal: English, Speech, Reading, Counseling, Curriculum, SLO

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Faculty Request

Resources Needed To meet the needs of transfer-level students, the ESL department needs to hire more full-time faculty.

Description:

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2010 - 2011

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 400000.0000

Type of Resource Personnel

Requested:

Justification for Resource The number of full-time faculty has decreased to 13 for the ESL Department, and not all specialize in teaching

Request: transfer-level reading and writing courses. Because of the preparation demands of transfer-level composition and reading courses, full-time faculty are better suited to provide high-quality feedback to assist students in meeting the Student Learning Outcomes of the Courses.

Department Code: 150800 ESL

Requested Funding Source: Capital Outlay

* Resources Needed Name: Technology Requests

Resources Needed Request for Additional Student Computers, Operating Systems to Update Existing Computers, Software

Description: Allowances, Resource Allowances

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2010 - 2011

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 100000.0000

Type of Resource Equipment

Requested:

Justification for Resource With the updating of the Pacific Coast Campus, the ESL Department needs to be included to empower its

Request: students as they matriculate through pre-academic, vocational, and academic strand coursework and into vocational, Associate Degree, and Transfer-level courses. These students need to enter courses in their major or discipline empowered not only in terms of language but also in terms of technological competence. Despite this need, students currently operate equipment that is constantly breaking (e.g. computer monitors in BB223) or behind present technology. (e.g. operating systems using Windows XP or Vista instead of Windows 7.) To provide equitable opportunity and access, technology within the ESL Center must not lag behind that of neither other departments nor the 21st century workplace.

Department Code: 150800 ESL

Requested Funding Source: Capital Outlay

Goal: Generation 1.5

Identify Generation 1.5 students' unique linguistic and academic needs.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 09/01/2009

End Date: 05/31/2011

Goal Status: Complete

Goal Priority: High

Rationale: With a large number of Generation 1.5 students in the ESL department, it is important to identify their needs and devise a plan that can meet their needs. These needs can be divided into 2 groups- academic and student services.

Strategies: Use the results of a survey to create a framework of what students said and what their needs are. There may be commonalities which will need to be analyzed. Include research in faculty professional development and provide an understanding of academic literacy and how to teach it. Create rubrics to assess the progress for students.

Responsible Parties: ESL Department Faculty

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Name of sub-area, if This goal is largely related to the ESL department but may involve input from other areas such as Reading/

applicable: English

Other Area impacted by this Other

goal:

Other Area(s) impacted by Counseling, Assessment, Matriculation/ Orientation

this goal:

Level of Support Needed: Department

Goal: ESL Student Success

Improve students' retention, completion, and persistence in ESL courses.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 10/01/2010
End Date: 08/20/2012
Goal Status: NEW
Goal Priority: High

Rationale: Currently, a significant percentage of ESL students at LBCC have chosen the academic track to earn a degree and/or transfer to a four-year institution. Moreover, an increasing number of students have enrolled in the ESL Vocational Certificate series of classes. The ESL Department needs to make the necessary adjustments to enable its students to be more successful as they earn certificates that strengthen their place in the workforce, (whether they are joining the workforce or continuing to advancing in their careers) obtain degrees from Long Beach City College, and transfer to four-year institution.

Strategies: Participate in Student Success Plan, including addition of SLAs to courses in academic and vocational strands; improve infrastructure for more accurate measuring of student success, including statistics on retention, completion (e.g. certificates), and persistence in non-ESL language courses such as English 1 and Reading 82; establish in-house certificate for completion of 810 series in the ESL Learning Center; make resource requests to ensure quality facilities for students and the department as a whole with emphasis on classrooms for transfer-level courses, vocational ESL courses, and pre-academic courses; create a college-recognized ESL vocational certificate; establish a schedule for Counseling and Financial Aid presentations to ESL classes to provide vital intervention information for at-risk students; request resources to provide the necessary technology for changes in regular and supplemental instruction.

Responsible Parties: ESL Faculty, Department Head, Division Dean, Vice President of Academic Affairs, Dean of Counseling, Counselors Acting as Liaisons with ESL Department, Dean of Financial Aid

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Name of sub-area, if x

applicable:

Other Area impacted by this Other

goal:

Other Area(s) impacted by Counseling, Financial Aid, Curriculum, SLOs

this goal:

Level of Support Needed: School or VP