1. 2., and 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing) as they relate to your program.

1. Enrollment Patterns:

In viewing the enrollment data, they indicate a steady decline in enrollment from 2009-10 (4659), 2010-11 (4360), through 2011-12 (3438). These enrollment patterns parallel the college wide overall enrollment patterns revealing a decrease in enrollment from 2009-10 (168860), 2010-11 (154666), through 2011-12 (148952). In general, these declining enrollment patterns were largely due to the budget crisis which started in 2009-10 and required all schools in the college to reduce their class offerings or sections to students in order to balance the budget. The School of Language Arts incurred a deficit of $451,000. Thus, in the academic year 2009-10, ESL was asked to reduce its class offerings or sections to students by $400,000 of the original $451,000 of Languages Arts' incurred deficit. In fall 2010, ESL was asked to reduce its class offerings or sections to students by another $50,000 for spring 2011. Thus, during the academic years of 2009-10 and 2010-11, the ESL Department was requested to reduce its class offerings to students by $450,000. This meant reducing its class offerings or sections to students by approximately 90 class sections X 35 (class capacity) = 3,150 students, who were instantly turned away and denied access. Because of the reductions, the non-credit classes (ESL 640-645 and ESL 602A-602D, reading minis) were virtually eliminated and are only offered in the afternoon, whereas before they were offered in the morning, afternoon, and evening. Of these non-credit classes, the Department is allowed to offer only a few ESL 640-642 and 602A-602C sections.

Introduction to College English Strand (600/800 series):

Because of these reductions, the Department is permitted to offer one section each of the sequenced classes ESL 840 through 845 in the morning and evening only. When this sequence of courses is completed, students are awarded a completion certificate. The non-credit classes (ESL 640-645 and ESL 602A-602D, reading minis) were virtually eliminated and are only offered in the afternoon, whereas before they were offered in the morning, afternoon, and evening. Of these non-credit classes, the Department is allowed to offer only a few ESL 640-642 and 602A-602C sections. Since the Department is not allowed to offer non-credit courses sequentially through ESL 645, students have not been able to obtain their certificate of completion for three years. For many years, the Department offered this band of courses in nine-week sessions so that students could receive their certificate of completion within three years maximum. Because the Department was instructed to disband all nine-week sessions in lieu of semester length sessions only, it will take some students six years to receive their certificate of completion. Thus, they are leaving LBCC and going to other community colleges. This evidence obviously makes it clear as to why enrollment in ESL classes is continuing to decline.
Career and Technical Education Preparation Strand (270 series):

This Strand has been equally impacted by the reductions of course or section offerings in ESL 600/800 series since they are the primary feeders for the 270s. Therefore, the enrollment in the 270s has been steadily declining since the beginning of the budget crisis in 2009-10. In addition, enrollment has been decreasing in the 270s because the Department has not been able to offer the nine-week sessions for ESL 600/800 series, which would enable students to feed into the 270s at a much faster rate than a semester length course. Since the enrollment is down in the 270s, the Department has not been able to offer a full range of courses (270, 271, 272, 273, 274, and 275) each semester for students to complete the full sequence in order to receive a certificate of completion in a timely fashion of two years. Instead, some of these courses are offered once a year or once every two years in the morning, afternoon, or evening, but never all three timeframes in the same semester to give equal access to all students.

ESL Academic Reading and Composition Strand (146-33 series and 860-863 reading series):

Of this Strand, ESL 146 and 147 have experienced a decrease in enrollment because of the budget crisis, reductions in course offerings of the 600/800 series, and the movement from nine-week sessions to semester length sessions. In addition to being asked to reduce the number of sections of 146/147 because of the budget crisis, the reductions in course offerings of the 600/800 series courses tremendously hurt enrollment. Furthermore, by moving the 600/800 series from nine-week sessions to semester length sessions, this drastically affected the transitioning of students from the 600/800 series to 146/147 in a timely fashion. Some students wanted to continue with their educational careers after having received their completion certificate from 645/845 series, but the discontinuation of the nine-week sessions added three more years before completing the series and obtaining the certificate. Finally, the Department was instructed not to offer any more nine-week sessions of 146/147. This intensive grammar sequence of courses was designed to refresh and enhance students' awareness of correct and standard grammar usage for spoken and written English for communicative purposes in all of the academic course work of the College. Students didn't mind taking both 146/147 in one semester, but they do not want to spend an entire year on grammar. Therefore, the enrollment for these courses is declining.

ESL 54X, 56X, 33X, 34X (writing courses), and ESL 860, 861, 862, 863 (reading courses) have not experienced a sufficient decline in enrollment because of the budget crisis or reductions in class or section offerings. In fact, they have consistently experienced high enrollment rates. In some cases, they have met capacity and had waitlists. Students are generally placed into these courses by SOAR, Accuplacer, or promotion from ESL 147. A steady increased enrollment in these courses, combined with student waitlists, evince that there is an increasing demand for them.

ESL Learning Center (ESLLC, 699):
Because of the budget crisis, reductions in class or section offerings in ESL 600/800 series and 146/147 courses, the ESLLC has been experiencing a decline in enrollment in ESL 699: fall 2009 (530), fall 2010 (500), fall 2011 (431), spring 2010 (603), spring 2011 (511), and spring 2012 (467). Spring 2010 can be explained by the large number of regular sections not being offered. Thus, students had nowhere else to go but ESL 699. With the reductions of sections, there are not that many students for instructors to send to the ESLLC for additional assistance in grammar, writing, or any area where students might be experiencing difficulty or need more practice. Thus, enrollment in ESL 699 has been impacted by the reductions in class or section offerings in the 600/800 series and 146/147 courses.

2. Achievement Data:

In viewing the achievement data, they indicate a steady incline in success rates from 2009-10 (67.91%), 2010-11 (69.11%), through 2011-12 (69.63%). These success rates parallel the college wide overall success rates revealing an increase in student success from 2009-10 (62.68%), 2010-11 (63.60%), through 2011-12 (65.72%). Unfortunately, there is no breakdown of retention and completion rates by courses or program strands. However, there is a grade distribution list provided indicating the number of A, B, C, D, F, CR, NC, P, NP, W, UG given during the academic years of 2009-10, 2010-11, and 2011-12. In the academic year 2009-10, 4,659 students were enrolled in ESL classes. 4,623 students received a grade, indicating that the retention rate is very high. 3,329 students received a passing grade, revealing a very high completion rate. During the academic year 2010-11, 4,360 students were enrolled in ESL classes. 4,316 students received a grade, evincing a high retention rate. 3,141 students received a passing grade, indicating a high completion rate. In the academic year 2011-2012, 3,438 students were enrolled in ESL classes. 3,037 students received a grade, showing a high retention rate. 2,494 students received a passing grade, indicating a high completion rate. In summary, the data indicate that the ESL Department is serving students very effectively, in that the rates for student success, retention, and completion are fairly high for the academic calendar years of 2009-10, 2010-11, and 2011-12.

3. Staffing

Faculty:

The Department is composed of twelve full-time members. From 2009-10, 2010-11, through 2011-12, the Department has lost two full-time faculty members: one to retirement and one to resignation. During the same Program Review period and because of the budget crisis and the reductions in class or section offerings, the number of adjunct faculty has gone from 70 to 32. 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 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. Because of the budget crisis, the Department has also lost its ESL student academic advisor, and the adjunct faculty in the ESLLC have been reduced from 12 to 6. The ESLLC no longer offers services to evening students because the ESLLC hours have changed from nine to six-thirty to 11-3:50.
Support Staff:

The Department currently has three full-time and two part time classified staff members, and three student workers. Because of the budget crisis, the Department has lost its evening ESL night coordinator and one ESL Instructional Associate. The Administrative Assistant was reduced to 90% and one Instructional Associate to 45%. The full time Instructional Associate, who is assigned to Language Arts, works between LAC and PCC, so he can't handle the workload of all of the labs between both campuses. The part time Instructional Associate at PCC is available in the ESLLC from 10:00 to 1:22 Monday through Friday. The writing instructors do not have enough help with their computer assisted writing classes. At night, there is no one to assist them with the four writing classes at PCC.

4. SLOs:

a) Summarize the collected program data.

So far the ESL Department has collected data on three of its four Program level SLO’s.

SLO 1 (Cultural Awareness): pending

SLO 2 (Grammar): 57% of the students responded correctly to 70% of the questions.

SLO 3 (Writing): 63% of students were able to write a focused thesis and maintain unity throughout the essay.

SLO 4 (Reading): 50% of students understood the general idea of the theme of the reading.

b) Based on analysis of course and program SLO assessment.

- How are program level and course-level SLOs being implemented, assessed, and used for program improvement?

The ESL program level SLOs are being assessed on a regular basis. As a result of SLO 4, the department has established four new reading courses. We implemented a new rubric based upon a four-point scale which might need more clarity in the differences between an essay that is a three (passing) or a two (non-passing). Students still need more overt instruction in writing thesis statements.
The results of SLO 3 have drawn department attention to the need for a greater emphasis on editing skills.

- Summarize how the program has responded to SLO assessment results.
  SLO 2 led the department to more sharply focus its grammar instruction.
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

The ESL Department has realized that in addition to more grammar instruction, writing courses need to address "identifying" the main idea of fiction and non-fiction readings. These results also support the creation of additional reading classes.

5. Goals:

a) Based on the data from questions 1-4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Basically, the ESL Department's goals have remained the same for the last three years largely because they are not finite. As the College continues to change its vision, mission and functions, the ESL Department must also create goals that have great flexibility to meet the changing needs of the College and the students of Long Beach community. Our number one goal, for example, "Transfer/Graduation Preparation" has been part of the Department's Program Review/Plan processes for the last four program reviews, and yet it is still in compliance with and support of the current College Promise Pathway and Student Success initiatives. It has survived the Partnership of Excellence and Seamless Education initiatives, whose focuses were also on transfer and graduation preparation. As you read the Department's goals below, you will notice that all of them are infinite with great flexibility for change, but achievable with longer range planning.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Since the basic focus of all four goals is developing courses to meet the needs of students, the ESL Department will always devise courses to assist students in performing rigorously in other academic courses in the college at large and promoting transfer, graduation, professional, and educational readiness. The Department has recently developed four reading courses which parallel the four ESL writing courses and four reading courses in the Read Department. Dr. William Brazda has recently submitted a course propose for a new course in Accent Modification. Because of the Generation 1.5 students who are part of the College Promise Pathways, the Department is experimenting with learning communities whereby these students are allowed to take writing, reading, and grammar all within the same semester.

c) Based on the new data collected (4) what are your plans for change in the future?
1. Transfer/Graduation Preparation

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

Within the Academic Strand of the ESL Department, there are now four Reading courses to complement the four writing classes. Each writing course now has an 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.

The number of full-time faculty has decreased to 12 for the ESL Department, and not all adjunct faculty specialize in teaching 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. In addition, when adjunct faculty teach transfer level composition and reading courses, they are not available for office hours which are extremely important for high level academic students.

2. Access for Learning Opportunities

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

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 student needs, or ESL students will be forced to attend other community colleges or interrupt their studies altogether. The ESL Department must be supported in the effort to develop new classes; maintain the 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 643, 644 and 645 courses. This will allow students who complete the 640 series to receive a non-credit course certificate. Since 2005, the number of full-time faculty has decreased from 19 to 12. The evening ESL coordinator and ESL academic advisor positions have also been eliminated, and the full-time Administrative Assistant has been reduced to part time. 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.

3. Generation 1.5

**Identify Generation 1.5 students' unique linguistic and academic needs.**

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.

4. ESL Student Success

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

Currently, a significant percentage of ESL students at LBCC have chosen the academic Strand 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 advance in their careers) obtain degrees from Long Beach City College, and transfer to four-year institution.

6. College Wide:

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

The ESL Department is directly contributing to the student success and College Promise Pathway initiatives. Currently about one third of the students enrolled in the four new reading courses came directly as a result of College Promise Pathways. In addition, the Department prepares students for certificate, degree, and transfer-level courses. The Career Readiness Strand offers courses which meet the needs of the business and workforce community. In summary, the Department complements the institutional goals and initiatives by providing a quality education which leads to transfer readiness, career preparation, certificates, and AA/AS degrees.