

Long Beach City College - Program Review

Program Review 2015-16 - ESL

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PR 2A - Enrollment Data:

The ESL department's enrollment has consistently increased. The data accurately reflect this increase. We feel the charts and graphs provide multiple ways of interpreting enrollment data. This is both useful and informative.

Instead of ESL 840, 841, 842, 843, 844, and 845, which are taken for credit, the non-credit courses, ESL 640, 641, 642, 643, 644, and 645 are now offered. This change appears to have led to an increase in enrollment and may also explain the slight change in demographics. There are now proportionally fewer Asian students although the actual number of Asian students is almost the same; i.e. there are more non-Asian students. The ESL department prefers not to speculate as to why, but money and immigration status might be factors.

Enrollment for 2012 - 13; 2013 - 14; 2014 - 15 has increased by 1,585; 1,723; and 2,164 respectively.

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 comprised of three strands (also referred to in the past as programs and tracks) serves as a catalyst for empowering students with the comprehension, and cognitive skills that expand vision and augment opportunities.

- Introduction to College English Strand (600/800 series) – beginning through intermediate basic interpersonal communications and pre-collegiate instruction that promotes equity and access with 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 Readiness 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 and 860 series) – a high-intermediate to advanced transferable-credit cognitive/academic language strand that prepares nonnative students to transition successfully into English 2 and Read 82 as well as into college certificate and AA/AS degree programs, four-year colleges, and post-baccalaureate institutions.

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.

Enrollment Patterns:

In viewing the enrollment data, they indicate a steady incline in the unduplicated enrollment by year from 2012-13 (1,585), 2013-14 (1,723), through 2014-15 (2,164). The percent distribution of unduplicated enrollment by gender by year was for female 2012-13 (1,003, 66%), 2013-14 (1,112, 67%), and 2014-15 (1,372, 66%) and for male 2012-13 (582, 34%), 2013-14 (611, 33%), and 2014-15 (792, 34%). There were more females enrolled in ESL classes than males. The Percent distribution of unduplicated enrollment by ethnicity by year reveals that the larger population of students are Hispanic and Asian. The Hispanic student population increased from 2012-13 (882, 54.4%), 2013-14 (1,056, 57.5%), and 2014-15 (1,491, 66.4%), and for Asian student population, there was a decline in enrollment 2012-13 (557, 37.3%), 2013-14 (523, 33.8%), and 2014-15 (515, 26.1%). Overall annual enrollment shows an increase from 2012-13 (3,207), 2013-14 (3,354), and 2014-15 (4, 528). The data reveal that Long Beach City College is a Hispanic serving institution.

PR 2B - Achievement Data:

Our overall success rate has increased from 73% to level off at 80%, for the past three academic years, 73% (2012-13) to 75% (2013-14) to 80% (2014-15). 164 certificates were awarded. There are two in house certificates. For the next review period,

there will be four certificates: two from the Chancellor Office and two in house.

This is an accurate representation of our achievement.

In viewing the achievement data, they indicate a steady rate in retention from 2012-13 (91%), 2013-14 (92%), and 2014-15 (91%) and success from 2012-13 (76%), 2013-14 (77%), and 2014-15 (77%). The data indicate that a number of students completed the courses with a grade of A, B, C, CR, or P. 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 2012-13, 2013-14, and 2014-15.

Our overall success rate has increased from 73% to level off at 80%, for the past three academic years, 73% (2012-13) to 75% (2013-14) to 80% (2014-15). 164 certificates were awarded. To determine program effectiveness, the ESL program regularly conducts research on student outcomes to study the success rates of our students upon the completion of English 1. Our findings have consistently indicated that our students perform as well as the native speakers of English. Thus, the ESL program effectively prepares its students to transition into English 1 as well as take other academic courses.

PR 2C - HR (Staffing) Data:

Faculty:

The ESL Department is composed of twelve full-time faculty members. From 2012-13, 2013-14, through 2014-15, the Department has lost two full-time faculty members to retirement. Because of the budget crisis of 2009-12 and the reductions in class or section offerings, the number of adjunct faculty was reduced from 70 to 32. Currently, the number of adjunct faculty is approximately 34. One full-time faculty member returned to the ESL Department in fall 2015, bringing the total number of full-time faculty members back to twelve. The majority of the ESL courses are taught by adjunct faculty. Thus, 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.

The non-credit courses tend to have large enrollments resulting in an increase in productivity.

Support Staff:

The ESL Department currently has four full-time classified staff members: Administrative Assistant, ESL Specialist, Instructional Associate, and Lab Coordinator. The Administrative Assistant assist the Department Head, ESL and Language Arts and Communications faculty at PCC. The ESL Services Specialist assist students with assessment, placement, and registration. The Instructional Associate assist instructors and students in the ESL Learning Center. The Instructional Lab Coordinator assists instructors with lab assignments, computer software installation, and lab support.

PR 3A - SLO - summary of collected program data:

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

SLO 1 (Grammar): 57% of the students responded correctly to 70% of the questions.

We modified two grammar course, ESL 810A and 810B to help meet this need. Instructors in beginning level courses have been encouraged to strengthen the practice of verb tenses.

SLO 2 (Writing): 63% of students were able to write a focused thesis and maintain unity throughout the essay.

Instructors have met and discussed ways to better to teach these concepts, specifically through more overt practice of writing thesis statements, identifying places where supporting ideas are missing, and ideas which are not included in the topic sentences of each supporting paragraph.

SLO 3 (Reading): 50% of students understood the general idea of the theme of the reading.

Instructors have met and have identified a need for more practice making inferences and figuring out implied main ideas.

PR 3B - SLO - uses in program improvement :

SLO have served mostly to affirm the solid design of our courses and programs. They have been useful in tweaking the courses to make them more effective in small ways.

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 the Department attention to the need for a greater emphasis on editing skills.

PR 3C - SLO - action/ change based on results:

ESL 845 must be replaced with ESL 645 as the course assessed to determine whether Program SLO #1 is being met. ESL 845 is not being taught at this time.

The COR for ESL 845 and 645 is the same except credit and non-credit respectively. The credit course is not being taught at this time.

The ESL Department has realized that in the 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, which are now being offered.

PR 4A - Projects/ Strategies-development & change:

We are transitioning two of our sequences of courses from credit to non-credit. The ESL 840-845 sequence of course will become the non-credit 640-645 sequence. The ESL 270-275 vocational sequence of courses will become ESL 670 to 675. ESL over all continues to play a critical role in preparing speakers of other languages for success in other programs across LBCC.

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.

PR 4B - Projects/ Strategies - results:

1. Project/Strategy: 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 (ESL 860, 861,862, and 863) to complement the four writing classes(ESL 54X, 56X, 33X, and 34X) respectively. 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. Project/Strategy: 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).

The Department's noncredit course offerings were cut by three-fourth during the budget crisis. Then the Department was faced with a Carnegie unit compliance issue, which forced the Department to raise the unit value to five units. As a result, ESL

students could not afford to take classes within the 800 strand. Now, the Department has been given the green light to offer many noncredit classes to outreach to Long Beach community.

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. The Department has reinstated the full offering of the noncredit courses. This will allow students who complete the 640 series to receive a non-credit course certificate.

3. Project/Strategy: 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. Project/Strategy: 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.

5. Project/ Strategy: ESL Learning Center

Increase completion, retention, and success rates for students.

In the past, the ESL Department has always had an ESL Learning Center in BB 231. However, during the remodeling of the AA and BB wings, the ESL Learning Center was moved to LL216 to share space with the Open Access Lab. This new arrangement did not work out for the Learning Center because there was no longer an autonomous Center whereby instructors were able to monitor students' work and provide them with the teaching to address their needs. Any attempt to privatize sections of the Open Access Lab created disruption for other students who were not ESL. In addition, ESL students were intimidated to speak English in the environment of native speakers of English. Therefore, they were not going to the Open Access Lab in large numbers like when they once frequented the ESL Learning Center in BB231. At the end of spring 2014, the Department was asked to move the ESL Learning Center from LL212. At the moment, the ESL Learning Center has been temporarily relocated to LL211, where the Center shares space with LAR faculty. It is not certain that the Center will be able to secure the space for a permanent Learning Center.

PR 4C - Projects/ Strategies - future plans:

A linguistics major is being prepared. Two courses have been approved: Introduction to Linguistics and World Languages. The paperwork to transfer American Sign Language to the ESL Department has been signed.

PR 5 - Dept - how does it fit into 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.

Project/ Strategy and Resource Needed
