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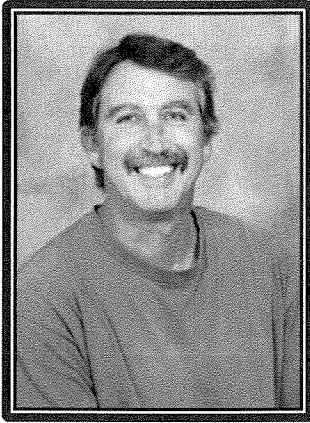


English as a Second Language (ESL)

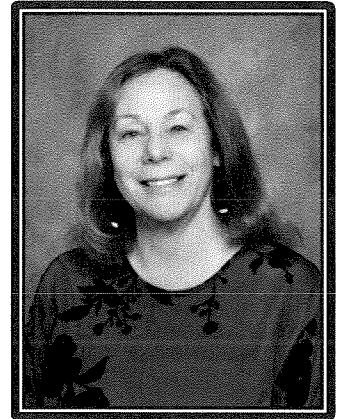
Program Review
Spring 2011

English as a Second Language Program Review Report Spring 2011

This program review report for 2005 to 2011 is respectfully submitted by the members of the Grossmont College ESL Department.



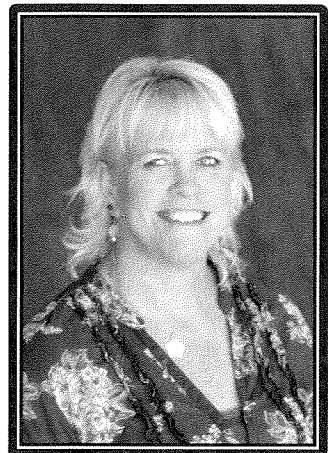
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English as a Second Language Program Review Report Spring 2011

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English as a Second Language Program Review Report Spring 2011

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Section 1 ~ Overview

1.1 Program Description and History

Overview

The English as a Second Language department currently offers 22 courses, which include instruction in grammar, reading, writing, listening, speaking, and pronunciation. These courses make up seven levels of English proficiency, from basic literacy to advanced reading and composition. The goal of the program is to provide non-native learners of English with a strong foundation in English and American culture that they may then use in their academic studies, in the workplace, and for personal development.

The ESL program generally serves 600 to 800 students each semester. These students represent a variety of ethnicities from all over the world. More than half of the students are residents. The others are international students on F1 student VISAs. The program serves students of a wide range of ages and educational accomplishments. Some students are just out of high school, but many are returning to school. All are in pursuit of better communication skills, but their goals are diverse. Some seek better English skills for the workplace, others plan to pursue a degree, and still others do not yet have well-defined goals. They simply know they want or need to improve their English in order to live and work successfully in the U.S.

The Beginning

The Grossmont College ESL program had its beginnings in 1975 with the development of two ESL sections of English 103 and English 110. Over the next ten years, the number of non-native speakers steadily increased, prompting the need for specialized ESL instruction. In 1987, Pat Bennett was hired as the first full-time ESL instructor and program coordinator. She developed curriculum, hired instructors, and coordinated the ESL Program within the English department. As a result of a needs assessment completed that year, Pat worked with admissions, counseling, and assessment to improve the identification of second language learners, placement testing, and advisement. She also met with high school and adult school ESL teachers and administrators to improve articulation and recruit students. In the spring of 1989, a full program of ESL courses was developed and approved by the curriculum committee. Ten new courses were added to provide students with instruction in all skill areas. Students were then able to take 12 units of English classes and progress from beginning to advanced.

In the early 1990s, international students were being recruited more actively by the former Office of Grants and Contract Education. This recruiting effort evolved into the American Collegiate English (ACE) program, a non-credit intensive language program for international students preparing to enter Grossmont College. From its beginning to the present, the ACE program has been coordinated by a member of the ESL faculty.

The Faculty

Growth and change have been the main characteristics of the ESL Program. In addition to Pat Bennett in 1987, five full-time faculty members have been hired. Virginia Berger was hired in Spring 1990 and received the Distinguished Faculty award in 1999. Virginia retired in spring of 2006, after sixteen years of dedicated service to the ESL program and the college. Chuck Passentino was hired in Fall 1994, Nancy Herzfeld-Pipkin in Fall 2000, Barbara Loveless in Fall

2006, and Helen Liesberg in Spring 2007. The ESL Program also employs a high number of adjunct instructors, in recent years ranging from 30 to 38.

The Curriculum

Individual courses have been developed, revised, or dropped to meet the changing and diverse needs of ESL students. In an effort to increase student success and in response to Program Review recommendations, the ESL curriculum underwent a complete revision, which was implemented in Fall 1996. Three additions have been made to the core curriculum. To serve the needs of an increasing refugee population with low literacy, two beginning levels were added, ESL 080 and 081 in Fall 2000 and ESL 070 and 071 in Fall 2009.

To better prepare advanced ESL students for English 120, a one-unit editing skills class, ESL 111, was added to ESL sections of English 110 in Fall 2003. Then, in Fall 2010, the ESL program developed and implemented its own five-unit advanced college composition course, ESL 119, replacing the ESL sections of English 110 and ESL 111.

In 2009, ESL 106R and ESL 112 were added to provide further reading and vocabulary instruction for advanced students. Also in Fall 2007, ESL developed and began teaching courses in pronunciation, ESL 090 and ESL 109. Prior to that year, pronunciation courses had been taught by the Communication faculty.

Learning to speak, read, and write in English is the most important integration challenge for the increasing number of immigrants living in the East County. Immigrants need English language skills to function effectively as caretakers of their families and as members of their communities. Proficiency in English is also needed for their success in the workforce. To provide for this need, the ESL curriculum was modified at the ESL 096 level, which includes ESL 097 and ESL 098, to incorporate basic workplace skills. One section of each course now includes oral and written workplace English skills and intercultural communication skills.

Level	Core Courses	Supplementary Courses
High Advanced	ESL 119 (5)	ESL 112: Academic Vocabulary and Usage (2)
Low Advanced	ESL 106 (5)	ESL 106R: Reading and Vocabulary Development IV (3)
		ESL 109: American English Pronunciation II (3)
High Intermediate	ESL 103 (5)	ESL 104: Listening and Speaking III (3)
		ESL 105: Reading and Vocabulary Development III (3)
		ESL 107: Oral Communication Skills (2)
		ESL 108: Written Communication Skills (2)
Low Intermediate	ESL 100 (5)	ESL 101: Listening and Speaking II (3)
		ESL 102: Reading and Vocabulary Development II (3)
High Beginner	ESL 096 (5)	ESL 090: American English Pronunciation I (3)
		ESL 095: Basic Writing Skills (2)
		ESL 097: Listening and Speaking I (3)
		ESL 098: Reading and Vocabulary Development I (3)
Beginner	ESL 080 (6)	ESL 081: Intro to ESL Communication Skills (6)
Low Beginner	ESL 070 (6)	ESL 071: Basic Intro to ESL Communication Skills (6)

Units are indicated in parentheses. ESL 107 and ESL 108 are eight-week courses offered to students in both the ACE and Atlaculmulco programs. ESL 095 is a summer course.

ACE and Contract Education

The ESL department has developed or been involved in contract education programs, the longest running and most successful of which has been the American Collegiate English (ACE) program, which is coordinated by Barbara Loveless and staffed by ESL adjunct faculty. Established in 1992, this intensive language program prepares international students for the TOEFL and other academic course work. In May 2011, the federal government passed legislation requiring intensive language programs to be accredited by an agency approved by the U.S. Department of Education. The accreditation process for ACE will begin in Summer 2011. Many of the standards in this program review will be addressed in the ACE accreditation document, which is projected to be completed by the end of 2012.

As a result of former Vice President of Student Services, Peter White's Fulbright exchange in Mexico, the ESL department has hosted and instructed a group of future English as a Foreign Language teachers from the Escuela Normal in Atlacomulco, Mexico for the second eight-week session each spring since 2001. For this purpose, the program developed two short-term ESL courses in writing and oral communication. The number of students attending each spring ranges from ten to twenty-five. These students also take other ESL classes, such as ESL 105 Reading and Vocabulary Development III and ESL 104 Listening and Speaking III, and they serve as student teachers at local public schools.

Additional contracts and projects have included a basic skills class at Chem-tronics, an aviation repair plant in El Cajon, in 1995 and 1996, beginning workplace communication classes at Barona Casino in 1999 in conjunction with the ESL program at Cuyamaca, a short-term intensive language program for a group of young women from Jin'ai Junior College in Japan in 1989, and two 100-hour teacher training courses at CETYS University in Tijuana in conjunction with Grossmont College from 1996 to 1998. These programs ended as a result of changing needs or resources.

Program to Department

As the ESL program grew, the English and ESL faculty recognized that program planning, curricular development, staffing and scheduling, special projects, and professional development activities for the two programs had diverged. The ESL program had clearly evolved into its own department. In Fall 2008, the ESL and English faculty and college administration reviewed the benefits of ESL's changing from a program to a department and concurred that all matters concerned with ESL students would be best managed by the ESL faculty. Since ESL became its own department, the ESL program coordinator became a department chair.

Projects & Faculty Involvement

To participate in shared governance of the college and to advocate for the needs of ESL students, the ESL faculty have had and continue to have active involvement on college committees, such as Accreditation, Student Success, and Academic Senate. In addition, instructors have developed and conducted professional development presentations and workshops for Grossmont faculty as well as at state and national conferences (see Appendix 10). These workshops have also been presented to staff, students, and administration to provide cross-cultural, technological, and tutor training, to improve instruction and success, and to build college-wide awareness of the ESL student population. Projects and involvement also include work with Student Learning Outcomes (SLOs), CalPASS, the Basic Skills Initiative (BSI), and Community Service Learning (CSL). These and more are outlined in the table below.

Projects & Faculty Involvement 1994 to 2011	
1994 to Present	International Student Committee: Chuck Passentino
1998 to 2008	Program Review Committee: Chuck Passentino
2000 to Present	International Student Committee: Nancy Herzfeld-Pipkin
2003 to 2006	American Collegiate English (ACE) Program: Nancy Herzfeld-Pipkin, ACE Academic Coordinator
2003 to Present	Campus Art Review Committee: Chuck Passentino
2004 to Present	SDICCCA Internship Program: Pat Bennett, Site Coordinator East County Cal-PASS EL/ESL Intersegmental Council: Virginia Berger, Co-Chair, 2004 to 2006 Project: Instructor, ESL 108 at Grossmont High School 2005 Nancy Herzfeld-Pipkin, Co-Chair 2006-2010, Chair 2010 to 2011 Project: Best Practices Materials Development (2009-2010) Project: Showcasing of the segments Barbara Loveless Project: Instructor, ESL 108 at El Cajon Valley High School, Summer (2006-2008)
2005 to Present	Academic Senate: Chuck Passentino and Nancy Herzfeld-Pipkin Facilities Committee: Nancy Herzfeld-Pipkin
2006	Publications: <i>Destinations 2: Grammar for Academic Success</i> and <i>Destinations 2: Writing for Academic Success</i> , Author: Nancy Herzfeld-Pipkin
2006-2007	President's Leadership Award: Chuck Passentino
2006-2010	American Collegiate English (ACE) Program: Helen Liesberg, ACE Academic Coordinator International Student Committee: Helen Liesberg
2006 to Present	ESL Assessment and Orientation Coordinator: Chuck Passentino Academic Senate: Barbara Loveless Development of vocational ESL curriculum and coursebook: <i>Success at Work, Preparing for a Career in the US</i> , by Pat Bennett and Penny Borax, Adjunct ESL Instructor
2007	CATESOL Annual State Conference: Virginia Berger and Nancy Herzfeld-Pipkin, Program Co-Chairs Bobbie Felix and Mary Negrete, Site Co-Chairs Barbara Loveless, Exhibits Co-Chair Publication: <i>Destinations 1: Writing for Academic Success</i> Author: Nancy Herzfeld-Pipkin Basic Skills Task Force: Pat Bennett, ESL Dept. Representative 2007-2008 Project: Vocational ESL Research and Curriculum Development

2007 (Cont.)	Accreditation: Chuck Passentino, Faculty Co-Chair, Co-Editor, SLO Coordinator Helen Liesberg, Faculty, Standard II.A. Instructional Programs New Course Development: ESL 298 Introduction to Computers for ESL Students ~ Barbara Loveless
2008	New Course Development: ESL 070, Basic Introduction to ESL Literacy and ESL 71, Basic Introduction to ESL Communication ~ Pat Bennett
2008 to 2010	Task Force for Academic Integrity: Barbara Loveless Career and Technical Education Regional SDICCCA Grants, 2008/09 and 2009/10: Development of Career Ladders to transition ESL students to vocational education ~ Pat Bennett
2008 to Present	ESL Department Chair: Chuck Passentino GC Career Center Advisory Committee: Pat Bennett District Non-Credit and Contract Ed Advisory Committee: Pat Bennett Faculty Staffing Committee: Nancy Herzfeld-Pipkin Student Success Committee: Nancy Herzfeld-Pipkin, ESL Department Representative Projects: PDC for ESL Students ESL Materials Development for 51/52 Tutor Training Materials Development Community Service Learning (campus-wide) Pat Bennett, Project: Classroom Behavioral Expectations w/ Translation into Four Languages Chuck Passentino, Project: ESL Listening Program Helen Liesberg, Project: Individualized Reading Program (IRP)
2009	CATESOL Regional Conference: Hosted by the Grossmont College ESL Department New Course Development: ESL 106R Reading and Vocabulary Development IV ~ Helen Liesberg New Course Development: ESL 112 Academic Vocabulary and Usage ~ Nancy Herzfeld-Pipkin
2010	New Course Development: ESL 119 English as a Second Language IV ~ Barbara Loveless Publication: <i>Destinations 1: Grammar for Academic Success</i> Author: Nancy Herzfeld-Pipkin ESL Assessment Test Writing Team for California Community Colleges, Sponsored by the State Chancellor's Office and the CCC Assessment Association ~ Nancy Herzfeld-Pipkin CSL and FIPSE grant writing with basic skills grant writer Rebecca Benion ~ Nancy Herzfeld-Pipkin Academic Rank: Nancy Herzfeld-Pipkin, Professor
2010 to Present	Cal-PASS/East County EL/ESL Intersegmental Council Nancy Herzfeld-Pipkin, Chair 2010-2011, Member to Present; helped to establish EL/ESL councils statewide (Merced, San Mateo, and Los Angeles) <i>Cal-PASS continued on the following page.</i>

2010 to Present (Cont.)	<p>Cal-PASS/East County EL/ESL Intersegmental Council Has begun work on newest project: English Learners Choosing Smartly. This project focuses on working with high school students, instructors, counselors, and parents of students to inform them of the ESL classes offered at Grossmont and how they differ from the developmental courses in the English Department.</p> <p>District Center for Innovation Workgroup: Pat Bennett District Refugee and Immigrant Planning Team: Pat Bennett, Program Committee Chair</p>
2011	<p>American Collegiate English (ACE) Program: Barbara Loveless, ACE Academic Coordinator Faculty Advisor for the Iraqi Club: Barbara Loveless International Student Committee: Barbara Loveless Chancellor's Refugee and Immigrant Planning Team: Pat Bennett and Nancy Herzfeld-Pipkin FIPSE Grant Project Committee with Kingsborough Community College: Nancy Herzfeld-Pipkin ~ Attended a one-week institute in New York and serves on the committee to pilot and implement this new project.</p>

1.2 Program Goals ~ Most Successful

(From the ESL department's six-year unit plan, select the most successful and answer the following questions.)

Several of the ESL department goals outlined in the six-year unit plan have been accomplished or are on their way to being so. Of those, the one selected as the department's most successful in recent years is the development and implementation of and faculty training for the Individualized Reading Program, or IRP (Appendix 1: Section G), which is now an integral part of all reading and vocabulary development classes as well as ESL 070 and ESL 080, the department's basic literacy courses. Students spend one class day each week with their instructor working on individualized readings and comprehension exercises. Recognizing that the students in a class possess a range of reading skills and proficiency, the ESL faculty sought an effective means to provide readings at each student's individual reading level. The IRP allows them to receive targeted reading practice that matches their specific reading needs. The level of the readings adjusts as the students' proficiency improves.

1.2a The IRP (What activities did you undertake to achieve this goal?)

With funding and support provided by the Basic Skills Initiative (BSI) and the Grossmont College Student Success Committee, the ESL full and part-time faculty worked collaboratively to develop the IRP. The development of the program also required assistance from college support services, such as Instructional Computing. The activities undertaken to achieve this goal are as follows:

- Planned and conducted the initial focus group meeting with the ESL faculty to establish project goals and procedures and identify reading series for each reading course, ESL 098, ESL 102, ESL 105, ESL 106R, as well as ESL 070 and ESL 080.
- Purchased class sets of intensive and extensive readings, including audio.

- Wrote 212 reading tests and answer keys (paper worksheets).
- Wrote four diagnostic reading tests and set cut scores.
- Loaded all reading tests into Blackboard.
- Designed Blackboard containers for each reading course.
- Wrote the IRP Teachers' Instruction Manual and Student Instruction Sheet.
- Established procedures for grading and moving students to higher level texts.
- Scheduled reading classes to include class time in the ESL Lab.
- Wrote the IRP-requirement statement for reading course syllabi.
- Planned and conducted the faculty training sessions.
- Provided ongoing training and support throughout each semester.

1.2b IRP Data (Report and explain the data you have to verify progress toward your goal.)

Multiple measures are used throughout a semester to evaluate students' reading improvement. One such measure that is also used to collect SLO data is the IRP Reading Diagnostic Test, which is administered in all reading classes at the start and end of each semester. The percentages below reflect the students who achieved a passing score of 70% or higher. These data show a significant increase in the number of students gaining the proficiency to read and comprehend text successfully at each level.

Grossmont College ESL Department SLO Report for ESL 098, 102, 105, and 106R for Spring 2010 & Fall 2010		
	Diagnostic (January)	Diagnostic (May)
ESL 098 Spring: 2 Sections, 32 Students Fall: 2 Sections, 37 Students	19% 38%	75% 70%
ESL 102 Spring: 3 Sections, 55 Students Fall: 3 Sections, 50 Students	44% 40%	75% 70%
ESL 105 Spring: 5 Sections, 126 Students Fall: 4 Sections, 85 Students	60% 53%	79% 82%
ESL 106R Spring: 2 Sections, 41 Students Fall: 2 Sections, 46 Students	41% 35%	73% 67%

The results of the IRP Reading Diagnostic Test were also used to evaluate learning outcomes in Project Success links. Project Success is a program designed to build cooperative teaching and learning communities. In a Project Success link, the same students

enroll in the classes concurrently, and the teachers work together to provide lessons that support learning objectives and build reading and writing skills. To provide students with the well-documented benefits of these communities, the ESL department offers linked classes at each of its reading levels. The 2010 data in the table below show that the percentage of student gaining the proficiency to read and comprehend text successfully at each level is higher for students enrolled in Project Success links.

Grossmont College SLO Report for ESL 098, 102, 105, and 106R for Spring 2010 & Fall 2010		
	Diagnostic (Start of the Semester)	Diagnostic (End of the Semester)
Project Success Links		
Spring:	39%	81%
Fall:	39%	76%
Non Project Success Links		
Spring:	49%	66%
Fall:	48%	68%

Percentage of Students Achieving 70% or Higher

1.2c The IRP and the Grossmont College Strategic Plan

(How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?)

GC Strategic Plan: Goals & Strategies	The IRP
Goal 3: Provide an Exceptional Learning Environment to Promote Student Success	The IRP, along with its essential role in the SLO analysis cycle, provides an added opportunity for faculty to monitor student progress, assign text optimal for students to increase reading skills, and increase the students' potential to succeed in their classes.
3.4 Monitor and improve overall student success.	
3.5 Offer a variety of practical opportunities to extend learning in or beyond the classroom.	The IRP places students in an English immersion learning environment in which they can practice their reading skills without reliance on translation.
3.6 Develop and utilize innovative learning methodologies.	Students, even those at the beginning level, become proficient in Blackboard, a skill that will benefit them throughout their college coursework.
Goal 5: Promote Student Success for Historically Under-prepared Populations	The numerous assessments developed for the IRP provide students and faculty with weekly evaluation of progress. They also provide the department with greater standardization of materials used in the reading course sequence.
5.4 Develop and utilize effective assessment, placement, and course sequencing strategies.	

GC Strategic Plan: Goals & Strategies	The IRP
Goal 7: Develop and Maintain an Exceptional Learning Environment 7.1 Optimize facility usage.	The ESL Lab, 70-122, is utilized throughout the day for the IRP as well as for the lab hour linked to the department's core classes.
7.2 Optimize and support instructional technology.	Blackboard is now an integral part of all reading classes. Other instructional technology provided by the college, such as NetSupport School, is also utilized.
Goal 8: Maximize Revenue from Traditional and Non-Traditional Source 8.3 Create an effective mechanism for initiating grant-based programs and extending or transitioning programs that are originally grant-funded.	Now that the IRP has been developed and established, it will benefit the department and students for years to come. In addition, it has also been used as the model for the IRP for the American Collegiate English (ACE) program.
Goal 11: Promote Employee Success 11.4 Provide comprehensive professional development	Training and focus group meetings for the IRP are scheduled during professional development week. In addition, the IRP has increased communication and collaboration between the department's reading instructors during the semester. Instructors have better opportunity to review outcomes, make recommendations for improvement, and share innovative ideas.

1.2 Program Goals ~ Least Successful

(From the ESL department's six-year unit plan, select the least successful and answer the following questions.)

Of the goals set in the department's six-year unit plan, the one that has proven the most challenging to accomplish is effectively serving the large number of Iraqi refugees in the East County (Appendix 1: Section D). The department has achieved some success toward this goal by developing ESL 070 and 071, ESL 080 and 081 and the VESL program at the ESL 096 level.

1.2a Challenges and Obstacles (What challenges or obstacles have you encountered?)

In order to survive in their new home, these refugees need to learn English and secure an income. As a result, they come to Grossmont College seeking English as a Second Language (ESL) instruction. Unfortunately, the unprecedented need to offer more ESL courses comes at a time when the GCCCD has had to cut nearly 2,000 courses (including ESL) from its district course offerings in response to the greatest budget crisis in the state's history. Historically, demand for lower-level courses had been low; however, now with the dramatic influx of Iraqi refugees, there is tremendous demand for more beginning ESL

classes. College administration and ESL faculty are not in clear agreement on the college's responsibility to serve these new members of the community. Members of the college administration and the Academic Senate contend that these students should be solely served by East County Adult Education and the grant-funded ESL program managed by GCCCD Contract Education. However, the GC ESL faculty members strongly argue that as a community college, Grossmont's mission is to serve *all* members of the community.

1.2b Changes to this Goal (Has this goal changed and why?)

The solution to this significant and very complicated problem is to offer more credit ESL courses. Offering more credit ESL courses will provide the refugees with the English training they need to make efficient progress toward academic and vocational goals – and economic independence. To accomplish this during the budget deficit, ESL faculty have identified two viable solutions. The first is to offer non-FTES bearing courses traditionally taken by international students and pay for those sections using international student funds. This will allow the general funds to pay for additional sections of beginning ESL courses.

The second solution is obtaining grant funds to offer additional sections of ESL. Pat Bennett, who serves on the District Refugee and Immigrant Planning Team, has submitted a grant proposal to Chancellor Miles outlining the rationale, classes, coordination, and student services support needed. To effectively serve this population, sequences of core and supplementary ESL classes at Grossmont must be added. These sequences will begin at lower levels where there is the most need. As students progress and funding allows, core and supplementary courses will be opened at successively higher levels, allowing students to continue to attend ESL classes full-time. These students do not yet have enough English to take other courses successfully, and they need full-time ESL to enhance their literacy and academic skills to progress toward their educational goals. Students enrolled full time in ESL courses will also be supported by comprehensive student services to support their academic success and ultimate economic independence. These services include assessment and placement, academic and career counseling, financial aid, and services as needed for students with disabilities and other special needs.

1.3 Implementation of Past Program Review Recommendations

(Describe changes that have been made in the program in response to recommendations from the last review.)

1. Immediately replace any faculty member who separates and add at least one additional full-time member.

GC ESL employs a high number of adjunct instructors, in recent years ranging from 30 to 38. Recognizing the disparate ratio between full-time and part-time ESL instructors, the college approved a new full-time ESL position in Fall 2006, which was filled by Barbara Loveless. Virginia Berger retired in Spring 2006, after sixteen years of dedicated service to the ESL program and the college. Helen Liesberg was subsequently hired to fill the vacant position in Spring 2007. The ratio remains at 88% part-time and 12% full-time.

2. To better serve ESL students who attend both Grossmont and Cuyamaca College, align entrance assessment with Cuyamaca.

The GC ESL placement assessment process is comprised of three components: the Combined English Language Skills Assessment (CELSA), a 75-point multiple-choice test that measures grammatical ability and understanding of meaning in context; a 30-minute writing sample; and a student background survey. For years CC ESL solely used the CELSA test to place students, which prompted the GC Program Review Committee to recommend alignment of the placement assessment process used by both colleges. Starting in Fall 2008, the GC ESL chair and Cuyamaca ESL coordinator began discussions on aligning the placement assessment process. Calibration sessions were conducted by Cuyamaca and Grossmont placement evaluators to ensure consistency in placement. CC ESL piloted this process for one year and began using all three placement assessment instruments starting in Spring 2010. Evaluators at both colleges remain in close communication about the efficacy and problems with the placement assessment process.

3. Extend the success of standardization of the core classes to the supplementary courses.

Greater standardization has been achieved in the department's reading courses by means of the IRP. Each level utilizes the same method of delivery as well as the set of readings, diagnostics, and exercises. In addition, scoring and grade weights for this component of the reading classes have also been standardized.

In Fall 2009, as part of the BSI, listening and speaking teachers as well as pronunciation instructors collaborated to write standardized speaking rubrics and standardized listening finals. Listening tests were developed for ESL104 and 101 as well as the American Pronunciation courses, ESL 090 and 109. The speaking rubric was developed for the higher level courses, ESL 104 and 109; this same rubric was simplified to apply to the lower level courses: ESL 101, 097, 081, and 071. These exams and rubrics have been used for SLO studies since they were developed. Along with this BSI project, L/S and pronunciation teachers have agreed on particular graded listening and speaking tasks in all sections of the course. The instructors are also committed to sharing effective assessments that they develop on their own.

4. Work with campus resources to identify and secure improved dedicated space for ESL classes.

The ESL Department has been assigned one classroom, room 550, which has added flexibility to scheduling of classes and storage space. Even though many ESL classes are held in the same rooms throughout campus, these are not dedicated spaces for ESL, where language-learning materials can be housed securely.

Room 70-122 in the Technology Mall has been assigned to ESL. This laboratory of 30 computers is used by ESL students in core classes to satisfy their lab hour requirement. The lab is also used for the IRP. The department need for lab space, however, still exceeds what 70-122 provides. As a result, lab time for ESL classes is also scheduled in other campus

labs. The table below shows the additional labs utilized for ESL classes during the Spring 2011 semester and the number of hours for each.

70-103	70-104	70-126	70-134	55-533
4	12	1	2	1

5. Collaboratively write student learning outcomes and collectively agree upon their assessment methods. Add SLOs in course syllabi of sections of the same course.

The GC ESL faculty have written program and course student learning outcomes. The course outcomes are mapped to the program outcomes, and the program outcomes are mapped to institutional outcomes. All methods for evaluating student performance are listed next to each outcome, and all expected student outcome percentages have been established collectively by the ESL faculty for each SLO. ESL instructors are required to list all SLOs in the syllabi as well as the methods for evaluating student performance. Every semester the faculty teaching core and supplementary courses engage in SLO studies after the thirteenth week of the semester. Reporting is also done every semester. Results are analyzed annually during the ESL professional development meeting and workshops and recommendations are made to alter the assessment instrument or develop a new instrument for the SLO study. Faculty members also discuss whether the expected student outcome percentages need adjustment. The purpose of these studies is to ensure continuous reflection on and improvement of teaching and learning. Data collected on ESL SLO studies are reported to the college SLO coordinator, who reports to ACCJC.

6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been offered in the last three years.

All ESL courses have been offered in the past three years.

Section 2 ~ Curriculum Development and Academic Standards

- 2.1 Review course outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

During the department's Spring 2011 professional development meeting, both full-time and part-time faculty met in focus groups to review ESL course outlines. The groups first met by level to review core class outlines. The groups were then reorganized into supplementary course groups (i.e., reading teachers; listening, speaking, and pronunciation teachers). This review resulted in the following recommendations for modifications to the various sections of the course outlines to bring them up to date.

Course Numbering

Renumbering reading and listening and speaking cohort classes so that they correspond to the numbering of the core classes has been recommended to make the progression of classes and cohorts of classes easily understandable to both students and new faculty. New students frequently assume that a higher numbered class requires higher proficiency. For example, an ESL 103 student may infer that ESL 104 and ESL 105 are higher level classes than ESL 103 because of the higher numbers when, in fact, they are cohorts.

Current Numbering of All ESL Classes

Level	Core Courses	Supplementary Courses
High Advanced	ESL 119 (5)	ESL 112: Academic Vocabulary and Usage (2)
Low Advanced	ESL 106 (5)	ESL 106R: Reading and Vocabulary Development IV (3)
		ESL 109: American English Pronunciation II (3)
High Intermediate	ESL 103 (5)	ESL 104: Listening and Speaking III (3)
		ESL 105: Reading and Vocabulary Development III (3)
		ESL 107: Oral Communication Skills (3)
		ESL 108: Written Communication Skills (3)
Low Intermediate	ESL 100 (5)	ESL 101: Listening and Speaking II (3)
		ESL 102: Reading and Vocabulary Development II (3)
High Beginner	ESL 096 (5)	ESL 090: American English Pronunciation I (3)
		ESL 095: Basic Writing Skills (3)
		ESL 097: Listening and Speaking I (3)
		ESL 098: Reading and Vocabulary Development I (3)
Beginner	ESL 080 (6)	ESL 081: Intro to ESL Communication Skills (6)
Low Beginner	ESL 070 (6)	ESL 071: Basic Intro to ESL Communication Skills (6)

Proposed Numbering of Reading & Vocabulary and Listening & Speaking Courses

Level	Core Courses	Supplementary Courses
High Intermediate	ESL 103 (5)	ESL 103LS: Listening and Speaking III (3)
		ESL 103R: Reading and Vocabulary Development III (3)
Low Intermediate	ESL 100 (5)	ESL 100LS: Listening and Speaking II (3)
		ESL 100R: Reading and Vocabulary Development II (3)
High Beginner	ESL 096 (5)	ESL 096LS: Listening and Speaking I (3)
		ESL 096R: Reading and Vocabulary Development I (3)

Prerequisite Changes

In the 2010-2011 academic year, ESL 119 became the prerequisite to English 120, and the GC English Department deleted ESL 106 as a prerequisite to English 110. The English and ESL faculty have agreed that ESL students are better prepared for English 120 by taking the five-unit college composition preparation course through the ESL program. In the 2011- 2012 academic year, ESL will make ESL 070 and ESL 071 as well as ESL 080 and 081 co-requisites. At the two beginning levels, ESL students must develop proficiency in the full range of language skills to be prepared for the high-beginning level classes (ESL 096, ESL 097, and ESL 098). In addition, the cohort of ESL 070 and ESL 071 will be hardblocked prerequisites to ESL 080 and 081. ESL 070 and ESL 071 were originally offered as recommended preparation to ESL 080 and 081. By not having ESL 070 and ESL 071 as hardblocked prerequisites for ESL 080 and 081, ESL 070 level students inadvisably enrolled in ESL 080 and 081 and failed, requiring them to go back a level or repeat ESL 080 and ESL 081. In any language teaching and learning environment, it is essential that the students be at the same proficiency level. This facilitates higher achievement of student learning outcomes. In Spring 2011, GC ESL and CC ESL agreed to hardblock the reading and vocabulary supplementary classes, which will also occur in the 2011-2012 academic year. Without the hardblock, students could enroll in a higher level reading and vocabulary development course without having passed the lower level course. The ESL faculty at both colleges want to ensure that the students achieve the outcomes of a particular course before they advance to the higher level.

Course Objectives and Course Content

Faculty identified objectives and content present in some outlines but missing in others. For example, the objective that a student will attain the skill to *apply previewing, predicting, and summarizing strategies* was missing from ESL 098; however, this is an objective that is set for and work toward in all reading classes. The focus group meetings provided the opportunity for faculty to ensure that all course outlines accurately reflect the range of skills taught at each level and in each skill sequence.

Method of Instruction and Method of Evaluation

These sections of the course outlines were updated to included additions to coursework resulting from the inclusion of the IRP in the reading courses and lab hour in the core courses. Examples of these revisions include: *Individualized work in a lab setting with assignments geared to the students' level of ability* and *alternate forms of a standardized test given at the beginning and the end of the semester*.

These sections, as well as *Instructional Facilities* and *Special Materials Required of Students*, were revised to reflect the incorporation of technology into the courses. In addition to Blackboard, DVD players (as opposed to VCRs), and document cameras (as opposed to overhead projectors), teachers now make effective use of YouTube, PowerPoint, and software, such as Safe Assign. For example, in ESL 104, teachers video record student presentations and upload them to a semi-private account set up for the class in YouTube. In addition to instructor and peer evaluations, students are able to watch their video and complete a self-evaluation.

Textbooks

An update to the list of the required and recommended textbooks was completed for all course outlines.

- 2.2 What orientation do you give to new faculty regarding curricular expectations, academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?

College and Program Orientation

Since Spring 2008, the chair has conducted an individualized orientation with each newly hired ESL instructor. In the orientation, new teachers learn essential information about the college, its services and operating procedures, and the GC ESL program: obtaining a hire letter, office assignment, necessary keys, mailroom card, parking permit, GCCCD email account, as well as learning how to fulfill professional development requirements and place book orders. The chair also gives each new instructor a tutorial on how to use classroom technology, including projector, computer, document reader, DVD, and audio player. How to make printing submissions, how to use Colleague for managing attendance and grades, and how to use GradeMaster machines are also covered in the orientation. The chair clearly describes the complete ESL program so that new teachers understand the role of their course in the overall curriculum design. The chair also takes the new teacher on a walking tour of the campus pointing out essential places on campus: dean's office, International Student Office, Health Office, Counseling Center, EOPS, Disabled Student Programs Services, the library, ACE, the Tech Mall, Printing, and Griffin Gate. The chair remains available throughout the semester to advise new teachers on any aspect of the college and the program.

Course Orientation

In addition to an individualized orientation of the college and the program, the core or supplementary course leader meets with the newly hired ESL teacher. In this orientation, the essentials of the course are covered so that the new teacher may best plan and prepare herself for teaching the course: course outline, scope and sequence chart, syllabus and calendar, student learning outcomes, essay grading calibration sessions, shared final exam, policy on cheating and plagiarism, book selection, use of the English Writing Center, and guidelines for the ESL lab hour. The course leader stays in contact with the new teacher throughout the semester, advising and coaching when necessary. Since the implementation of the IRP in our ESL 070, ESL 080, and reading and vocabulary development courses, the IRP coordinator has given individualized orientations with each of the new reading teachers. She covers information on using Blackboard and the lab reading materials in addition to lab management and grading. In the ESL faculty survey, teachers were asked if they received an orientation to the college, the ESL program, and their courses. The table below confirms that the teachers receive the orientations. The two faculty members who disagree may have needed additional support but did not seek it. During professional development, ESL faculty members will be reminded that support is available from the chair and the level leaders throughout the semester.

For new ESL faculty: I received an orientation to ...						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	# of Responses
the college, including instructional support offices and procedures.	50.0% (15)	30.0% (9)	6.7% (2)	0.0% (0)	0.0% (0)	26
the ESL Department, including the curriculum and meeting requirements.	63.0% (17)	14.8% (4)	3.7% (1)	3.7% (1)	3.7% (1)	24
the courses I am teaching, including course outlines, sample syllabi, and grading standards.	70.4% (19)	11.1% (3)	0.0% (0)	7.4% (2)	0.0% (0)	24

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

The ESL faculty keep instruction current and relevant to student needs through their membership and participation in professional organizations and conferences at the local, state, and international level as well as through the college's professional development meetings and workshops. The table below, which shows results for the ESL faculty survey, lists several of the popular ways in which teachers continue their professional development and the degree of participation in each.

Indicate the degree to which you participate in the following to keep your instruction current and relevant to student academic and/or career needs.						
	Always	Often	Sometimes	Rarely	Never	# of Responses
CATESOL Conference	27.8% (10)	41.7% (15)	22.2% (8)	5.6% (2)	2.8% (1)	36
TESOL Conference	6.1% (2)	18.2% (6)	24.2% (8)	27.3% (9)	24.2% (8)	33
Professional Development Meetings	71.1% (27)	23.7% (9)	5.3% (2)	0.0% (0)	0.0% (0)	38
Workshops (Other than those above)	19.4% (7)	33.3% (12)	41.7% (15)	2.8% (1)	2.8% (1)	36
Classes (in which you enrolled)	11.8% (4)	5.9% (2)	26.5% (9)	32.4% (11)	23.5% (8)	34

California Teachers of English to Speakers of Other Languages (CATESOL) holds state and regional conferences annually and has a high level of membership and participation. Teachers of English to Speakers of Other Languages (TESOL), of which CATESOL is an affiliate, is an international association. Fewer teachers are able to participate in TESOL due to cost; membership cost is higher. The lack of funding provided by the college for conference attendance requiring travel has resulted in lower participation at the state and international conferences; however, the regional San Diego CATESOL Conference is still highly attended.

As the table above shows, the ESL department's professional development meeting, which is held on the Friday of GC's professional development week every fall and spring semester,

is the primary means for ESL teachers to receive updates and training, collaborate on department projects, such as SLO development, and participate in department decision making. During this time, teachers learn how to use new software. They meet in focus groups to select current topics for reading and writing and listening and speaking activities for the semester. They also learn from guest speakers about campus issues, such as academic honesty, and student services, such as those for disabled students.

Instructors also take part in workshops offered by Grossmont College and the California Community Colleges Chancellor’s Office Basic Skills Initiative (BSI). These include professional development workshops, such as those for teaching linked classes, and CATL workshops, particularly those that provide training for new and updated software, including Colleague, Blackboard, and Microsoft Office version updates. Other workshops and conferences aiding ESL instructors in keeping instruction current and relevant to student needs include the Summer Institute workshops organized by the GC Student Success Committee and one- and two-day BSI workshops, where faculty learned about different programs and techniques various schools have developed specifically for the BSI.

The ESL teachers were asked how their participation in the activities above has resulted in improvement in curriculum, instruction, and currency in the field. Their responses centered on technology, research and trends, publications, teaching methods, and networking and collaboration. The information below highlights a few of their comments.

Technology	<i>“A workshop offered through the Student Success Committee helped me to think about new technologies for class. Our department's use of computer labs and software help me to move toward more computer literacy. My beginning-level students now use grammar programs in our ESL lab, online programs, career search programs, and Internet research.”</i>
Research & Trends	<p><i>“Mainly keeps me informed of the latest research on second language learning.”</i></p> <p><i>“It has given me new ideas and has kept me up-to-date with the developments in our field.”</i></p> <p><i>“They increase my awareness and understanding of the needs of ESL learners.”</i></p>
Publications	<i>“The conferences keep me informed of new textbooks and other educational materials.”</i>
Methods, Approaches, & Activities	<p><i>“Attendance at CATESOL has introduced me to corpus grammar as well as innovative ways to teach grammar, reading, writing, listening, speaking, and pronunciation.”</i></p> <p><i>“Providing professional development workshops for tutors and teachers involve all in curriculum development, including techniques used in presentation, practice, and assessment.”</i></p> <p><i>“I try to employ new methods and classroom activities learned at these workshops in my teaching each semester.”</i></p>

Networking & Collaboration	<p><i>“I am able to better coordinate my classes and methods of instruction with other instructors, both within my school and across the field.”</i></p> <p><i>“At conferences and workshops, I network with other professionals and discuss current issues/challenges in order to brainstorm solutions.”</i></p> <p><i>“I modify my teaching practices based on new information and advice from more experienced teachers.”</i></p> <p><i>“My participation in conferences and professional development meetings has helped me to stay current in the field by allowing me to learn from my peers, their research, and best practices.”</i></p>
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Serving on committees and participating in special projects also impact instruction. The BSI projects for ESL reading and vocabulary development and listening and speaking classes described in Standard 1 are examples of this. Another example is Pat Bennett’s and Nancy Herzfeld-Pipkin’s service on the District’s Refugee and Immigrant Planning Team, which was formed to address the district-wide problems of serving the large number of immigrants/refugees enrolling at both Grossmont College and Cuyamaca College. In addition to determining how to provide more classes and student services for these students, the team is also identifying their academic needs.

ESL full-time faculty also keep instruction current and relevant to student needs through sabbaticals. See Standard 2.6 and Standard 8.1 for a description of sabbatical work completed by Pat Bennett, Nancy Herzfeld-Pipkin, and Chuck Passentino.

- 2.4** Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

Grade Distribution

In 2007-2008, the Educational Policies Committee of the Academic Senate for California Community Colleges examined grade distribution within California community colleges using data provided by the state Chancellor’s Office. The committee’s work was published in a document titled *Promoting Thoughtful Faculty Conversations about Grade Distributions* (Spring 2008). This paper provides systemwide grades assigned for 1992 to 2006. As with the grade distribution data for the ESL department, their analysis looked at percentages for grades A through F; pass, no pass, and incomplete evaluations were not included. The Educational Policies Committee concluded the following, “It would appear from the data below that grade inflation is *not* a significant problem in California community colleges, or at least it is not one that is evident in systemwide data. The Chancellor’s Office has kept a record of grades assigned across the system going back to 1992, and the overall pattern of grades awarded during that period does not show any pattern of gradual increase.” Because the data have shown consistency which can also be assumed to apply to subsequent years, the ESL department used the percentages from the Educational Policies Committee’s research as a baseline to evaluate grade distribution for ESL classes.

The table below shows the average percentage of A, B, C, D, and F grades achieved across the California Community College system from Fall 1992 to Spring 2007.

California Community Colleges Average Grade Distribution for Fall 1992-Spring 2007				
A	B	C	D	F
38%	27%	19%	6%	10%

The following table shows the average percentage of A, B, C, D, and F grades achieved across the ESL department curriculum for Spring 2005 to Spring 2011.

Grossmont Community College ESL Department Average Grade Distribution for Spring 2005-Spring 2011				
A	B	C	D	F
25%	39%	24%	7%	4%

Grade distribution data include all instructors and sections from Spring 2005 to Spring 2011.

As is evident, the average percentage of students achieving an A in the ESL program is significantly lower than that of the average for the California community colleges. Although this percentage is disproportionate to the systemwide percentage, it does provide evidence for the rigor established in ESL classes as well as the inherent difficulty in attaining what GC ESL faculty deem outstanding proficiency in achieving the learning objectives of the course. Clearly, the data have shown that GC ESL students do a good job achieving the course learning outcomes, but excellent proficiency, especially in writing and grammar, is harder to reach.

A significant increase over the systemwide average is seen in the achievement of B and C grades. When looked at in terms of the percentage of students achieving a passing grade, 84% on average do so systemwide. The average for the ESL program is comparable at 88%. This higher ESL percentage may be evidence to confirm that a small percentage of students may be earning passing grades although they are not fully prepared to progress to a higher level course. This is often a problem for students achieving a low C grade. While some instructors, particularly those who have students who progressed from a lower-level course, express concern as to how some students achieved a passing grade in that course, others contend that these students earned a passing score based on the course outline requirements and department expectations, and that although the low C grade reflects a minimum level of achievement to pass a class, it also indicates that the students will begin the next level at the lowest proficiency level for that class. It may also be an indication that the students have not gained the time management and study skills needed to meet the demands of a higher level course. This issue of preparedness to progress is an ongoing discussion for ESL faculty as they seek ways to improve student success and standardization in grading.

The percentage of students earning a D is comparable to community colleges across the state. However, the percentage of Fs earned in ESL classes is about 6% lower. The reason for this may be contributed to small class size. With maximum enrollment set to 25 for language classes, teachers are better able to communicate with students one-on-one and advise when students should consider withdrawing from the course rather than earning an F.

The average percentage of A, B, and C grades achieved across the ESL department curriculum falls more closely in line with that of its division. The table below shows these grade averages for the English/Social & Behavioral Sciences division for Fall 2008 to Spring 2011 as well as a breakdown of averages for ESL core and supplementary courses.

Average Grade Distribution CCC, GC English/Social & Behavioral Sciences Division, and ESL Department						
Grade	California Community Colleges	Grossmont English/Social & Behavioral Sciences	All Grossmont ESL	Grammar & Writing (Core)	Reading & Vocabulary Development	Listening & Speaking
	Fa 92-Sp 97	Fa 08-Sp 11	Sp 05-Sp 11	Sp 05-Sp 11	Sp 05-Sp 11	Sp 05-Sp 11
A	38%	29%	25%	21%	25%	30%
B	27%	30%	39%	39%	36%	45%
C	19%	21%	24%	28%	24%	17%
D	6%	7%	7%	8%	8%	5%
F	10%	13%	4%	4%	5%	3%

To take a closer look at grading variances that occur within the ESL program, grade distribution across core and supplementary classes was calculated, the data of which are shown in the tables below.

Grossmont Community College ESL Department Average Grade Distribution by Core Classes Spring 2005-Spring 2011					
Grade	All GC ESL	ESL 100	ESL 103	ESL 106	English 110* & ESL 119
A	25%	15%	15%	16%	26%
B	39%	41%	39%	41%	40%
C	24%	31%	32%	32%	24%
D	7%	9%	10%	7%	5%
F	4%	4%	5%	4%	4%

*ESL sections of English 110

A noticeable variance in the grade distribution for core classes is the higher percentage of students achieving an A in ESL 119 compared to the other core classes. This may be due to the higher English proficiency level of the students progressing from ESL 106 to ESL 119 and/or of the students placing directly into ESL 119. These students have advanced skills, and it would be expected that a higher percentage of them could perform at the A level. Another factor affecting grading variance is staffing. The ESL sections of English 110 and ESL 119 have had the highest turnaround of adjunct instructors in the ESL department from Spring 2005 to Spring 2011. Grade distribution data do show a disproportionate percentage of As for some former adjunct. Interestingly, with the implementation of ESL 119, which was offered Fall 2010 and Spring 2011 for the first time, grade distribution came more in line with the other core classes (The rationale for the creation of ESL 119 is found in Standard 2.6). The percentage of As was 19%, Bs 42%, Cs 29%, Ds 6%, and Fs 4%. Prior to the Fall 2010 semester, three-unit ESL sections of English 110 were taught concurrently with a one-unit ESL 111, a grammar and editing course designed for ESL

learner that was graded separately. The structure was dissimilar to that of the other five-unit ESL core courses. The shift in grade distribution over the last year is evidence to support that aligning ESL 119 with the same course structure as all other ESL core courses has helped the teachers to assess and grade their students' English writing skills more effectively. In addition, as with all core teachers, ESL 119 instructors hold calibration meetings during the semester, and the level leader for 119, Barbara Loveless, has noted improved grading calibration over the last year. Barbara will continue to work with new faculty and provide the support needed to ensure consistency in grading.

The tables below show the grade distribution for the ESL reading and vocabulary development courses and the ESL listening and speaking courses for Spring 2005 to Spring 2011. A noticeable variance is seen with the percentage of As achieved in ESL 105. Like English 110/ESL 111 and ESL 119, the number of teachers assigned to ESL 105 has been high, more than twice the number of ESL 102 and ESL 106R instructors. Upon closer examination of the grade distribution for individual ESL 105 instructors, what was found was that for a handful of them, the percentage of As achieved in their classes ranged from 12% to 17%. For the other instructors, that range is from 30% to 39%, with no one teacher standing out as having a significantly higher percentage than others. In order to improve grade distribution for these two groups, ESL 105 teachers will review grade categories, grade weights, 105 SLOs, as well as tests and other graded assignments, during professional development week and make recommendations and set goals for the academic year. After this time, grade distribution for 105 will be reexamined.

Grossmont Community College ESL Department				
Average Grade Distribution by Reading & Vocabulary Development Class				
Spring 2005-Spring 2011				
Grade	All GC ESL	ESL 102	ESL 105	ESL 106R
A	25%	23%	33%	20%
B	39%	36%	37%	34%
C	24%	27%	19%	27%
D	7%	11%	6%	8%
F	4%	4%	5%	6%

Grossmont Community College ESL Department			
Average Grade Distribution by Listening & Speaking Class			
Spring 2005-Spring 2011			
Grade	All GC ESL	ESL 101	ESL 104
A	25%	27%	34%
B	39%	47%	43%
C	24%	17%	16%
D	7%	5%	4%
F	4%	3%	4%

Historically, grades in ESL listening and speaking courses have been higher than those of the core and reading and vocabulary development courses. These courses provide ESL students with the opportunity to improve listening comprehension of formal and informal

conversations and academic lessons. They also provide the opportunity for students to learn and practice appropriate and effective communication skills in a variety of contexts. Students gain new vocabulary and work toward improving their English pronunciation. Rather than employing a strict grading standard that would require students to demonstrate a very high level of fluency and accuracy to achieve an A, skills that take years of ardent practice to attain, teachers focus not only on improvement but also on students' effort and quality of work completed in their evaluation. Evaluating effort and quality of work is necessary to grade fairly in these courses. A Vietnamese student working to improve his speaking ability has a much greater challenge than an Iraqi student, and his effort to do so should be part of the evaluation.

Even with the above considered, however, the percentage of As earned in ESL 104 is high. Upon closer examination of the grade distribution for individual ESL 104 instructors, what was found was that for most the percentage of As achieved in their classes ranged from 30% to 35%, while for two, that range was over 45% to 55%. As a result, grade distribution for the listening and speaking courses will also be put on the agenda for professional development. As for ESL 105, ESL 104 teachers will review grade categories, grade weights, 104 SLOs, as well as tests and other graded assignments, and make recommendations and set goals for the academic year. Grade distribution for 104 will again be reexamined after the 2011-2012 academic year.

Trends

Improvements to success rates in certain classes have occurred as a result of curriculum and staffing changes. ESL 070, Basic Introduction to ESL-Literacy and ESL 071, Basic Introduction to ESL-Communication, six-unit courses developed to serve students entering the GC ESL program below the ESL 080 and 081 proficiency level, were first offered in Fall 2007. Prior to offering ESL 070 and ESL 071, students at this proficiency level enrolled in ESL 080 and ESL 081, and success at that level was gradually declining from 68% passing in Spring 2005 down to 57% in Spring 2007. (More details on the rationale for ESL 070 and ESL 071 are found in Standard 2.6.) Since first offering ESL 070 and ESL 071 in Fall 2007, success in ESL 080 and ESL 081 has gradually increased to 77%. The same pattern is also true for the ESL 096 and ESL 097, the courses in the next level. Students enter this level better prepared, and as a result, success has gradually improved from 71% passing to 90% passing.

Retention

The ESL department's retention rate, which averages at 88% for both day and evening classes, has remained above the Grossmont College average of approximately 83%. Since 2002-03, retention has shown one to two percent shifts with no notable variance in retention patterns for individual instructors. This is continued evidence that ESL students understand the importance of gaining English proficiency for their success at the college, at work, and for personal growth.

ESL Overall Retention Rates								
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ESL	86%	87%	87%	88%	88%	86%	91%	93%

Average Retention CCC, GC, and ESL Department by Course*								
California Community Colleges	Grossmont College	ESL Level	Grammar & Writing (Core)		Reading & Vocabulary Development		Listening, Speaking, & Communication	
2009-2010	2009-2010		Sp 05-Sp 11		Sp 05-Sp 11		Sp 05-Sp 11	
84%**	83%**	VII	ESL 119	89%	ESL 112	87%		
		VI	ESL 106	89%	ESL 106R	88%		
		V	ESL 103	91%	ESL 105	87%	ESL 104	92%
		IV	ESL 100	91%	ESL 102	89%	ESL 101	93%
		III	ESL 096	91%	ESL 098	88%	ESL 097	93%
		II	ESL 080	89%			ESL 081	91%
		I	ESL 070	90%			ESL 071	90%

*The above data was calculated using retention figures for current instructors only.

**Retrieved from the CCC Chancellor's Office website (https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm).

As seen in the first table above, retention for the program has taken an upward swing since 2008. This is mainly due to the increase in Iraqi immigrants to the program. Since 2007, the U.S. government has been relocating Iraqis who have been displaced by the war. Many of these refugees have resettled in El Cajon, which has more Iraqi immigrants than any other city in the state. The ESL Department has served influxes of refugee populations in the past, each with its own challenges, but the Iraqi refugees have come at a time of economic downturn, the worst in the history of the state. Jobs are not available, and government benefits available to previous refugee groups to promote their success in this country are significantly reduced. Taking ESL classes at Grossmont, and for some, subsequently continuing on to earn a degree or certificate, is one of the few routes to success, and survival, in the U.S., not only for themselves but also for their children. College enrollment tends to increase at times of economic downturn, which also coincides with course section cuts or the inability to add more sections. The reduced course offerings fill up quickly leaving many ESL students without the opportunity to enroll and improve their language skills and achieve their educational goals. Knowing that enrollment opportunities are limited, the Iraqi students who do get into ESL courses are making an ardent effort to remain and succeed in them.

The second table above shows a two percent decrease in retention for the core at the ESL 106 and ESL 119 levels. A similar pattern was also found during the department's 2004 program review; however, the decrease occurred at the then English 110 only. ESL 106 and ESL 119 are the advanced courses in the program, and it is at these levels that some students progressing from the lower levels meet their match in terms of not only their language learning skills but also their ability to meet the increasing demands of academic coursework along with family and work responsibilities.

Lastly, high retention in the program may also be attributed to the international student population. Grossmont College has attained an excellent reputation for its service to international students, and as a result, has the highest enrollment of these students in the county. International students make a substantial investment to study in the U.S., and for most, improving their English proficiency and attaining a U.S. degree or certificate means better job opportunities in their native countries.

2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

Standardization in grading begins with the new faculty orientation. At this time, the ESL department chair and level leaders provide teachers with the course outlines and inform them not only of the course objectives and content but also the student learning outcomes and the multiple measures used throughout the semester to evaluate those outcomes. Teachers are informed of standard grading categories, some of which have recommended grade weight ranges to be determined by the instructor while others have a fixed grade weight. For example, the final exam for ESL 106 is set at 25% of the class grade for all sections.

Consistency in grading is also promoted during the semester through calibration meetings, shared rubrics, and standardized tests. The table below shows the ESL faculty responses in regards to the department’s efforts to ensure grading consistency.

The department employs the following methods to ensure consistency in grading.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
calibration (norming) meetings	73.7% (28)	23.7% (9)	2.6% (1)	0.0% (0)	0.0% (0)
grading rubrics	73.7% (28)	21.1% (8)	5.3% (2)	0.0% (0)	0.0% (0)
recommended grade weights	68.4% (26)	18.4% (7)	7.9% (3)	5.3% (2)	0.0% (0)
standardized tests	63.2% (24)	18.4% (7)	15.8% (6)	2.6% (1)	0.0% (0)

Essay grading calibration meetings are held for teachers of core classes. These meetings take place during the 8th or 9th week of the semester to calibrate grading of midterm writing tests and the 16th week of the semester to calibrate grading on writing portfolios. Teachers agree on the midterm reading and writing prompt to be used for each level, most often done during the department’s professional development meeting, and they use a standard rubric. The department also provides common reading and grammar finals for each of the core class. Instructors at each level participate in the writing of these exams or are given the opportunity to review and provide recommendations for revisions. At each level, each of the three sections of the core final exams is given a standard grade weight that the instructors have discussed and agreed upon.

Extending the success of standardization of the core classes to the supplementary courses was one of the department’s 2004 program review recommendations. For the work completed by the department to achieve this standard, please refer back to standard 1.3.

The move toward standardization of the supplementary classes is relatively recent, beginning in Fall 2009, and this may be why the table above indicates that a few faculty members are not in line with the standardization and grading consistency required by this program. Greater effort will be made to help these faculty members to understand the importance of consistency to ensure accuracy in grading and fairness to students.

- 2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

ESL 070 and ESL 071

ESL 070, Basic Introduction to ESL-Literacy and ESL 071, Basic Introduction to ESL-Communication are six-unit courses developed to serve students entering the GC ESL program below the ESL 080 and 081 proficiency level. Prior to implementing ESL 070 and 071, students placing below the ESL 080-081 level were strongly recommended to attend an ESL adult school; however, most exercised their right to take the lowest level ESL courses offered, ESL 080 and 081. Success and retention of these students in ESL 080 and 081 were poor; the teachers also struggled to teach the course at a pace and a level of rigor that would best serve these low beginning level students. These problems led to the addition of ESL 070 and 071. The courses provide the intensive literacy training as well as drills and exercises to enhance listening and speaking skills of students at this zero level. All lessons are focused on teaching language skills to ESL students who have little to no literacy skills nor understanding and speaking skills. As a community college with an open-entrance admission policy, students who place at an extremely low proficiency level need to be served; these courses do exactly that. These courses are offered on a pass/no pass basis only; they are non-degree credit courses.

ESL 090 and ESL 109

ESL 090 and ESL 109, American English Pronunciation I and II, were developed as a result of collegial consultation between GC ESL and Communication. These courses were formerly taught by Communication faculty as Communication 105 (A, B, C, D): Oral Language Skills for English Learners. The Communication faculty requested that ESL take over teaching the courses in Spring 2007 because they deemed that the ESL faculty might better serve non-native speakers with accent problems since the ESL faculty provides English instruction to this population in all other language skills: reading, writing, grammar, listening, and speaking. The decision to charge ESL with offering accent-reduction courses was accepted by both faculties. Instead of making one multi-level course repeatable, the ESL faculty developed two courses, ESL 090, targeting beginners, and ESL 109, serving intermediate and advanced learners. Each course is designed to assist non-native American English learners in developing both oral and aural language skills through the improvement of understanding spoken English and articulation of the language. Lessons include oral and aural discrimination exercises as well as activities and drills designed to improve students' articulation of American English stress, rhythm, and intonation patterns. By the end of each course, students are expected to reduce their accent when speaking American English in addition to understand spoken English better. These courses are offered on a pass/no pass basis only; they are both three-unit, non-degree credit courses, and are no longer repeatable.

ESL 106R ESL Reading and Vocabulary Development IV

For years, ESL 106, ESL 119, and English 110 teachers have been concerned about the low reading proficiency of their students. The teachers report that the students' lack of academic reading skill is apparent when preparing them to do reader-response essays. This lack of reading proficiency is also shown in the poor pass rates on the reading section of the ESL 106 final exam. Advanced-level ESL students struggle to understand college-level reading materials because they do not possess a sufficient academic vocabulary and do not use

effective reading strategies to become better readers of college-level texts written in English. Instead of using reading strategies they employ when reading in their native-language, many advanced ESL learners rely too much on translation, which slows their reading speed and inhibits understanding. Also, when learning English vocabulary by primarily translating the English word or phrase into the native language, students neither retain the meaning of the English word or phrase nor can use it meaningfully in context. The three-unit 106R is added to the ESL curriculum to fill this need explained above. This course provides advanced ESL students with instruction and practice using various reading strategies and vocabulary development techniques employed by independent readers. In addition to developing reading comprehension and increasing academic vocabulary, students improve their ability to communicate the information and concepts in college-level texts orally and in writing. When successfully completing this course, students will experience more success in college courses requiring intensive and extensive reading skills and critical thinking. The goal of the course is also to foster students' development of a greater understanding, appreciation, and perspective of written works through the analysis of the techniques and purposes of specific writers and genres. Students are advised to take this class concurrently with ESL 106. Currently, two sections are offered; one is linked to an ESL 106, and the other is a stand-alone section.

ESL 112 Academic Vocabulary and Usage

The rationale described above also applies to the two-unit ESL 112. It serves the same population, advanced ESL students who want to increase academic vocabulary to read and write effectively at the college level. The purpose in adding this course is to offer an advanced supplementary course focused on learning and using college-level vocabulary that enhances reading and writing skills used in the advanced core courses, ESL 106 and ESL 119, and in other college courses in a variety of disciplines. This is accomplished through focusing on an Academic Word List (AWL) of vocabulary items that are most often found in college texts, journals, and other publications. This advanced course also gives focused practice in summarizing, paraphrasing, using dictionary skills, and understanding and using collocations, a sequence of words that often co-occur. ESL 112 provides students with effective techniques to learn and use academic vocabulary; the course also provides students with necessary practice in using the new words in meaningful contexts through various writing assignments and other projects, such as a final group presentation that includes a PowerPoint presentation and oral reports to the class. ESL 112 has been offered linked to an English 110/ESL 111 and ESL 119 and as a stand-alone class.

ESL 119 English as a Second Language VII

The first 'ESL courses' offered at Grossmont College were sections of English 110 taught by ESL specialists, so the need to offer ESL sections of English 110 was identified and addressed years ago. In 2006, the English and ESL faculty agreed to add ESL 111, an editing course designed for ESL learners. The ESL 111 was added because ESL students in English 110 had struggled to overcome problems with word choice, grammatical accuracy, clause and sentence structure, and writing mechanics before entering English 120. The ESL 111 would help prepare students to become better editors. Although the course was beneficial, both English 110 and English 120 teachers complained that ESL students still required even more intensive instruction in college composition than offered in the English 110 plus ESL 111 cohort. This is why ESL 119 was developed and added to the GC ESL

curriculum; it combines the content and required student learning outcomes of both the composition (English 110) and editing (ESL 111) courses. One lecture hour and one lab hour have been added to ESL 119. This aligns ESL 119 with the same course structure as all other ESL core courses at Grossmont, five lecture hours and one lab hour. ESL 119 becomes the seventh core course in the study of English grammar, reading, and writing. Students practice the writing process by composing essays with effective and accurate expression. They also develop their academic literacy by employing advanced techniques of essay and research writing with an emphasis on critical thinking, argumentation or other rhetorical strategies, synthesis of research materials, and academic citation. In addition to this focus on rhetoric and writing, students develop editing skills so that they reduce errors in word choice, grammar, punctuation, and usage. The goal of ESL 119 is to better prepare ESL students to achieve the entrance requirements of English 120 so that they may have the academic writing and editing skills to attain the SLOs of English 120.

As a result of adding the ESL 119, ESL 111 was deleted from the ESL curriculum, and ESL 106 was deleted as a prerequisite to English 110: College Composition. Students who pass ESL 106 can no longer take native-speaker sections of English 110; they are now required to take ESL 119 as the prerequisite to English 120.

Vocational ESL (VESL)

The ESL population is very diverse. At the lower levels, there have been increasing numbers of students who are underprepared academically in their first countries or whose age, health, or life circumstances prevent them from learning academic English at a fast enough rate to progress steadily. Such students may not have time or resources to study for years, so they may not be able to access transfer education.

To help these students identify educational alternatives, the department has developed vocational ESL (VESL) content that is currently taught in a linked set of classes at our 3rd level in ESL 96, 97 and 98. Although the ESL 97 class provides most of the VESL content and activities, this learning is prepared for and reinforced through readings in ESL 98 and writing in ESL 96 course. In these courses, students achieve objectives in the course outlines by focusing primarily on workplace language and culture.

GC ESL tried other options for delivery of this content. Stand-alone electives were offered, but their multi-level nature made teaching them a challenge. In addition, once the college began to cut sections, the department could no longer offer these electives. It was decided to teach the content using existing course outlines. This also allows more students to access the vocational content.

The VESL curriculum includes visits to the Career Center, guest speakers from Counseling, and use of career search websites. Students are also introduced to career ladders developed to help them plan stages of a career improved through continuing or higher education. The career ladders were developed under a grant from the CTE regional deans, and they show students the level of ESL they need to be successful in various training programs. By the end of the course, students have chosen realistic, individualized short-term and long-term goals. They have also learned about resources on and off campus to help them revise and attain their educational and career goals.

As of Spring 2011, the 11-unit linked VESL curriculum is now in its 4th semester. A coursebook has been developed, and revisions are made every semester. It is important to note that while the course helps students who identify vocational goals, some students also set goals requiring advanced degrees. Students are encouraged to set their own goals according to their individual self-assessments of interests, abilities, experience and resources. Then, they are prepared to be successful at work once they meet these goals.

2.7 How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

Both published texts as well as teacher-generated lessons are thematic. Themes for reading, contextualized-grammar, and writing lessons include environmental, societal, ethical, political, and technological issues. Teachers also supplement textbook lessons with print and audio materials relevant to current issues. These texts and materials include a range of current academic, social, environmental, and technological topics. Teachers also incorporate newspaper articles on current events, online resources such as YouTube videos and class blogs and forums, and local news, such as from KPBS, to supplement the readings and topics from textbooks. In addition to authentic (unmodified) publications used for advanced ESL classes, such as *Time*, simplified newspapers designed for ESL students, such as *News for You* and *Easy English Times*, are used at the beginning levels. Modified publications published by *Newsweek* and *National Geographic* are also used successfully. Readings and videos are most often the catalyst for academic research and writing, class discussions, and presentation topics. Students may also be assigned to interview Americans on current and cross-cultural issues. They then make speeches on their findings, and other students learn from their experience. This project breaks down stereotypes about American culture, and it helps students realize the diversity of viewpoints on issues. At the ESL 100 and ESL 103 levels, instructors use the *Destinations* series written by Nancy Herzfeld-Pipkin. These textbooks focus on many of these issues. The four books in the series are published by a major publisher of ESL texts. See Section 8.1 for a more detailed description of these integrated textbooks.

The following is a sampling of some of the lessons ESL faculty use to present current and relevant issues:

Class: ESL 097 Listening & Speaking III

Developed by: Leah Cooper

Issue: The impact of population growth on wilderness areas around the world and the concept of sustainability

Assignment: Students practice listening and speaking using the conditional clauses to discuss how present human activities will affect nature in the future. After examining the pros and cons of zoos, discussing several threatened species, and listening to a radio program about overfishing, students read an article about the controversial release of the Gray Wolf to Yellowstone National Park. After reading the article, students role play a meeting between members of each side of the issue (a rancher, a travel agent, a scientist) and try to come to an agreement over whether the government should release more wolves into Yellowstone.

Class: ESL 101 Listening & Speaking IV
Developed by: Sara Ferguson
Issue: Open (Students select topic.)
Assignment: Students go to www.voanews.com/specialenglish, choose a news story, listen to the story at least two times. After listening, students listen and read silently. Students report the main idea of the story in writing. Students use the same process to prepare for oral presentations on the news story they select. The speech involves presenting the main idea of the story, three to five important details, and why the story is of interest.

Class: ESL 103 English as a Second Language V
Developed by: Nancy Herzfeld-Pipkin
Issue: Societal & Ethical
Assignment: Students read about the life of Frederick Douglass as well as other African Americans, including Harriet Tubman, Rosa Parks, and Martin Luther King Jr. Their stories are used as the discourse to learn not only about the African-American experience but also to learn and practice correct grammar, sentence structure, and essay organization. These lessons culminate into a narrative essay writing assignment in which the students describe overcoming a difficult circumstance, facing an important decision, or taking a risk.

Class: ESL 104 Listening & Speaking VI
Developed by: Glenn Hoyle
Issue: Environmental ~ Endangered Species
Assignment: Students read a news article about protecting the tree kangaroo in Papua, New Guinea. Students also listen to a dialogue in which college students discuss internships with animal conservation groups. Students research and do group presentations on specific endangered species and what is done to save them.

Class: ESL 106 English as a Second Language VI
Developed by: Ann Hubbard
Issue: Technological, Societal, & Ethical ~ The Impact of Social Networking Sites on Family and Peer Relationships
Assignment: Students watch Growing Up Online, a PBS video, and read the introductory transcript of interviews with students, parents, teachers, and counselors. Students participate in a class discussion and complete prewriting and essay outlining exercises in preparation for an in-class midterm essay.

Class: ESL 106 English as a Second Language VI
Developed by: Rebekah Madren
Issue: Political & Ethical ~ The Development and Use of Nuclear Power
Assignment: Students read a passage about the Manhattan Project and J. Robert Oppenheimer. The students discuss the conflict surrounding the original development and the current use of nuclear power for weapons and industry. The passage is then analyzed to study the use and formation of adjective clauses. The students complete a writing assignment about nuclear power, incorporating correct usage of adjective clauses.

Class: ESL 112 Academic Vocabulary and Usage
Developed by: Nancy Herzfeld-Pipkin
Issue: Environmental, Technological Societal, & Ethical ~ Ethics of Cigarette Marketing, Various Environmental Issues, Maintaining Privacy in the Digital Age

Assignment: Student groups must choose one of the chapters covered in the class text. Each chapter covers a different topic, such as the environment, privacy in the digital age, marketing tobacco to developing countries. Each group creates a PowerPoint presentation about the chapter and topic chosen. The PowerPoint is based on what was discussed in class and other information covered during that chapter's lessons. The presentation must include vocabulary studied. Each group presents its work to the class by having each student in the group explain and discuss one part of the PowerPoint presentation. Each student must also write and turn in an individual short report on the portion of the presentation that he or she was responsible for presenting to the class. This written report must also include vocabulary from the chapter. Each student receives a three-part grade for this assignment: a score for the group's PowerPoint, a score for the individual student's oral report about the PowerPoint, and a score for the student's individual written report.

- 2.8** If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections.

Between Fall 2007 and Spring 2009, the ESL department offered a hybrid ESL 106; however, enrollment and retention were low. ESL students want and benefit from the face-to-face interaction with instructors and classmates. For this reason, enrollment in the hybrid ESL 106 remained low, averaging at 18 students compared to 25 for the traditional ESL 106s. Retention was also lower. Retention for the hybrid ESL 106 averaged at 86% while the average for traditional ESL 106s was 89%. Half the students enrolled in the hybrid ESL 106 had the computer skills and independent learning style needed for success in a hybrid course. The course aided them by providing the flexibility they needed to manage their class and work hours. However, the other half enrolled because it was the only 106 that had seats available. These students often had challenges with online communication and in some cases had limited Internet access. Over the four semesters that the hybrid ESL 106 offered, there was a gradual increase in enrollment. However, the ESL faculty agreed that it was best to maximize enrollment and retention and discontinue this mode of deliver for ESL 106.

One ESL section of English 110 was offered as a hybrid up to the Spring 2008 semester. However, the lower enrollment and retention pattern appears to have held true for this hybrid as well. An average of 19 students enrolled in this course compared to the average 25 for the traditional ESL sections of English 110. Retention for the hybrid course averaged at 75% while the average for traditional courses was 89%. The instructor for the hybrid 110 taught the class as a traditional course from Spring 2002 to Fall 2004. Enrollment for these semesters averaged 24 students, and retention was high, averaging 92%.

ESL faculty are not closed to the idea of offering hybrid courses at the higher levels. However, before doing so again, faculty would need to take steps to identify what a hybrid course would need to improve retention and ensure that this mode of delivery provides the

students with the necessary means of communication and resources to achieve the learning outcomes for the course.

- 2.9** If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

ESL classes do not have formal articulation with high schools. However, ESL faculty have been actively involved in collaboration with local high schools through work supported by the California Partnership for Achieving Student Success (Cal-PASS). The intent of Cal-PASS is to improve articulation between educational segments (K-12, college, and four-year schools). Cal-PASS provides data regarding student enrollment, assessment, and success rates as they move through the segments. The faculty then can see areas that could be improved upon or areas of disconnect to work on. Each council creates new programs to help students transition from one segment to another and to achieve success as they do so.

To improve the success rates for students who are non-native speakers of English, the East County Cal-PASS EL/ESL Intersegmental Council began in December 2004 with Virginia Berger, Pat Bennett, and Nancy Herzfeld-Pipkin representing Grossmont College ESL. Virginia Berger served as co-chair of the council until her retirement in 2006, and Nancy Herzfeld-Pipkin served as co-chair from 2006-2010. In August 2010, the co-chair model was changed to one chairperson, and Nancy chaired the council for the 2010-2011 academic year.

The council's first innovation began in the summer of 2005 when an ESL 108 class was taught as a summer school class at Grossmont High School to students from different high schools in the district. In subsequent years, one or multiple sections of the class were taught at both Grossmont High School and El Cajon Valley High School. The course was team taught by one college instructor and one high school instructor. This program gave high school students a chance to experience a college-level class as well as earn two units of college-level credit in addition to their usual high school summer school credit. In addition, the program was meant to familiarize high school students with the kind of classes they could expect in college so that they might choose ESL classes and not English classes. Three of our Grossmont College instructors taught in this program: Virginia Berger, Barbara Loveless, and Nancy Brian-Hemme, and three high school EL instructors participated as well. In October 2006 Virginia Berger, Barbara Loveless, Maxine Sagapolutele, and Kim Dickinson (Steele Canyon HS instructor) gave a presentation about the team-taught summer class at a regional Cal-PASS seminar/workshop. This summer school class continued until 2008. This program did not continue after 2008 due to budget cuts.

During the 2009-2010 academic year, the council created "best practice" information for professional development. The main purpose of this project was to inform colleagues in other disciplines at both the high school and college levels of ways to work with EL/ESL students to help them succeed in content-area classes. The information about best practices has been posted to a Wiki that was created by the council to share information. The council's co-chairs, Nancy Herzfeld-Pipkin and Maxine Sagapolutele, EL coordinator at El Cajon Valley HS, presented a three-hour "best practices" workshop to Grossmont College instructors during Grossmont's Summer Institute in June 2010.

This past academic year, three members of the council “showcased” the three segments represented in our council. Scott Gaudet represented the high school segment, Nancy Herzfeld-Pipkin, Grossmont College, and Julie Williams, SDSU. Representatives of each segment created a PowerPoint presentation about programs offered to EL/ESL students at their schools or in their district. These presentations answered specific questions about demographics of students, testing and placing procedures, proficiency levels and courses offered, as well as curriculum. These presentations are posted to the Wiki as well as a state-wide Wiki created by Cal-PASS, which may be shared with other councils across the state in the future.

As a result of the Nancy Herzfeld-Pipkin’s presentation described above, she was invited to speak to the district’s high school counselors about the differences between classes offered in the English Department and in the ESL Department at Grossmont College. The main purpose of this presentation was to help high school counselors advise the EL students leaving for college regarding the best assessment to take. This presentation has led to a new proposal which has been adopted for the 2011-2012 school year: English Learners Choosing Smartly. This is a new innovation focusing on preparing all stakeholders at the high school level with information about taking ESL classes vs. English classes as well as the different assessment tests. This project involves working with the counselors, teachers, students, and parents in the Grossmont Unified HS District to make sure students understand the difference between Grossmont's English and ESL writing courses and the assessment tests. The Cal-PASS council members will be preparing materials to share with all the stakeholders about these topics and presenting them in EL classes at the high schools as well as special events. The goal is to get more high school EL students to choose the ESL placement assessment and classes.

- 2.10** Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

After consulting with the GC articulation officer and Assist.org, the chair confirmed that while there is no direct articulation with courses taught by the CSU (California State University) or UC (University of California) systems, the ESL courses below transfer for elective credit.

The ESL courses below have the rigor of comparable courses at a CSU. As the following courses were developed, they were submitted to CSU for transfer elective credit. The GC articulation officer stated that “the CSU System delegates this determination to the community college.”

ESL 103	English as a Second Language III	5
ESL 106	English as a Second Language IV	5
ESL 106R	ESL Reading and Vocabulary Development IV	3
ESL 112	Academic Vocabulary and Usage	2
ESL 119	English as a Second Language V	5
ESL 299B	Selected Topics in English as a Second Language	.5-5

As the following courses were developed, they were submitted and approved by the UC Office of the President. Assist.org lists ESL119 as a change for 2010-11; the website also notes that the combined maximum number of credits is eight for UC schools. According to the GC articulation officer, the UC approves courses that would typically be offered by a UC.

ESL 103	English as a Second Language III	5
ESL 106	English as a Second Language IV	5
ESL 119	English as a Second Language V	5

The ESL department maintains active collaboration with the Grossmont College articulation officer to ensure the above agreements are current. Neither the GC ESL faculty nor the GC articulation officer has any needs or concerns regarding the articulation agreements above.

SECTION 3 ~ Outcome Assessment

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 4~Annual Progress Reports, as well as Appendix 5~SLO Assessment Analyses and Appendix 6 ~Course to Program SLO Mapping Document, answer the following questions:

- 3.1** What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

ESL SLO Development & Planning

GC ESL has adopted the SLO assessment cycle instituted by the college and now uses SLO data as another measure of student success in addition to grades. GC ESL has fulfilled all requirements made by the college concerning SLOs: The ESL instructors have collaboratively written SLOs for every ESL course; faculty have also identified assessments for achieving SLOs in each course (Appendix 6.1). The teachers have set success percentages for each SLO; that is, the ESL instructors agree that a certain percentage of students retained in the class should pass the SLO assessment test. Success percentages range from 60% to 80% passing the assessment depending on the level of the course and the skill assessed. Appendix 5.1, which was the first ESL SLO Assessment Analysis Report, shows each course, the assessments, the expected success percentages, and the actual success percentages of Fall 2008 SLO assessments. In addition to collaborating in writing the course SLOs, the GC ESL teachers have collectively written program-level SLOs and mapped these to institutional outcomes as shown in the table below in 3.2. Finally, Appendix 6.2 illustrates the six-year SLO assessment plan. Thus, GC ESL has completed all the necessary first steps in beginning the SLO assessment cycle.

SLO Assessment Process

Now that the SLOs are written and assessments identified, every semester the faculty of each course agree on particular SLO assessments to be used in sections of the same course; these assessments are administered in the week after the drop deadline or later every semester, and for each assessment, instructors use a common rubric. The assessments vary depending on the course:

In the core courses, each instructor gives a standard final exam to assess reading, writing, and grammar SLOs. The exams are primarily written by full-time ESL faculty, who are responsible for ensuring that the exams are effective in assessing the SLOs for the course. The core teachers work cooperatively to develop writing prompts to be used for the writing final. These prompts make up a prompt bank for each of the core levels. In the advanced core levels, ESL106 and 119, teachers also agree on reading assignments which help to prepare students to write on the final exam prompt.

In the listening and speaking as well as pronunciation courses, teachers agree on a particular speaking task. Listening skills that are learned and practiced in the course are assessed using the final exam. The final speaking task and the listening final exam are used as the SLO assessments for these supplementary courses focused on building students' oral and aural skills.

For the reading courses, the faculty have done SLO assessment in two ways. Initially, reading SLOs were assessed through standardized multiple-choice tests. The tests included items which assessed a majority of the learning objectives of the courses. The results of these tests gave the teacher a very clear idea of how well students were achieving certain reading skills practiced in the course, such as understanding main ideas, making logical inferences, and understanding vocabulary in context. An example of these SLO assessment data from Spring and Fall 2009 is in Appendix 5.2. Starting in Spring 2010, reading instructors have compared pre and post test scores in the individualized reading program (IRP) diagnostic test to measure the reading SLOs. Instead of showing how well readers are achieving particular reading skills, the IRP pre and post-test scores show whether a reader's overall skill has improved. The results of Spring and Fall 2010 SLO assessments are in Appendix 5.3.

SLO Reporting

Reporting of SLO assessment scores is done at the same time grades are submitted. Core teachers report the number of students tested, the percentage that passed each part of the final exam: reading, writing, and grammar. Listening and speaking instructors submit the number of students tested as well as the percentage that pass the final speaking task and final listening exam. Reading instructors submit their class rosters with students' pre and post IRP diagnostic test scores; these data show how well students improve in their reading ability from the beginning to the end of the course. Appendix 5.3 shows pre and post IRP scores for Spring and Fall 2010 and Spring 2011. SLO assessment results from Fall 2009 and 2010 along with Spring 2010 and 2011 SLO for core and listening and speaking classes are summarized in Appendix 5.4. Appendix 5.5 is the Fall 2009 and Spring 2010 Annual Report.

The results are distributed to faculty for their analysis and recommendations. This occurs during professional development when instructors meet in their course groups to make recommendations for improvement based on grades and SLO data. In order to review the previous semester and plan for the current semester, core course groups meet every semester during professional development week. Collectively, they agree on shared prompts used in SLO writing exams; they also work together to create grading rubrics to evaluate these writing tests. These rubrics are shared by all instructors of the course. In addition to meeting to discuss prompts and writing rubrics, core faculty review SLO scores compared to the expected success percentages set by the faculty; then, they make recommendations to continue to use the same standardized reading and grammar final exams, write new tests, or modify them in some way. Each core group is developing a bank of standardized reading and grammar finals in addition to a prompt bank used in SLO assessments.

Reading teachers have also been meeting regularly during professional development week to discuss successes and challenges with the IRP. These meetings also involve discussion of SLO assessment results. The results of the past three semesters show that most students improve their overall reading ability between IRP pre and post tests, and instructors are encouraged by the positive results. The reading instructors also share lessons and discuss future projects to enhance instruction, particularly in areas in which the percentage of students achieving the learning outcome is below the expected percentage. Reading

teachers are also considering returning to the SLO assessments used from Fall 2008 through Fall 2009. These studies, summarized in Appendix 5.2, give teachers a more specific analysis of which reading skills students are improving and which they are not. Eight SLOs are tested. The results are quite revealing and allow the teachers to develop additional lessons that focus on helping students improve reading skills they are deficient in. The reading teachers will meet during Fall 2011 professional development week to discuss how they will continue their SLO assessments and analyses.

Listening and speaking and pronunciation teachers do not meet regularly to discuss SLO assessment results as they should. Data in Appendix 5.4 show that students are mostly attaining listening and speaking outcomes; nevertheless, the faculty need to review speaking tasks and rubrics, listening tests used in SLO assessment tests, and the expected success percentages annually. High SLO success rates and grades compared to ESL core courses suggest the faculty may need to infuse more academic rigor into our listening and speaking and pronunciation program. As recommended in 2.4, as a result of the grade distribution analysis, listening and speaking teachers will review grade categories, grade weights, SLO assessments and success percentages as well as tests other graded assignments, and make recommendations and set goals for the academic year. Grade distribution and SLO assessment results will be reexamined in Fall 2012.

Goals for Improvement

The SLO assessment process used by GC ESL is satisfactory, but improvements need to take place. Faculty have done excellent work writing SLOs, developing shared assessments and rubrics, administering assessments, and reporting results. They have worked hard to comply with the demands of the college to institute the SLOAC in the department. Now that the SLO assessment process is in place, ESL faculty need to make a greater commitment to use SLO assessment data to improve teaching and learning. The faculty need to review SLO data annually in all ESL course groups, core and supplementary, and make recommendations to write new tests or modify the current tests. The recommendations could also include changes in method, delivery, or specific teaching and learning techniques. The faculty also must review the established expected outcome percentages annually. The ESL faculty are commended for making the SLOAC a part of their course; now the faculty must use the SLOAC in a more meaningful way to improve teaching and learning.

- 3.2 Using your course-level SLO Assessment Analyses (Appendix 5), this is part of your annual reporting process, and your Course-to-Program SLO Mapping Document (Appendix 6), discuss your students' success at meeting your Program SLOs.

GC ESL assesses program-level SLOs at the course level. The table below shows the relationship between program SLOs and the courses in which they are assessed:

ESL Program SLOs		Institutional SLO Code	ESL Courses
1	Demonstrate the ability to write clearly and effectively using standard English in the academic and workplace environments, employing peer and instructor feedback as well as college resources to become independent learners.	AH4, IT1-3, CC2, CC4, EC4-5	ESL 103, 106, 119
2	Read college-level text independently and critically, emphasizing comprehension, vocabulary, and cultural awareness, and applying what is read to writing, discussion, and presentations.	CC1-2	ESL 105, 106R
3	Listen, comprehend, and take notes in a variety of academic and vocational contexts and effectively integrate the information learned into graded assignments or workplace tasks.	EC2, CC4, AH4, IT1-3	ESL 104
4	Communicate effectively in college-level discussions, presentations, and a variety of graded speaking tasks using comprehensible English, including appropriate language functions and register.	EC1, CC2, CC4, IT1-3, PC2, PC1, AH4	ESL 104
5	Demonstrate the ability to interact effectively within and across cultures and apply this skill to one's own cultural adjustment by communicating effectively.	CC1-4, EC1-2	All courses.

The key to the ISLO codes is in Appendix 6.3.

Program SLO 1: Writing Proficiency

This program outcome focuses on developing proficient writers who can understand and use Standard English in academic and professional discourse. This outcome is evaluated in SLO studies conducted in three core courses: ESL 103, 106, and 119. As one can glean from the tables below, the faculty and students are doing excellent work to achieve the SLO for writing. The faculty has set a high expectation of success, an 80% pass rate on the SLO writing assessment, and the students are attaining this goal.

Although the students are successfully reaching the ESL writing outcome, grammar scores have been slightly below expectations in ESL 103 and particularly low in ESL 106. ESL 119 grammar scores are slightly above expectation. A question may be how students are able to achieve the expected success rate in writing without meeting the expected success rate for grammatical accuracy. They do this by achieving higher scores in other categories on the writing rubric. For example, for ESL 106, the rubric includes a point range for content, organization, word choice, clause and sentence structure, grammar and phrase structure, and mechanics. ESL 103 and ESL 106 provide extensive grammar instruction, so the fact that students do not meet the expected learning outcome is an ongoing area of concern for grammar teachers. The SLO data show that faculty need to reevaluate how they are teaching grammar and determine what modifications can be made to their grammar pedagogy that would better help their students learn grammar so that they attain a higher level of accuracy in writing. Students need to learn grammar rules in a way that will allow them to use that knowledge to analyze writing, identify errors, and make appropriate corrections. They could then better demonstrate this ability on SLO grammar exams.

The ESL 106 teachers did have a concern about the difficulty level of SLO test itself; therefore, the first step that the instructors took toward addressing the low success rate in grammar proficiency was to modify the exam. The grammar exam used for SLO studies for

ESL 106 is a 75-point multiple-choice cumulative exam; it evaluates all grammatical structures taught in the class. All of the questions are part of a meaningful, connected discourse; that is, all grammar points are tested in the context of a complete article, story, or biography, not individual unrelated sentences. This connected-discourse format inevitably requires not only knowledge of the grammatical structures but also academic reading skills. The authors of the test simplified the diction and reduced the amount of reading necessary to complete the exam. Unfortunately, results were still low. If the instructors deem that the current format of the exam hinders the students' ability to demonstrate their knowledge of grammar, the test may again be modified using an alternative format, such as short dialogs and paragraphs, which may aid the students to focus singularly on grammatical accuracy. The ESL106 group is committed to raising SLO grammar scores by continuing to work together to find better ways to teach grammar and create SLO grammar assessments that provide an accurate picture of the students' knowledge.

The table below summarizes ESL 103, 106, and 119 SLO data. To review data from all core courses, see Appendix 5.4, the results of ESL SLO studies conducted in core between Fall 2009 and Spring 2011.

ESL 103	Actual Success				Average Success	Expected Success	Plus/Minus
	Fall 2009	Spring 2010	Fall 2010	Spring 2011			
Reading	75%	71%	51%	68%	66%	70%	-4%
Writing	85%	85%	89%	71%	82%	80%	+2%
Grammar	69%	58%	65%	60%	63%	70%	-7%
ESL 106	Actual Success				Average Success	Expected Success	Plus/Minus
	Fall 2009	Spring 2010	Fall 2010	Spring 2011			
Reading	36%	30%	40%	54%	40%	60%	-20%
Writing	90%	90%	79%	78%	84%	80%	+4%
Grammar	35%	47%	44%	49%	44%	70%	-26%
ESL 119	Actual Success				Average Success	Expected Success	Plus/Minus
	Fall 2009	Spring 2010	Fall 2010	Spring 2011			
Writing	85%	78%	86%	85%	84%	80%	+4%
Grammar	78%	67%	69%	69%	71%	70%	+1%

Program SLO 2: Reading Proficiency

Reviewing the SLO reading assessment data below, ESL 105 students are achieving expected success rates. For ESL 103, 106, and 106R, however, one can see that more work needs to be done by reading instructors to identify ways to raise reading proficiency. As mentioned in Standard 3.1, the results of the past three semesters show that most students improve their overall reading ability between IRP pre and post tests; however, they are still not reaching expected success rates. Returning to the SLO assessments used from Fall 2008 through Fall 2009 (See Appendix 5.2), will allow the teachers to pinpoint reading skills students are deficient in so that they may increase the number of assignments focused on the skills in which students need additional practice.

Like the ESL106 grammar exam, the ESL 106 reading exam was re-evaluated to determine if it was an effective assessment. The difficulty of the discourse was determined to be too high, and a new test was written. As the ESL 106 data in the table above show, a 14% increase in students achieving the expected outcome occurred. However, this is still well below the expected success rate. Item analysis of the ESL 106 reading test shows that modifications to two test questions are needed to disambiguate two items; these changes should lead to improved accuracy in assessing student outcomes. For ESL 103, a drop in the success rate occurred in Fall 2010 followed by a significant increase in Spring 2011 that fell slightly below the expected success rate. Discussions will take place Fall 2011 exploring the changing reading success rates for ESL 103. One of the difficulties in identifying ways to improve reading proficiency in the core is that although the classes provide reading practice, they do not provide the intensive reading instruction and practice focused on specific reading skills. Reading in the core is primarily a catalyst for writing. Readings are used to practice paraphrasing and summarizing. Readings are also used to provide rhetorical models for students to use in their own writing. Therefore, SLO reading tests in the core should be designed to evaluate the kinds of reading skills developed through these types of exercises. As they are now, the core SLO reading tests are modeled after the skill-based reading tests used in the reading and vocabulary development courses.

Lastly, another area of concern is the range of expected success rates. Success rates are varied, ranging from 60% to 80%. These will be reviewed and adjusted Fall 2011.

The table below summarizes the results of ESL SLO studies conducted in ESL 105 and ESL 106R between Spring 2010 and Spring 2011:

	Actual Success			Average Success	Expected Success	Plus/ Minus
	Spring 2010	Fall 2010	Spring 2011			
ESL 105	79%	82%	77%	79%	75%	+4%
ESL 106R	73%	67%	70%	70%	80%	-10%

Program SLO 3 and 4: Listening and Speaking Proficiency

ESL 104 is currently the highest level listening and speaking course in the program. The table below shows that ESL 104 students exceed expectations in achieving the program outcomes. Based on the results of the speaking assessment data below, the expected success rate in speaking needs to be raised. An area of concern is that results in both listening and speaking seem inflated. Scores may be higher because both high intermediate and advanced-level students take this class, and the higher proficient students easily pass the SLO assessments for listening and speaking. The addition of a new advanced listening and speaking course, ESL 106LS, as discussed in 3.3, would provide the level of instruction that advanced speaker need and would also provide accurate SLO assessment results for listening and speaking.

ESL 104	Actual Success				Average Success	Expected Success	Plus/ Minus
	Fall 2009	Spring 2010	Fall 2010	Spring 2011			
Listening	85%	86%	86%	86%	86%	80%	+6%
Speaking	93%	90%	94%	89%	92%	70%	+22%

Program SLO 5: Cultural Competence

See 3.3 below.

- 3.3** Based on your discussion in 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping Document in Appendix 6. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

The first four program-level outcomes are adequately assessed by the course-level assessment studies developed, administered, and analyzed by course instructors; however, at the time the program-level outcomes were written, faculty included the following program-outcome:

Demonstrate the ability to interact effectively within and across cultures and apply this skill to one's own cultural adjustment by communicating effectively. (CC1-4, EC1-2)

ESL students at Grossmont must make cultural adjustments to interact effectively with teachers, students, and staff so that they may succeed in classes. However, no assessments have been developed to test how well ESL students are attaining this outcome. Anecdotal evidence can always be obtained from teachers and students concerning cultural adjustment, but no formal studies have been developed and administered. In Fall 2011, the faculty will discuss whether or not to develop SLO assessment studies to test cultural competence or delete this program-outcome.

The high SLO pass rate of ESL 104 students suggest that a more advanced course in ESL listening and speaking skills needs to be developed at the ESL 106 level. *ESL 106LS* would prepare non-native speakers who have reached an advanced proficiency level for successful entrance into COMM 122 and other college courses that require oral presentation skills using college-level English. Separating advanced students from intermediate would probably bring SLO assessments results more in line with expectations rather than way above expected results as seen now.

Section 4 ~ Student Access

4.1 How does facility availability affect access to your program?

The ESL faculty is thankful for the effort put forth by the employees of Instructional Operations, namely Reyna Torriente and Danielle Camacho, to identify rooms at times beneficial for ESL students. Even with their excellent effort, however, they are still limited by lack of classrooms available and the demands of all departments and programs. As a result, offering more sections of ESL classes at the times best for the students is not always possible. According to the student survey, the optimal timeframe for the majority of ESL students to attend classes is between 9:00 am and 12:00 pm. Classes at this time make it possible for many immigrant students to attend as it allows them to finish in time to take care of children at the end of their school hours or go to work. This timeframe, however, is the most impacted collegewide and acquiring rooms is often not feasible. Of the 50+ sections of ESL, 14 (approximately 25%) are scheduled from 9:00 am to 12:00 am. The table below shows the courses offered during this timeframe. The rationale for these offerings is to provide at least one section each of cohort classes for morning students to progress through the program.

Level	Course		Number of Sections 9:00 am to 12:00 pm
ESL VII	ESL 119	English as a Second Language VII	1
ESL VI	ESL 106	English as a Second Language VI	1
	ESL 106R	Reading and Vocabulary Development VI	1
ESL V	ESL 103	English as a Second Language V	1
	ESL 104	Listening and Speaking V	1
	ESL 105	Reading and Vocabulary Development V	2
ESL IV	ESL 100	English as a Second Language IV	2
ESL III	ESL 096	English as a Second Language III	2
ESL II	ESL 080	Introduction to ESL ~ Literacy	1
	ESL 081	Introduction to ESL ~ Communication	1
ESL I	ESL 070	Basic Introduction to ESL ~ Literacy	1
	ESL 071	Basic Introduction to ESL ~ Communication	1

As mentioned earlier in this document, with the recent influx of immigrants from Iraq and the resulting dramatic increase in demand for lower-level ESL classes, efforts are underway to identify financial resources to offer more sections. When revenue and space are secured, the ESL department will need to schedule more classes in the morning and early afternoon to serve immigrant students who can only attend during those timeslots due to family and work responsibilities.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

To offer the number of sections needed for both immigrant and international students, the majority of ESL classes are scheduled at off-peak times. This includes the 8:00 am to 9:15 am timeslot, during which the department offers supplementary courses, providing students with not only instruction in all language skills but the units needed to be full-time. As indicated in the student survey, roughly 38% of ESL students are able to take courses from

12:00 pm to 3:00 pm, and 22% need evening hours between 4:00 pm and 10:00 pm. International students are able to take courses during the 12:00 pm to 3:00 pm hours as they have fewer family and work responsibilities with which to contend. In addition, many immigrant students have found it manageable to enroll in one to two morning classes and at least one afternoon class.

Prior to the recent dramatic rise in enrollment, supplementary ESL courses in the evening were often under-enrolled. Cancelling sections would have prevented students from taking all of the necessary coursework to progress in their academic English skills. This was particularly true for students at the lower levels because they did not have the language proficiency to enroll in other college classes. To address this problem, night supplementary classes were cluster-tied; ESL 097 was cluster-tied to ESL 101 and ESL 098 was tied to ESL 102. Cluster-tying provided access to students but was problematic in effectively teaching a class of multi-level students. With current enrollment at an all time high, the evening courses are no longer cluster-tied, much to the benefit of both teachers and students. However, this has also increased the demand for classroom and lab space at night, which has been provided by the college.

Please see Standard 2.8 for data on hybrid ESL courses.

4.3 Based on your analysis of the student survey results in Appendix 7, what trends did you observe that might affect student access?

The student survey indicates that the majority of students (77%) enrolled in ESL courses are satisfied to very satisfied with the availability of classes in the program. Even with the classroom and section limitations described in Standard 4.1, the department has done its best to offer a comprehensive program that provides access to many English language learners. Still of concern, however, are the students who are neutral to very dissatisfied (23%) with the availability of classes and the number of students unable to register due to the limited number of ESL sections.

Access to instructors primarily occurs face-to-face (55%) and through e-mail (36%). A high percentage of students talk to their instructors about course content or assignments before or after their classes meet, with only 18% accomplishing this during office hours. As mentioned previously, the ESL department employs a high number of adjunct teachers who are not compensated for office hours or whose schedules do not permit them to remain on campus. As a result, they must provide what assistance they can in the very limited time available directly before and after class.

The results of the student survey also show that students are able to attend classes on the weekend.

	Saturday		Sunday	
	Frequency	Percent	Frequency	Percent
No preference	153	46.9	179	54.9
9am-noon	114	35.0	85	26.1
12-3pm	65	19.9	65	19.9
7am-8am	42	12.9	31	9.5
4pm-10pm	37	11.3	28	8.6

Offering weekend classes poses a problem in regards to effective language-learning pedagogy, however. ESL students have the tendency to communicate in their first language outside of class time. Offering classes two times a week on weekdays and three times a week for the beginning courses provides the students with the language input, practice, and reinforcement needed to improve their proficiency; meeting once a week on the weekend may hinder progress.

4.4 What implications do these findings from 4.3 have for your program?

Please see Standard 4.1 for facility availability and its impact on offering ESL classes during the preferred morning hours.

In addition to the influx of immigrants from Iraq and the increase in demand for beginning-level ESL classes, the program has also experienced the unprecedented impact of class section cuts and limitations on international students, who may in turn have expressed dissatisfaction with the availability of classes. As mentioned in Standard 2.4, international students make a substantial investment to study in the U.S. They are accepted to the college with the understanding that they will be able to enroll in 12 or more units, which is required of all international students. This is also true for the international students transferring to Grossmont after attending the ACE program. The college does not wish to limit the number of international students accepted as these students contribute to diversity and cultural exchange on campus as well as pay high tuition, which goes directly into the college's international student fund. The vast majority of international students must enroll in ESL classes their first semester. However, by the time many international students attended orientation and were set to register, the limited ESL sections were closed. Knowing that it is unconscionable to accept international students and not provide a full load of classes to include English instruction, ESL faculty, college administration, International Counseling, and Admissions and Records worked together to solve this problem. Now, seats in ESL sections at the 103, 106, and 119 levels are held for these students to ensure that they have the opportunity to improve their English proficiency and have 12 or more units.

Technology is playing an increasing role in improving communication between instructors and students outside of class time. The student survey shows that 60% of students utilize Blackboard and/or e-mail to check for course information and messages from their teachers. Lecture, handouts, textbooks, homework, and exams are still the primary means by which students attain course content. Next in line to these are group work activities (46%) and Blackboard (41%). In addition, students receive support from college tutors (32%) and peers (32%). The above data indicate the need to provide ongoing training to ensure that all teachers are proficient in this e-education technology. These data also support the work done by the ESL faculty to bolster tutor training and to develop guided peer support activities and exercises (See Standard 5.3 below).

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 7 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

Based on the responses collected in question nine of the student survey, GC ESL will maintain effective methods of teaching and learning listed in the survey question. The faculty continuously make adjustments to how they teach a particular course; however, based on the student survey, no major changes in delivery are necessary.

The ESL faculty require students to practice what is learned in lectures and in-class assignments by doing homework. ESL adheres to the Carnegie-unit, requiring two hours of extra-class work for every unit in class. With 79.4% of students surveyed acknowledging that homework and in-class assignments helped them in learning the course material, the ESL faculty will continue to develop effective assignments which assist students in thoroughly understanding and using the material learned in the classes.

Selecting textbooks that cover the course content as well as providing valuable practice of the class material greatly enhance the success of the program. ESL publisher representatives host a book fair annually for GC ESL instructors; the representatives also inform the chair and instructors when newly published books and new editions of classic books are released. With 74.3% of students acknowledging that textbooks helped them learn the course material, GC ESL is committed to selecting effectual, up-to-date texts. In addition, Nancy Herzfeld-Pipkin wrote and published a two-level series of books with goals of the ESL 100 and ESL 103 classes specifically in mind. This series is used by most of the instructors at these levels. In addition, a third level that would fit with the ESL 106 level has been contracted and may be written and published some time in the future. (See Section 8.1 for a more detailed description of this series of books.)

Even with all the recent innovations in educational technology, delivering informative lectures is still one of the most effective ways to help students achieve the learning objectives of the class; 74% of the students surveyed stated that the teacher's lectures helped them learn the class content. ESL teachers use an interactive lecture style. The teacher engages students in dialog about the lesson topic. Through this conversational way of lecturing, the teacher can better judge how well students are learning the material. This interactive lecture style also helps students feel more comfortable to participate in discussions, volunteer answers, and ask questions. Interactive lecturing works, so GC ESL teachers will continue to use lecture in addition to other effective means to help students learn.

Interestingly, 60% of students surveyed indicated that quizzes helped them learn the course material. Rather than being purely evaluative tools, quizzes aid student learning by "chunking" course material, allowing students to study smaller components of information frequently. ESL students invite the challenge posed by quizzes, and they acknowledge the benefit of these frequent, shorter types of assessment. ESL teachers agree that frequent quizzing of students in addition to assessing their learning through longer, more comprehensive tests make students more accountable for their learning. The majority of students polled agree.

According to the survey, the following also aid student learning: handouts (46.9%), group work (46%), and the course Blackboard site (40.6%). Teacher-generated handouts which support book and lecture material are commonly used in ESL classes. These supplements clearly enhance student success, so they will continue to be generated and used. As stated

below in Standard 5.2, group work is frequently used in ESL classes so that students may process information learned in the class; groups also give the teacher a means to monitor how well students are learning the material. With more and more students and teachers utilizing Blackboard, as stated above in Standard 4.4, the department needs to continue to provide training in ways to use Blackboard effectively to enhance teaching and learning English.

Finally, the other means used in ESL courses which help students learn the class material are all in the 20% to 29% range: computer presentations (29%), study groups (26.9%), PowerPoint presentations (26%), and the instructor's website (21.8%). The low percentages for computer-related teaching tools may be simply because teachers do not use these means to teach the class. This is why GC ESL will continue to explore and develop successful ways to incorporate e-technology into ESL classes. As stated earlier in this standard as well as in Standard 5.2, group work is utilized in all ESL classes, and the faculty encourage their students to form study groups outside of class also. Nonetheless, only a quarter of students polled heed their teachers' advice. Students tend to study on their own out of class.

The student survey (Q9) results clearly show which ways help ESL students successfully learn and use the material covered in ESL courses. Good textbooks and handouts in addition to effective lectures and frequent quizzes are what help ESL students the most. As stated earlier, instructors will continue to use these effective means of teaching ESL. The faculty is also committed to using e-technology to enhance their teaching. The college and department will continue to train new and continuing instructors so that all can take advantage of the many ways computers can help teachers teach and students learn.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 7**)

GC ESL utilizes common strategies to promote the program, and the student survey shows that they have been effective. The GC schedule, catalog, and website have been the most valuable resources to inform students about GC ESL; 40% found out about the ESL class from these resources. Ongoing communication with EOPS and Counseling staff at Grossmont about developments in the GC ESL program has also been invaluable in getting the word out to new students. The ESL department provides counselors with a colorful, informative brochure about GC ESL, which is updated annually. The work of counselors on behalf of ESL is significant; 23% surveyed said that a counselor recommended ESL. Nancy Herzfeld-Pipkin's work with Cal-PASS has also indirectly contributed to promoting GC ESL with local high schools, namely El Cajon Valley High School, which graduates many ESL students entering GC. She has done this through discussions at Cal-PASS East County EL/ESL Council meetings as well as a more formal presentation to counselors in the high school district. This work has now become the East County Cal-PASS Council's newest innovation, which is slated to be a three year project, starting this fall. English Learners Choosing Smartly, will inform high school students and their parents, instructors, and counselors about the differences between the ESL sequence of courses and the English Department's developmental classes, which presently many EL high school students are taking. Some of these students would be better served by ESL classes, but they are often not

aware of the differences between the two pathways. This project will inform high school students and others listed above about the English and ESL assessment exams and classes so that students can make an informed decision regarding which path to take when graduate high school and enter Grossmont College. According to the Student Survey, 31% of GC ESL students found out about the program through word-of-mouth, one of the most effective ways to promote GC ESL. Maintaining a quality ESL program is paramount so that GC ESL students continue to recommend friends, family members, and other students to take ESL classes at Grossmont.

- 4.7** Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

As mentioned in Standard 4.2, historically under-enrolled courses tended to occur with the supplementary evening courses. To continue to offer these courses, ESL 097 was cluster-tied to ESL 101, and ESL 098 was tied to ESL 102. The rationale for offering cluster-tied sections of night supplementary classes was to provide access to ESL students who do not have the English proficiency to take other Grossmont courses besides ESL. GC ESL never developed marketing strategies specifically targeting lower proficient students so that cluster-tied courses could be separated. However, with the increased demand for lower-level courses experienced in the last two years, these evening supplementary courses, which were historically under-enrolled, now are not only stand-alone classes but also have wait lists.

- 4.8** Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

When the opportunity arose to add back sections, the first strategy utilized was to split the cluster-tied night classes. As mentioned in Standard 4.2, cluster-tying classes is a strategy used to provide access at times of lower enrollment. Separating the cluster-tied night ESL 097 and ESL 101 and the night ESL 098 and ESL 102 made more seats available to students and allowed students to receive instruction best suited for their proficiency level. ESL assessments and class waitlists have shown high numbers of students in need of beginning-level classes. For this reason, when the budget allows for additional sections, ESL 070, ESL 071, ESL 080, and ESL 081 are added in order to serve these students. In subsequent semesters, sections of ESL 096, ESL 097, and ESL 098, the courses in the next level, will need to be added as students progress.

Another strategy to address access already presented in Standard 1.2b on page 13 to offer non-FTES bearing courses for international students using international funds, which will allow the general funds to pay for additional sections of beginning ESL courses. As expressed in 4.4, seats in these non-FTES courses are reserved for new international students so that they are assured enrollment in the appropriate ESL core course their first semester at Grossmont.

Section 5 ~ Student Success

- 5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender).

The projects, curriculum developments, and committee participation described in the standards below were undertaken to improve student success:

Standard 1.2:	IRP (BSI Project)
Standard 2.6:	ESL 070 and ESL 071
Standard 2.6:	Vocational ESL (VESL)
Standard 3:	Outcome Assessment
Standard 5.3:	ESL Learning Modules for English 051 and English 052
Standard 5.3:	EWC Tutor Training
Standard 2.3 & 8.3:	Refugee and Immigrant Planning Team
Standard 8.2:	<i>Working with Non-Native Speakers/ESL Students in Your Classes</i> , Presentations by Nancy Herzfeld-Pipkin

- 5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

The ESL department has developed curriculum in which students are immersed in English and encouraged to communicate throughout. Students read and listen to academic and vocational content, make connections with prior knowledge and experiences, analyze and discuss issues, develop opinions and theories, and write about and present their findings. Through the highly interactive learning environment established in their ESL classes, student not only work toward greater proficiency in English but also build the foundation for success as they move on to general education courses and courses in their major

Several of the methods ESL instructors use to promote active learning include collaborative workgroups, writing portfolios, classroom assessment techniques, peer editing, correction logs, inductive learning techniques, and journaling. According to the faculty survey, 92% of ESL teachers regularly use collaborative group activities in their classes. Working in pairs and larger groups provides greater speaking and listening practice. Student would be hard pressed to master these skills without a great deal of practice in and out of the classroom. Therefore, well-organized group tasks are a staple of ESL classes. These activities model communication experiences that the students will have in content-based classes and at work, ones that require effective and appropriate communication skills and cooperation. Fifty-four percent of ESL teachers incorporate student presentations in their classes. A type of presentation that requires student collaboration is the panel presentation. Presentations are most often centered on a particular topic studied in class, such as culture, the environment, or government. Students must work together to decide on the organization of the presentation and designate responsibility to each student to research, write, and create visuals. They must then fine tune their work so that presentation is cohesive, and of course, they must practice the presentation together prior to the final presentation to the class. The classmates listening to the presentation are also actively involved. There is a question-

answer period, and evaluation of the presentation often includes the feedback of all classmates, who use a standard presentation rubric developed by the instructor.

In the core classes, many teachers (65%) have their students create a portfolio of their written work. Portfolios contain samples of student writing along with their reflections on their work and progress. Portfolios provide students with the means to identify their strengths and weaknesses in planning, writing, and revising the paragraphs and essays and set goals for improvement. Students are engaged in the complete writing process from brainstorming, free-writing, and outlining to drafting the paper, and finally reviewing and revising drafts. Portfolios also provide students with the opportunity to reflect upon who they are as writers and learners. This is especially important for ESL students to increase confidence and improve attitudes towards their growth in learning English as a second language.

Sixty-nine percent of ESL instructors employ classroom assessment techniques, or CATs, as a way to assess the degree to which their students understand lectures and other course material. CATs can be used in every class session; they are easy and fast ways for both teachers and students to check understanding regularly and readily address misunderstanding rather than waiting for an exam. A variety of CATs are used depending on the goal of a lesson, and these techniques are readily accessible on websites for instructors. One of the most common CAT used is the one-minute paper. During the last few minutes of class, the instructor asks his or her students to write on a notecard or half sheet of paper about the most important information he or she learned during class that day as well as what the student understood the least. The instructor reviews this information and in the next class session, provides further clarification and practice. CATs are a great way to increase communication with students and encourage them to understand that teaching and learning are on-going processes that require full participation.

Peer editing and error correction logs are other active learning strategies used by ESL teachers. Sixty-eight percent of ESL teachers employ peer editing, particularly for writing assignments in the core classes. Using a teacher-designed peer editing form as a guide, classmates review each other's essays and provide constructive written and oral feedback on the paper's strengths and weaknesses. During a peer editing session, students have the opportunity to assess if their writing has a clear thesis statement, whether their assertions have adequate and logical support, and whether the paper follows the rhetorical requirements for the assignments. Students also have the opportunity to apply their knowledge of accurate grammar, sentence structure, and mechanics. In addition to improving analytical skills, peer editing improves communication skills and the ability to articulate the qualities of good writing. It also gives students the chance to review and learn from other students' written work, provides further practice in revising, and gives students the chance to improve their work before it is graded. Without peer editing, students do not have the opportunity to enhance critical thinking skills by doing rhetorical, grammatical, and lexical analyses of other students' compositions. Without peer review sessions, the teacher alone is responsible for reviewing and evaluating student work. The same is true for error correction logs. Students analyze their writing, identify errors, and complete a log of not only the mistakes themselves but an explanation of why they are errors according to the rules of the language and what is needed to correct them. Over the course of the semester,

students begin to recognize that certain types of errors may be common to their writing and begin to focus on avoiding them. The ESL faculty contend that both teacher and students are responsible for analyzing and revising papers produced in ESL classes, not just the teacher, so this is why peer editing and error correction logs are best practices within the ESL program.

Sixty-one percent of ESL teachers use journal writing as a means to help their students learn how to express their ideas in English without being confined to standard essay and rhetorical structures. The purpose is to get ideas flowing in writing and help students to overcome the challenges of writer's block and gain confidence in their ability to communicate in English. There are several ways that ESL teachers assign journal writing tasks. A popular method is free-writing, which is simply providing time for students to write down any thoughts that come to mind on a particular topic presented by the teacher. This writing may be in response to a reading, video, or presentation. Usually five to ten minutes of time is designated for students to write. Sometimes, these responses are shared with a classmate or in a small group discussion. Teachers may also create a dialog journal in which the teacher and student respond to each other's questions and feedback.

In addition to the above, individual instructors have developed special projects to encourage more active student involvement in the learning process. One of these is the interview assignment created by Pat Bennett for ESL 104. Students develop interview questions that are either centered on a specific issue, such as gun control, or related to a selected area of interest for the student such as family, children, politics, business, health, or music. Faculty, staff, and administrators receive an invitation to be interviewed by one or more students in the class. Response has been excellent and has included the college president, vice president, administrative assistants, secretaries, other classified personnel, and faculty from a variety of disciplines. Pat matches students with interviewees according to the speech topic and area of expertise of the interviewee. This interview activity provides her students with language practice and cultural discovery and breaks down stereotypes on both sides. This activity has been so successful in motivating and engaging students that many choose to complete more interviews than required for the assignment.

ESL adjunct faculty member Mimi Pollack utilizes guest speakers as a means to promote active learning in class. In the *San Diego Union Tribune*, Mimi read about Robert Gannon, an adventurer who spent ten years of his life flying around the world in his Cessna 172. With the assistance of the author of the article, Mimi contacted Mr. Gannon and invited him to Grossmont College to speak to the students in her ESL 105 reading and vocabulary development course. Through their correspondence, Mr. Gannon learned about the students in Mimi class, their English proficiency level and countries of origin. Mr. Gannon agreed to be a guest speaker and provided Mimi with articles about himself and his travels as well as a clip from KUSI. Mimi utilized these materials to develop a reading and vocabulary lesson. The stories were interesting in of themselves but understanding that they would be able to meet Mr. Gannon in person made the lesson even more engaging. In March 2011, Mr. Gannon gave the class a wonderful presentation on his trip. He has been to almost every country in the world. Because he knew where the students were from, he made a point of talking about his time in Iraq, where he also did humanitarian work, Vietnam, and Mexico. Prior to his presentation date, Mimi's students wrote questions to ask him after his

presentation. After his visit, the students wrote reflections in their journals. Because Mimi's ESL 105 is linked to her ESL 103, she also created a verb tense-aspect lesson using one of the articles for context. This lesson integrated all language skills, reading, writing, listening, and speaking.

As a final example, ESL adjunct faculty member Sara Ferguson creates *The ESL Writers' Review* every semester. This newsletter features student writing from all levels of the program and is distributed to both faculty and students one to two times a semester. Sara provides instructors with a selected topic, which they in turn use to create writing assignments for their courses. Essays are selected for submission to the newsletter. As editor, Sara makes the final decision on which essays to feature. Knowing that their writing may be published in the newsletter and read by both teachers and peers is a great incentive for students to do their best and focus on writing for a specific audience. Students are motivated by the opportunity to share their perspectives and aspects of their native culture.

- 5.3** Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.

GC ESL has collaborated with other campus programs on the following:

Community Service Learning

ESL was actively involved in CSL when it was a grant-funded college-wide program from 2000 to 2003. The CSL program was not funded by the college when the grant expired. Nonetheless, a few years later, ESL secured basic skills money to continue a small Community Service Learning project, which serves basic skills students across campus. Through the Student Success Committee, Nancy Herzfeld-Pipkin manages the CSL program; it offers three options for instructors who want to participate: peer tutoring, classroom aides, or language exchange between ESL and foreign language students. Students who complete all the CSL requirements receive credit from their instructors for their specific classes as well as a certificate of completion from Grossmont College. For example, in 2010, Barbara Loveless offered CSL credit to her ESL 119 students when they served as aides in the classroom. Her students worked as aides in ESL classes at the ESL 070, 080, and 100 levels. The students kept a weekly record of the language learning assistance they provided and submitted reports to Barbara. At the end of the semester, the students wrote reflections of their experience, which were all very favorable. Language exchange between Dr. Irene Jones' class participated with Japanese students who were enrolled in various ESL 106 classes, and Dr. Sonia Ghattas-Soliman and Nancy Herzfeld-Pipkin conducted a language exchange program between students studying Arabic and students in ESL 100. This project has continued since 2009. A new CSL project that Nancy is trying to implement this semester also involves collaboration with teachers and students in other department, such as Anthropology and History. Students in these classes will work one-on-one with ESL 080 and ESL 096 level students who are also enrolled in English 051/052, College Writing Skills.

PDC 130 for ESL Students

Additional BSI projects conducted by the ESL department that required involvement with other programs include Personal Development Counseling (PDC) 130 for ESL students, the development of ESL materials for English 051/052, and the development of EWC tutor-training materials. Personal Development Counseling (PDC) 130, Study Skills and Time Management, was adapted for ESL. Janice Johnson and Salem Berhanu, Grossmont counselors, developed a PDC 130 course to be linked with an intermediate-level ESL class. Nancy Herzfeld-Pipkin adapted the PDC 130 materials and activities for use with ESL students. Although the entire course was developed, it has not yet been implemented due to budget cuts. In the future, this link may be offered when the First Year Experience (FYE) program is underway and expanded to include ESL classes through the Kingsborough FIPSE grant. For the initial stage of the FYE project, a cohort of new students, mostly from high school, will take linked English 098 and 098R, and a PDC course. After this first pilot group is established, the college hopes to include other groups, like ESL, in the FYE, at which time the adapted PDC 130 and ESL 103 link may be offered. ESL has a continuing dialogue with the Counseling Department concerning the offering of this Project Success link to better serve ESL students.

English 051 and 052

ESL supports English by developing ESL units for English 051 and 052 classes, which many ESL students take. A project to develop curriculum specific to each ESL level and encourage communication between ESL core instructors and English 51/52 instructors was developed by Nancy Herzfeld-Pipkin and funded by basic skills money. For this project, Virginia Berger and Nancy Herzfeld Pipkin developed grammar units to be used with ESL students in English 051/052. The units cover varied proficiency levels; content of the units matches the scope and sequence of the GC ESL grammar curriculum. This was done by designing a new system of using specific supplemental ESL books and materials for each ESL level in these small-group classes. Previous to this, there were few materials for ESL students in the 051/052 classes, and those materials were not organized by ESL level. Virginia Berger selected the texts and materials to supplement core class materials and Virginia and Barbara Loveless developed the worksheets to accompany the ESL texts chosen for these classes. In addition, Virginia organized and labeled all the existing materials (mostly in the form of handouts) by level so that they could be used along with the materials developed for the books at the appropriate levels.

As another component of this project, Nancy set up a system of communication between 051/052 instructors and ESL core class instructors. Through this system, the ESL instructors can advise 051/052 instructors about specific needs of their students so that those areas can be practiced and reviewed during their 051/052 sessions. The 051/052 instructors have reported they are very happy with this new system, and they have recently asked the English Department to develop the same communication process for their composition classes.

Presently, ESL is working with English 051 and 052 teachers to develop individualized vocabulary units for ESL 070 and 080-level students who take English 051 or 052. Students will complete segments of each unit individually in the English Writing Center (EWC) using Blackboard, and they will complete other phases of the lesson plan with their English

051/052 teachers. Using a template provided by Chuck Passentino, the English 051/052 instructors have recently created a number of vocabulary modules to be practiced on Blackboard that augment/practice information in the selected texts to be used during the English 51/52 sessions. GC ESL and EWC faculty and staff have had a very close, cooperative working relationship over the years, and these projects exemplify their collaboration.

EWC Tutor Training

Since its inception, ESL faculty have been involved in the training of tutors in the EWC by conducting workshops. These workshops help tutors better understand and teach ESL grammar as well as learn effective pedagogy for instructing ESL students. In addition to these workshops, through basic skills funds Nancy Herzfeld-Pipkin has developed tutor-training modules consisting of PowerPoints, which provide readily accessible resources which enhance their understanding of ESL pedagogy and improve tutoring sessions. These presentations cover how to tutor through active learning (penless tutoring), how to teach specific topics to ESL students, and ESL troublespots with specific tutoring tips. The modules have been shared with tutor trainers in the Math department, who have adapted these materials for their needs, and may be shared with others across the campus, such as with Lucy Price in the Tutoring Center. Presently, Nancy provides tutor training sessions for tutors in the English Writing Center using these materials. It is hoped that these presentations might develop into a one or two-unit tutor training class offered through the Education Department when the budget will allow for new classes again as per the original BSI proposal.

Learning Communities ~ Project Success Links

In the past, ESL has collaborated with other disciplines to create linked courses between an ESL section of English 110 and a common GE course, like Psychology 120; these Project Success links were discontinued because of a lack of demand. It was difficult to get a cohort of 110-level ESL students who were willing to take a linked GE course in a particular discipline at a particular time. Despite these challenges, ESL is committed to Project Success. As stated in this section, an ESL 103 and PDC 130 link is planned for the future. Currently, ESL does not have Project Success links with other Grossmont disciplines; however, various ESL courses are linked: three sections of ESL 070 and 071, three sections of ESL 080 and 081, one section of ESL 096, 097, and 098 (our VESL program), two sections of ESL 100 and ESL 102, one section of ESL 103 and 105, and one section of ESL 106 and 106R. These linked courses provide students with a more intensive language learning experience than segmented classes, and the instructors enjoy the benefits of team teaching. The ESL faculty will work toward strengthening these links and encourage instructors to attend Project Success meetings and workshops to learn more ways to share and integrate course materials.

- 5.4 Based on an analysis of reports data, discuss trends in success rates, enrollments, and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Gender (Enrollment, Success, & Retention)

Women represent on average approximately 57% of enrollment in GC ESL classes. This percentage is in line with the collegewide percentage for female enrollment (See District Fact Sheet*). In addition, in a 2010 study, the American Council on Education analyzed data from the U.S. Census Bureau and the U.S. Department of Education and found the same figure to be true; since at least 2000, 57% of enrollment at American colleges has been women (*Gender Equity in Education: 2010*). The crossover of higher numbers of females over males attending college occurred around 1989-90 and has been a pattern ever since. Therefore, this disproportionate impact is not unusual for the GC ESL student population.

There are various reasons that may explain why this difference in enrollment exists for ESL students. A first assumption may be that particularly with immigrant families, more men have taken the responsibility to go to work, leaving little time for higher education, while women have the traditional role of managing the household and raising children. More women who have the benefit of extended family to assist with childcare or have school-age

children are taking the opportunity to attend Grossmont to improve their language skills, and for many, pursue degrees or certificates. The desire to help children succeed in their studies is another motivating factor for women to gain proficiency in English. Their children are in the K-12 system and seek their mothers' help with homework and other assignments, and of course, mothers want to have the skills necessary to do this. Mothers also want to be engaged in their children's education; they attend parent-teacher meetings and also volunteer to help teachers in the classroom.

In terms of attaining or keeping a job, especially one that pays relatively well, lack of English skills may be a greater hindrance for women than it is for men. Immigrant men are able to find employment in male-dominated professions, construction for example, which may not require a greater proficiency in language skills. Women, however, tend to seek jobs in service related professions, such as in retail or health care, which may require greater proficiency in all language skill areas.

Attending Grossmont is also a way for women to stay in close contact with members of their community. This is clearly evident with the department's Iraqi student population. It can be imagined that remaining at home in a new country after being uprooted and separated from family members could be for some a lonely or demoralizing experience. At the college, these students provide a great deal of support to one another, and as they succeed in their classes, their confidence and motivation to continue their studies increases. The data for this program review show that although retention is high for both males (88%) and females (92%), the females have a greater success rate (82%) compared to males (75%).

The above assumptions focus on traditional family roles. However, the higher percentage of women entering college is also attributed to a shift in women's expectations throughout the world to attain a higher education and embark on a career.

*<http://www.gcccd.edu/intergov/bond/District.Fact.Sheet.htm>

Age (Enrollment, Success, and Retention)

Two age groups have been competing for dominance in enrollment in ESL classes since 2005, the 30-49 age group and the 20-24 age group. The latter took the highest position starting in Fall 2006, but in Fall 2009, the program experienced a marked increase in the number of students between ages 30-49, which primarily represents the influx of Iraqi immigrants. The prominence of older resident students in ESL classes is a distinction from age distribution and enrollment collegewide shown in the table below.

ESL Department Fall 2010	Grossmont College
39% (30-49)	36% (20-24)
28% (20-24)	28% (<19)
14% (25-29)	17% (30-49)
10% (50+)	13% (25-29)
9% (<19)	6% (50+)

Retention is high for all age groups, although the percentage does decrease the higher the age. The 88% retention rate for students ages 30-49 and the 88% retention rate for students ages 30-49 are very good. The lower rates may exemplify the greater challenges these students face when it comes to managing school, family, and work. The younger age groups, particularly students between ages 20-24, include the international student population. Most have yet to start a family. They are required to be enrolled in a minimum of 12 units and are limited to campus employment. They also must demonstrate financial stability by providing Admissions and Records proof of enough resources to cover tuition and living expenses. Thus, the factors that may give cause for withdrawal are reduced for this population.

Retention by Age	
19 or less	93%
20-24	92%
25-29	90%
30-49	88%
50+	84%

Notable trends in success per age group include a decrease in success for student ages 19 or less, a gradual increase in success for the 20-24, 25-29, and 30-49 age groups, and a marked increase in success for students 50 years of age and older. The faculty's efforts to establish student learning outcomes for each course, standardize assessments, improve the five-hour lecture plus one hour lab core model, extend standardization to the supplementary courses, develop and implement of the VESL curriculum and the IRP, provide tutor training, and collaborate with English 051-052 instructors have contributed to the improved success rates of 20 to 50+ age groups.

- 5.6** Referring to Appendix 8 Degrees and Certificates, if the program offers a degree or certificate in the college catalog, explain the trends regarding numbers of students who earn these degrees and/or certificates.

Not applicable.

- 5.7** Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post secondary schools

GC ESL has established connections with secondary and post secondary schools. In 2001, Peter White, VPSS, as part of a Fulbright exchange program, developed a special program for students in the teacher education program from Escuela Normal in Atlacomulco, Mexico. Peter called on GC ESL to develop an eight-week ESL program for these students in addition to make contacts in local secondary schools so that the Mexican students can observe American middle school classes, help the master teachers when needed, and learn pedagogy used in American classes. Two teachers from the Escuela Normal accompany the students enrolled in the program; they also observe Grossmont ESL classes in addition to the middle school classes. They lead sessions in which students discuss what they are learning in the American classes and how they might apply effective pedagogical approaches in their future classes in Mexico. The teacher education component involves students doing observations and student teaching in area middle schools every Friday while they attend ESL classes at Grossmont Monday through Thursday. Virginia Berger, who designed and manages this program combining teacher education and ESL, has established Memoranda of Understanding (MOU) with neighboring school districts. The ESL classes in the program currently include ESL 104, 105, 108, and English 052.

As stated in Standards 1.1, 2.9, and 4.6, Nancy Herzfeld-Pipkin represents GC ESL on the Cal-PASS/East County EL/ESL Intersegmental Council. Nancy works with high school and San Diego State teachers on the council. Standards 2.9 and 4.6 clearly describe the work done by the council in the past six years. This council connects high school with college teachers who share the curriculum taught as well as methods of instruction and assessment used in their programs so that ESL students can be better prepared for each level in their educational careers. In addition, the current project focuses on counseling students regarding the differences between English classes and ESL classes so that students can make an informed decision regarding the best pathway to take when they enter Grossmont College.

Section 6 ~ Student Support and Campus Resources

- 6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).

Prior to Fall 2008, the five-unit ESL core classes required students to complete one hour of supplemental work in the English Writing Center each week. Students were able to complete this requirement during any open lab hours in the EWC. Instructors assigned students specific tasks to complete during this time which reinforced lessons or provided students with the extra practice needed on identified areas of improvement. These tasks most often involved completing units in writing and grammar software, such as Focus on Grammar. Students were also assigned to meet with a tutor to review writing assignments as part of the revision process emphasized in ESL core classes. For several years, ESL instructors had expressed the desire to provide their own support to students during the lab hour, have more flexibility in the kinds of tasks completed, and ensure that students were making effective use of lab time. Beginning Fall 2008, the lab hour was added to all ESL core classes. This hour has a standard schedule at which time the entire class meets together in the ESL Lab, or other available lab in the Tech Mall, with their instructor. In addition to grammar software, students complete steps in the writing process and do peer editing as well as other teacher-generated skill-building exercises, all with the benefit of immediate assistance from their instructors. The English Writing Center is still heavily utilized by ESL students, who continue to go to tutors to review their writing and other ESL assignments. Approximately 86% of ESL teachers continue to refer students for EWC services. In addition, many ESL students enroll in English 051 or 052 for more help with their writing. Data provided by Cynthia Koether, the EWC Learning Assistance Center specialist, show that for Fall 2010, 1,376 tutoring sessions were conducted with ESL students, 24% of the total usage of the EWC. For Spring 2011, that number increased to 1,606, 25% of the total usage of the EWC. Because of the EWC's valuable service to ESL students, the ESL department maintains an ongoing, close working relationship with its faculty and staff (See Standard 5.3 ~ EWC Tutor Training and English 051 and 052).

With the support of Lucy Price, Learning Assistance Center Specialist, and her coordination efforts with Chuck Passentino and Nancy Herzfeld-Pipkin, ESL students are receiving more support from the Tutoring Center. With recommendations from Chuck and Nancy, Lucy has hired more tutors knowledgeable in teaching grammar and writing to non-native speakers. The Student Success Committee also approved funding from basic skills money to pay for more ESL tutors in the Tutoring Center. ESL students also have more time with a tutor; thirty-minute to one-hour sessions are offered in the Tutoring Center. The Tutoring Center also offers group tutoring during which students from the same course or level may work together with a tutor. According to the faculty survey, over 90% of ESL faculty now refer students to the Tutoring Center and/or the EWC. During the 2010-2011 academic year, 172 ESL students met with the center's tutors.

Dave Steinmetz, the Instructional Media Services (IMS) Coordinator, and his crew have provided excellent assistance and training to ESL faculty who regularly use the visual and auditory learning systems in the classrooms. Seventy-eight percent of ESL faculty say that

they contact IMS to check out equipment, receive training, and request assistance when equipment in the classroom is not functioning properly. ESL faculty have also worked with IMS to schedule and set up audio-visual equipment for professional development workshops and conferences, such as the CATESOL conference, held at the college. An IMS staff member is also present during the all-day CATESOL conference to ensure that the equipment needs of the committee members and presenters are met. Dave Steinmetz has also worked with the ESL department to improve the configuration of audio-visual equipment used in classrooms in which many ESL classes are scheduled. Some of these classrooms, such as Room 550 and 500, were not originally designed as classrooms but became so over the years. Dave took the time to select the best possible configuration for AV equipment in what are awkward spaces for instruction. Lastly, instructors used to provide IMS with videos, audio tapes, and CDs that accompanied their lessons and texts. ESL students would then check out these materials and use the equipment available in the library to complete class assignments. However, with the increasing use of audio and visuals available through the Internet and included in textbooks, teachers and students no longer need this service.

According to the faculty survey, 68% of ESL instructors refer students to the library, and nearly 90% refer students to the Technology Mall to utilize college computers and other educational materials to conduct research for writing assignments and to use the MS Office software to type and format essays and reports. Instructors also schedule research orientations for students that are conducted by library faculty. ESL classes that do not have regular class time in a lab, are scheduled in Tech I (70-103) and Tech II (70-104) when an instructor has developed a special lesson needing a computer lab. The library also houses ESL books on reserve. This has been a great benefit to students, particularly those who experience financial challenges and are unable to readily purchase textbooks; therefore, faculty will continue to put multiple copies of their text on reserve.

The faculty survey also indicates that nearly 49% of ESL faculty go to the Center for Advancement of Teaching and Learning (CATL), where they use the PCs and Macs, printers, scanners, and CD and DVD burners to aid them in developing lessons. ESL faculty also participate in CATL workshops, which provide training in the various features of Blackboard, MS Office, Colleague, Micrograde, and other instructional software available through the college. With nearly 50% of faculty using these services, CATL clearly plays an important role in ensuring that faculty have the training and resources needed to enhance teaching and learning.

- 6.2 Analyze the results of the **Student Survey - Appendix 7** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, relevance).

Assessment & Testing Office

Eighty-four percent of the ESL students surveyed indicated that they found the service provided by this office helpful. New students utilize the Testing and Assessment office to complete the GC ESL placement process and receive the schedule of orientations (See Standard 6.5). After completing the placement test, students access their placement results online. ESL students most often would not have reason to return to the Testing and Assessment office once the placement process is completed. However, the office does

provide an additional valuable service to ESL students and faculty. Testing and Assessment staff work with ESL faculty throughout the semester to administer make-up exams. Teachers are able to take missed tests to the Testing and Assessment office, where students may take the test in a quiet, secure environment. This has been a beneficial service to the ESL faculty, particularly to adjunct whose schedules do not permit them to remain on campus to administer a make-up test. With the vital service provided by the Testing and Assessment office staff, it is reassuring to learn that ESL students feel a high level of satisfaction with it.

English Writing Center (EWC)

The ways in which ESL students take advantage of EWC services are described in Standard 6.1. These services along with the EWC's dedicated faculty and staff received a whopping 90% approval rating by ESL students on the student survey.

Technology Mall

The computer resources available in the Technology Mall were also deemed very helpful by the majority of ESL students surveyed (88%). Only a small percentage (9%) of the total number of students surveyed indicated that they did not use Tech Mall services. This is understandable since some may have similar technology available at home or through the use of a portable laptop. In addition, some students, particularly those at the beginning levels of the ESL program, may not yet have assignments requiring them to use Tech Mall services.

Library

Of the students who use the library resources, 80% found the online resources helpful, and 96% found the on-campus resources helpful. These data attest to the excellent work done by library faculty and staff to maintain a high quality of service in addition to current electronic and print resources. Interestingly, the student survey also shows that 43% of the students surveyed do not use online or on-campus library resources. As stated in the paragraph above, prior to ESL 119, students may not yet have assignments requiring them to use library resources. The reason for this is that ESL instructors most often provide a great deal of guidance to ESL students when it comes to resources, including online resources, needed for essays, reports, and presentations. Specific websites needed for assignments are provided and often listed in Blackboard. Handouts developed from one or more sources are provided by the instructor. This may actually result in fewer opportunities for students to conduct research themselves using library resources. ESL 103 and ESL 106 teachers should consider creating assignments for which students have to select library resources used in completing the assignment much like is done in ESL 119. Currently, once students are in ESL 119, they are instructed in library research methods and are shown the variety of print materials and online databases. With this practical knowledge of library research tools, ESL 119 students select library resources used in their research papers.

Tutoring Center

Tutoring Center services are described in Standard 6.1. It was very pleasing to find that of the students who took advantage of the center's tutoring services, 95% found them helpful to very helpful. This is a notable change from the ESL department's last program review in 2004. At the time the 2004 review was written, the Tutoring Center had no ESL tutors. When ESL students contacted the center to inquire about tutoring, they were assigned to an English tutor who was not trained in TESOL. To maintain the recent success by students

using tutorial services, the ESL chair will continue to work with Lucy Price in hiring tutors, and ESL faculty will continue to provide recommendations and materials as needed for the development of effective tutoring sessions.

Extended Opportunity Programs & Services (EOPS)

Examples of the ways in which ESL faculty work with EOPS counselors are described in Standard 6.5 below. Approximately 39% of ESL students received EOPS services during the 2010-2011 academic year. This high percentage has been consistent over the years. EOPS assists students who are economically and educationally disadvantaged, and the multitude of services provided by the program has been invaluable to the ESL immigrant student population. These services include educational planning and advising with counselors, priority registration, grant and textbook account to name just a few.

Disabled Student Programs & Services (DSPS)

At the start of each new semester, ESL instructors make students aware of DSPS and the academic and support services the program provides to students with learning and/or physical disabilities. The DSPS office location and phone number are listed on all ESL course syllabi. During the semester, ESL instructors may also refer students to DSPS. This occurs when students experience an injury that impairs their mobility. It also occurs when students' low performance in a class may be due to factors unrelated to proper academic study and time management; when students appear genuinely to be making the effort to succeed but are unable to obtain passing scores, the possibility of a learning disability may be the cause, and a referral for testing is made. LD testing for ESL students poses a challenge for DSPS; for the results to be useful, students need to demonstrate linguistic and cultural competency that is equivalent to a native English speaking high school student. The DSPS specialist will interview ESL students to assess their language proficiency. If the specialist feels that testing will not work, he or she determines whether there is another disability DSPS can accommodate. In such a case, DSPS has a form that is given to students to document their disability. Once the DSPS office has evaluated students and determined that accommodations are needed to help improve the students' chances for success, DSPS works closely with ESL instructors to assure that reasonable accommodations are provided, such as classroom access and desks for students in wheelchairs and additional time for class tests. For the latter, ESL instructors provide tests to the DSPS testing center. DSPS staff then administers the exams, allowing for additional time, and returns the completed exams to instructors. Approximately 21% of the ESL students who completed the student survey indicated that they had received DSPS services. Of those, 85% found the accommodations received to be helpful.

Department Computer Labs

The ESL department's usage of the ESL Lab and the Tech Mall labs is described in Standards 1.2, 1.3, and 6.1. According to the student survey, 85% of the students whose classes included lab work found it to be helpful to very helpful. Improving the effectiveness of lab activities is an ongoing effort of ESL faculty, who will continue to seek ways to enhance teaching and learning through technology. As this is done, funding will likely be needed to incorporate innovative educational software and hardware into the department's labs.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

ESL faculty have utilized the services of the Institutional Research Office for several projects since the department's last program review. This research has assisted the department in validating the ESL assessment and placement process. It has also provided the student enrollment and retention data needed to support materials and curriculum development.

ESL core teachers agree that the purpose of the assessment process is to have students begin the ESL program at an appropriate proficiency level, not a level that is too easy or too hard. Nonetheless, teachers contend that some students in their classes find the course material easy, prompting the need to determine if students enroll in core classes which are below their assessed level, and if so, how many. Information Systems reported that the current enrollment system does not prohibit ESL students from taking ESL core courses which are below the assessed proficiency of the student. Therefore, in Fall 2010, GC ESL requested a study of the number of ESL students who take ESL core classes below the assessed level. Results show that 80% or higher take the core class assessed into for ESL 070, 100, 103, 119; ESL 080 and 096 are above 70%. Thus, the assessment placement process appears to be working fairly well; however, a significant number of students are taking core classes below level. As a result of this study, GC ESL and CC ESL met with IS and the VPAA's of each college to investigate whether our computerized enrollment system would hard-block students from taking core classes below level. IS reported that the system could not do this unless costly specialized programming could be done; in other words, the ESL programs must live with the current system.

Between May 2007 and February 2008, the Institutional Research Office and GC ESL worked together to renew the approval of the GC ESL Writing Test, one of the placement exams used to place new students coming into the college who take ESL courses. The study included content validation, consequential validation in support of the cut scores, examination of test bias, inter-scorer and inter-form reliability, as well as an examination of disproportionate impact. The application was submitted in April of 2008. The preliminary report from the State Chancellor's Office granted probationary approval. The GC ESL Writing Test was deemed valid, reliable, and unbiased, but the study showed problems with cut scores between ESL 103 and ESL 106 as well as disproportionate impact of older students placed in lower proficiency levels, so between Spring 2008 and Fall 2009, the research office and GC ESL continued to collect ESL placement assessment data to address these concerns so that they may reapply for full approval in Spring 2010. Unfortunately, due to the sever budget cuts, the Matriculation Assessment Work Group was suspended until further notice. The submission for full-approval is prepared and ready to send to the State Chancellor's Office when business resumes. The faculty and researchers are confident that the concerns the evaluators had with the cut scores were addressed by having a much larger sample of ESL 103 and 106 placements to analyze. The problem with disproportionate impact was addressed also in the current application, which clearly justifies why DI is observed for older ESL students who were found to have a propensity to place in lower proficiency levels.

In Spring 2006, Nancy Herzfeld-Pipkin requested data on concurrent enrollment of ESL at each level of the ESL program. Nancy used these data to see what courses outside ESL they were taking so she could tailor the books in her *Destinations* series to the most popular subject areas. Then, in April 2010, Nancy made requests for data on GC instructor Maria Pak's psychology classes for a presentation to the Governing Board about CSL. In January, 2011 Nancy requested a follow-up to a report that Jerry Buckley, Sr. Dean Research Planning & Institutional Effectiveness, had sent about a particular cohort of students. She had asked for disaggregated information to stay up-to-date on areas of study ESL students completed or graduated from. This information will be helpful in determining the areas of study or departments that might be best suited for linking to ESL classes in the future, particularly when we have a cohort of FYE students as part of the Kingsborough project.

6.4 Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Researching the available library resources for ESL instructors was an eye-opening experience as these materials have not been reviewed by the ESL faculty collectively since the department's last program review in 2004. Titles were initially expected to be outdated, but thanks to NetLibrary available to faculty and students on the Grossmont College library website, recently published ESL teacher resources are now available as e-books.

The Library of Congress subject headings for English as a second language are *English Language Study and Teaching* and *Foreign Speakers and English Language*. These subjects are located within the call number range PE1128 – PE1130.5. Using this information to search the college library databases, approximately 50 ESL teacher-training resources were found with publication dates ranging from 1969 to 2010. These resources have been compiled into a list that will be provided to ESL faculty not only to update faculty on the print and electronic resources available but also to evaluate how frequently teachers use these materials and how useful they are in their teaching.

The library does not subscribe to print copies or provide access to the electronic versions of the primary scholarly journals for the ESL profession, namely the *TESOL Journal*, the *TESOL Quarterly*, and the *CATESOL Journal*. Making a case for the library to provide access to these journals will first require a survey of the ESL faculty to determine if they would make use of these resources. Teachers who have membership to these organizations do receive these publications. In addition, free e-resources, such as *The Electronic Journal for English as a Second Language* (TESL-EJ), are accessible online and through the college's ERIC database.

In addition to teacher resources, the library also maintains leveled readers for non-native speakers, reference materials, and books on reserve. Many stories from classic and contemporary English literature have been modified, or simplified, to help ESL students at all proficiency levels improve reading skills and gain knowledge of the literary works with which most native speakers are familiar. The ESL reading teachers have a listing of these readers that they provide to students and encourage additional reading practice. These readers are available for checkout. Publishers of ESL texts continue to develop leveled

readers and add to the titles available. ESL faculty will work with the library liaison to add more of these readers.

The dictionary that most ESL instructors recommend is the *Longman Advanced Dictionary of American English*. A 2003 copy is available for reference in the library; the ESL department will provide the library with the most recent publication. Students are now taking advantage of digital pocket dictionaries, the thesaurus, citation, and bibliography readily available in Microsoft programs, and the increasing number of online dictionaries available on the web, which includes the *Longman Advanced*.

The ESL department will begin a campaign for 2011-2012 to place textbooks on reserve in the library. Upon reviewing the textbooks currently on reserve, only twenty-one books (duplicated count) were found, some of which are no longer used. As stated in 6.1, this is an essential service to students experiencing financial difficulties, especially at a time when families are struggling due to the poor economy and the cost of textbooks is exorbitant. Publishers working closely with the ESL faculty do provide copies of these books free of charge. These copies can then be placed on reserve in the library, providing students access to the class materials, especially at the beginning of the semester when they might be waiting for funding.

- 6.5** How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

Working closely with student support services is essential for ESL faculty to improve student access and success at the college and address the unique needs of the ESL student population. This is especially the case when high numbers of refugees become members of the community, resulting in the need for more classes, services, and cultural training for both students and college personnel. For example, when the large influx of Iraqi refugees started to arrive, EOPS requested intercultural communication training for their staff to help them better understand the needs of this student population. Pat Bennett was able to offer an afternoon workshop on intercultural communication and values differences in general with a focus on the Iraqi refugees. By the end of the workshop, classified staff reported a better understanding of why certain behaviors occurred, how to improve communication, and what procedures to implement in the EOPS office to help manage this new group and improve their ability to aid these students effectively.

In 2006, the ESL department requested research on the success and retention rates of the immigrant refugee ESL population. The results showed that 62% of students who began in the beginning levels had reached the fifth level of ESL, ESL 103, which meant that 38% of the students did not persist. ESL faculty met with EOPS counselors to determine what the general advice was to refugee students who began to fail or drop because they were not academically prepared or not economically able to remain in college long enough to earn a degree or transfer. Counselors were referring these students to various career and technical education programs (CTE) in the community or at the college. At that time, ROP was still available, but it was soon discontinued. Based on these two findings, the ESL program

developed a pre-vocational ESL program to be implemented at the third level of instruction (See Standard 2.6 VESL). The curriculum includes visits to the Career Center, guest speakers from Counseling and DSPS, and it may also include interviews with CTE faculty and visits to Vocational and Professional Studies classes. By the end of the course, each student has identified both a short-term and long-term goal that fits their abilities, skills, previous experience, personal needs, and aspirations. They understand that their needs and goals may change, but they leave the level with the tools and resources to find suitable career and professional training if needed.

To refer students to student services, resources are listed on course syllabi. In addition, instructors work closely with DSPS, EOPS, Assessment and Testing, and Counseling to help individual students as needed. When students are in crisis, instructors may walk a student over to a service that can provide help. Instructors also regularly fill out EOPS progress reports as requested. Teachers indicate approximate grade and note whether there are problems with performance, attendance, and punctuality. In this way, EOPS counselors provide additional support to ESL instructors by reinforcing to the students what it takes to be successful and advising them of additional student support services. As stated in Standard 6.2 above, instructors work with the DSPS office to accommodate students with special needs. Some of these students have had post-traumatic stress disorder, physical disabilities, or various learning disabilities. DSPS evaluates student needs and works with ESL instructors to provide these students with the necessary accommodations. In addition, Carl Fielden, the Learning Disabilities Specialist, who has also been an ESL instructor, at times is invited to the ESL department's professional development meeting during flex week, when he updates the faculty on DSPS services and answers questions faculty have about providing necessary accommodations to students with disabilities.

ESL faculty work closely with the international student counselors and Testing and Assessment staff to provide ESL assessment, placement, and orientation to new international and resident students. The ESL placement assessments are administered by Testing and Assessment staff, who then provide ESL faculty with each student's CELSA score, background survey, and writing sample, the three measures used in the placement process (See Standard 1.3 #2). Once placement is determined, resident students attend a two-hour ESL orientation that has been scheduled by Counseling. International Counseling provides a more extensive two-day orientation, which includes ESL assessment, placement, and orientation. During the 2010-2011 academic year, approximately 24 testing sessions and 12 orientation sessions were held for resident students. Eight testing and eight orientation sessions were held for international students. During this time, 945 ESL students were assessed.

As stated in Standard 4.4, the college does not want to limit the number of international students accepted into the college, so it is paramount to assure that all new and continuing international students have a seat in their appropriate ESL core course. ESL faculty, college administration, International Counseling, and Admissions and Records work together to guarantee each new international student enrollment in an ESL core course: ESL103, 106, or 119. This guaranteed enrollment program fills five sections of ESL core courses with international students: two sections of ESL 103 and 106 as well as one section of ESL 119. The courses are non-FTES-bearing courses paid for out of international student tuition. This

program has allowed GC ESL to expand its offerings of FTES-bearing courses for all students.

The chair communicates frequently with Financial Aid staff concerning students who request to take courses below their assessed level. Financial Aid grants funding to students who take ESL classes at their assessed level, and the ESL chair works with this department to enforce this policy. In rare cases in which a student’s proficiency level has not been assessed correctly, the chair changes the student’s placement to the appropriate lower level and notifies Financial Aid of the level change. This policy instituted by Financial Aid assures accountability and integrity in both the ESL placement assessment process and Financial Aid standards.

The department chair communicates new developments in curriculum, course offerings, and student populations as needed.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey in Appendix 7**, how do students respond to the use of technology?

It is the goal of ESL faculty members to create a communicative, student-centered learning environment in which students are actively engaged in language activities. The technology available through the college has offered teachers an additional means to facilitate this type of environment. According to the faculty survey, all ESL teachers now use classroom and/or lab computers as a means to deliver course material (See table below). The results of the student survey, however, indicate that there is still much that teachers can do to use the available technology to help their students learn.

Indicate the degree to which you utilize the following technology in instruction.					
	Always	Often	Sometimes	Rarely	Never
Computer	78.9%	21.1%	0.0%	0.0%	0.0%
Blackboard	63.2%	18.4%	5.3%	5.3%	7.9%
Doc. Camera	50.0%	26.3%	10.5%	7.9%	5.3%
Audio CDs	30.6%	25.0%	2.8%	22.2%	19.4%
Videos/ Movies	15.8%	21.1%	31.6%	18.4%	13.2%
Video Camera	2.7%	8.1%	5.4%	18.9%	64.9%
Online Forum	5.6%	2.8%	27.8%	16.7%	47.2%

Blackboard now plays a significant role in helping teachers to manage and deliver course content. Approximately 82% of ESL teachers use Blackboard. Within Blackboard, they build content areas, organized by week or lesson, that include handouts and study resources, Internet links, audio and video, and assessments. Even though the use of Blackboard has increased in the department, approximately 41% of ESL students see it as a tool that actually helps them learn course content. One explanation for this may be that many ESL teachers use Blackboard much more for listing assignments, instructions, and due dates as opposed to using its tools and features to create more innovative and interactive lessons. For example, group discussion plays an important role in ESL classes, and online discussion forums are a way to increase student-to-student and student-to-teacher interaction outside the classroom.

Interestingly, however, few ESL teachers use this Blackboard feature regularly, and those that do use it (28%) do so sparingly. The use of online discussion forums would be a useful presentation for professional development. ESL teachers likely need training in this feature, not only to learn the technical aspects of it but to learn how other instructors are using it successfully.

The document cameras are a great improvement over the overhead projectors and are now utilized regularly by 76% of ESL teachers. The document cameras have saved time and resources since they allow students and instructors to display print material without the need to print onto transparencies. For example, in ESL classes, the document cameras have aided discussion and learning during review of student writing. Writing samples are placed on the document camera and projected on the screen. The students work with the instructor to analyze and correct content, organization, word choice, sentence structure, grammar, and mechanics. The writing is then readily returned to the student, and the whole class has had the benefit of participating in the revision process.

Audio CDs and MP3 audio files are also often utilized by ESL instructors, particularly in reading classes. For both resident and international students, comprehending textbook reading assignments, articles, and novels, even those that have been modified for non-native speakers, can be very challenging. Particularly for students in the ESL department's higher level courses, readings can contain linguistically complex language and academic vocabulary. At times, ESL students complain of the "hours" that were required to read an assignment, but this is most often due to poor reading habits they have acquired. These students subvocalize and read word by word rather than in phrases, and they stop to translate words into their native language, often incorrectly. Students go through these painstaking steps only to find that they do not understand what they have just read and/or do not remember it for very long. Developing reading fluency, which is the ability to read accurately, with appropriate speed and comprehension, is a primary goal of the ESL department, and all ESL teachers encourage the use of specific reading strategies to gain fluency. One of these strategies is to listen to a recording of the text while reading. According to the faculty survey 56% of ESL teachers utilize audio CDs or MP3 files in listening and speaking, reading and vocabulary development, and core classes. For example, in the departments reading and vocabulary development classes, students now listen to audio files for IRP readings and novels, and most reading textbooks include a CD. By doing so, students have the benefit of simultaneously hearing the words and seeing the graphic representation of the words. They are also able to follow along at the speed of the native speaker in the recording, whose stress, intonation, and pauses also aid comprehension.

Much like with audio files, ESL instructors incorporate video in their lessons. Approximately 37% of ESL teachers utilize video regularly, and 32% utilize them sparingly. Of the students surveyed, 20% found video helpful to learning. High quality video is readily available, so it is actually surprising that more ESL teachers are not making use of video for in-class and out-of-class assignments. Nowadays, integrated-skill programs provide students with practice in listening comprehension, speaking accuracy, and reading, writing and grammar development. Video lessons are now included in most multi-skilled texts, like *World English*, which is used in the beginning listening and speaking classes. The

additional input provided by the video makes the listening comprehension a little easier. Along with the listening and speaking classes, reading teachers also use video for in-class and extra-class work. The new *Explorer* reading series used in ESL 105 and ESL 106R, published by Heinle Cengage Learning, includes audio files as well as video from National Geographic Media. In addition to video as part of the current ESL texts, some teachers record television programs or movies and develop lessons that enhance all four language learning skills: listening, speaking, reading, and writing. In most video lessons, first students watch, listen, and read the captions; then, the teacher stops at appropriate times to check comprehension. Answers may be given orally and/or in writing. Students ultimately write on a prompt which is gleaned from the video lesson. Students also must study vocabulary and idioms learned through watching the video; this is done through students doing teacher-generated vocabulary lessons and/or maintaining a new vocabulary notebook. There is no doubt the infusion of video in language teaching has the potential to enhance teaching materials.

PowerPoint is a useful teaching tool. It is a great way for teachers to incorporate technology and vary presentation methods. It has helped teachers to create visually appealing and well organized lessons that can capture the students' attention. It is also a good way to present review of topics covered and answers to specific assignments given as homework. Although PowerPoint and other similar computer presentations have this potential, instructors have to be conscientious of their potential pitfalls. According to the student survey, 26% to 29% of ESL students considered PowerPoint and computer presentations helpful to their learning. These are not particularly low percentages (87 to 97 students surveyed) since PowerPoint is not utilized by all instructors. Interactive lecturing is still more successful in aiding student learning for several reasons. When an instructor lectures, interacts, and writes on the board, students have learned that it is a time to have pen and paper ready and take effective study notes. Students are actively listening and determining what information they need to write and how to organize it. Multiple skills are utilized: listening, analyzing, and writing. Depending on how an instructor uses PowerPoint, it has the potential to reduce the use of these skills since the teacher actually does the work for the student. All of the information is written, organized, and made available to the student to access, often on the class's Blackboard website.

A small percentage of ESL listening and speaking teachers (16%) video record student presentations. As described in Standard 2.1, instructors upload these recordings to a semi-private account that they set up for the class in YouTube. This method allows for not only instructor and peer evaluations but also for self-evaluation since students are able to watch their video. It is anticipated that more teachers will make use of this method once more video recorders are acquired and training is provided.

6.7 Identify and explain additional technological resources that could further enhance student learning.

In addition to the current educational technology available at the college, electronic tablets, such as iPads and smart phones could revolutionize how students access course text material and learning resources. Electronic tablets combine text with enhanced images, video, and audio that students can access immediately. The result is a more integrated

learning experience that is much more engaging to students than standard textbooks. Students can also use this technology to create learning networks; if a student needs help from a peer regarding information she is studying on the tablet, she can type in a request for assistance that is instantly received and answered by fellow classmates. Tablets are also fully compatible with e-education platforms, such as Blackboard. As e-textbooks and tablets become more mainstream, the ESL faculty will need to incorporate their use in their classes to ensure that their students are able to benefit from this technology.

The site license grammar software for Focus on Grammar Interactive, Understanding and Using English Grammar, and Tell Me More, which are used in the labs, can no longer be supported as these programs have all gone individual-licensed/Internet-based. Students will be able to access the software with their own account from any Internet-connected computer. Rather than access to these programs limited to ESL lab time, students may use these programs at anytime. This will allow the students to complete more of the practice exercises provided in the programs.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

The ESL faculty were surveyed on the adequacy of classroom, lab, and office space. As mentioned previously in this document, many ESL classes are assigned to smaller rooms due to their lower maximum enrollment of 25. Smaller rooms are not a problem as long as the teachers and students are able to move about easily and safely. The smart carts should be unobstructed and free of wires and cables running across lecture space and aisles. The classrooms should also have plenty of whiteboard space that is clearly visible to the students. As a result of new construction and the remodeling of older classrooms, many ESL classes have had the benefit of being scheduled in better rooms, and 62% of the teachers agree that the spaces are adequate for teaching and learning. A smaller percentage feel the same is true for the department's dedicated classrooms, namely Rooms 550 and 500, and other rooms commonly used for ESL classes. Thirty-eight to 57% of the teachers feel that these rooms are inadequate. As stated in Standard 6.1, the college remodeled Room 500, which although small, is now functional. Similar improvements can be made to other older, smaller "classrooms" in which ESL classes are scheduled, some of which were not originally built for the purpose of instruction. Room 550, which is sometimes referred to as the bus or the railroad car, has desks that do not have a clear view of the whiteboard. In Room 207, a teacher from another department enters the room during class time in order to access her office. In Room 362, roughly one and a half feet of lecture space is available between the whiteboards and the student desks. Room 257 is also small and cramped and can barely seat all students when the class is full. This also presents a problem during test-taking as students are seated so close to each other. ESL faculty are aware of the challenges that Instructional Operations has in scheduling, so they make every effort to use the classrooms assigned to the best of their ability. However, when teachers find that a room is simply not conducive to teaching and learning, they will request to be moved to another room, and Instructional Operations staff will do their best to accommodate them. One of the program recommendations from the ESL department's 2004 program review was to work with campus resources to identify and secure improved dedicated space for ESL

classes. Having not only an *adequate* room but one that has ample space that is conducive to effective teaching and learning and can house language-learning materials is still a need of the ESL department.

In addition to classrooms, the ESL teachers were surveyed on the adequacy of classroom equipment, classroom environment, such as cleanliness and sound quality, and computer labs. Classroom equipment received a high evaluation from ESL faculty. Ninety-five percent of the teachers agree that the equipment provided is adequate. Two teachers are neutral on this point, but no teacher feels that the equipment is inadequate. The majority of teachers find the computer lab suitable. Those that do not likely have lab time in rooms other than the ESL Lab, for example, Tech I and Tech II, are much smaller than the ESL Lab. They do not have a document camera or sufficient whiteboard space, and they do not house materials like in the ESL Lab. Other classroom features received mixed evaluations, which is understandable for a program that has classes scheduled in rooms throughout campus. Classroom cleanliness received a split rating from the instructors. Some rooms are in need of a thorough cleaning of more than just the floors. Trash accumulates in lecterns, podiums, and smart carts. Sometimes educational materials and equipment no longer in use remain in the rooms collecting dust. Lighting was deemed adequate, but temperature, which is often more subjective, received a split rating. The majority of teachers (72%) find the sound quality in rooms adequate. This was somewhat surprising. The sound systems in classrooms do function well, but the sound proofing in many rooms is inadequate, causing teachers to compete with other lecturers and audio and video recordings, which can also be a significant distraction during exams.

As expected, evaluation of office space is mixed, with most instructors being neutral (47.2%). Thirty percent deem the department office space adequate; this percentage likely includes the full-timers and adjunct who share their offices. The adjunct offices now in various campus quadrants, which have multiple workstations, phones, fax, and photocopy machines, have also been utilized by some ESL adjunct faculty.

In general, the following facilities and equipment available to the ESL department and faculty are adequate.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Classroom Size & Configuration	24.3%	37.8%	10.8%	27.0%	0.0%
Dedicated Classrooms	25.7%	17.1%	22.9%	28.6%	5.7%
Classroom Equipment	44.7%	50.7%	5.3%	0.0%	0.0%
Classroom Cleanliness	24.3%	37.8%	24.3%	10.8%	2.7%
Classroom Sound Quality	29.7%	43.2%	18.9%	8.1%	0.0%
Classroom Lighting	34.2%	47.4%	13.2%	5.3%	0.0%
Classroom Temperature	18.4%	39.5%	15.8%	15.8%	10.5%
Computer Lab	56.8%	29.7%	10.8%	2.7%	0.0%
Office Space	8.3%	22.2%	47.2%	22.2%	0.0%

Section 7 ~ Community Outreach and Response

- 7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

ESL faculty interact with students, faculty, administrators, and community leaders through their involvement in the organizations and programs described in these program review standards:

Standards 2.3, 8.1, 8.3, and Appendix 10:

California Teachers of English to Speakers of Other Languages (CATESOL)

Standards 2.9, 4.6, 5.7, and 8.3

California Partnership for Achieving Student Success (Cal-PASS)

Standard 5.7:

Grossmont College and Escuela Normal, Atacomulco, Mexico, Teacher Education Program

Standards 8.2 and 8.3:

San Diego and Imperial Counties Community College Association (SDICCCA) Internship Program

In addition to the above, in July 2011, Nancy Herzfeld-Pipkin was one of 12 Grossmont College team members who attended the summer institute at Kingsborough Community College (KCC) in Brooklyn, New York. KCC was awarded a FIPSE grant (Fund for the Improvement of Post Secondary Education). The goal of the project was "to improve the retention and graduation rates of community colleges by articulating a comprehensive, flexible, and adaptable model for institutional redesign." As part of this grant, KCC chose four other schools to create a plan for their own institutions, and Grossmont was one of the four. For this project, each of these schools will design a specific plan, implement it, and collect data to evaluate success. Grossmont sent a team of 12 people to Brooklyn this summer to work on this with all the schools involved in the grant. The GC Kingsborough team is developing a First Year Experience plan that will create cohorts of students entering college for the first time and provide these groups of students with linked classes and student services support to help ensure their success, retention, and persistence. The FYE will start in Spring 2012 with two cohorts and will expand to more cohorts in the fall. These first cohorts of students will take English 98, 98R, a PDC course and possibly other recommended courses for a maximum of 12 units a semester. The GC Kingsborough team would like to expand to ESL cohorts after the initial pilot groups. The GC Kingsborough team continues to meet twice a month to plan and implement this project and the Kingsborough mentor group in Brooklyn, who will visit in October 2011, is in close contact with the GC members.

- 7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review.

Not applicable.

Section 8 ~ Faculty & Staff Professional Development

- 8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in Appendix 10) has resulted in improvement in curriculum, instruction, and currency in the field.

As mentioned in Standard 2.3, ESL faculty participate in professional development activities offered through professional organizations, such as CATESOL and TESOL, as well as through meetings and workshops offered during the college's professional development week. The benefit of these activities is that they provide teachers with instructional ideas that can be readily incorporated in the classroom. An excellent example of this is the *patchwriting* presentation offered at the 2007 TESOL Conference in Seattle. Barbara Loveless attended the presentation, at which she learned how patchwriting was being used as a pedagogical tool to help students understand plagiarism when writing research essays and how to more effectively paraphrase segments of information. Patchwriting is defined as using blocks of text from other sources and citing appropriately, but not changing the wording as done in paraphrasing; therefore, it is actually a form of plagiarism, but as indicated at the presentation, patchwriting can be used as a transitional form of composition used to help inexperienced writers who struggle with restating information that they read in their own words and sentence structure. Barbara modified what she learned at the presentation to fit her own pedagogy in teaching research writing. Since Fall 2007, Barbara's students have submitted their first research essay draft as a sanctioned "patchwritten" essay in which they include the structure of their research essay in correct MLA format – including a works cited – and support is largely patchwritten. After this draft, student focus more on paraphrasing techniques, and when they turn in their second draft, all patchwritten material has been turned into paraphrases, summaries, and quotes. Plagiarism has virtually disappeared from her students' research essays. In turn, Barbara has presented on how she uses patchwriting in a workshop titled *Patchwriting: Smoothing Over the Jagged Edges of Plagiarism* at the 2009 CATESOL Conference, 2009 Regional CATESOL Conference, and for the ESL department's 119 teachers in 2011.

In addition to participation in professional development activities, sabbaticals have been a means for instructors to develop curriculum. Standard 2.6 describes Pat Bennett's accomplishments for vocational ESL instruction. In 2006, during Nancy Herzfeld-Pipkin's sabbatical, she worked on the *Destinations* series, a series of four published textbooks that is now used by ESL 100 and ESL 103 instructors. The books in Nancy's *Destinations* series provide an academic curriculum for ESL students to help prepare them for college classes outside the ESL department. These materials focus on topics related to students' academic experiences in college by covering themes and vocabulary related to various GE subjects (i.e. history, cultural anthropology, geography and the environment, and literature) as well as topics the students need for success in college, such as personal development and study skills, technology in the classroom and distance education, and business and workplace English. Through these topics students learn about and practice grammar and academic writing/reading so that their English skills can improve to help them be successful in classes with native speakers. Materials presented in these books were taken from textbooks and other publications used in classes and offices across the Grossmont College campus and then

adapted (with permissions) for use with non-native speakers of English. In this way, the materials are not only authentic but relevant to other classes and departments the ESL students will encounter/work with at the college.

In Fall 2003, Chuck Passentino was granted a sabbatical to develop grammar units for advanced-level ESL students. He wrote six grammar units for ESL 106, integrating reading, writing, and grammar instruction in each unit. Topics include parts of language, question formation, verb forms, tense-aspect, modality, and voice. Biographical stories were used as the context to present the grammar points. Each unit includes grammar charts, explanations, and exercises. Also during the sabbatical, he developed a unit on logical connection in writing as well as an ESL 106 final exam on reading and grammar. Versions of the units are used by Chuck and other instructors who have taken interest in this integrated approach to teaching grammar.

8.2 Describe any innovative professional development activities your program has created.

ESL faculty provide ongoing support to faculty and other college personnel to aid them in better understanding the ESL student population. Pat Bennett has coordinated the San Diego and Imperial Counties Community College Association (SDICCCA) internship program for Grossmont College for the last five years. She has regularly presented at the yearly workshop for prospective teachers on the topics of the cultural, linguistic and pedagogical needs of ESL students. Beginning in 2009, Nancy Herzfeld-Pipkin has presented a three-hour workshop to SDICCCA interns about working with ESL students in their classes. Prospective and new adjunct teachers as well as mentors participate in this training.

In addition to her work with SDICCCA, Nancy Herzfeld-Pipkin gave a three-hour workshop on working with ESL students at the Grossmont College Summer Institutes in June 2009 and in June 2010. Nancy also presented a keynote talk during flex week in January 2011 on working with ESL students. Participants and attendees have included college administrators, student services staff, and faculty from all disciplines across the campus.

Pat Bennett provides workshops on the linguistic and cultural needs of ESL students as needed by faculty, staff and at professional organizations. For example, as a result of the influx of refugees from Iraq, Pat was asked to give a workshop to EOPS staff on how to understand and adapt their practices to better serve this group. The workshop included an overview of intercultural communication and cultural relativity. It was well-received, and the staff has reported better intercultural understanding and improved office procedures appropriate for the population. Recently, Pat provided workshop materials to Child Development on classroom management of a large cohort of Kurdish students, and she has been asked to work with Mathematics faculty.

Chuck Passentino and Nancy Herzfeld-Pipkin have provided ongoing training of tutors and teachers in the English Writing Center. Through BSI funds, Nancy Herzfeld-Pipkin has been creating a series of PowerPoint presentations for training tutors on various topics, such as working with students interactively as well as teaching specific grammar points to ESL

students. ESL *troublespots* (specific areas of grammar that are difficult for non-native speakers) as well as tips for helping student with these troublespots are highlighted in these presentations. Curriculum modules have been developed for use in English 051/052 to assist teachers of those sections with the large numbers of ESL students who enroll in them (See Standard 5.3).

The ESL program also regularly holds an all-day professional development meeting and workshops for all ESL faculty. In the meeting, faculty are apprised of current projects and issues that impact ESL students and instruction, such as the IRP and other projects supported by the Student Success Initiative. In the workshops, faculty receive in-depth training in using new computer lab software, like Net Support School and Safe-Assign. Workshops also facilitate faculty doing curriculum development together as well as their sharing best practices for teaching a particular language skill. Other workshops focus on using effective classroom management techniques, developing and maintaining standards, and sharing level-appropriate teaching strategies. The department also continues ongoing training and coordination by level in order to preserve and improve placement and exit standards. This is done by reviewing the program's sequence of skills, agreeing on syllabus grade weights, planning meetings for midterm and portfolio calibration and updates to common final exams. Experienced teachers help new ones, and this helps keep the continuity of our program despite the ratio of full-time to part-time teachers and the turnover in adjunct faculty. Level groups follow up twice during each semester to calibrate writing and portfolios, and both full and part-time faculty help to orient new faculty every semester.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

ESL has had representation on numerous committees both college and district-wide. As seen in the table in Standard 1, ESL faculty have served on Academic Senate, Program Review, Accreditation, Faculty Staffing, Student Success, and Facilities. ESL full-time faculty serve on the International Student Committee because of their involvement in the placement and orientation of international students as well as their role in coordinating the ACE Program. Participation on this committee provides members with updates on admissions requirements, such as the TOEFL, the scheduling and design of international student orientations, the availability of classes, the international student fund, staffing needs, partnerships with language schools and foreign institutions, and individual initiatives developed by faculty and staff.

Both Pat Bennett and Nancy Herzfeld-Pipkin are members of the District's Refugee and Immigrant Planning Team (Standard 2.3), which was formed to address the challenges of overwhelming numbers of Iraqi refugees in the East County for whom the colleges cannot offer enough ESL classes. The members, who include faculty, staff, and administration district-wide, are developing plans, writing proposals for grants, and brainstorming innovative ways to serve this population. Pat Bennett is the leader of the credit-ESL sub-committee for this group. Since March 2011, she has led the development of three proposals for ESL course offerings, which would bolster what is currently offered at Grossmont and Cuyamaca.

Last summer, when the Refugee and Immigrant Planning Team identified funding for short-term courses to be offered at a community Chaldean church, Pat supplied the vocational ESL curriculum she had developed for use in the Grossmont credit ESL program. In addition, Pat sits on the non-credit sub-committee and is working on a plan to prepare incoming ESL students with ESL and cultural orientation before they enter the credit college programs. If students can learn ESL basics and classroom cultural expectations, they will make faster progress once they matriculate into the credit classes.

Pat also lends her ESL expertise to other college and district committees. She attends advisory committee meetings and is a resource to the San Diego/Imperial Health Workforce Initiative, the Welcome Back Centers for Internationally Trained Professionals, and The Center for Innovation. Pat is often called upon to advise grant writers and managers who are developing grant-funded projects designed to serve ESL populations.

Pat sits on the GC Career Center Advisory Committee. She also serves as a resource to other members of the committee who are working with ESL students in their programs. Pat developed the Vocational ESL Program at Grossmont College. To develop this curriculum, she collaborated with Nancy Davis on what was most important for the students to know about choosing, getting and keeping a job. An integral part of the curriculum is the use of 20 career ladders Pat developed as a result of funding by the regional SDICCCA CTE Deans. Pat and other ESL faculty interviewed CTE faculty throughout San Diego County to create career ladders showing what levels of ESL are needed before students are likely to successfully complete CTE training. This information helps ESL students understand the importance of learning English and making plans for realistic short-term and long-term career goals, especially in light of the current economic climate that may limit the financial aid available to them for education. Finally, the development of these ladders also raises awareness among CTE instructors and counselors of the need to help ESL students factor in their own language proficiency before attempting college coursework, including basic CTE certificates.

In addition to her work on the East County Cal-PASS EL/ESL Intersegmental Council (Standard 2.9), Nancy Herzfeld-Pipkin also served on the BSI Task Force, which was formed to create an initial plan for basic skills and the funding the college receives for basic skills projects. Representatives from across the campus met on a regular basis to determine specific areas that might benefit from the basic skills funds given by the state through the Basic Skills Initiative. These discussions revolved around the “poppy copy” publication, a book of best practices and other relevant information meant as a guide to help determine a plan for improving basic skills programs at community colleges. In Fall 2008, the Student Success Committee was formed as a result of input from the BSI Task Force. This committee created a plan of action for the college that grew from the recommendations of the Basic Skills Task Force. During the 2008-2009 academic year, the members of this committee and others in their departments developed proposals for specific projects and the ESL Department received funding for several of the proposals: Helen’s IRP reading program, Chuck’s listening/speaking standardization tools, Nancy’s curriculum development for ESL students taking English 51/52 classes, and Nancy’s tutor training modules. In addition, Nancy’s proposal for campus-wide participation of CSL for basic skills students

was funded. Nancy has served as the ESL department's representative on the Student Success Committee since its inception, overseeing the projects funded through BSI (Standards 1.2, 1.3, and 5.3). Each year the committee develops a budget for the following year's allocation of money. In addition to overseeing the money for the projects mentioned above, Nancy has also helped secure money from basic skills funds for both extra tutoring hours in the Tutoring Center for the translation of information sheets regarding college expectations for our lower level students (translated into several languages). As a member of the Student Success Committee, Nancy has also attended several one and two-day workshops given by regional and state basic skills offices. She has also given several presentations about working with ESL students in classes across the campus (see below for more information) and has helped plan Summer Institutes organized by the Student Success Committee. For example, Nancy was able to help schedule Ann Johns, Professor Emeritus of SDSU and well-known internationally in the field of ESL, for two workshops at the 2011 Summer Institute.

Nancy has also worked on CSL and FIPSE grant writing with the basic skills grant writer Rebecca Benion. Nancy was able to provide background information about CSL and the ESL Program at Grossmont for Rebecca so that she could address specific areas in her grant proposals. In addition, Nancy helped revise Rebecca's drafts of these proposals.

From 2008 to 2010, Barbara Loveless served on the Task Force for Academic Integrity, which looked at the challenges of dealing with cheating and plagiarism on campus. The committee sought to categorize cases of academic dishonesty and outline appropriate disciplinary action for the student engaged in this behavior. The committee developed a faculty survey, which was distributed at division meetings during flex week. This survey asked faculty to indicate how often they encountered academic dishonesty, what form it commonly took, how they dealt with it, and to whom they reported the incident. The results of the survey were reviewed and discussed by the Academic Senate. Based on the committee's work, the college's statement on academic honesty, which instructors include in their syllabi, was revised. At this time, the committee is still discussing a matrix for use in determining consequences of cheating and plagiarism and a well-documented process of notification to students and college administration.

Barbara Loveless also served on a task force that analyzed lab space usage on campus. This arose due to the increasing demand for labs from various departments. This task force created a record of classes scheduled in the various labs and sought to determine time available in the labs in order to maximize their usage. No written policy was developed as a result of these findings; however, there is now greater cooperation among disciplines that have dedicated lab space to maximize lab usage.

ESL faculty have also been active in creating and presenting workshops for local, state, and national conferences. Another workshop developed by Barbara Loveless is titled *Computer-Illiterate to Computer-Geek in One Semester*, which she has presented at CATESOL. This presentation showed ESL teachers how in one semester they can help their students gain enough computer literacy to complete class assignments requiring computer use. Some ESL students come from a background where they did not learn to use a

computer; however, teachers often expect their students to be computer-savvy. Educational institutions may offer basic keyboarding and word processing classes, but these low-to-intermediate level students are lacking the English language skills in order to understand basic concepts and directions. In Barbara's presentation, she demonstrates how students learn the following: the skills and language of computer components, using the mouse, creating simple documents and graphics with WordPad and Paint, navigating the Internet, sending appropriate email messages, using Blackboard, participating in online discussions, and creating a business letter with Word. Barbara also provides samples of student portfolios that reflect their empowering transformation.

Nancy Herzfeld-Pipkin has made several presentations at regional, state, and international conferences (TESOL and CATESOL) as listed in our timeline at the beginning of this document and Nancy's accomplishments in the Appendix. In addition, she has given a series of lectures to help faculty and staff across the campus work with ESL students. As mentioned previously, because of the large influx of refugees and immigrants in San Diego's East County and the drastic budget cuts of the past few years, our district has been facing problems with non-native speakers of English enrolling in classes across the campus rather than just ESL because we cannot offer enough ESL classes to accommodate these large numbers of students. Because of her work on the Student Success Committee and her interaction with many faculty and staff across the campus, Nancy has developed and presented several workshops to inform our campus about who our students are, why they are taking so many classes outside the ESL Department (even when not fully prepared to do so), and how to work with these students to help them succeed or advise them about where they might have more success. Initially, Nancy gave a three-hour workshop during Grossmont's first Summer Institute in June 2009. In October 2009 she gave a revised version of that presentation to that year's cohort of SDICCCA interns. This version included an interactive component for participants to work on "typical scenarios" involving ESL students having problems in their non-English classes as well as solutions to these scenarios. For the Summer Insitute in June 2010, Nancy gave a similar workshop with her Co-Chair of Cal-PASS from the high school district (Maxine Sagapolutele). Nancy and Maxine tailored that workshop to best practices for instructors that were similar for both high school and college instructors. In October 2010, Nancy again presented a workshop to the SDICCCA interns similar to the one given the previous year. In January 2011 Nancy gave another version of this workshop as Keynote Presenter during Professional Development Week. Because this talk had to be limited to a shorter amount of time and did not allow for much interaction, she also provided a follow-up workshop the next day to continue discussion of the issues and allow for more interaction and questions from participants. In September 2011, Nancy presented a two-hour workshop to this year's group of SDICCCA interns based on the same workshop she has given to this group in the past.

In addition to workshop and conference presentations, the ESL department hosts the San Diego Regional CATESOL Conference at Grossmont College approximately every seven years as it circulates between the various educational institutions in the city and county. Likewise, the Statewide CATESOL Conference is also scheduled at times in San Diego. For both the regional and statewide conferences, ESL faculty serve on the conference committee, whose numerous planning responsibilities include selecting and scheduling workshops beneficial for K12 and college, university, and language school instructors and

coordinators. The committee members also select the presenters and keynote speakers who can share new materials and ideas for effective teaching and program design as well as bring into focus current research and issues that impact ESL students and instruction.

Section 9 ~ Staffing Trends and Decision-Making

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2011
# of FT Faculty	3	4	4	4	5	5	4	5	3.5
# of PT Faculty	27	23	24	25	28	27	25	26	36
Total FT FTEF	2.200	3.317	2.982	3.199	3.932	4.782	3.732	4.884	3.732
Total Reassigned Time	.67	.67	1.07	1.37	1.37	.92	1.12	1.12	1.22
Total PT FTEF	9.934	7.926	8.297	7.897	11.780	10.380	11.280	12.095	14.459
Total FTEF	12.134	11.243	11.279	11.096	15.712	15.162	15.012	16.979	18.191
Earned WSCH	4545	3865	3545	3357	4015	4719	5563	5947	6203

The tables above and below clearly show a dramatic increase in the need for reassigned time for ESL full-time faculty. From Fall 2005 to Fall 2007, Chuck Passentino served as the accreditation co-chair and SLO coordinator for the college. However, once this assignment was completed, the total reassigned remained higher than it was prior to the accreditation co-chair assignment. This is due to ESL faculty charged with coordinating the ESL Lab and BSI in addition an increase in the amount of reassigned time earned by the department chair and ACE coordinator. Notwithstanding the SDICCCA coordinator position, which serves the campus at large, the equivalent of one full-time position is needed to manage the department and ACE. The increase in coordination duties and the limited number of full-time faculty result in a reduction in teaching load or an increase in overload in order to run the program, limiting time available for improving curriculum as well as working with newly-hired adjuncts to maintain the program standards. Thus, the GC ESL faculty and students are in great need of additional full-time faculty.

	Fall 2003	Fall 2004	Fall 2005	Fall 2006
# of FT	3	4	4	4
Total RT	.67	.67	1.07	1.37
RT Assignments	Dept. Chair ACE Coord. SDICCA Coord.	Dept. Chair ACE Coord. SDICCA Coord.	Accred. Co-Chair Dept. Chair ACE Coord. SDICCA Coord.	Accred. Co-Chair Dept. Chair ACE Coord. SDICCA Coord. ESL Lab Coord.
	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT	5	5	4	5
Total RT	1.37	.92	1.12	1.12
RT Assignments	Accred. Co-Chair Dept. Chair ACE Coord. SDICCA Coord. ESL Lab Coord.	Dept. Chair ACE Coord. SDICCA Coord. ESL Lab Coord.	Dept. Chair ACE Coord. SDICCA Coord. ESL Lab Coord. BSI Coord.	Dept. Chair ACE Coord. SDICCA Coord. ESL Lab Coord. BSI Coord.

Reassigned time (.20) was also given in Spring 2004 and Spring 2011 to author the program review documents.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

The number of part-time ESL instructors remained high from 2003 to 2010, ranging from 23 to 28 teachers. Spring data were added to the table to show the sizeable increase in part-time teachers (36) for 2011. The number of adjunct is now at 35 for Fall 2011. This represents a ratio of 12% full-time to 88% part-time. In terms of FTEF, this is currently a ratio of 20% full-time to 80% part-time. The first table above shows that to teach all of the courses in the program as well as run the department, the equivalent of 18 full-time faculty is now needed; the department has five.

ESL part-time instructors with minimum qualifications in ESL or equivalency are available; however, because of the high program standards and challenging student population, it is common to hire three or four new adjunct instructors each semester. This causes increased demands on the chair to find and interview new faculty and the level or content leaders to train, mentor, and evaluate new part-timers.

Three of the full-time instructors do not typically take extra-pay assignments; two consistently work overload. All five full-time faculty members are involved in training and evaluation of the large adjunct faculty pool, developing curriculum and maintaining program standards, and responding to student, campus, and community needs. The chair manages the everyday department business, and represents the department in the Academic Senate, Council of Chairs and Coordinators, and Division Council.

The radically disparate part-time to full-time faculty ratio in the GC ESL department is unfitting. Assembly Bill 1725, signed into law in 1988 by George Deukmejian, recommended that 75% of FTEF in community colleges be taught by full-time faculty. Grossmont College would have to hire nine additional full-time ESL instructors to achieve this reasonable goal set 23 years ago. Last year, the chair applied for an additional full-time faculty, and although the request was granted by the GC president, the district froze hiring of full-time instructors due to drastic State budget cuts. GC ESL will continue to apply for and justify the hiring of additional full-time teachers until 75% of all ESL classes at Grossmont College are taught by full-time faculty.

As the former ESL department coordinator Virginia Berger so incisively and aptly wrote in the 2004 program review document, “The addition of more full-time faculty will help the ESL program maintain and improve its quality and consistency. It would also help us strengthen our connections with the local community, through high school outreach and workplace ESL, and to the international community through development of the ACE program and teacher training. Without more full-time faculty members, the effectiveness and success of the current full-timers will be increasingly compromised by growing demands of program management and student, campus, and community needs.”

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program.

Not applicable.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

During the fall and spring semesters, full-time faculty meet once a month to discuss the various issues, projects, and reports that impact the department. Communication on these matters may also occur via e-mail, and depending on the matter at hand, feedback from adjunct faculty is elicited. Decisions regarding curriculum or program changes are made with agreement from the majority of the full-time faculty; then, these changes are reviewed by adjunct faculty before being fully instituted into GC ESL

Input from adjunct faculty best occurs at the all-day department meeting held during professional development week. The data below from the faculty survey show a high level of participation at this meeting with more than 95% of ESL instructors in attendance. It is during these times that faculty work collaboratively to review program and course requirements, set goals for the semester, and make recommendations for future projects or modifications to curriculum (See Standard 2.3). E-mail communication also occurs regularly, and additional meetings are scheduled mid-semester and at the end of the semester to calibrate grading of essays and portfolios, to provide training, and to collaborate on special projects. The following data from the faculty survey show that 80% of ESL faculty participate in level meetings. Calibration meeting attendance is slightly lower at 79%; these meetings are attended by core instructors only. Training sessions are also well attended (75%); again, these sessions are often geared toward specific courses, such as the core or reading and vocabulary development courses.

I am actively involved in the department's following faculty meetings and projects:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Professional Development Meetings	65.8%	31.6%	2.6%	0.0%	0.0%
Calibration (Norming) Meetings	63.2%	15.8%	18.4%	2.6%	0.0%
Level Meetings	57.9%	23.7%	10.5%	5.3%	2.6%
Training Sessions	40.5%	35.1%	18.9%	5.4%	0.0%
Special Projects	20.0%	25.7%	37.1%	8.6%	8.6%

Forty-five percent of ESL faculty collaborate on special projects. The number of adjunct faculty who work on these projects is most often limited by funding or their availability as many work at two or more colleges or language schools. Adjunct participation on special projects is invaluable to the department, and without their work and input, many projects simply would have been impossible to accomplish by the full-timers alone. The IRP is an excellent example of this (See Standard 1.2). The development of college culture cards is another example of a special project completed by full and part-time faculty requiring decision making and expertise not only from ESL faculty but also administrative and student services staff. These cards, which are translated into several languages, are provided to

incoming ESL students. The cards provide students with the department and college's expectations for student conduct and success.

The ESL chair has the primary responsibility for interviewing and hiring adjunct faculty. Prospective teachers are made known to the chair through resumes and recommendations made from chairs and coordinators from local ESL programs, and at times, a particular well-qualified candidate is recommended to the chair by one of the full-time ESL faculty members at Grossmont College. If the chair deems that a candidate has the qualifications required to teach ESL effectively, he will check references and then have the candidate interview with the division dean. Full-time positions, of course, require a hiring committee, and all of the full-time instructors serve on this. The full-timers work collaboratively to write the job announcement and interview questions and follow the appropriate screening, interviewing, and final selection procedures set by Employment Services.

The responsibility for training and evaluating instructors is shared by the full-time faculty and division dean. The five full-timers divide the evaluations each semester based on experience with a particular course or skill area. For example, Chuck Passentino or Helen Liesberg tend to observe and evaluate ESL 106 instructors since they are the level leaders for this course. Of course, full-time faculty can effectively evaluate instructors at all levels and do so when schedule conflicts prevent level leaders from evaluating a particular instructor. The full-timers write detailed evaluation reports and communicate with adjunct faculty via e-mail, phone calls, or meetings to review the strengths and weaknesses of their teaching and set goals for improvement. If a serious problem with an instructor becomes evident through the observation and student evaluations, the full-timers, division dean and instructor will work together to remedy the problem or decide if future employment with the department will no longer be possible.

ESL full and part-time faculty have devoted many hours to improving the consistency and standardization of the department's core classes, and much work has been done in recent years to extend standardization to supplementary classes. Efforts to standardize, at times, give rise to questions of academic freedom. Academic freedom is supported by the ESL full-time faculty as long as it does not compromise the integrity of the program; all courses must follow the course outline, and all ESL faculty agree that standardization in grading is necessary to ensure fairness to students. Teachers are encouraged to exercise academic freedom by selecting educational materials, creating lessons that go beyond those provided in textbooks, and by selecting topics and themes that will inspire students to learn and that will benefit them in future college coursework and employment.

Section 10 ~ Fiscal Profile and Efficiency

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 15 – Fiscal Data: Outcomes Profile** also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

From Spring 2005 to Spring 2011, Grossmont College experienced an approximate 15% to 16% increase in enrollment. Enrollment had remained relatively consistent from Spring 2005 to Spring 2007 with figures between 16,000 to 16,950. Beginning Fall 2007, enrollment climbed steadily, cresting at 20,961 in Spring 2010 and taking a slight dip during 2010-2011. These periods of lower and higher overall college enrollment are not unlike those for the ESL department. However, the fluctuations were more dramatic in ESL. As mentioned in Standard 5.4, the department's overall enrollment (duplicated count) increased by 37% from Fall 2004 to Fall 2010. Marked increases in enrollment in ESL classes are the result of higher numbers of a refugee population entering the program. The 37% increase is the result of the Iraqi refugees.

As with the college itself, ESL experienced lower enrollment from Fall 2005 to Spring 2007. This is not the case for all classes each semester, but the overall enrollment pattern was lower. Efficiency was also lower. For departments with fewer section offerings, it is a greater challenge to maintain efficiency as well as access. During the low-efficiency periods, understanding that the college did not have the severe budget restraints that it has experienced in recent years, access took precedence over efficiency. As a result, sections were preserved to offer alternative Monday-Wednesday and Tuesday-Thursday classes as well as evening classes. For example, during the Spring 2005 semester, three sections each of ESL 100 and ESL 102 were offered. Although it appears that two sections would have improved efficiency, students unable to attend on Tuesday and Thursday, for example, or in the evening, would not have enrolled.

NOTE: For Fall 2008 through Spring 2011, WSCH data for ESL 070 and ESL 071, ESL 080 and 081, and ESL supplementary courses are inaccurate. Appendix 11 shows impossible WSCH figures for certain courses; for example, for Fall 2009, WSCH for ESL 081 was 176.00. The inaccuracies are assumed to be the result of a problem in the way the reporting formula determines WSCH for cluster-tied classes.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 11- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

The earned WSCH to FTEF figures from Fall 2004 to Spring 2010 were positive in most semesters. The average over the course of this six-year period was 320.90. Even during periods of lower enrollment and reduced efficiency in certain courses, the overall WSCH to FTEF for the program remained high.

A noticeable decrease occurred during the 2007-2008 academic year, with figures dropping to 263.36 and 259.54 respectively. Fortunately, this was not the start of a trend,

but it was interesting to analyze what occurred. During this year, the program offered six new courses, ESL 070, ESL 071, ESL 090, ESL 109, ESL 106R, and ESL 112, which likely caused reduced efficiency and lower WSCH to FTEF. For example, ESL 106R was developed as the supplemental reading and vocabulary development course for the ESL 106 level. Prior to the implementation of ESL 106R, ESL 105 was the highest level reading and vocabulary development course in the program, and both ESL 103 and ESL 106 students could enroll in it. One section of ESL 106R was offered for Fall 2007 and Spring 2008, potentially pulling in students who may have otherwise enrolled in ESL 105. At the same time, the number of ESL 105 sections were increased from four in the prior year to five and six respectively, thus causing lower efficiency for the ESL 105 course in 2007-2008. ESL 112 experienced low enrollment that first year, but after positive word-of-mouth, increased efficiency in subsequent years. ESL 090, American English Pronunciation I, may have pulled student away from ESL 097 and ESL 101, the beginning and low-intermediate level listening and speaking courses. ESL 109, American English Pronunciation II, however, did not impact enrollment in ESL 104, the high-intermediate listening and speaking course. It is at this level that the majority of international students enter the program, bolstering efficiency.

Efficiency for ESL 080 and ESL 096 may have been starting an upward trend in Spring 2007, but with the implementation of ESL 070 and 071 in Fall 2007, efficiency dropped. It is essential to understand, however, that the ESL 070 and ESL 071 are required to provide effective language instruction to students at both this level and the subsequent ESL 080 and 081. Prior to offering ESL 070 and ESL 071, students at this proficiency level enrolled in ESL 080 and ESL 081, and success at that level was gradually declining from 68% passing in Spring 2005 down to 57% in Spring 2007. (More details on the rationale for ESL 070 and ESL 071 are found in Standard 2.6.) Since first offering ESL 070 and ESL 071 in Fall 2007, success in ESL 080 and ESL 081 has gradually increased to 77%. The same pattern is also true for the ESL 096 and ESL 097, the courses in the next level. Students enter this level better prepared, and as a result, success has gradually improved from 71% passing to 90% passing.

10.3 Using Appendix 14 - Fiscal Year FTES Analysis by Program Report and Appendix 15 Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

Referring to Appendix 15, the enrollment of students in the program has steadily grown from 910 (duplicated) in Fall 2004 to 1,410 (duplicated) in Spring 2010. Between Fall 2004 and Spring 2008, earned WSCH/FTEF and total FTES had stayed relatively flat notwithstanding a dip in earned WSCH/FTEF in Fall 2007 and Spring 2008. Despite this decrease in earned WSCH/FTEF, the 2007 and 2008 academic year had a high total of FTES, 303.98. Since Fall 2008, the program has significantly increased in earned WSCH/FTEF and total FTES, the highest in GC ESL history. Interestingly, the cost per FTES since Spring 2007 has steadily decreased; in fact, the cost per student was \$844.63 less in the 2009 and 2010 academic year than in 2006 and 2007. Clearly, with greater efficiency and a burgeoning adjunct faculty (Fall 2011: 35) and only five full-timers, the cost per FTES is lower.

The increases in enrollment, earned WSCH, and total FTES have resulted in greater costs and much higher revenues. Cost and revenue figures are also the highest in the history of the program. The cost to run the program in 2009 and 2010 was \$329,487 higher than in 2004 and 2005; revenues in the same period are \$836,411 higher, with revenues exceeding costs by \$506,924. These positive results in addition to the disparate full-time part-time ratio contributed to ESL being granted an additional full-time faculty member when the hiring freeze thaws.

Despite severe budget cuts made by the college and the district, GC ESL continues to grow in size, in earned WSCH, in total FTES, and in total revenue. The demand for ESL greatly outweighs the supply of classes. Reviewing the extremely positive figures above leads one to conclude that GC ESL is a program not only to sustain but to bolster by allowing the department to add more beginning classes due to high demand, add back the American Pronunciation classes, and hire an additional full-time teacher as was recommended in the 2004 program review document.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

Not Applicable.

Section 11 ~ Summary and Recommendations

11.1 Summarize program strengths and weaknesses in terms of teaching and learning, student access and success, implementing and executing the department's vision and mission statement, and fiscal stability.

Teaching and Learning

Strengths: The program's strength in teaching is contributed to both full-time and part-time faculty, who are well-qualified and experienced in second-language pedagogy. As shown in Appendix 12, Department Equivalencies, all ESL faculty must have a master's degree in teaching English as a second language (TESL), linguistics, or a related field which includes coursework in phonology, morphology, syntax, semantics and pragmatics; sociolinguistics and psycholinguistics; theories of first and second language acquisition; ESL teaching methodology, including pedagogical grammar; ESL teaching, testing and materials development; and intercultural communication. In addition to the above qualifications, the Grossmont College ESL department has adjunct faculty who are dedicated to the program and students. For example, Miriam (Mimi) Pollack has 22 years of devoted service to the department. Barbara (Bobbie) Felix and Darlene Farnes, long-standing adjunct faculty members, have over ten years of service teaching ESL at Grossmont College.

As mentioned previously in this document, ESL faculty are committed to seeking ways to enhance instruction and modify curriculum in order to improve the students' ability to achieve the department's learning outcomes. They put into practice what they learn at local, state, and national conferences, and at the professional development opportunities at Grossmont College as well as the other colleges at which they teach.

Another strength in teaching and learning is the level of rigor established for ESL classes at Grossmont College, and in fact, adjunct faculty have commented on this aspect of the GC ESL program compared to those at other community colleges. Course materials, homework, study requirements, and assessments are challenging and center on academic and vocational topics as it is a primary goal of the program to help students acquire the English proficiency and study skills necessary to meet the demands of academic coursework and succeed in the workforce.

Teaching GC ESL classes also includes the expectation that teachers have consistency in teaching methodology and approaches that focus on integration of skills and inductive language learning. Nowhere is this better exemplified than in the program's core classes, which all have five lecture hours plus a one-hour lab. Reading and writing are integrated. Students learn grammar through the inductive approach and apply that knowledge in their writing.

Although more work needs to be done to improve the supplementary series of classes in the department, recent efforts to do so have been strong. Setting SLOs for every course, writing standard SLO assessments, creating standard rubrics, implementing the IRP and VESL curriculum have taken the program closer toward standardization and improvement in instruction for reading and vocabulary development and listening and speaking courses.

Teaching and Learning

Weaknesses: The greatest weakness is the full-time to part-time faculty ratio (See Standard 9.2). More full-time faculty are needed for the ESL department to reach its goals and the standards set forth by the college. The expectations of the department, as clearly outlined by program review, include developing curriculum, maintaining academic standards, improving access, retention, and success, working with the community, providing professional development, and more. Fulfilling these expectations could be done in a more timely and effective manner with the addition of full-time ESL positions.

As indicated in Standard 2.5, since Fall 2009, the department has put forth greater effort to bring standardization to the supplementary reading and vocabulary development and listening and speaking classes. However, grade distribution data show that more collaboration and guidance are needed in order to attain this goal. The ESL faculty are fully committed to addressing this problem. The faculty will review grade categories, grade weights, SLOs, as well as tests and other graded assignments, during professional development week and semester meetings, make recommendations, and set goals for the academic year. The faculty will then reexamine grade distribution data.

The results of the student survey indicate that additional training is needed to help ESL teachers learn how to use more of the features available in the technology provided by the college to help their students learn (See Standard 6.6). The ESL faculty understand the importance of e-technology and have made an admirable effort to incorporate it into their classes. More time is simply needed to build on what they have learned so far and learn about the variety of tools available and how to use them effectively to enhance teaching and learning.

Student Access and Success

Strengths: The multiple levels offered by the department, from beginning to advanced, are the greatest strengths to student access and success. The department offers seven levels of grammar, reading, writing, listening and speaking at all proficiency levels, from basic literacy to college composition, meeting the needs of both resident and international student populations. The seven-tiered curriculum is also in line with second-language acquisition research and provides the necessary instruction for both social and academic language skills. Students acquire basic interpersonal communication skills (BICS) as well as cognitive academic language proficiency (CALP), the latter of which requires a minimum of seven years for students to be performing on par with native speakers. Offering ESL courses from beginning to advanced also allows the college to set a lower TOEFL entrance requirement, which allows for higher international student enrollment. As mentioned in Standard 2.4, Grossmont College has the highest international student enrollment in the county. Lastly, the multi-level ESL curriculum is fitting of California community colleges, which embrace an open entrance admissions policy. Without ESL's seven-tiered curriculum, the college would see higher instances of students entering courses for which they have not yet attained the appropriate language proficiency needed for success.

Another program strength is shown in its growth. Average enrollment from Spring 2005 to Spring 2007 was approximately 873 (duplicated count). Average enrollment from Fall 2007 to Fall 2010 was around 1,195, which is about a 37% increase. The need for English language instruction for non-native speakers is showing no signs of diminishing, so continued support and access for ESL students are essential.

Advocacy for the needs of ESL students is also very strong in the department and necessarily so. Without it, an ESL program, particularly one within a budget-strapped system, could easily become marginalized, which would be debilitating to both student access and success, not only success at the college but also in the community. It is for this reason that ESL faculty are ardently involved in campus committees, task forces, and the Academic Senate to ensure continued access and support for ESL students. It is also why college presentations like those developed by Nancy Herzfeld-Pipkin and Pat Bennett are essential to helping faculty, administrators, and staff better understand and serve this student population.

The data below show that by gender, age, and ethnicity in most cases success rate on average for the past six years for the majority of ESL students is 75% and higher and the retention rate is 88% or higher. For ESL students in the 50+ age group, success on average is 72%, but that percentage increased to 80% for the 2010-2011 academic year.

	Success	Retention
Gender		
Females	82%	92%
Males	75%	88%
Age		
20-24	81%	92%
25-29	79%	90%
30-49	78%	88%
50+	72%	80%
Ethnicity		
Asian	84%	94%
White	80%	90%

As mentioned in Standard 5.4, the faculty’s efforts to establish student learning outcomes for each course, standardize assessments, improve the five-hour lecture plus one hour lab core model, extend standardization to the supplementary courses, form more Project Success linked classes, develop and implement of the VESL curriculum and the IRP, provide tutor training, and collaborate with English 051-052 instructors have contributed to the improved success and retention rates.

Student Access and Success

Weaknesses: The inability to add enough sections for the numbers of students wishing to enroll and the lack of classroom availability at times best for the students negatively impact student access. As mentioned throughout this document, the influx of Iraqi immigrants to the East County has resulted in dramatic increase in demand for ESL classes. ESL classes fill up quickly and have long waitlists leaving many ESL students without the opportunity to

Appendix 1
The Six-Year Unit Plan

English as a Second Language (ESL)

Six-Year Department/Unit Plan

Prepared: October 2009

BACKGROUND

A. Please provide a list of your most recent program review recommendations.

1. Immediately replace any faculty member who separates and add at least one additional full-time member.
2. To better serve ESL students who attend both Grossmont and Cuyamaca College, align entrance assessment with Cuyamaca.
3. Extend the success of standardization of the core classes to the supplementary courses.
4. Work with campus resources to identify and secure improved dedicated space for ESL classes.
5. Collaboratively write student learning outcomes and collectively agree upon their assessment methods. Add SLOs in course syllabi of sections of the same course.
6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been offered in the last three years.

B. If applicable, please provide a list of any advisory committee recommendations.

N/A

C. If applicable, please provide a list of any certification/accreditation recommendations.

Grossmont College ESL will implement all accreditation recommendations made in the 2007 self-study, specifically recommendations made in Standard IIA which apply to all academic disciplines.

PLAN SECTIONS

D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?

Respond effectively to the influx of refugees from Iraq by coordinating with community service agencies, educational institutions, and employers to determine what needs we can best meet through Grossmont ESL.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data).

A great many refugees from Iraq have recently settled in the East County. Also, Grossmont has been the community college of refugees from many other countries for many years. Serving our immigrant resident students well is our aim.

b. how each 6-year plan goal above supports the college strategic planning priority goals.

Supports goals 1, 2, 3, 4, & 5.

PLAN SECTIONS (Continued)

2. **What strategies/activities would you undertake to accomplish each 6-year plan goal?**

Coordinate with non-credit ESL, workforce training and employment initiatives, refugee organizations, community mental health, public assistance, and other organizations to better understand and meet the needs of this population. Facilitate in-service training for the GC ESL faculty as well as Grossmont faculty, staff, and administrators.

3. **How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected and assessed)?**

Reporting will occur annually in the DAP.

E. Student Success and Support

1. **What is/are your six-year goal(s) in this area?**

1. Improve orientation for resident ESL students.
2. Improve ESL tutor training.

Briefly explain:

a. **why each 6-year plan goal was chosen (include any supporting data).**

1. Immigrant ESL students make up half of the students in our program. Serving these students well is paramount.
2. ESL students primarily use the EWC and Tutorial Services to get help in reading, writing, and grammar.

b. **how each 6-year plan goal above supports the college strategic planning priority goals.**

1. Supports goals 1, 2, 3, 4, & 5.
2. Supports goals 1, 2, 3, 4, 5, 6, 7, 8 & 11.

2. **What strategies/activities would you undertake to accomplish each 6-year plan goal?**

1. The ESL student orientation will take into consideration the cultural, economic, psychological, and language needs of this at-risk population. The improved orientation will also include bilingual student ambassadors to help the ESL students better understand college policies and procedures as well as American college culture.

2. We will develop ESL tutor training modules that will better prepare EWC tutors to work with ESL students, especially for beginning-level at-risk students. Topics of the training modules focus on how best to teach ESL students second-language grammar and vocabulary.

3. **How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?**

Reporting will occur annually in the DAP.

PLAN SECTIONS (Continued)

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area?

1. Roll over all computers in 70-122 by 2011-2012.
2. Roll over all office computers when possible.
3. Purchase class sets of simplified and non-simplified novels.
4. Purchase a digital video camera for each L/S or pronunciation course.
5. Upgrade software as necessary.
6. Purchase lab materials for individualized instruction in the vocabulary and concepts of vocational English.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data).

1. Maintain effective hardware in 70-122.
2. Maintain effective hardware in faculty offices.
3. Reduce cost of books for reading students.
4. Enhance teaching and learning in the L/S and pronunciation courses.
5. Stay up-to-date with ESL software.
6. Our development of the VESL program in the day sections of ESL 96, 97, and 98 warrants the purchase of necessary VESL lab materials.

b. how each 6-year plan goal above supports the college strategic planning priority goals.

Supports goals 1, 2, 3, 4, 5, 6, & 7.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

1. Develop a department technology plan which is included in the college plan.
2. Use supply money.
3. Apply for local grants.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected and assessed)?

Reporting will occur annually in the DAP.

G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?

1. Using SLO data, review and make recommendations each semester on how we can maintain or improve language learning in each of our courses.
2. Train all reading teachers on how to instruct students in 70-122 using our individualized reading program (IRP).
3. Train all L/S/P on how to use our digital video cameras and post on YouTube.

(Continued on the following page.)

G. Faculty/Staff Professional Development (*Continued from previous page*).

1. What is/are your six-year goal(s) in this area?

4. Provide training on teaching the systems of English grammar rather than grammar points.
5. Provide training on teaching vocabulary and collocations more effectively.
6. Provide training on teaching reading more effectively.
7. Provide training on teaching listening and speaking as well as pronunciation more effectively.
8. Provide intercultural communication training to all ESL faculty.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data).

1. ACCJC mandate. Assessing SLOs, reviewing the test results, and making recommendations to alter the test or the instruction will facilitate continuous improvement.
2. Implementation of the IRP is Spring 2010.
3. The training facilitates an effective approach to viewing, critiquing, and grading speaking and listening assignments.
4. ESL teachers are constantly searching for better ways to teach grammar: syntax, inflections, and function words as well as phrase, clause, and sentence structure.
5. Learning how to teach ESL students vocabulary and collocations in a more effective and systematic way will help our students understand and use the words and phrases essential for college success and for daily life. Two popular corpora exemplify words in our program: the General Service List and Academic Word List.
6. The development of the individualized reading program was the result of SLO data in addition to anecdotal evidence from experienced ESL reading instructors. We have to assure that all ESL reading teachers are well-trained in utilizing the hardware, software, and print materials that are used in the program.
7. The development of effective speaking and listening assignments and assessment is crucial in our listening/speaking and pronunciation courses.
8. Since we are immersed in a multicultural environment, it is important that we understand the values and mores of other cultures and know how best to help our students acculturate to life in America.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Supports goals 1, 2, 3, 4, 5, 6, 7, 8 & 11.

(Continued on the following page.)

G. Faculty/Staff Professional Development (Continued from previous page).

- 2. What strategies/activities would you undertake to accomplish each 6-year plan goal?**
 1. Continue use of current SLO tests and rubrics and develop more versions of the tests and rubrics as necessary. Also, continue to involve all faculty in developing tests and rubrics as well as making recommendations for continued success or improvement.
 2. Continue to implement the plan developed by Helen Liesberg, involving faculty in the selection of intensive and extensive reading materials along with the development of diagnostic and comprehension tests. Conduct in-service training during Fall 2009.
 3. In-service training conducted by Barbara Loveless Spring 2010.
- 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?**

Reporting will occur annually in the DAP.

H. Curriculum Development

- 1. What is/are your six-year goal(s) in this area?**
 1. Delete ESL 111.
 2. Add ESL 119 to replace the English/ESL 110 and ESL 111 courses.
 3. Designate ESL 070 and 071 as a hard-blocked prerequisite to ESL 080 and 081.
 4. Renumber and rename ESL courses to make it easier for students to select supplementary courses that should be taken with their core course, for example, ESL 106 (core) and ESL 106R (reading).
 5. Review all course outlines and make necessary modifications based on faculty recommendations.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data).**
 1. ESL 111 is no longer necessary with the addition of ESL 119.
 2. ESL 119 was designed to better prepare ESL students for English 120; this fits the curriculum design of other core ESL courses: five-unit courses that include five hours of lecture and one hour of lab.
 3. ESL 070-071 and 080-081 must be hard blocked to enforce placement assessment results.
 4. By renumbering and renaming our core and supplementary courses, our ESL program will be much easier to understand for students, staff, and faculty. Selecting appropriate courses based on proficiency level will also be much clearer. For example, a level 100 student will take 100, 100LS, and 100R instead of 100, 101, 102.
 5. Almost all of our course outlines have not been thoroughly reviewed in 15 years.
- b. how each 6-year plan goal above supports the college strategic planning priority goals**

Supports goals 1, 2, 3, 4, 5, 6, 7, & 11.

H. **Curriculum Development (Continued from previous page)**

2. **What strategies/activities would you undertake to accomplish each 6-year plan goal?**

Complete CC review.

3. **How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?**

Reporting will occur annually in the DAP.

I. **Staffing Needs**

1. **Please explain your projected needs for staffing (include data to support your needs)?**

Add one new full-time faculty member as recommended by the Program Review Committee. We offer between 60 and 64 sections of ESL courses every fall and spring semester. These sections are taught primarily by adjunct professors; in fact, the part-time full-time ratio in ESL is 30 to 5.

J. **Student Outcomes**

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to

http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet.

Community Outreach~Response

<p>Goal: Respond effectively to the influx of refugees from Iraq by coordinating with community service agencies, educational institutions, and employers to determine what needs we can best meet through Grossmont ESL.</p> <p>Note: In Standard 1 of this program review document, this goal is identified as the least successful of the department's six-year unit plan. It is included here because it is currently the only goal for the community outreach and response category.</p>	
Status of goal	In-progress
What activities did you undertake to achieve these goals?	The department has achieved some success toward this goal by developing ESL 070 and 071 and the VESL program at the ESL 096 level.
What challenges have you encountered?	The unprecedented need to offer more ESL courses to serve the increasing number of Iraqi immigrants to the East Coast comes at a time when the GCCCD has had to cut nearly 2,000 courses (including ESL) from its district course offerings in response to the greatest budget crisis in the state's history. In addition, college administration and ESL faculty are not in clear agreement on the college's responsibility to serve these new members of the community. (See Standard 1.2a)
Report and explain the data that you have to verify progress toward your goal?	ESL 070 and 071 and the VESL curriculum at the ESL 096 level were implemented in Fall 2007. Improvements to success rates in certain classes have occurred as a result of curriculum changes. (See Standard 2.4 Trends)
Has this goal changed and why?	To accomplish this during the budget deficit, ESL faculty have identified two solutions. The first is to offer non-FTES bearing courses traditionally taken by international students and pay for those sections using ACE funds. The second solution is obtaining grant funds to offer additional sections of ESL. (See Standard 1.2b)
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal helped to move the college forward toward fulfillment of the planning priorities goals in its strategic plan by attempting to better serve students in a historically under-served population (Goal 1), by responding to changing community needs (Goal 2), by providing an exceptional learning environment to promote student success (Goal 3), by promoting student success for historically under-served population (Goal 4), and by promoting success for historically under-prepared populations (Goal 5).

Student Success and Support

Goal: Improve ESL Tutor Training	
Status of goal	Complete and Ongoing
What activities did you undertake to achieve these goals?	ESL faculty conducted training workshops for EWC tutors and will continue to do so every semester.
What challenges have you encountered?	In addition to the need for further training in grammar pedagogy, the EWC staff and faculty, EWC tutors, and ESL faculty recognized the need for training in effective tutoring techniques and interaction between tutor and student. This resulted in the change described below.
Report and explain the data that you have to verify progress toward your goal?	In addition to the tutor-training workshops, Nancy Herzfeld-Pipkin has developed tutor-training modules consisting of PowerPoints, which provide readily accessible resources which enhance their understanding of ESL pedagogy and improve tutoring sessions.
Has this goal changed and why?	The presentations that Nancy Herzfeld-Pipkin developed include general issues of how tutors should conduct their sessions.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	In addition to supporting the strategic plan goals 1 through 5, this goal supports Goal 6 by promoting institutional effectiveness, Goal 7 by developing and maintaining an exceptional learning environment, Goal 8 by maximizing revenue from traditional and non-traditional sources, and Goal 11 by promoting employee success.

Department Resources and Development

Goal: Roll over all computers in 70-122 by 2011-2012.	
Status of goal	Complete
What activities did you undertake to achieve these goals?	The college provided for this goal and replaced all of the computers in 70-122 prior to the start of the Spring '11 semester.
What challenges have you encountered?	No challenges were experienced. Receiving new computers rather than rollovers exceeded the department's expectation.
Report and explain the data that you have to verify progress toward your goal?	The new computers were installed and used for the first time during the Spring '11 semester. With a few exceptions, the computers worked very well and ran the programs used for the core and reading and vocabulary development classes significantly faster than the prior computers.
Has this goal changed and why?	No, the goal is complete.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal helped to move the college forward toward fulfillment of the planning priorities goals in its strategic plan by providing an exceptional learning environment to promote student success (Goal 3), by promoting institutional effectiveness (Goal 6), and by developing and maintaining an exceptional learning environment (Goal 7).

Faculty Professional Development

Goal: Train all reading teachers on how to instruct students in 70-122 using our individualized reading program (IRP).	
Status of goal	Complete and ongoing
What activities did you undertake to achieve these goals?	As part of the BSI project to develop the IRP, an instructor IRP training manual was developed that provide instructors with the procedures to manage the IRP and use Blackboard, the e-learning platform used to administer reading exercises. Since the IRP was first implemented, two-hour training sessions have occurred prior to the start of the fall and spring semesters in addition to individual training sessions for new teachers. These sessions are followed-up by one-to-one training during the semester as needed.
What challenges have you encountered?	Learning to use Blackboard in addition to implementing a new lesson structure that included a set of detailed procedures, including new grading guidelines, did present its challenges for teachers, but they have done exceptional work in learning what to do. Most are now proficient IRP and Blackboard users.
Report and explain the data that you have to verify progress toward your goal?	The IRP has been running effectively since its implementation.
Has this goal changed and why?	No, the goal has not changed.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal helped to move the college forward toward fulfillment of the planning priorities goals in its strategic plan by providing an exceptional learning environment to promote student success (Goal 3), by developing and maintaining an exceptional learning environment (Goal 7), and Goal 11 by promoting employee success.

Curriculum Development

Goal: Add ESL 119 to replace the English/ESL 110 and ESL 111 courses.	
Status of goal	Complete
What activities did you undertake to achieve these goals?	Barbara Loveless led the development of ESL 119, a five-unit advanced college composition course, to replace the ESL sections of English 110 and ESL 111. Barbara worked with full-time and part-time faculty to develop the course outline. She then completed the necessary documents and met with the Curriculum Committee.
What challenges have you encountered?	No challenges were encountered.
Report and explain the data that you have to verify progress toward your goal?	The Curriculum Committee approved ESL 119, and it became the prerequisite to English 120. The course was offered for the first time in Fall 2010.
Has this goal changed and why?	No, the goal has not changed.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal helped to move the college forward toward fulfillment of the planning priorities goals in its strategic plan by providing an exceptional learning environment to promote student success (Goal 3) and by developing and maintaining an exceptional learning environment (Goal 7).

Appendix 2
Catalog Descriptions

ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH AS A SECOND LANGUAGE

070 ††

Basic Introduction to ESL Literacy

6 units, 6 hours lecture

Recommended Preparation: Concurrent enrollment in ESL 071

This is the literacy course in the first level of the ESL course sequence. Students learn to read and write the English alphabet and sound system as well as simple word and sentence level grammar, reading and writing. They also learn basic classroom rules and communication necessary for success in academic settings. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE

071 ††

Basic Introduction to ESL Communication

6 units, 6 hours lecture

Recommended Preparation: Concurrent enrollment in ESL 070

This is the communication course in the first level of the ESL course sequence. Students develop basic listening and speaking skills beginning with the sounds of the English alphabet and progressing to simple word, phrase and sentence level interaction. They also learn basic classroom culture and communication necessary for success in academic settings. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE

080 ††

Introduction to ESL-Literacy

6 units, 6 hours lecture

Recommended Preparation: Advisory placement in ESL 080 or equivalent based on an ESL assessment process.

This bridging course is for students who assess below ESL I (096). Students learn basic written English communication skills as well as problem-solving and intercultural skills necessary for success in the academic setting of the first level of ESL classes. Concurrent enrollment in ESL 081 is strongly advised. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH AS A SECOND LANGUAGE

081 ††

Introduction to ESL Communication Skills

6 units, 6 hours lecture

Recommended Preparation: Advisory placement in ESL 080 or equivalent based on an ESL assessment process.

This bridging course is for students who assess below ESL I (096). Students develop basic listening and speaking skills appropriate in an academic setting. Concurrent enrollment in ESL 080 is strongly advised. This six-unit course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH AS A SECOND LANGUAGE

090 ††

American English Pronunciation I

3 units, 3 hours lecture

This is a beginning course designed to assist non-native American English learners in developing both oral and aural language skills through the improvement of understanding spoken English and articulation of the language. All lessons are designed to assist nonnative speakers with limited vocabulary and grammatical accuracy beginning their acquisition of English. Beginning level exercises include repetition and oral discrimination exercises; stress, rhythm, and intonation exercises; as well as various other types of oral production activities, including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates. Beginning-level listening tasks include aural discrimination exercises, listening to and evaluating short student speeches, dictations, notetaking, and listening comprehension tests. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE

095 ††

ESL Basic Writing Skills

2 units, 2 hours lecture, 1 hour laboratory

Recommended Preparation: Advisory placement at the level of ESL 096 or ESL 100 or equivalent based on an ESL assessment process.

This low intermediate level course is designed to reinforce and expand upon the basic writing skills introduced in ESL I (096) and ESL II (100). The course includes the study of sentence structure, paragraph format and organization, basic grammar, spelling, and vocabulary. One hour a week will be spent in the English Writing Center doing word processing and/or completing software modules designed to reinforce and develop the basic skills introduced in the class. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH AS A SECOND LANGUAGE

096 ††

English as a Second Language I

5 units, 5 hours lecture, 1 hour TBA

Prerequisite: Successful completion of ESL 080 and 081 or advisory placement in ESL 096 based on an ESL assessment process.

The first core course in the study of English grammar, reading, and writing designed for students whose first language is other than English. The course includes the study of basic grammar and sentence structure, paragraph format and organization, and reading skills. One hour a week will be spent in the English Writing Center on word processing and/or completing software modules designed to reinforce and develop the grammar, reading, and writing skills introduced in class. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit

ENGLISH AS A SECOND LANGUAGE**097 ††****Listening and Speaking I***3 units, 3 hours lecture**Prerequisite: A "Pass" grade in ESL 080 and 081 or advisory placement in ESL 096 based on an ESL assessment process.*

This is a low intermediate course designed to improve students' fluency and accuracy in spoken English and listening comprehension. Students will be required to do a variety of speaking and listening tasks and exercises in small groups and individually. Content will focus on themes frequently encountered in social situations, such as family, work, school, and current events. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE**098 ††****ESL Reading and Vocabulary Development I***3 units, 3 hours lecture**Prerequisite: A "Pass" grade in ESL 080 and ESL 081 or advisory placement in ESL 096 based on an ESL assessment process.*

A beginning level course designed to extend ESL students' vocabulary and reading ability. Emphasis is on improving reading skills and strategies as well as techniques and exercises for developing vocabulary. Students are encouraged to take this class concurrently with their ESL 096 course. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH AS A SECOND LANGUAGE**100 †****English as a Second Language II***5 units, 5 hours lecture, 1 hour TBA**Prerequisite: A "Pass" grade in ESL 096 or assessment recommendation for ESL 100. Recommended Preparation: A "Pass" grade in ESL 098.*

The second core course in the study of English grammar, reading, and writing designed for students whose first language is other than English. The course further develops and adds to the basic skills taught in English as a Second Language I—grammar and sentence structure, paragraph organization and development, and reading skills. One hour a week will be spent in the English Writing Center on word processing and/or completing software modules designed to reinforce and develop the grammar, reading, and writing skills introduced in class.

ENGLISH AS A SECOND LANGUAGE**101 †****Listening and Speaking II***3 units, 3 hours lecture**Recommended Preparation: A "Pass" grade in ESL 097 or advisory placement in ESL 100 or ESL 103 or equivalent based on an ESL assessment process.*

This is an intermediate level course designed to improve students' fluency and accuracy in spoken English and listening comprehension in social, academic, and professional situations. Students will be required to do a variety of speaking and listening tasks and exercises in small groups and individually. Content will focus on a variety of professional and academic themes as well as current events.

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.

ENGLISH AS A SECOND LANGUAGE**102 †****ESL Reading and Vocabulary Development II***3 units, 3 hours lecture**Recommended Preparation: A "Pass" grade in ESL 096 and ESL 098 or advisory placement in ESL 100 based on an ESL assessment process.*

An intermediate level course designed to extend the range of ESL students' vocabulary and reading ability. The focus is on improving reading skills and strategies as well as understanding and using academic vocabulary. Students gain both a passive and active command of word form and word choice for the intermediate level. Students are encouraged to take this class concurrently with ESL 100.

ENGLISH AS A SECOND LANGUAGE**103 †****English as a Second Language III***5 units, 5 hours lecture, 1 hour TBA**Prerequisite: A "C" grade or higher or "Pass" in ESL 100 or assessment recommendation for ESL 103. Recommended Preparation: A "C" grade or higher or "Pass" in ESL 102.*

The third core course in the study of English grammar, reading, and writing designed for students whose first language is not English. The course reviews and expands the academic literacy skills taught in English as a Second Language II (ESL 100). The course includes the study of grammar, sentence structure, paragraph and essay organization and development, and reading skills. One hour a week will be spent in the English Writing Center on tutorials, word processing, and/or completing software assignments designed to reinforce and develop the grammar, reading, and writing skills introduced in class.

*Transfers to: CSU, UC***ENGLISH AS A SECOND LANGUAGE****104 †****Listening and Speaking III***3 units, 3 hours lecture**Recommended Preparation: A "C" grade or higher or "Pass" in ESL 101 or advisory placement in ESL 103 or 106 or equivalent based on the ESL assessment process.*

This is an advanced level course designed to improve students' fluency and accuracy in spoken English and listening comprehension. Emphasis is on developing the learning strategies, language functions, and cultural awareness needed in academic and professional settings, such as summarizing and paraphrasing, agreeing and disagreeing, clarifying, and generalizing. Content will focus on a variety of professional and academic themes and may include current events.

ENGLISH AS A SECOND LANGUAGE**105 †****ESL Reading and Vocabulary Development III***3 units, 3 hours lecture**Recommended Preparation: A "C" grade or higher or "Pass" in ESL 102 or advisory placement in ESL 103 or 106 based on an ESL assessment process.*

This third and final course in reading and vocabulary development for ESL students is designed to extend the students' academic vocabulary and ability to read college-level texts. The focus is on improving reading skills and strategies and the understanding and use of academic vocabulary. Students learn a variety of words and how to use them. Students are encouraged to take this class concurrently with ESL 103.

ENGLISH AS A SECOND LANGUAGE**106 †****English as a Second Language IV***5 units, 5 hours lecture, 1 hour TBA**Prerequisite: A "C" grade or higher or "Pass" in ESL 103 or assessment recommendation for ESL 106.*

The fourth core course in the study of English grammar, reading, and writing designed for students whose first language is not English. This course develops and takes to a higher level of the academic literacy skills taught in English as a Second Language III and includes the study of advanced grammar and sentence structure paragraph and essay organization and development, and advanced reading skills. One hour a week will be spent in the English Writing Center on word processing and/or completing software modules designed to reinforce and develop the grammar, reading, and writing skills introduced in class.

*Transfers to: CSU, UC***ENGLISH AS A SECOND LANGUAGE****106R †****ESL Reading and Vocabulary Development IV***3 units, 3 hours lecture**Recommended Preparation: Concurrent enrollment in ESL 106 and a "C" grade or higher or "Pass" in ESL 105 or equivalent.*

This advanced course in reading and vocabulary development is designed for ESL students enrolled in college courses that require intensive and extensive reading skills and critical thinking. The focus is on the development of a greater understanding, appreciation, and perspective of written works through the analysis of the techniques and purposes of specific writers and genres. Students will continue to practice and master various reading strategies and vocabulary skill building employed by independent readers. In addition to developing reading comprehension and increasing academic vocabulary, students will improve their ability to communicate the information and concepts in course reading materials orally and in writing.

*Transfers to CSU***ENGLISH AS A SECOND LANGUAGE****107 ††****Oral Communication Skills***2 units, 2 hours lecture*

This is an intensive short-term intermediate level course in the study of English. The course focus is on developing the students' accuracy and fluency in oral communication skills. Activities are designed to integrate listening, speaking, and pronunciation practice. Students will be required to complete a variety of listening and speaking tasks and exercises in small groups and independently. Content will focus on high-interest professional and academic themes as well as current events. This course is offered on a Pass/No Pass basis only.

(Nondegree credit course)

ENGLISH AS A SECOND LANGUAGE**108 ††****Written Communication Skills***2 units, 2 hours lecture*

This is an intensive short-term intermediate-level course in the study of English. It includes the study of grammar and sentence structure, paragraph and essay organization and development, and reading skills. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE**109 ††****American English Pronunciation II***3 units, 3 hours lecture*

This is an intermediate-level course designed to assist non-native American English learners in developing both oral and aural language skills through the improvement of understanding spoken English and articulation of the language. Intermediate-level lessons include repetition and oral discrimination exercises; stress, rhythm, and intonation exercises; as well as various other types of oral production activities, including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates. Intermediate-level listening tasks include aural discrimination exercise, listening to and evaluating short student speeches, dictations, notetaking, and listening comprehension tests. Students are expected to reduce their accent when speaking American English in addition to a number of problems with grammatical accuracy. Improvement scores are based on both student and teacher analyses and assessments. This course is offered on a Pass/No Pass basis only. (Nondegree credit course.)

ENGLISH AS A SECOND LANGUAGE**112 †****Academic Vocabulary and Usage***2 units, 2 hours lecture**Recommended Preparation: A "C" grade or higher or "Pass" in ESL 103 or assessment recommendation for ESL 106.*

An advanced level vocabulary course designed to increase students' academic vocabulary to help prepare them for college-level courses in a variety of disciplines. Emphasis is on techniques for acquiring new vocabulary as well as utilizing this vocabulary in a variety of academic skills.

*Transfers to CSU***ENGLISH AS A SECOND LANGUAGE****119 †****English as a Second Language V***5 units, 5 hours lecture, 1 hour laboratory**Prerequisite: A "C" grade or higher or "Pass" in ESL 106 or equivalent or assessment recommendation for ESL 119.*

The fifth core course in the study of English grammar, reading, and writing is designed to prepare ESL students for entry into English 120. Students will practice the writing process by composing essays with effective and accurate expression. Students will develop their academic literacy by employing advanced techniques of essay and research writing with an emphasis on critical thinking, argumentation or other rhetorical strategies, synthesis of research materials, and academic citation. They will learn effective strategies for reducing errors in grammar, punctuation, and usage and will develop self-editing skills. One hour a week of class will be held in a computer lab completing software and/or Internet-based modules designed to reinforce and develop the grammar, reading, writing, and research skills introduced in class.

Transfers to CSU

<p>ENGLISH AS A SECOND LANGUAGE 199 Special Studies or Projects in English as a Second Language <i>1-3 units, 3-9 hours</i> <i>Prerequisite: Consent of instructor.</i> Individual study, research or projects in the field of English as a Second Language under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.</p> <p>ENGLISH AS A SECOND LANGUAGE 298 †† Selected Topics in English as a Second Language <i>1-3 units, 3-9 hours</i> <i>Prerequisite: Varies with topic.</i> Selected topics in English as a Second Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Non-associate degree applicable</p>	<p>ENGLISH AS A SECOND LANGUAGE 299A † Selected Topics in English as a Second Language <i>1-3 units, 3-9 hours</i> <i>Prerequisite: Varies with topic.</i> Selected topics in English as a Second Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Associate degree applicable</p> <p>ENGLISH AS A SECOND LANGUAGE 299B † Selected Topics in English as a Second Language <i>1-3 units, 3-9 hours</i> <i>Prerequisite: Varies with topic.</i> Selected topics in English as a Second Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Baccalaureate level-CSU transfer</p> <p>† This course meets all Title 5 standards for Associate Degree Credit. †† This course meets all Title 5 standards for Nondegree Credit.</p>
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Appendix 3
Grade Distribution Summary

Appendix 4
Annual Progress Report

Proposal ID: AP-1051
Status: Department Submission
Date of this Report: 7/13/2011 (3:01 PM)
Proposal Last Modified: 10/15/2010 (11:25 AM)

Plan Period: 2011-2012 **Department:** English as a Second Language
Proposal Initiator: Chuck.Passentino **Dept Priority:** None
Extension: 7566 **Division:** English, Social & Behavioral Sciences

Provide a brief description of what you are trying to accomplish with this activity: The ESL faculty at GC are deeply committed to the use of SLO studies to enhance teaching and learning. We will conduct SLO studies in every class on every SLO every semester. Developing and doing SLO studies ongoingly with all courses allows the faculty to continuously monitor the content of the course, the methods and techniques used to teach the course, and the assessments used to measure student learning.

Department(s) Impacted

English as a Second Language	International Students
American Collegiate English (ACE)	English

1. What is the expected duration of the activity: multi-year

2. Does this activity support one or more of the annual college planning goals?

Goal 1: Better Serve Students in Historically Underserved Populations

How does your activity support the above checked foci? The overall mission of the GC ESL program is to facilitate improved communication and literacy skills of a very diverse group of ESL students. Also, ESL is a major player in enhancing basic skills education on campus. Our department is charged with preparing non-native speakers for academic and professional success. Enhancing English skills is fundamental for our students to succeed in their college classes and later as professionals.

3. Does this activity support progress towards the implementation of one or more institutional plans:

College Strategic Plan or 6-year Unit Plan

Strategic Plan Areas of Focus:

Learning and Student Success Basic Skills plan
 Student Equity plan Unit SLO/SSO/ASO plan

How does your activity support the above checked institutional plans? GC ESL is responsible for executing the college's plans to enhance basic skills instruction, promote greater student equity on campus, and fulfill the requirements of the SLO mandate.

4. Is this activity supported by a program review recommendation? Yes

- Please list the recommendation:** 5. Collaboratively write student learning outcomes and collectively agree upon the assessment methods to be written in course syllabi of sections of the same course.
-

4a. When was your last program review presentation? Semester: Fall Year: 2004

5. Is this activity an experimental or innovative approach to the curriculum, instruction or service? No

6. Does this activity address an identified community (internal or external) need? No

7. Does this activity respond to a mandate/initiative (e.g., health and safety, accreditation, licensing requirement, etc.)? Yes

- Identify the mandate or initiative:** ACCJC mandate
Please list the requirements: ESL completes the SLOAC ongoingly for all courses every semester; SLO studies are becoming routine for our faculty.
(Note: please be prepared to provide and discuss backup documentation during your presentation)
-

8. Are there any outside funds and/or resources that you expect will contribute to this activity? No

9. What are the anticipated benefits of this activity (to the college, students, community)? What are the negative consequences if this activity is not implemented?

This program impacts all ESL students at GC. We fill between 65 and 75 sections of ESL every semester. Success leads to retention; we anticipate our continued efforts to develop SLO studies to measure how well our students are learning will maintain or increase our students' level of success.

10. What are the expected or anticipated measurable outcomes of this activity? See the ESL SLO and Assessment table. All courses are engaged in SLO studies every semester.

11. Why are you pursuing this activity? Provide a summary of qualitative and/or quantitative data that substantiates the need for this activity.

The activity is an ACCJC mandate.

12. What data do you expect to collect and method(s) do you expect to use, to evaluate the accomplishment of the anticipated measurable outcomes listed in question #10 above?

All SLO assessments are ESL course final exams housed in the Operations Office notwithstanding the SLO assessments for reading courses, which are part of the individualized reading program (IRP). All rubrics can be obtained by contacting the ESL department chair. Results are discussed and recommendations are made for improvement during the ESL professional development meeting and workshops.

Appendix 5.1

ESL SLO Assessment Analysis Report for Fall 2008

ESL SLO Assessment Analysis Report for Fall 2008

Date: January 31, 2009
Department: ESL
Chair: Chuck Passentino

Assessments: All ESL Courses Offered
Semester: Fall 2008

What SLO(s) did you assess? All of the SLOs in each of the ESL courses offered in Fall 2008.

List of Instructors Involved:

Core ESL Course Instructors:

ESL 110/111	ESL 106	ESL 103	ESL 100	ESL 096	ESL 080	ESL 070
Loveless	Passentino	Pipkin	Ferguson	Farnes	Bennett	Bennett
Brian-Hemme	Liesberg	Pollack	Pipkin	Esser	Peca	Peca
Laird-Jackson	Hubbard	Felix	Cannon			
Aagard	To	Gibson				
Goldburg	Hoyle	Zunic				
	Koontz					
	Hamrah					
	Mesquita					

Supplementary ESL Course Instructors:

ESL 112	ESL 109	ESL 106R	ESL 105	ESL 104	ESL 102
Pipkin	Borax	Liesberg	Loveless	Loveless	Liesberg
	Mesquita		Koontz	Zahn	Loveless
			D. Craig	Aagard	Mesquita
			Babayan	Borax	

ESL 101	ESL 098	ESL 097	ESL 090	ESL 081	ESL 071
Craig	Kruger	Kruger	Passentino	Passentino	Laskaris
Elmore	Mesquita	Craig	Mesquita	Bennett	Bennett

ESL 070

SLOs	Expected Success	Actual Success	Assessments
Locate, comprehend, and interpret information in simple texts and in documents commonly found in the classroom and college setting, such as schedules, directions, textbooks, and forms.	80%	81%	Teacher-generated reading quizzes and tests.
Write complete simple sentences with accurate capitalization and end punctuation	80%	83%	Teacher-generated writing quizzes and tests. In-class writing assignments
Demonstrate familiarity with basic parts of speech, word order, word and sentence boundaries introduced at this level when producing written communication.	80%	86%	Teacher-generated grammar quizzes and tests.

ESL 071

SLOs	Expected Success	Actual Success	Assessments
Interpret correctly and respond appropriately, both nonverbally and verbally, to basic imperatives and questions commonly heard in college classroom settings.	75%	86%	Teacher-generated listening comprehension tests.
Demonstrate familiarity with the very basic language functions and structures introduced at this level when producing oral communication.	70%	100%	Oral presentations evaluated by the teacher using a common rubric.
Comprehend and use very basic high frequency vocabulary used in a classroom setting and everyday life.	75%	NA	Teacher-generated vocabulary tests.

ESL 080

SLOs	Expected Success	Actual Success	Assessments
Demonstrate mastery of the language structures introduced at this level when composing written communication.	70%	72%	Teacher-generated grammar tests, including a variety of testing instruments: cloze, transformation, error correction, multiple-choice, identification, classification, phrase and clause combination, as well as in-class compositions.
Write complete sentences with accurate capitalization and end punctuation when composing notes and memos, responses to readings, and other documents from the workplace, marketplace, or campus settings	70%	71%	Teacher-generated writing rubric used to grade in-class and out-of-class written discourse.
Locate, understand, and interpret information in simple texts and in documents commonly found in the workplace, the marketplace, or classroom setting, such as schedules, directions, textbooks, and forms.	70%	52%	A variety of teacher-generated testing instruments, including true cloze, modified cloze, skimming and scanning, vocabulary in context, general inference, multiple choice, true or false, and short answer.

ESL 081

SLOs	Expected Success	Actual Success	Assessments
Receive, interpret correctly, and respond accurately to basic verbal messages and other cues that are commonly heard in the classroom settings.	80%	83%	Teacher-generated listening comprehension tests, including situational role plays and teacher-student interviews, in addition to cloze dictation, question-answer, answer-question, multiple-choice, and short-answer testing instruments.
Speak accurately and with an understandable accent when using the basic language functions needed to communicate effectively in the classroom, such as explaining information, asking a question, and reporting a problem.	80%	92%	Oral presentations, situational role plays, and teacher-student interviews evaluated by the teacher using a common rubric, which includes criteria based on accuracy in grammar, pronunciation, and comprehensibility
Recognize, comprehend, and use vocabulary commonly found in a workplace or classroom setting.	70%	NA	Evaluated by identification and spelling tests as well as meaningful writing and speaking tasks using the new vocabulary, all of which are graded by the teacher.

ESL 090 A&B

SLOs	Expected Success	Actual Success	Assessments
Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high beginning to low intermediate proficiency level.	80%	91%	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high beginning to low intermediate proficiency level.	80%	91%	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Evaluate the comprehensibility and quality of short student speeches at the high beginning to low intermediate proficiency level.	80%	67%	Measured by teacher and student analyses and evaluation using a standard grading rubric.

ESL 109 A & B

SLOs	Expected Success	Actual Success	Assessments
Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high intermediate to advanced proficiency level.	80%	94%	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high intermediate to advanced proficiency level.	80%	94%	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Evaluate the comprehensibility and quality of short student speeches at the high intermediate to advanced proficiency level.	80%	92%	Measured by teacher and student analyses and evaluation using a standard grading rubric.

ESL 095

SLOs	Expected Success	Actual Success	Assessments
Categorize, organize, and logically sequence ideas into the components of a paragraph using correct format and including a topic sentence.	80%	NA	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric
Write simple and compound positive, interrogative, and negative sentences in the present, past, and future tense.	80%	NA	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric
Edit and proofread their own and peers' writing.	80%	NA	Teacher-generated error analysis and correction quizzes using authentic student work.

ESL 096

SLOs	Expected Success	Actual Success	Assessments
Compose simple, beginning-level paragraphs with some indication of a topic sentence plus supporting details.	70%	73%	Write in-class and out-of-class paragraphs on assigned topics evaluated according to ESL 96 paragraph rubric.
Compose simple and compound sentences using correct sentence boundaries.	70%	73%	Complete simple sentence and compound sentence exercises. Write in-class and out-of-class paragraphs which will be evaluated according to ESL 96 writing rubric.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 96.	70%	62%	Complete multiple-choice and cloze tests and exercises. Take a standardized final with multiple choice and cloze questions. Write in-class and out-of-class paragraphs on assigned topics evaluated using the ESL 96 writing rubric.

ESL 097

SLOs	Expected Success	Actual Success	Assessments
Comprehend and summarize the main points and restate details of short oral presentations on familiar topics.	80%	80%	Teacher-generated listening comprehension tests.
Speak with enough phonological, lexical, and grammatical accuracy to be understood most of the time when delivering oral presentations.	75%	80%	Oral presentations evaluated by peers and the teacher using a common rubric.
Compare the various cultures represented in the class as they share information through discussions and presentations.	90%	NA	Teacher-generated culture tests.

SLO Report for ESL 098, Fall 2008, Sections 2776 and 2777

Total Number of Test Takers: 22

Student Learning Outcomes	Expected Success	Average Success
1. comprehend the direct or implied main idea of beginning level fiction and nonfiction texts.	70%	53%
2. apply skimming skills to understand the organization of beginning level texts.	85%	70%
3. apply scanning skills to quickly locate specific information.	90%	64%
4. demonstrate comprehension by identifying restatements.	70%	58%
5. draw conclusions based on information in a particular passage	75%	51%
6. understand and use targeted vocabulary at the beginning level.	80%	71%*
7a. determine the meaning of unfamiliar vocabulary through context and punctuation clues.	70%	63%
7b. determine the meaning of unfamiliar vocabulary through prefixes, roots, and suffixes.	70%	
8. demonstrate effective use of an English dictionary.	75%	62%

ESL 100

SLOs	Expected Success	Actual Success	Assessments
Compose organized and developed intermediate-level paragraphs on a variety of personal and academic topics.	75%	87%	Write in-class and out-of-class paragraphs on assigned topics, which will be evaluated according to ESL 100 paragraph rubric.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 100.	70%	59%	Take multiple-choice, cloze, and editing tests. Standardized final with multiple choice and cloze questions. Write in-class and out-of-class paragraphs on assigned topics evaluated using the ESL 100 paragraph rubric.

ESL 101

SLOs	Expected Success	Actual Success	Assessments
Comprehend and summarize the central idea and restate important details of oral presentations done by students, guest speakers and the teacher on various academic topics.	80%	NA	Teacher-generated listening comprehension tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures.	90%	NA	Oral presentations evaluated by peers, the teacher, and self using a common rubric.
Compare the various cultures represented in the class as they share information through discussions and presentations.	90%	NA	Teacher-generated culture tests.

SLO Report for ESL 102, Fall 2008, Sections 2783, 2784, and 2785

Total Number of Test Takers: 35

Student Learning Outcomes	Expected Success	Average Success
1. comprehend the direct or implied main idea of intermediate level fiction and nonfiction texts.	70%	59%
2. apply skimming skills to understand the organization of intermediate level texts.	85%	60%
3. apply scanning skills to quickly locate specific information.	90%	68%
4. demonstrate comprehension by identifying restatements.	70%	44%
5. draw conclusions based on information in a particular passage	75%	76%
6. understand and use targeted vocabulary at the intermediate level.	80%	86%
7a. determine the meaning of unfamiliar vocabulary through context and punctuation clues.	70%	71%
7b. determine the meaning of unfamiliar vocabulary through prefixes, roots, and suffixes.	70%	80%
8. demonstrate effective use of an English dictionary.	75%	89%

ESL 103

SLOs	Expected Success	Actual Success	Assessments
Write high-intermediate level essays containing all components: intro paragraph, body, and conclusion. Compose introductory paragraphs with thesis statements, body paragraphs with topic sentences and adequate support, and appropriate conclusions.	80%	87%	Write in-class and out-of-class essays which will be evaluated according to ESL 103 essay rubric.
Use a variety of sentence patterns accurately.	80%	87%	Complete error analysis and clause combining exercises using logical connectors. Write in-class and out-of-class essays evaluated using the ESL 103 essay rubric.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 103. Recognize and self-correct grammar errors in their own writing.	70%	72%	Take multiple-choice and cloze tests. Complete grammar exercises. Write in-class and out-of-class essays evaluated using the ESL 103 essay rubric. Self correct, rewrite, and resubmit essays.

ESL 104

SLOs	Expected Success	Actual Success	Assessments
Develop note-taking skills helpful in academic lectures typical of general education classes.	80%	88%	Teacher-generated listening comprehension tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of increasingly complex grammatical structures.	70%	86%	Oral presentations evaluated by peers, the teacher, and self using a common rubric.
Understand the principles of intercultural communication and apply them in whole-class and small-group interaction.	70%	NA	Teacher-generated tests that assess students understanding and use of intercultural communication principles.

SLO Report for ESL 105, Fall 2008, Sections 2795, 2796, 2797, 2798, and 2799

Total Number of Test Takers: 91

Student Learning Outcomes	Expected Success	Average Success
1. comprehend the direct or implied main idea of college-level fiction and nonfiction texts.	70%	46%
2. apply skimming skills to understand the organization of college-level texts.	85%	89%
3. apply scanning skills to quickly locate specific information.	90%	74%
4. demonstrate comprehension by identifying restatements.	70%	75%
5. draw conclusions based on information in a particular passage.	75%	71%
6. understand and use targeted vocabulary at the college level.	80%	79%
7a. determine the meaning of unfamiliar vocabulary through context and punctuation clues.	70%	80%
7b. determine the meaning of unfamiliar vocabulary through prefixes, roots, and suffixes.	70%	
8. demonstrate effective use of an English dictionary.	75%	83%

ESL 106

SLOs	Expected Success	Actual Success	Assessments
Write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns.	80%	89%	Write in-class and out-of-class essays evaluated using the ESL 106 essay rubric and rhetorical style requirements.
Read, comprehend, and critically analyze authentic academic texts for the purpose of class discussions and writing responses.	60%	37%	Write summaries and journal entries. Complete multiple choice, cloze, and short answer tests. Participate in small group and whole class discussion activities. Write in-class and out-of-class essays which evaluated using the ESL 106 essay rubric and rhetorical style requirements.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 106. Recognize and self-correct grammar errors in their own writing.	70%	53%	Take standardized, multiple-choice tests. Complete writing tasks focusing on specific grammatical structures. Write in-class and out-of-class essays evaluated using the ESL 106 essay rubric and rhetorical style requirements. Self correct, rewrite, and resubmit essays. Complete an error correction log.

SLO Report for ESL 106R, Fall 2008, Section 2820

Total Number of Test Takers: 26

Student Learning Outcomes	Expected Success	Average Success
1. Comprehend the literal and implied meaning of advanced level fiction and nonfiction text by identifying main ideas and supporting details.	80%	92%
2. Make logical inferences from advanced reading on materials, which may include class and contemporary novels, college textbooks, periodicals, and electronic media sources.	80%	78%
3. Comprehend the author's tone, purpose, and point of view.	80%	61%
4. Demonstrate comprehension by identifying restatements.	80%	81%
5. Respond critically to reading materials.	80%	76%
6. Understand and use vocabulary at the advanced level.	85%	69%
7a. Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes) and punctuation clues.	80%	80%
7b. Determine the meaning of unfamiliar vocabulary through word parts (prefixes, roots, and suffixes) and punctuation clues.	80%	
8. Demonstrate effective use of an English dictionary.	85%	

ESL 107

SLOs	Expected Success	Actual Success	Assessments
Comprehend and summarize the central idea and important details of authentic and scripted listening passages.	80%	NA	Teacher-generated listening comprehension tests.
Differentiate between relevant and irrelevant material in short lectures in order to practice effective note taking.	80%	NA	Teacher-generated note-taking quizzes and tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures.	90%	NA	Oral presentations evaluated by peers, the teacher, and self using a common rubric.

ESL 108

SLOs	Expected Success	Actual Success	Assessments
Analyze and compose clearly organized and developed paragraphs and essays with topic sentences, thesis statements, relevant and adequate support, logical and varied transitions, and clear introductions and conclusions.	80%	NA	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric.
Identify and correct sentence problems such as fragments, run-ons, and comma splices, demonstrating a mastery of coordination and subordination.	80%	NA	Teacher-generated error analysis and correction quizzes using authentic student work.
Apply the rules for the formation, meaning, and use of the grammatical structures studied in the course when reading and writing in English.	80%	NA	Teacher-generated grammar quizzes and tests, including, identification, classification, multiple-choice, modified cloze, and transformation as well as a writing assignments.

English/ESL 110

SLOs	Expected Success	Actual Success	Assessments
Write college-level, argumentative essays with thesis which asserts an opinion and is developed with adequate, documented support.	80%	81%	Write an argumentative research paper, the components of which will be evaluated using the ENGL/ESL 110 research writing rubric.
Read critically and analyze a variety of writing types. Write academic essays using a variety of rhetorical styles.			Complete analysis and summary exercises. Write in-class and out-of-class essays which will be evaluated according to the ENGL/ESL 110 essay rubric and rhetorical style requirements.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ENGL/ESL 110. Recognize and self-correct grammar errors in their own writing.	70%	73%	Write in-class and out-of-class essays which will be evaluated according to the ENGL/ESL 110 essay rubric and rhetorical style requirements. Self correct, rewrite, and resubmit their research papers and essays.

ESL 111

SLOs	Expected Success	Actual Success	Assessments
Identify and correct typical errors of advanced ESL learners in grammatical structures, mechanics, and usage when editing and revising their own and others' writing.	70%	73%	Teacher-generated tests and quizzes. Peer editing. Error tallies and editing logs
Incorporate a variety of sentence patterns into writing and demonstrate appropriate use of coordination, subordination, and parallelism.	70%	81%	In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes. Error tallies and editing logs
Compose sentences and phrases that express their ideas more clearly and idiomatically (as a native speaker would).	70%	81%	In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.
Use more effective and formal vocabulary in their writing.	70%	81%	In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.
Apply a variety of techniques for improving the smooth flow of ideas, or coherence, in their writing.	70%	81%	In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.

Appendix 5.2

**ESL SLO Assessment Analysis Report for Reading Classes
for Fall 2008 and Spring 2009**

Appendix 5.3

ESL SLO Assessment Analysis Report for Reading Classes for Spring 2010, Fall 2010, and Spring 2011

SLO Report for ESL 098, 102, 105, and 106R Spring 2010		
	Diagnostic (January)*	Diagnostic (May)*
ESL 098 (2 Sections, 32 Students)	19%	75%
ESL 102 (3 Sections, 55 Students)	44%	75%
ESL 105 (5 Sections, 126 Students)	60%	79%
ESL 106R (2 Sections, 41 Students)	41%	73%

SLO Report for ESL 098, 102, 105, and 106R Fall 2010		
	Diagnostic (August)*	Diagnostic (December)*
ESL 098 (2 Sections, 37 Students)	38%	70%
ESL 102 (3 Sections, 50 Students)	40%	70%
ESL 105 (4 Sections, 85 Students)	53%	82%
ESL 106R (2 Sections, 46 Students)	35%	67%

*A reading diagnostic test was administered at the start and end of the semester. The percentages shown above reflect the students who achieved a passing score of 70% or higher.

SLO Report for ESL 098, 102, 105, and 106R Spring 2011		
	Diagnostic (January)*	Diagnostic (May)*
ESL 098 (2 Sections, 43 Students)	40%	84%
ESL 102 (3 Sections, 56 Students)	52%	88%
ESL 105 (4 Sections, 82 Students)	62%	77%
ESL 106R (2 Sections, 37 Students)	65%	70%

Appendix 5.4

**ESL SLO Assessment Analysis Report
for
Fall 2009 and Fall 2010
Spring 2010 and Spring 2011**

ESL SLO Assessment Analysis Report for Fall 2009

SLOs	ESL 70	Actual Success	Expected Success	Plus/Minus
Total Students	16			
Reading		70	80	-10
Writing		76	80	-4
Grammar		64	80	-16
SLOs				
SLOs	ESL 71	Actual Success	Expected Success	Plus/Minus
Total Students	19			
Listening		67	75	-8
Speaking		73	70	3
SLOs				
SLOs	ESL 80	Actual Success	Expected Success	Plus/Minus
Total Students	38			
Reading		82	70	12
Writing		76	70	6
Grammar		76	70	6
SLOs				
SLOs	ESL 81	Actual Success	Expected Success	Plus/Minus
Total Students	20			
Listening		73	75	-2
Speaking		78	70	8
SLOs				
SLOs	ESL 96	Actual Success	Expected Success	Plus/Minus
Total Students	51			
Reading		52	70	-18
Writing		86	70	16
Grammar		67	70	-3
SLOs				
SLOs	ESL 97	Actual Success	Expected Success	Plus/Minus
Total Students	38			
Listening		83	80	3
Speaking		84	75	9

ESL SLO Assessment Analysis Report for Fall 2009 (Continued)

SLOs	ESL 100	Actual Success	Expected Success	Plus/Minus
Total Students	74			
Reading		81	70	11
Writing		93	70	23
Grammar		72	70	2
SLOs				
SLOs	ESL 101	Actual Success	Expected Success	Plus/Minus
Total Students	36			
Listening		62	80	-18
Speaking		84	90	-6
SLOs				
SLOs	ESL 103	Actual Success	Expected Success	Plus/Minus
Total Students	167			
Reading		75	70	5
Writing		85	80	5
Grammar		69	70	-1
SLOs				
SLOs	ESL 104	Actual Success	Expected Success	Plus/Minus
Total Students	40			
Listening		85	80	5
Speaking		93	70	23
SLOs				
SLOs	ESL 106	Actual Success	Expected Success	Plus/Minus
Total Students	189			
Reading		36	60	-24
Writing		90	80	10
Grammar		35	70	-35
SLOs				
SLOs	ESL 110/111	Actual Success	Expected Success	Plus/Minus
Total Students	131			
Writing		85	80	5
Grammar		78	70	8

ESL SLO Assessment Analysis Report for Fall 2010

SLOs	ESL 70	Actual Success	Expected Success	Plus/Minus
Total Students	35			
Reading		84	80	4
Writing		93	80	13
Grammar		85	80	5
SLOs				
SLOs	ESL 71	Actual Success	Expected Success	Plus/Minus
Total Students	35			
Listening		72	75	-3
Speaking		74	70	4
SLOs				
SLOs	ESL 80	Actual Success	Expected Success	Plus/Minus
Total Students	38			
Reading		80	70	10
Writing		92	70	22
Grammar		84	70	14
SLOs				
SLOs	ESL 81	Actual Success	Expected Success	Plus/Minus
Total Students	38			
Listening		84	75	9
Speaking		86	70	16
SLOs				
SLOs	ESL 96	Actual Success	Expected Success	Plus/Minus
Total Students	46			
Reading		64	70	-6
Writing		95	70	25
Grammar		71	70	1
SLOs				
SLOs	ESL 97	Actual Success	Expected Success	Plus/Minus
Total Students	38			
Listening		75	80	-5
Speaking		84	75	9

ESL SLO Assessment Analysis Report for Fall 2010 (Continued)

SLOs	ESL 100	Actual Success	Expected Success	Plus/Minus
Total Students	63			
Reading		73	70	3
Writing		79	70	9
Grammar		87	70	17
SLOs				
SLOs	ESL 101	Actual Success	Expected Success	Plus/Minus
Total Students	29			
Listening		88	80	8
Speaking		75	90	-15
SLOs				
SLOs	ESL 103	Actual Success	Expected Success	Plus/Minus
Total Students	160			
Reading		51	70	-19
Writing		89	80	9
Grammar		65	70	-5
SLOs				
SLOs	ESL 104	Actual Success	Expected Success	Plus/Minus
Total Students	60			
Listening		86	80	6
Speaking		94	70	24
SLOs				
SLOs	ESL 106	Actual Success	Expected Success	Plus/Minus
Total Students	175			
Reading		40	60	-20
Writing		79	80	-1
Grammar		44	70	-16
SLOs				
SLOs	ESL 119	Actual Success	Expected Success	Plus/Minus
Total Students	125			
Writing		86	80	6
Grammar		69	70	-1

ESL SLO Assessment Analysis Report for Spring 2010

SLOs	ESL 70	Actual Success	Expected Success	Plus/Minus
Total Students	31			
Reading		68	80	-12
Writing		75	80	-5
Grammar		87	80	7
SLOs				
SLOs	ESL 71	Actual Success	Expected Success	Plus/Minus
Total Students	33			
Listening		85	75	10
Speaking		75	70	5
SLOs				
SLOs	ESL 80	Actual Success	Expected Success	Plus/Minus
Total Students	28			
Reading		63	70	-7
Writing		60	70	-10
Grammar		92	70	22
SLOs				
SLOs	ESL 81	Actual Success	Expected Success	Plus/Minus
Total Students	36			
Listening		86	75	11
Speaking		92	70	22
SLOs				
SLOs	ESL 96	Actual Success	Expected Success	Plus/Minus
Total Students	47			
Reading		77	70	7
Writing		91	70	21
Grammar		71	70	1
SLOs				
SLOs	ESL 97	Actual Success	Expected Success	Plus/Minus
Total Students	32			
Listening		76	80	-4
Speaking		77	75	2

ESL SLO Assessment Analysis Report for Spring 2010 (Continued)

SLOs	ESL 100	Actual Success	Expected Success	Plus/Minus
Total Students	68			
Reading		85	70	15
Writing		97	70	27
Grammar		72	70	2
SLOs				
SLOs	ESL 101	Actual Success	Expected Success	Plus/Minus
Total Students	37			
Listening		84	80	4
Speaking		93	90	3
SLOs				
SLOs	ESL 103	Actual Success	Expected Success	Plus/Minus
Total Students	164			
Reading		71	70	1
Writing		85	80	5
Grammar		58	70	-12
SLOs				
SLOs	ESL 104	Actual Success	Expected Success	Plus/Minus
Total Students	93			
Listening		86	80	6
Speaking		90	70	20
SLOs				
SLOs	ESL 106	Actual Success	Expected Success	Plus/Minus
Total Students	135			
Reading		30	60	-30
Writing		90	80	10
Grammar		47	70	-23
SLOs				
SLOs	ENG 110	Actual Success	Expected Success	Plus/Minus
Total Students	99			
Writing		78	80	-2
Grammar		67	70	-3

ESL SLO Assessment Analysis Report for Spring 2011

SLOs	ESL 70	Actual Success	Expected Success	Plus/Minus
Total Students	45			
Reading		78	80	-2
Writing		84	80	4
Grammar		66	80	-14
SLOs				
SLOs	ESL 71	Actual Success	Expected Success	Plus/Minus
Total Students	46			
Listening		77	75	2
Speaking		93	70	23
SLOs				
SLOs	ESL 80	Actual Success	Expected Success	Plus/Minus
Total Students	42			
Reading		66	70	-4
Writing		52	70	-22
Grammar		95	70	25
SLOs				
SLOs	ESL 81	Actual Success	Expected Success	Plus/Minus
Total Students	47			
Listening		78	75	3
Speaking		94	70	24
SLOs				
SLOs	ESL 96	Actual Success	Expected Success	Plus/Minus
Total Students	70			
Reading		72	70	2
Writing		77	70	7
Grammar		67	70	-3
SLOs				
SLOs	ESL 97	Actual Success	Expected Success	Plus/Minus
Total Students	68			
Listening		85	80	5
Speaking		91	75	16

ESL SLO Assessment Analysis Report for Spring 2011 (Continued)

SLOs	ESL 100	Actual Success	Expected Success	Plus/Minus
Total Students	69			
Reading		66	70	-4
Writing		80	70	10
Grammar		64	70	-6
SLOs				
SLOs	ESL 101	Actual Success	Expected Success	Plus/Minus
Total Students	55			
Listening		73	80	-7
Speaking		91	90	1
SLOs				
SLOs	ESL 103	Actual Success	Expected Success	Plus/Minus
Total Students	137			
Reading		68	70	-2
Writing		71	80	-9
Grammar		60	70	-10
SLOs				
SLOs	ESL 104	Actual Success	Expected Success	Plus/Minus
Total Students	66			
Listening		86	80	6
Speaking		89	70	19
SLOs				
SLOs	ESL 106	Actual Success	Expected Success	Plus/Minus
Total Students	176			
Reading		54	60	-6
Writing		78	80	-2
Grammar		49	70	-21
SLOs				
SLOs	ESL 119	Actual Success	Expected Success	Plus/Minus
Total Students	143			
Writing		85	80	5
Grammar		69	70	-1

Appendix 5.5

GC ESL Annual SLO Report for 2009-2010

2009-2010 GC ESL ANNUAL SLO REPORT

Course # ESL 070			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Locate, comprehend, and interpret information in simple texts and in documents commonly found in the classroom and college setting, such as schedules, directions, textbooks, and forms.	Write complete simple sentences with accurate capitalization and end punctuation.	Demonstrate familiarity with basic parts of speech, word order, word and sentence boundaries introduced at this level when producing written communication.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Fall 2009 was the first official year of ESL 070 as the beginning class in our seven-course core curriculum. Peca, Kruger, and Bennett developed a standard rubric for grading writing and standardized final exam for grammar and reading. Because the students placed at this level have so little preparation in English, expected success rates are at 70%. Due to the collaboration of Peca, Kruger, and Bennett, success rates increased in reading, writing, and grammar between fall and spring; however, scores are still slightly below the 70% benchmark. The teachers are committed to continued collaboration on developing more standardized reading and grammar final exams to be used in SLO studies as well as continued use of the standardized rubric for grading writing.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

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2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 071			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Interpret correctly and respond appropriately, both nonverbally and verbally, to basic imperatives and questions commonly heard in college classroom settings.	Demonstrate familiarity with the very basic language functions and structures introduced at this level when producing oral communication.	Comprehend and use very basic high frequency vocabulary used in a classroom setting and everyday life.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Bennett, Peca, and Elmore taught ESL 071. Expected success rates are at 70%, the same as ESL 070. Seventy-six percent achieved the speaking outcome, and 74% achieved the listening and vocabulary outcome. Even though the expected success rates have been achieved, the instructors continue to collaborate on developing standard tests and quizzes as well as speaking rubrics and tasks to be used in SLO studies. If rates continue to be high, the instructors will raise the expected outcome from 70% to 75%.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 080			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Demonstrate mastery of the language structures introduced at this level when composing written communication.	Write complete sentences with accurate capitalization and end punctuation when composing notes and memos, responses to readings, and other documents from the workplace, marketplace, or campus settings.	Locate, understand, and interpret information in simple texts and in documents commonly found in the workplace, the marketplace, or classroom setting, such as schedules, directions, textbooks, and forms.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Bennett and Peca taught ESL 080. Expected success rates are at 70%, and ESL 080 students met expectations in reading, exceeded expectations in grammar, and were slightly below expectations in writing. Due to the collaboration of Peca and Bennett, success rates increased in reading and grammar between fall and spring; however, grammar scores are still slightly below the 70% benchmark. The teacher are committed to continued collaboration on developing more standardized reading and grammar final exams to be used in SLO studies as well as continued use of the standardized rubric for grading writing. Higher rates in grammar in the day section of ESL 080 may be due to the grammar instruction and practice in the day section of ESL 081. Having the night ESL 081 class focus also on grammatical accuracy as well as fluency tasks may increase grammar scores in the night 080.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: more grammatical accuracy tasks in ESL 081.	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 081			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Receive, interpret correctly, and respond accurately to basic verbal messages and other cues that are commonly heard in the classroom settings.	Speak accurately and with an understandable accent when using the basic language functions needed to communicate effectively in the classroom, such as explaining information, asking a question, and reporting a problem.	Recognize, comprehend, and use vocabulary commonly found in a workplace or classroom setting.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Peca and Passentino taught ESL 081. Expected success rates are at 70%, the same as ESL 071. Students achieved the SLOs at rates exceeding expectations. Even though the expected success rates have been achieved, the instructors continue to collaborate on developing standard tests and quizzes as well as speaking rubrics and tasks to be used in SLO studies. If rates continue to be high, the instructors will raise the expected outcome from 70% to 75%.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 096			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Compose simple, beginning-level paragraphs with some indication of a topic sentence plus supporting details.	Compose simple and compound sentences using correct sentence boundaries.	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 96.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Farnes and Esser taught ESL 096 in Fall 2009, and Bennett taught ESL 096 in Spring 2010. Expected success rates are at 70%, and ESL 096 students met expectations in reading and grammar and exceeded expectations in writing in Spring 2010; however, 096 students were below expected success levels in reading, writing, and grammar in Fall 2009. Success rates probably increased with Bennett teaching both the day and night sections. Bennett, Farnes, and Olsen-Pacheco will team up to teach ESL 096 in Spring 2011. The teacher are committed to collaboration on developing standardized reading and grammar final exams to be used in SLO studies as well as continued use of a standardized rubric for grading writing.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 097			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Comprehend and summarize the main points and restate details of short oral presentations on familiar topics.	Speak with enough phonological, lexical, and grammatical accuracy to be understood most of the time when delivering oral presentations.	Compare the various cultures represented in the class as they share information through discussions and presentations.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Kruger and Craig taught ESL 097 in Fall 2009 and Craig and Bennett in Spring 2010. Expected success rates are at 80% (listening), 75% (speaking), and 90% (culture). ESL 097 students met expectations in speaking and listening. Although the 097 faculty have identified a culture SLO, they have not developed an SLO study to date. Beginning Spring 2011, the night section will be a stand-alone class; Farnes will teach an additional day section of 097. The teachers are committed to collaboration on developing standardized listening final exams to be used in SLO studies as well as continued use of a standardized rubric for grading speaking.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: Develop a culture SLO test.
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 098			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Read high beginning-level text independently and critically, emphasizing comprehension, vocabulary, and cultural awareness, and applying what is read to writing, discussion, and presentations.		
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	<p>The SLO data collected Spring 2010 are different from Fall 2009. The fall data shows student success rates for each of the learning objectives of each the courses. The data for Fall 2009 are attached. Spring 2010, we collected pre and post data on diagnostic tests at each of the proficiency levels: 098, 102, 105, and 106R; the tests are administered as part of our newly instituted individualized reading program. We will continue to check progress using the IRP diagnostic tests rather than assessing at the objective level. Our focus is now on assessing how well the reading SLO is achieved at each level. Kruger and Craig taught ESL 098. In the 098s Spring 2010, two sections of 32 students were assessed; 19% were below 70% at the beginning of the semester in January; in May, 75% were above 70%, an increase of 56% more students passing. Clearly, taking the course led to greater student success in reading.</p>		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome		
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 100			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Compose organized and developed intermediate-level paragraphs on a variety of personal and academic topics.	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 100.	
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Pipkin, Ferguson, and Cannon taught ESL 100 Fall 2009 and Spring 2010. Expected success rates are at 70%, and ESL 100 students met expectations in reading and grammar and exceeded expectations in writing. If writing scores continue to be high, the expected success level should be raised. These three veteran teachers are committed to collaboration on developing standardized reading and grammar final exams to be used in SLO studies as well as continued use of a standardized rubric for grading writing.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 101			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Comprehend and summarize the central idea and restate important details of oral presentations done by students, guest speakers and the teacher on various academic topics.	Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures.	Compare the various cultures represented in the class as they share information through discussions and presentations.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Ferguson and Craig taught ESL 101 in Fall 2009 and Spring 2010. Expected success rates are at 80% (listening), 90% (speaking), and 90% (culture). ESL 101 students are slightly below expectations in speaking and listening. Although the 101 faculty have identified a culture SLO, they have not developed an SLO study to date. Success rates may have to be adjusted if the trend persists. Beginning Spring 2011, the night section will be a stand-alone class. Farnes and Craig continue to develop standardized listening final exams to be used in SLO studies as well as continued use of the standardized rubric for grading speaking.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: Develop a culture SLO test.
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 102			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Read low intermediate-level text independently and critically, emphasizing comprehension, vocabulary, and cultural awareness, and applying what is read to writing, discussion, and presentations.		
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	The SLO data collected Spring 2010 are different from Fall 2009. The fall data shows student success rates for each of the learning objectives of each the courses. The data for Fall 2009 are attached. Spring 2010, we collected pre and post data on diagnostic tests at each of the proficiency levels: 098, 102, 105, and 106R; the tests are administered as part of our newly instituted individualized reading program. We will continue to check progress using the IRP diagnostic tests rather than assessing at the objective level. Our focus is now on assessing how well the reading SLO is achieved at each level. Liesberg and Craig taught 102. In the 102s Spring 2010, three sections of 55 students were assessed; 44% were below 70% at the beginning of the semester in January; in May, 75% were above 70%, an increase of 31% more students passing. Clearly, taking the course led to greater student success in reading.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome		
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 103			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	<p>Write high-intermediate level essays containing all components: intro paragraph, body, and conclusion.</p> <p>Compose introductory paragraphs with thesis statements, body paragraphs with topic sentences and adequate support, and appropriate conclusions.</p> <p>Use a variety of sentence patterns accurately.</p>	<p>Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 103.</p> <p>Recognize and self-correct grammar errors in their own writing.</p>	
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<p><input checked="" type="checkbox"/>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>	<p><input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>	
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	<p>Pipkin, Felix, Pollack, Babayan, Zunic, Gibson, and Gorokhova taught ESL 103 in Fall 2009 and Spring 2010. Expected success rates are at 70% for grammar and 80% for writing. Writing scores exceed expectation, but grammar scores are slightly under the expected success rate of 70% in Spring 2010. The ESL 103 teachers are committed to collaboration on developing standardized grammar final exams to be used in SLO studies as well as continued use of a standardized rubric for grading writing. Pipkin is the level-leader; Since Fall 2009, she has had to train three new teachers: Gorokhova, Garg, and Ishikawa. Pipkin leads the midterm writing calibration sessions conducted every semester.</p>		
Action Plan	<p><input checked="" type="checkbox"/>Conduct further assessment related to the issue and outcome</p>	<p><input checked="" type="checkbox"/>Conduct further assessment related to the issue and outcome</p>	
Semester when Next Assessment of this SLO Outcome will take place	<p><input checked="" type="checkbox"/>Fall AND <input checked="" type="checkbox"/>Spring Year: 2010 and 2011</p>	<p><input checked="" type="checkbox"/>Fall AND <input checked="" type="checkbox"/>Spring Year: 2010 and 2011</p>	<p><input checked="" type="checkbox"/>Fall AND <input checked="" type="checkbox"/>Spring Year: 2010 and 2011</p>

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 104			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Develop note-taking skills helpful in academic lectures typical of general education classes.	Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of increasingly complex grammatical structures.	Understand the principles of intercultural communication and apply them in whole-class and small-group interaction.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	To, Hoyle, and Loveless taught ESL 104 in Fall 2009 and Spring 2010. Expected success rates are at 80% (listening), 70% (speaking), and 70% (culture). ESL 104 students are achieving at expected levels in listening, and exceeding expectations in speaking. Although the 104 faculty have identified a culture SLO, they have not developed an SLO study to date. Success rates may have to be adjusted if the trend persists in speaking scores. Beginning Spring 2011, Bennett will teach two sections of ESL104 replacing To and Hoyle. Loveless will continue teaching one section. Loveless and Bennett will use standardized listening final exams to be used in SLO studies as well as continued use of the standardized rubric for grading speaking.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	<input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: Develop a culture SLO test.
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 105			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Read high intermediate-level text independently and critically, emphasizing comprehension, vocabulary, and cultural awareness, and applying what is read to writing, discussion, and presentations.		
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	The SLO data collected Spring 2010 are different from Fall 2009. The fall data shows student success rates for each of the learning objectives of each the courses. The data for Fall 2009 are attached. Spring 2010, we collected pre and post data on diagnostic tests at each of the proficiency levels: 098, 102, 105, and 106R; the tests are administered as part of our newly instituted individualized reading program. We will continue to check progress using the IRP diagnostic tests rather than assessing at the objective level. Our focus is now on assessing how well the reading SLO is achieved at each level. Loveless, Pollock, Marcussen, and Koontz taught 105. In the 105s Spring 2010, five sections of 126 students were assessed; 60% were below 70% at the beginning of the semester in January; in May, 79% were above 70%, an increase of 19% more students passing. Clearly, taking the course led to greater student success in reading.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome		
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 106			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Read, comprehend, and critically analyze authentic academic texts for the purpose of class discussions and writing responses.	Write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns.	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 106. Recognize and self-correct grammar errors in their own writing.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	<p>Passentino, Liesberg, Koontz, Hoyle, Hubbard, Mesquita, Hamrah, and To taught ESL 106 in Fall 2009 and Spring 2010. Expected success rates are at 70% for grammar, 80% for writing, and 60% in reading. Writing scores exceed expectation, but grammar and reading scores are way under the expected success rate of 70% and 60% respectively. Passentino and Liesberg will review and revise the ESL 106 grammar and reading final. The ESL 106 teachers are committed to collaboration on developing standardized grammar final exams to be used in SLO studies as well as continued use of a standardized rubric for grading writing. Liesberg is the level-leader. Since Fall 2009, we have had to train two new teachers: Barker and Madren. ESL 106 midterm writing calibration sessions are conducted every semester.</p>		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as:	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 106R			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Read advanced-level text independently and critically, emphasizing comprehension, vocabulary, and cultural awareness, and applying what is read to writing, discussion, and presentations.		
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	The SLO data collected Spring 2010 are different from Fall 2009. The fall data shows student success rates for each of the learning objectives of each the courses. The data for Fall 2009 are attached. Spring 2010, we collected pre and post data on diagnostic tests at each of the proficiency levels: 098, 102, 105, and 106R; the tests are administered as part of our newly instituted individualized reading program. We will continue to check progress using the IRP diagnostic tests rather than assessing at the objective level. Our focus is now on assessing how well the reading SLO is achieved at each level. Liesberg and Felix taught 106R. In the 106Rs Spring 2010, two sections of 41 students were assessed; 41% were below 70% at the beginning of the semester in January; in May, 73% were above 70%, an increase of 32% more students passing. Clearly, taking the course led to greater student success in reading.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome		
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

2009-2010 GC ESL ANNUAL SLO REPORT (Continued)

Course # ESL 119			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Write college-level, argumentative essays with thesis which asserts an opinion and is developed with adequate, documented support.	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 119. Recognize and self-correct grammar errors in their own writing.	
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Loveless, Aagard, Laird-Jackson, Freednan, and Goldburg taught ESL 119 in Fall 2009 and Spring 2010. Expected success rates are at 70% for grammar and 80% for writing. ESL 119 has a reading SLO, but expected success rates or SLO studies have not been established. ESL 119 will decide what to do this year. Writing and grammar scores exceed expectations. The ESL 119 teachers are committed to collaboration on developing standardized grammar final exams to be used in SLO studies as well as continued use of a standardized rubric for grading writing. Loveless is the level-leader. Since Fall 2009, she has had to train three new teachers: To, Lannen, and Cole. ESL 119 midterm writing calibration sessions are conducted every semester.		
Action Plan	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as:	<input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome	
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011	<input checked="" type="checkbox"/> Fall AND <input checked="" type="checkbox"/> Spring Year: 2010 and 2011

Appendix 6.1
All ESL SLOs and Assessments

All ESL SLOs and Assessments

ESL 070

SLOs	Assessments
Locate, comprehend, and interpret information in simple texts and in documents commonly found in the classroom and college setting, such as schedules, directions, textbooks, and forms.	Teacher-generated reading quizzes and tests.
Write complete simple sentences with accurate capitalization and end punctuation.	<ul style="list-style-type: none"> • Teacher-generated writing quizzes and tests. • In-class writing assignments.
Demonstrate familiarity with basic parts of speech, word order, word and sentence boundaries introduced at this level when producing written communication.	Teacher-generated grammar quizzes and tests.

ESL 071

SLOs	Assessments
Interpret correctly and respond appropriately, both nonverbally and verbally, to basic imperatives and questions commonly heard in college classroom and everyday settings.	Teacher-generated listening comprehension tests.
Demonstrate familiarity with the very basic language functions and structures introduced at this level when producing oral communication.	Oral examinations evaluated by the teacher using a common rubric.
Comprehend and use very basic high frequency vocabulary used in a classroom setting and everyday life.	Teacher-generated vocabulary tests.

ESL 080

SLOs	Assessments
Demonstrate mastery of the language structures introduced at this level when composing written communication.	Teacher-generated grammar tests, including a variety of testing instruments: cloze, transformation, error correction, multiple-choice, identification, classification, phrase and clause combination, as well as in-class compositions.
Write complete sentences with accurate capitalization and end punctuation when composing notes and memos, responses to readings, and other documents from the workplace, marketplace, or campus settings	Teacher-generated writing rubric used to grade in-class and out-of-class written discourse.
Locate, understand, and interpret information in simple texts and in documents commonly found in the workplace, the marketplace, or classroom setting, such as schedules, directions, textbooks, and forms.	A variety of teacher-generated testing instruments, including true cloze, modified cloze, skimming and scanning, vocabulary in context, general inference, multiple choice, true or false, and short answer.

All ESL SLOs and Assessments

ESL 081

SLOs	Assessments
Receive, interpret correctly, and respond accurately to basic verbal messages and other cues that are commonly heard in the classroom settings.	Teacher-generated listening comprehension tests, including situational role plays and teacher-student interviews, in addition to cloze dictation, question-answer, answer-question, multiple-choice, and short-answer testing instruments.
Speak accurately and with an understandable accent when using the basic language functions needed to communicate effectively in the classroom, such as explaining information, asking a question, and reporting a problem.	Oral presentations, situational role plays, and teacher-student interviews evaluated by the teacher using a common rubric, which includes criteria based on accuracy in grammar, pronunciation, and comprehensibility
Recognize, comprehend, and use vocabulary commonly found in a workplace or classroom setting.	Evaluated by identification and spelling tests as well as meaningful writing and speaking tasks using the new vocabulary, all of which are graded by the teacher.

ESL 090 A & B

SLOs	Assessments
Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high beginning to low intermediate proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high beginning to low intermediate proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Evaluate the comprehensibility and quality of short student speeches at the high beginning to low intermediate proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.

ESL 109 A & B

SLOs	Assessments
Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high intermediate to advanced proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high intermediate to advanced proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.
Evaluate the comprehensibility and quality of short student speeches at the high intermediate to advanced proficiency level.	Measured by teacher and student analyses and evaluation using a standard grading rubric.

All ESL SLOs and Assessments

ESL 095

SLOs	Assessments
Categorize, organize, and logically sequence ideas into the components of a paragraph using correct format and including a topic sentence.	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric
Write simple and compound positive, interrogative, and negative sentences in the present, past, and future tense.	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric
Edit and proofread their own and peers' writing.	Teacher-generated error analysis and correction quizzes using authentic student work.

ESL 096

SLOs	Assessments
Compose simple, beginning-level paragraphs with some indication of a topic sentence plus supporting details.	<ul style="list-style-type: none"> Write in-class and out-of-class paragraphs on assigned topics, which will be evaluated according to ESL 96 paragraph rubric.
Compose simple and compound sentences using correct sentence boundaries.	<ul style="list-style-type: none"> Complete simple sentence and compound sentence exercises. Write in-class and out-of-class paragraphs which will be evaluated according to ESL 96 writing rubric.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 96.	<ul style="list-style-type: none"> Complete multiple-choice and cloze tests and exercises. Take a standardized final with multiple choice and cloze questions. Write in-class and out-of-class paragraphs on assigned topics evaluated using the ESL 96 writing rubric.

ESL 097

SLOs	Assessments
Comprehend and summarize the main points and restate details of short oral presentations on familiar topics.	Teacher-generated listening comprehension tests.
Speak with enough phonological, lexical, and grammatical accuracy to be understood most of the time when delivering oral presentations.	Oral presentations evaluated by peers and the teacher using a common rubric.
Compare the various cultures represented in the class as they share information through discussions and presentations.	Teacher-generated culture tests.

All ESL SLOs and Assessments

ESL 098

SLOs	Assessments
1. Comprehend the direct or implied main idea of beginning level fiction and nonfiction texts.	<ul style="list-style-type: none"> multiple choice and short-answer tests. identification of the stated main idea exercises. restatement of the main idea exercises.
2. Apply skimming skills to understand the organization of beginning level texts. 3. Apply scanning skills to quickly locate specific information. 4. Demonstrate comprehension by identifying restatements. 5. Draw conclusions based on information in a particular passage	<ul style="list-style-type: none"> skimming exercises and tests, which may include headings, tables, charts, graphs, and pictures. the reading of fiction and nonfiction texts accompanied by multiple-choice, cloze, and short-answer exercises and tests.
6. Understand and use targeted vocabulary at the beginning level. 7a. determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes), and punctuation clues. 7b. determine the meaning of unfamiliar vocabulary through word parts (prefixes, roots, and suffixes) and punctuation clues. 8. demonstrate effective use of an English dictionary.	<ul style="list-style-type: none"> multiple-choice and cloze exercises and tests a vocabulary notebook dictionary skill exercises roots, affixes, and word form exercises identification exercises, including word class and word parts journal writing and book reports

ESL 100

SLOs	Assessments
Compose organized and developed intermediate-level paragraphs on a variety of personal and academic topics.	<ul style="list-style-type: none"> write in-class and out-of-class paragraphs on assigned topics, which will be evaluated according to ESL 100 paragraph rubric.
Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 100.	<ul style="list-style-type: none"> take multiple-choice, cloze, and editing tests. standardized final with multiple choice and cloze questions. write in-class and out-of-class paragraphs on assigned topics evaluated using the ESL 100 paragraph rubric.

All ESL SLOs and Assessments

ESL 101

SLOs	Assessments
Comprehend and summarize the central idea and restate important details of oral presentations done by students, guest speakers and the teacher on various academic topics.	Teacher-generated listening comprehension tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures.	Oral presentations evaluated by peers, the teacher, and self using a common rubric.
Compare the various cultures represented in the class as they share information through discussions and presentations.	Teacher-generated culture tests.

ESL 102

SLOs	Assessments
1. Comprehend the direct or implied main idea of intermediate level fiction and nonfiction texts.	<ul style="list-style-type: none"> • multiple choice and short-answer tests. • identification of the stated main idea exercises. • restatement of the main idea exercises.
2. Apply skimming skills to understand the organization of intermediate level texts. 3. Apply scanning skills to quickly locate specific information. 4. Demonstrate comprehension by identifying restatements. 5. Draw conclusions based on information in a particular passage	<ul style="list-style-type: none"> • skimming exercises and tests, which may include headings, tables, charts, graphs, and pictures. • the reading of fiction and nonfiction texts accompanied by multiple-choice, cloze, and short-answer exercises and tests.
6. Understand and use targeted vocabulary at the intermediate level. 7a. Determine the meaning of unfamiliar vocabulary through context. 7b. Determine the meaning of unfamiliar vocabulary through word parts (prefixes, roots, and suffixes) and punctuation clues. 8. Demonstrate effective use of an English dictionary.	<ul style="list-style-type: none"> • multiple-choice and cloze exercises and tests • a vocabulary notebook • dictionary skill exercises • roots, affixes, and word form exercises • identification exercises, including word class and word parts • journal writing and book reports

All ESL SLOs and Assessments

ESL 103

SLOs	Assessments
<ul style="list-style-type: none"> Write high-intermediate level essays containing all components: intro paragraph, body, and conclusion. Compose introductory paragraphs with thesis statements, body paragraphs with topic sentences and adequate support, and appropriate conclusions. 	<ul style="list-style-type: none"> write in-class and out-of-class essays which will be evaluated according to ESL 103 essay rubric.
<ul style="list-style-type: none"> Use a variety of sentence patterns accurately. 	<ul style="list-style-type: none"> complete error analysis exercises complete clause combining exercises using transitions, conjunctions, etc. write in-class and out-of-class essays which will be evaluated according to ESL 103 essay rubric.
<ul style="list-style-type: none"> Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 103. Recognize and self-correct grammar errors in their own writing. 	<ul style="list-style-type: none"> take multiple-choice and cloze tests complete grammar exercises. write in-class and out-of-class essays which will be evaluated according to ESL 103 essay rubric. self correct, rewrite, and resubmit essays.

ESL 104

SLOs	Assessments
Develop note-taking skills helpful in academic lectures typical of general education classes.	Teacher-generated listening comprehension tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of increasingly complex grammatical structures.	Oral presentations evaluated by the teacher using a common rubric.
Understand the principles of intercultural communication and how they apply in whole-class and small-group interaction.	Teacher-generated tests that assess students understanding and use of intercultural communication principles.

All ESL SLOs and Assessments

ESL 105

SLOs	Assessments
1. Comprehend the direct or implied main idea of college-level fiction and nonfiction texts.	<ul style="list-style-type: none"> multiple choice and short-answer tests. identification of the stated main idea exercises. restatement of the main idea exercises. summaries of college-level texts.
2. Apply skimming skills to understand the organization of college-level texts. 3. apply scanning skills to locate specific information quickly. 4. Demonstrate comprehension by identifying restatements. 5. Draw conclusions based on information in a particular passage	<ul style="list-style-type: none"> skimming exercises and tests, which may include headings, tables, charts, graphs, and pictures. the reading of fiction and nonfiction texts accompanied by multiple-choice, cloze, and short-answer exercises and tests.
5. Understand and use targeted vocabulary at the college level. 6. Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes), and punctuation clues. 7. Demonstrate effective use of an English dictionary.	<ul style="list-style-type: none"> multiple-choice and cloze exercises and tests a vocabulary notebook dictionary skill exercises roots, affixes, and word form exercises identification exercises, including word class and word parts journal writing and book reports

ESL 106

SLOs	Assessments
<ul style="list-style-type: none"> write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns. 	<ul style="list-style-type: none"> write in-class and out-of-class essays which will be evaluated according to ESL 106 essay rubric and rhetorical style requirements.
<ul style="list-style-type: none"> read, comprehend, and critically analyze authentic academic texts for the purpose of class discussions and writing responses. 	<ul style="list-style-type: none"> write summaries and journal entries complete multiple choice, cloze, and short answer tests. participate in small group and whole class discussion activities. write in-class and out-of-class essays which will be evaluated according to ESL 106 essay rubric and rhetorical style requirements.
<ul style="list-style-type: none"> correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 106. recognize and self-correct grammar errors in their own writing. 	<ul style="list-style-type: none"> take standardized, multiple-choice tests. complete writing tasks focusing on specific grammatical structures. write in-class and out-of-class essays which will be evaluated according to ESL 106 essay rubric and rhetorical style requirements. self correct, rewrite, and resubmit essays. complete an error correction log.

All ESL SLOs and Assessments

ESL 106R

SLOs	Assessments
1. Comprehend the literal and implied meaning of advanced level fiction and nonfiction text by identifying main ideas and supporting details.	<ul style="list-style-type: none"> multiple-choice and short-answer tests and exercises. journal writing assignments.
2. Make logical inferences from advanced reading on materials, which may include class and contemporary novels, college textbooks, periodicals, and electronic media sources.	<ul style="list-style-type: none"> multiple-choice and short-answer tests and exercises. journal writing assignments.
3. Comprehend the author's tone, purpose, and point of view.	<ul style="list-style-type: none"> multiple-choice and short-answer tests and exercises. journal writing assignments.
4. Demonstrate comprehension by identifying restatements.	<ul style="list-style-type: none"> multiple-choice and short-answer tests and exercises.
5. Respond critically to reading materials	<ul style="list-style-type: none"> journal writing assignments.
6. Understand and use vocabulary at the advanced level.	<ul style="list-style-type: none"> multiple-choice, cloze, and short-answer tests and exercises. journal writing assignments.
7a. Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes) and punctuation clues. 7b. Determine the meaning of unfamiliar vocabulary through word parts (prefixes, roots, and suffixes) and punctuation clues.	<ul style="list-style-type: none"> multiple-choice, cloze, and short-answer tests and exercises. roots, affixes, and word form exercises. identification exercises, including word class and word parts.
8. Demonstrate effective use of an English dictionary.	<ul style="list-style-type: none"> multiple-choice tests and dictionary skills exercises

ESL 107

SLOs	Assessments
Comprehend and summarize the central idea and important details of authentic and scripted listening passages.	Teacher-generated listening comprehension tests.
Differentiate between relevant and irrelevant material in short lectures in order to practice effective note taking.	Teacher-generated note-taking quizzes and tests.
Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures.	Oral presentations evaluated by peers, the teacher, and self using a common rubric.

All ESL SLOs and Assessments

ESL 108

SLOs	Assessments
Analyze and compose clearly organized and developed paragraphs and essays with topic sentences, thesis statements, relevant and adequate support, logical and varied transitions, and clear introductions and conclusions.	Teacher-generated in-class and out-of-class writing assignments graded using a common rubric.
Identify and correct sentence problems such as fragments, run-ons, and comma splices, demonstrating a mastery of coordination and subordination.	Teacher-generated error analysis and correction quizzes using authentic student work.
Apply the rules for the formation, meaning, and use of the grammatical structures studied in the course when reading and writing in English.	Teacher-generated grammar quizzes and tests, including, identification, classification, multiple-choice, modified cloze, and transformation as well as a writing assignments.

ENGL/ESL 110

SLOs	Assessments
<ul style="list-style-type: none"> write college-level, argumentative essays with thesis which asserts an opinion and is developed with adequate, documented support. 	<ul style="list-style-type: none"> write an argumentative research paper, the components of which will be evaluated using the ENGL/ESL 110 research writing rubric.
<ul style="list-style-type: none"> read critically and analyze a variety of writing types. write academic essays using a variety of rhetorical styles. 	<ul style="list-style-type: none"> complete analysis and summary exercises. write in-class and out-of-class essays which will be evaluated according to the ENGL/ESL 110 essay rubric and rhetorical style requirements.
<ul style="list-style-type: none"> correctly apply grammatical structures as listed in the core level scope and sequence chart for ENGL/ESL 110. recognize and self-correct grammar errors in their own writing. 	<ul style="list-style-type: none"> write in-class and out-of-class essays which will be evaluated according to the ENGL/ESL 110 essay rubric and rhetorical style requirements. self correct, rewrite, and resubmit their research papers and essays.

All ESL SLOs and Assessments

ESL 111

SLOs	Assessments
<ul style="list-style-type: none"> Identify and correct typical errors of advanced ESL learners in grammatical structures, mechanics, and usage when editing and revising their own and others' writing. 	<ul style="list-style-type: none"> Teacher-generated tests and quizzes. Peer editing. Error tallies and editing logs
<ul style="list-style-type: none"> Incorporate a variety of sentence patterns into writing and demonstrate appropriate use of coordination, subordination, and parallelism. 	<ul style="list-style-type: none"> In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes. Error tallies and editing logs
<ul style="list-style-type: none"> Compose sentences and phrases that express their ideas more clearly and idiomatically (as a native speaker would). 	<ul style="list-style-type: none"> In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.
<ul style="list-style-type: none"> Use more effective and formal vocabulary in their writing. 	<ul style="list-style-type: none"> In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.
<ul style="list-style-type: none"> Apply a variety of techniques for improving the smooth flow of ideas, or coherence, in their writing. 	<ul style="list-style-type: none"> In-class timed writing. Out-of-class papers. Teacher-generated tests and quizzes.

ESL 112

SLOs	Assessments
Compose paraphrased sentences and paragraphs for academic contexts.	Teacher-generated quizzes and tests.
Compose summaries for academic contexts.	Teacher-generated quizzes and tests.
Create original spoken and written work in the form of paragraphs, letters, discussion, and role plays demonstrating ability to use new vocabulary in a variety of situations and settings.	Teacher-generated quizzes and tests.
Analyze meanings of unfamiliar words through knowledge of prefixes, suffixes, and roots as well as vocabulary-in-context strategies to discern meanings of new words.	Teacher-generated quizzes and tests.
Distinguish between different grammatical word forms related to new vocabulary and use them appropriately in new contexts.	Teacher-generated quizzes and tests.
Recall and apply collocations of words studied.	Teacher-generated quizzes and tests.

All ESL SLOs and Assessments

ESL 119

SLOs	Assessments
Write college-level, argumentative essays with a thesis which asserts an opinion and is developed with adequate, documented support.	Write an argumentative research paper, the components of which will be evaluated using the ENGL/ESL 110 research writing rubric.
Read critically and analyze a variety of writing types.	Complete analysis and summary exercises.
Write academic essays using a variety of rhetorical styles.	Write in-class and out-of-class essays which will be evaluated according to the ESL 119 essay rubric and rhetorical style requirements.
Identify and correct typical errors of advanced ESL learners in grammatical structures, mechanics, and usage when editing and revising their own and others' writing.	<ul style="list-style-type: none"> • Teacher-generated tests and quizzes. • Peer editing. • Error tallies and editing logs • Self correct, rewrite, and resubmit their research papers and essays.
Incorporate a variety of sentence patterns into writing and demonstrate appropriate use of coordination, subordination, and parallelism.	<ul style="list-style-type: none"> • In-class timed writing. • Out-of-class papers. • Teacher-generated tests and quizzes. • Error tallies and editing logs
Compose sentences and phrases that express their ideas more clearly and idiomatically (as a native speaker would).	<ul style="list-style-type: none"> • In-class timed writing. • Out-of-class papers. • Teacher-generated tests and quizzes.
Use more effective academic and formal register in their writing.	<ul style="list-style-type: none"> • In-class timed writing. • Out-of-class papers. • Teacher-generated tests and quizzes.
Apply a variety of techniques for improving the smooth flow of ideas, or coherence, in their writing.	<ul style="list-style-type: none"> • In-class timed writing. • Out-of-class papers. • Teacher-generated tests and quizzes.

Appendix 6.2
Six-Year ESL SLO Plan

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
			09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 070	1	Locate, comprehend, and interpret information in simple texts and in documents commonly found in the classroom and college setting, such as schedules, directions, textbooks, and forms		ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Write complete simple sentences with accurate capitalization and end punctuation		ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Demonstrate familiarity with basic parts of speech, word order, word and sentence boundaries introduced at this level when producing written communication		ASP	X	X	X	X	X	X	X	X	X	X	X
ESL 071	1	Interpret correctly and respond appropriately, both nonverbally and verbally, to basic imperatives and questions commonly heard in college classroom settings		ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Demonstrate familiarity with the very basic language functions and structures introduced at this level when producing oral communication		ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Comprehend and use very basic high frequency vocabulary used in a classroom setting and everyday life		ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 080	1	Demonstrate mastery of the language structures introduced at this level when composing written communication	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Write complete sentences with accurate capitalization and end punctuation when composing notes and memos, responses to readings, and other documents from the workplace, marketplace, or campus settings	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Locate, understand, and interpret information in simple texts and in documents commonly found in the workplace, the marketplace, or classroom setting, such as schedules, directions, textbooks, and forms	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
			09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 081	1	Receive, interpret correctly, and respond accurately to basic verbal messages and other cues that are commonly heard in the classroom settings	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Speak accurately and with an understandable accent when using the basic language functions needed to communicate effectively in the classroom, such as explaining information, asking a question, and reporting a problem	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Recognize, comprehend, and use vocabulary commonly found in a workplace or classroom setting	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO	Year	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			09	09	10	10	11	11	12	12	13	13	14	14	15	
ESL 090 A-B	1	Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high beginning to low intermediate proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high beginning to low intermediate proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Evaluate the comprehensibility and quality of short student speeches at the high beginning to low intermediate proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
ESL 095	1	Categorize, organize, and logically sequence ideas into the components of a paragraph using correct format and including a topic sentence			X	X	X	X	X	X	X	X	X	X	X	X
	2	Write simple and compound positive, interrogative, and negative sentences in the present, past, and future tense			X	X	X	X	X	X	X	X	X	X	X	X
	3	Edit and proofread their own and peers' writing			X	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 096	1	Compose simple, beginning-level paragraphs with some indication of a topic sentence plus supporting details	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Compose simple and compound sentences using correct sentence boundaries	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 96	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
ESL 097	1	Comprehend and summarize the main points and restate details of short oral presentations on familiar topics	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Speak with enough phonological, lexical, and grammatical accuracy to be understood most of the time when delivering oral presentations	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Compare the various cultures represented in the class as they share information through discussions and presentations	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 098	1	Comprehend the direct or implied main idea of beginning level fiction and nonfiction texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Apply skimming skills to understand the organization of beginning level texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Apply scanning skills to quickly locate specific information	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	4	Demonstrate comprehension by identifying restatements	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	5	Draw conclusions based on information in a particular passage	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	6	Understand and use vocabulary at the beginning level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	7	Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes), and punctuation clues	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	8	Demonstrate effective use of an English dictionary	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
ESL 100	1	Compose organized and developed intermediate-level paragraphs on a variety of personal and academic topics	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 100	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			Year			09	09	10	10	11	11	12	12	13	13	14
ESL 101	1	Comprehend and summarize the central idea and restate important details of oral presentations done by students, guest speakers and the teacher on various academic topics	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Compare the various cultures represented in the class as they share information through discussions and presentations	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			09	09	10	10	11	11	12	12	13	13	14	14	15	
		Year														
ESL 102	1	Comprehend the direct or implied main idea of intermediate level fiction and nonfiction texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Apply skimming skills to understand the organization of intermediate level texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Apply scanning skills to quickly locate specific information	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	4	Demonstrate comprehension by identifying restatements	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	5	Draw conclusions based on information in a particular passage	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	6	Understand and use vocabulary at the intermediate level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	7	Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes), and punctuation clues	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	8	Demonstrate effective use of an English dictionary	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			09	09	10	10	11	11	12	12	13	13	14	14	15	
		Year														
ESL 103	1	Write high-intermediate level essays containing all components: intro paragraph, body, and conclusion	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Compose introductory paragraphs with thesis statements, body paragraphs with topic sentences and adequate support, and appropriate conclusions	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Use a variety of sentence patterns accurately	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	4	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 103	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	5	Recognize and self-correct grammar errors in their own writing	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
ESL 104	1	Develop note-taking skills helpful in academic lectures typical of general education classes	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of increasingly complex grammatical structures	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Understand the principles of intercultural communication and apply them in whole-class and small-group interaction	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			Year			09	09	10	10	11	11	12	12	13	13	14
ESL 105	1	Comprehend the direct or implied main idea of college-level fiction and nonfiction texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Apply skimming skills to understand the organization of college-level texts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Apply scanning skills to quickly locate specific information	ASP	ASP												
	4	Demonstrate comprehension by identifying restatements	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	5	Draw conclusions based on information in a particular passage	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	6	Understand and use vocabulary at the college level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	7	Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes), and punctuation clues	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	8	Demonstrate effective use of an English dictionary	ASP	ASP												

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 106	1	Write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Read, comprehend, and critically analyze authentic academic texts for the purpose of class discussions and writing responses	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL 106	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X
	4	Recognize and self-correct grammar errors in their own writing	ASP	ASP											

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 106R	1	Comprehend the literal and implied meaning of advanced level fiction and nonfiction text by identifying main ideas and supporting details		ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Make logical inferences from advanced reading on materials, which may include class and contemporary novels, college textbooks, periodicals, and electronic media sources		ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Comprehend the author's tone, purpose, and point of view		ASP	X	X	X	X	X	X	X	X	X	X	X
	4	Respond critically to reading materials		ASP											
	5	Understand and use vocabulary at the advanced level		ASP	X	X	X	X	X	X	X	X	X	X	X
	6	Determine the meaning of unfamiliar vocabulary through context, word parts (prefixes, roots, and suffixes) and punctuation clues		ASP	X	X	X	X	X	X	X	X	X	X	X
	7	Demonstrate effective use of an English dictionary		ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 107	1	Comprehend and summarize the central idea and important details of authentic and scripted listening passages	ASP				X		X		X		X		X
	2	Differentiate between relevant and irrelevant material in short lectures in order to practice effective note taking	ASP				X		X		X		X		X
	3	Compose and present oral presentations with relatively clear pronunciation, accurate word choice, and use of basic grammatical structures	ASP				X		X		X		X		X
ESL 108	1	Analyze and compose clearly organized and developed paragraphs and essays with topic sentences, thesis statements, relevant and adequate support, logical and varied transitions, and clear introductions and conclusions	ASP		X		X		X		X		X		X
	2	Identify and correct sentence problems such as fragments, run-ons, and comma splices, demonstrating a mastery of coordination and subordination	ASP		X		X		X		X		X		X
	3	Apply the rules for the formation, meaning, and use of the grammatical structures studied in the course when reading and writing in English	ASP		X		X		X		X		X		X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			09	09	10	10	11	11	12	12	13	13	14	14	15	
		Year														
ESL 109 A-B	1	Apply knowledge gained in the course to improve production of American English phonemes in connected speech at the high intermediate to advanced proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Apply knowledge gained in the course to improve stress, rhythm, and intonation appropriate to American English at the high intermediate to advanced proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Evaluate the comprehensibility and quality of short student speeches at the high intermediate to advanced proficiency level	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
ESL/ENG 110	1	Write college-level, argumentative essays with thesis which asserts an opinion and is developed with adequate, documented support		ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Read critically and analyze a variety of writing types		ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Write academic essays using a variety of rhetorical styles		ASP	X	X	X	X	X	X	X	X	X	X	X	X
	4	Correctly apply grammatical structures as listed in the core level scope and sequence chart for ENGL/ESL 110		ASP	X	X	X	X	X	X	X	X	X	X	X	X
	5	Recognize and self-correct grammar errors in their own writing		ASP	X	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
			09	09	10	10	11	11	12	12	13	13	14	14	15	
ESL 111	1	Examine paraphrase techniques through guided vocabulary activities	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	2	Examine summary techniques through guided activities	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	3	Compose paraphrased sentences and paragraphs for academic contexts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	4	Compose summaries for academic contexts	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	5	Create original spoken and written work in the form of paragraphs, letters, discussion, and role plays demonstrating ability to use new vocabulary in a variety of situations and settings	ASP	ASP	X	X	X	X	X	X	X	X	X	X	X	X
	6	Analyze meanings of unfamiliar words through knowledge of prefixes, suffixes, and roots as well as vocabulary-in-context strategies to discern meanings of new words	ASP	ASP												

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 112	1	Compose paraphrased sentences and paragraphs for academic contexts		ASP	X	X	X	X	X	X	X	X	X	X	X
	2	Compose summaries for academic contexts		ASP	X	X	X	X	X	X	X	X	X	X	X
	3	Create original spoken and written work in the form of paragraphs, letters, discussion, and role plays demonstrating ability to use new vocabulary in a variety of situations and settings		ASP	X	X	X	X	X	X	X	X	X	X	X
	4	Analyze meanings of unfamiliar words through knowledge of prefixes, suffixes, and roots as well as vocabulary-in-context strategies to discern meanings of new words		ASP	X	X	X	X	X	X	X	X	X	X	X
	5	Distinguish between different grammatical word forms related to new vocabulary and use them appropriately in new contexts		ASP	X	X	X	X	X	X	X	X	X	X	X
	6	Recall and apply collocations of words studied		ASP	X	X	X	X	X	X	X	X	X	X	X

Six-Year ESL SLO Plan

COURSE	SLO		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
		Year	09	09	10	10	11	11	12	12	13	13	14	14	15
ESL 199	1	Complete individual study, research, or projects in education			X	X	X	X	X	X	X	X	X	X	X
	2	Participate in conference sessions with the instructor of record			X	X	X	X	X	X	X	X	X	X	X
	3	Develop the skills necessary to work independently, including self-monitoring, time management, and resource acquisition			X	X	X	X	X	X	X	X	X	X	X
ESL 298	1	Students will be able to describe, distinguish, and apply components of a specialized topic of the discipline	ASP												
ESL 299	1	Students will be able to define, analyze, and apply components of a specialized topic of the discipline	ASP												

Appendix 6.3
Institutional SLO Codes

Institutional SLO Codes

Code	ISLO
	Productive Citizenry
PC1	Identify and analyze ethical problems or dilemmas as well as identify and describe those involved.
PC2	Demonstrate academic integrity.
PC3	Comprehend and apply the rights, responsibilities, and privileges required of an informed citizen in a democratic society.
PC4	Demonstrate an understanding of civic, social, and environmental issues.
PC5	Analyze, apply, and practice healthy lifestyle choices.
PC5	Analyze, apply, and practice healthy lifestyle choices.
	Understanding of the Arts and Humanities
AH1	Analyze and evaluate music as well as the visual and performing arts.
AH2	Demonstrate basic knowledge of the arts, literature, history, and philosophy.
AH3	Utilize knowledge of history and philosophy in decision-making.
AH4	Develop creative expression.
	Informational and Technological Literacy
IT1	Utilize basic computer applications effectively when performing tasks that necessitate computer use.
IT2	Conduct research, critically assess, utilize, and cite information.
IT3	Synthesize, integrate, and contextualize multiple outside sources with individual voice, analysis, or position.
	Cultural Competence
CC1	Demonstrate knowledge of one's own culture as well as others.
CC2	Demonstrate the ability to interact effectively within and across cultures.
CC3	Analyze and describe the impact religion, mass media, politics, economics, technology, environment, and history has on society.
CC4	Demonstrate the ability to communicate effectively in a language other than one's own.
	Effective Communication
EC1	Apply oral communication skills in order to maintain relationships, articulate perspectives, and solve problems within interpersonal, small group, and public contexts.
EC2	Apply listening skills in order to understand, analyze, and evaluate messages and to empathize with and support others.
EC3	Read critically and analytically, identifying central arguments and lines of reasoning in a number of different kinds of texts.
EC4	Demonstrate autonomy as writers by making effective rhetorical choices regarding point of view, tone, and voice in relation to audience and purpose.
EC5	Use logical, ethical, and emotional appeals, avoiding logical fallacies in thought and language and utilizing a variety of rhetorical strategies.

Institutional SLO Codes

Code	ISLO
	Mathematical Literacy
ML1	Apply mathematical principles to solve problems effectively in science, business, and everyday life.
ML2	Demonstrate a sense of number to make informed decisions, estimate orders of magnitude, read a chart or a graph, and follow an argument based on numerical evidence.
ML3	Apply statistical numeracy by making sensible estimates, use a commonsense approach when using data to support an argument, and judiciously apply averages and percentages.
	Scientific Inquiry
SI1	Analyze and apply the principles of the social, behavioral, physical, and natural sciences.
SI2	Apply scientific methods of inquiry and analysis through critical reading, research, and experimentation.
SI3	Employ quantitative reasoning to solve problems and justify conclusions with reasoned and scientifically sound argument.
SI4	Distinguish between unverifiable beliefs and the knowledge gained through the objectivity of science.
SI5	Correctly analyze and assess cause and effect relationships in natural phenomena.

Appendix 7
Results of Student Survey

Grossmont College ESL Department Student Survey (Spring 2011 ~ N=348)

1. What is your primary reason for taking this class?	Frequency	Percent
Improve basic skills/college success	137	39.5
General education requirement	71	20.5
Required for major	61	17.6
Transfer	35	10.1
Improve job skills	17	4.9
Prerequisite	17	4.9
General interest	9	2.6
Total	347	100.0
No Response	1	
Total	348	

2. How did you find out about this class?	Frequency	Percent
Class schedule or college catalog	153	44.1
Grossmont College counselor	80	23.1
Friend or family member	59	17.0
Other student recommendation	31	8.9
Instructor	15	4.3
Public media	6	1.7
Grossmont College presentation or special event	3	.9
Total	347	100.0
No Response	1	
Total	348	

3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)	Frequency	Percent
One	81	23.6
Two	88	25.7
Three	61	17.8
More than three	113	32.9
Total	343	100.0
No Response	5	
Total	348	

4. This class was delivered?	Frequency	Percent
In a traditional classroom setting	294	85.7
As a hybrid (part in classroom/part online)	38	11.1
Online (100%)	11	3.2
Total	343	100.0
No Response	5	
Total	348	

5. What modes of communication are made available to you by your instructor?	Frequency	Percent
Face to Face	316	54.7
Email	210	36.3
Telephone/Voice Mail	52	9.0

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 340).

6. Which of the following do you check most frequently for course information and/or messages?	Frequency	Percent
Blackboard announcements	142	41.8
Instructor	135	39.7
Email	63	18.5
Total	340	100.0
No Response	8	
Total	348	

7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:	Frequency	Percent
Before or after my class meets	213	63.0
During office hours/ appointment	62	18.3
Via email	62	18.3
Via telephone	1	.3
Total	338	100.0
No Response	10	
Total	348	

8. Who else or what else do you primarily turn to for extra help?	Frequency	Percent
Tutor	109	32.2
Current classmates	57	16.9
Text book	56	16.6
Friends who have taken the class	52	15.4
Website(s)	36	10.7
Family member	28	8.3
Total	338	100.0
No Response	10	
Total	348	

9. Which of the following course resources helped you learn the course material?	Frequency	Percent
Homework/Assignments	266	79.4
Textbook	249	74.3
Quizzes	204	60.9
Handouts	157	46.9
Group work in class	154	46.0
Course Blackboard site	136	40.6
Lecture	248	74.0
Computer Presentations	97	29.0
Study groups	90	26.9
PowerPoint slides	87	26.0
Instructor website	73	21.8
Videos/DVDs	67	20.0
None of the above	6	1.8

10. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource.

10a. Assessment and Testing Center	Frequency	Percent
Required	150	50.2
Voluntary	44	14.7
Never Used	105	35.1
Total	299	100.0
No Response	49	
Total	348	

10b. English Writing Lab	Frequency	Percent
Required	168	56.2
Voluntary	51	17.1
Never Used	80	26.8
Total	299	100.00
No Response	49	
Total	348	

10c. Tech Mall	Frequency	Percent
Required	92	30.9
Voluntary	163	54.7
Never Used	43	14.4
Total	298	100.00
No Response	50	
Total	348	

10d. Library (Online Resources)	Frequency	Percent
Required	72	24.1
Voluntary	110	36.8
Never Used	117	39.1
Total	299	100.0
No Response	49	
Total	348	

10e. On-Campus Library	Frequency	Percent
Required	68	22.7
Voluntary	133	44.5
Never Used	98	32.8
Total	299	100.0
No Response	49	
Total	348	

10f. Math Study	Frequency	Percent
Required	66	22.1
Voluntary	52	17.4
Never Used	181	60.5
Total	299	100.0
No Response	49	
Total	348	

10g. Tutoring Center	Frequency	Percent
Required	111	37.2
Voluntary	99	33.2
Never Used	88	29.5
Total	298	100.0
No Response	50	
Total	348	

10h. DSPS	Frequency	Percent
Required	31	10.4
Voluntary	32	10.7
Never Used	235	78.9
Total	298	100.0
No Response	50	
Total	348	

10i. EOPS	Frequency	Percent
Required	81	27.1
Voluntary	52	17.4
Never Used	166	55.5
Total	299	100.0
No Response	49	
Total	348	

10j. Department Computer Labs	Frequency	Percent
Required	120	40.1
Voluntary	83	27.8
Never Used	96	32.1
Total	299	100.0
No Response	49	
Total	348	

10k. Blackboard Help Line	Frequency	Percent
Required	152	50.8
Voluntary	73	24.4
Never Used	74	24.7
Total	299	100.0
No Response	49	
Total	348	

11. Please indicate the helpfulness of each campus resource you have used:

11a. Assessment and Testing Center	Frequency	Percent
Very Helpful	94	43.9
Helpful	86	40.2
Neither Helpful nor Unhelpful	22	10.3
Somewhat Unhelpful	7	3.3
Very Unhelpful	5	2.3
Total	214	100.0
Never Used	85	
No Response	49	
Total	348	

11b. English Writing Lab	Frequency	Percent
Very Helpful	117	50.4
Helpful	91	39.2
Neither Helpful nor Unhelpful	15	6.5
Somewhat Unhelpful	4	1.7
Very Unhelpful	5	2.2
Total	232	100.0
Never Used	67	
No Response	49	
Total	348	

11c. Tech Mall	Frequency	Percent
Very Helpful	133	49.8
Helpful	103	38.6
Neither Helpful nor Unhelpful	24	9.0
Somewhat Unhelpful	1	.4
Very Unhelpful	6	2.2
Total	267	100.0
Never Used	32	
No Response	49	
Total	348	

11d. Library (Online Resources)	Frequency	Percent
Very Helpful	76	38.6
Helpful	81	41.1
Neither Helpful nor Unhelpful	30	15.2
Somewhat Unhelpful	8	4.1
Very Unhelpful	2	1.0
Total	197	100.0
Never Used	102	
No Response	49	
Total	348	

11e. Library (On-Campus Library)	Frequency	Percent
Very Helpful	110	55.8
Helpful	80	40.6
Somewhat Unhelpful	2	1.0
Very Unhelpful	5	2.5
Total	197	100.0
Never Used	78	
No Response	73	
Total	348	

11f. Math Study	Frequency	Percent
Very Helpful	74	59.2
Helpful	45	36.0
Somewhat Unhelpful	4	3.2
Very Unhelpful	2	1.6
Total	125	100.0
Never Used	154	
No Response	69	
Total	348	

11g. Tutoring Center	Frequency	Percent
Very Helpful	123	58.9
Helpful	75	35.9
Somewhat Unhelpful	4	1.9
Very Unhelpful	7	3.3
Total	209	100.0
Never Used	77	
No Response	62	
Total	348	

11h. DSPS	Frequency	Percent
Very Helpful	30	41.7
Helpful	31	43.1
Somewhat Unhelpful	4	5.6
Very Unhelpful	7	9.7
Total	72	100.0
Never Used	201	
No Response	75	
Total	348	

11i. EOPS	Frequency	Percent
Very Helpful	63	46.3
Helpful	59	43.4
Somewhat Unhelpful	9	6.6
Very Unhelpful	5	3.7
Total	136	100.0
Never Used	135	
No Response	77	
Total	348	

11j. Department Computer Labs	Frequency	Percent
Very Helpful	93	43.1
Helpful	90	41.7
Neither Helpful nor Unhelpful	26	12.0
Somewhat Unhelpful	1	.5
Very Unhelpful	6	2.8
Total	216	100.0
Never Used	83	
No Response	49	
Total	348	

11k. Blackboard Help Line	Frequency	Percent
Very Helpful	125	53.0
Helpful	78	33.1
Neither Helpful nor Unhelpful	24	10.2
Somewhat Unhelpful	2	.8
Very Unhelpful	7	3.0
Total	236	100.0
Never Used	63	
No Response	49	
Total	348	

12. How satisfied are you with the availability of courses in this department?	Frequency	Percent
Very Satisfied	122	37.2
Satisfied	132	40.2
Neutral	59	18.0
Dissatisfied	12	3.7
Very Dissatisfied	3	.9
Total	328	100.0
No Response	20	
Total	348	

13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.	Frequency	Percent
Yes	316	96.3
No	12	3.7
Total	328	100.0
No Response	20	
Total	348	

14. Is your major in this department?	Frequency	Percent
Yes	125	38.1
No	203	61.9
Total	328	100.0
No Response	20	
Total	348	

15. What would be your preferred start time(s) for courses to be offered? (Weekdays)	Frequency	Percent
9am-noon	192	58.9
12-3pm	124	38.0
4pm-10pm	70	21.5
7am-8am	54	16.6
No preference	23	7.1

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 326).

16. What would be your preferred start time(s) for courses to be offered? (Saturdays)	Frequency	Percent
No preference	153	46.9
9am-noon	114	35.0
12-3pm	65	19.9
7am-8am	42	12.9
4pm-10pm	37	11.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 326).

17. What would be your preferred start time(s) for courses to be offered? (Sundays)	Frequency	Percent
No preference	179	54.9
9am-noon	85	26.1
12-3pm	65	19.9
7am-8am	31	9.5
4pm-10pm	28	8.6

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 326).

18. What would be your preferred start time(s) for courses offered on: Distance Education?	Frequency	Percent
Online	171	49.1
No Response	177	50.9
Total	348	100.0

19. Gender	Frequency	Percent
Male	141	43.3
Female	185	56.7
Total	326	100.0
No Response	22	
Total	348	

20. Age	Frequency	Percent
Under 20	28	8.6
20-24	88	27.0
25-29	45	13.8
30-49	134	41.1
50 or older	31	9.5
Total	326	100.0
No Response	22	
Total	348	

21. Ethnicity	Frequency	Percent
Middle Eastern	133	38.2
White (Not of Middle Eastern Descent)	78	22.4
Asian	70	20.4
Hispanic	30	8.6
African American	9	2.6
Filipino	4	1.1
Two or more	1	.3
Other	1	.3
Unknown/Not reported	22	6.3
Total	348	100.00

22. Primary Language	Frequency	Percent
Arabic	144.0	44.3
Chaldean	35.0	10.8
Spanish	27.0	8.3
Chinese	22.0	6.8
Korean	19.0	5.8
English	14.0	4.3
Vietnamese	13.0	4.0
Japanese	10.0	3.1
Russian	10.0	3.1
Farsi	8.0	2.5
Aramaic	8.0	2.5
French	5.0	1.5
Kurdish	5.0	1.5
Tagalog	4.1	1.2
Italian	1.0	.3
Total	325	100.0
No Response	23	
Total	348	

Appendix 10

Sabbatical, Conference, Workshop, & Staff Development Activities

Sabbatical, Conference, Workshop, & Staff Development Activities

Name: Nancy Herzfeld-Pipkin

Activity	Relevance
Presentation to Linguistics 555 class at SDSU, 1997 to Present	Presenter: <i>Techniques and Approaches to Teaching Grammar</i>
TESOL International Conference, Long Beach 2004	Attendee
CATESOL State Conference, Long Beach 2005	Presenter: <i>Success through ESL Learning Communities</i> Panel presentation—additional presenters: Virginia Berger, Marvelyn Bucky, and Donna Tooker
Sabbatical, Fall 2006	Wrote part of <i>Destinations 1: Grammar for Academic Success</i> .
CATESOL State Conference, San Francisco 2006	Attendee
CATESOL State Conference, San Diego 2007	Program Co-Chair Presenter: <i>Transcending Classroom Borders: Learning Communities and Integration of Skills</i>
TESOL International Conference Seattle 2007	Attendee
TESOL International Conference, New York City 2008	Presenter (Panel of Authors): <i>From Words to Essays</i>
CATESOL Regional Conference San Diego 2009	Conference Co-Chair
Basic Skills Regional Meeting LA Mission College, Spring 2009	Attendee: From the information presented at this meeting, Nancy wrote a report on tutoring programs, which she presented to the GC Student Success Committee.
Grossmont College Summer Institute, June 2009	Presenter: <i>Working with Grossmont's ESL Students</i>
SDICCA Internship Workshop, Fall 2009	Presenter: <i>Working with Non-Native Speakers of English</i>
Professional Development Week Presentation at Grossmont College, Spring 2010	Workshop Presenter: <i>Community Service Learning</i>
Regional Workshop Rio Hondo College, May 2010	Attendee: This workshop focused on the proposed placement exam being developed as part of the CCC Assess project.
Presentation to the Grossmont-Cuyamaca CCD Governing Board, April 2010	Presenter: <i>Community Service Learning</i>
Grossmont College Summer Institute, June 2010	Presenter: <i>Working with Grossmont's ESL Students: Best Practices</i> (with Cal-PASS)
Learning in Networks for Knowledge Sharing Workshop October 2010	Attendee: This was a professional learning event sponsored by the California Community College's Success Network (Basic Skills). Much of the day's information centered on accelerated classes.
Professional Development Week Presentation at Grossmont College, Fall 2010	Workshop Presenter: <i>Helping Your ESL Students Succeed in Your Classes</i>
SDICCA Internship Workshop, Fall 2010	Presenter: <i>Working with Non-Native Speakers of English</i>
Professional Development Week Presentations at Grossmont College, Spring 2011	Keynote Speaker: <i>Working with Non-Native Speakers/ESL Students in Your Classes</i> (College-wide presentation and following-up workshop; new adjunct orientation presentation) Workshop Presenter: <i>Community Service Learning</i>
Grossmont College English Writing Center Tutor Training Workshops, 2004 to present	Train tutors on general tutoring techniques and ESL-specific grammar topics.

Name: Pat Bennett

Activity	Relevance
San Diego Regional CATESOL Conference, Oct. 16, 2004	Read abstracts, helped with registration, attended conference
FACCC Conference, Manhattan Beach, Oct. 9, 2004	Presented on <i>Language and Cultural Needs of Immigrants</i>
SDICCCA Internship Workshop, Oct. 22, 2004	Presented on <i>Teaching ESL Students in Your Classes</i>
Academic Senate State Meeting, Newport Beach, Oct. 28 – 30, 2004	Presented on <i>Intercultural Communication in the Classroom</i>
FACCC Training at College of the Canyons, Jan. 11, 2005	Presented on <i>Needs of ESL Students</i> as FACCC “Workshops to Go” trainer
CATESOL State Conference, Long Beach, Mar. 3 – 6, 2005	Attended workshops and meetings
SDICCCA Internship Workshop, Oct. 21, 2005	Presented workshop on <i>Teaching ESL Students</i>
USD ESL Certificate Program, Nov. 29, 2005	Presented on <i>Teaching English Overseas</i>
CATESOL State Conference, San Francisco, 2006	Attended workshops and meetings
Academic Senate Faculty Leadership Conference, June, 2006	Attended workshops
SDICCCA Internship Workshop, Oct. 20, 2006	Presented on <i>Intercultural Communication and ESL Students</i>
TESOL National Conference, Seattle, Washington, Mar. 2007	Attended workshops and meetings
CATESOL State Conference, San Diego, April, 2007	Program Co-Chair
SDICCCA Internship Workshop, Oct. 19, 2007	Presented on <i>Helping Non-Native Speakers in the Classroom</i>
EWC Teacher and Tutor Training, April 4, April 25, 2008	Presented on <i>Auxiliary Verb and Article Use for Beginning ESL Students</i>
SDICCCA Internship Workshop, Oct. 3, 2008	Prepared and moderated a panel of interns speaking on their experiences with challenges of language, immigration, and religious difference
EOPS Staff Training, Mar. 31, 2009	Presented workshop on <i>Intercultural Communication</i>
SDICCCA Internship Workshop, April 3, 2009, Miramar College	Conducted mock-interviews with analysis for SDICCCA interns
Fall, 2009: Sabbatical	Research on vocational ESL, program design, tutoring, and student services for ESL students at community colleges in California and model programs in Seattle, Washington. Conclusions are informing current work on District Refugee and Immigrant Planning Team as Model Program group leader and grant developer.
GC Summer Institute, June 7 – 10, 2010	Attended workshops
Cuyamaca College Professional Development Panel, Aug. 17, 2010	Panelist on <i>Refugee Students</i>
Developed course book for ESL 97 to lead and complement VESL content in linked ESL 96 and 98, Fall 2009 – Fall 2011	Course book: <i>Success at Work: Preparing for a Career in the U.S.</i> , revisions are made every semester.

Name: Barbara Loveless

Activity	Relevance
CATESOL State Conference, San Diego, April, 2007	Exhibits Co-Chair
TESOL International Conference, Seattle 2007	Attendee
CATESOL Conference, Sacramento 2008	Presenter: <i>Computer Illiterate to Computer Geek in One Semester</i> Volunteer
CATESOL Conference, Pasadena 2009	Presenter: <i>Patchwriting: Smoothing the Rough Edges of Plagiarism</i>
CATESOL Regional Conf., San Diego 2009	Presenter: <i>Patchwriting: Smoothing the Rough Edges of Plagiarism</i> Conference Committee Secretary
Grossmont College Professional Development Workshop, 2010	Presenter: Using SafeAssign
Grossmont College Tutor Training Workshop, 2010	Presenter: MLA and research paper writing techniques for ESL students
Grossmont College Professional Development Workshops, 2007 to Present	Presenter: Orientation to the ESL Lab for ESL Instructors Presenter: Software Training: Focus on Grammar and other ESL software, Blackboard, SafeAssign, NetSupport School, and MSWord 2010

Name: Chuck Passentino

Activity	Relevance
Sabbatical, Fall 2003	Wrote six grammar units for ESL 106, integrating reading, writing, and grammar instruction in each unit. Topics include parts of language, question formation, verb forms, tense-aspect, modality, and voice. Also wrote a unit on logical connection as well as an ESL 106 final reading and grammar exam.
CATESOL Regional Conferences, 2004 to Present	Participate in a panel discussion on how to get a job in the San Diego region.
CATESOL Regional and State Conferences, 2004 to Present	Attendee
Grossmont College English Writing Center Tutor Training, 2004 to Present	Lead workshops on conducting pen-less tutoring sessions as well as teaching L2 learners tense-aspect, modality, determiners, pronouns, and prepositions.

Name: Helen Liesberg

Activity	Relevance
CATESOL State Conferences 2004 to 2008	Attendee
CATESOL Regional Conferences 2004 to 2008	Attendee
Grossmont College Professional Development Workshops for ESL Reading Instructors, 2009 to Present	ESL Individualized Reading Program (IRP)
Student Success Institute Del Mar, Fall 2009	Attendee

Appendix 11

Grossmont ESL WSCH Analysis Report

Grossmont ESL WSCH Analysis						
SEMESTERS	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
Spring 2005 ESL	10.927	4350.00		3587.00		
Spring 2005 110	1.500	450.00		399.00		
Total	12.427	4800.00	386.26	3986.00	320.75	83.04
Fall 2005 ESL	10.696	4125.00		3545.00		
Fall 2005 ESL 110	1.500	450.00		366.00		
Total	12.196	4575.00	375.12	3911.00	320.68	85.49
Spring 2006 ESL	11.063	4350.00		3525.00		
Spring 2006 110	1.500	450.00		387.00		
Total	12.563	4800.00	382.07	3912.00	311.39	81.50
Fall 2006 ESL	10.696	4125.00		3357.00		
Fall 2006 110	1.500	450.00		369.00		
Total	12.196	4575.00	375.12	3726.00	305.51	81.44
Spring 2007 ESL	11.313	4350.00		3617.00		
Spring 2007 110	1.500	450.00		348.00		
Total	12.813	4800.00	374.62	3965.00	309.45	82.60
Fall 2007 ESL	15.245	5100.00		4015.00		
Fall 2007 110	1.500	450.00		374.90		
Total	16.745	5550.00	331.44	4389.90	262.16	79.09
Spring 2008 ESL	16.159	5400.00		4194.00		
Spring 2008 110	1.500	450.00		435.00		
Total	17.659	5850.00	331.27	4629.00	286.77	86.57
Fall 2008 ESL	15.162	5518.75		4719.00		
Fall 2008 110	1.500	450.00		342.00		
Total	16.662	5968.75	358.23	5061.00	303.75	84.79
Spring 2009 ESL	14.878	5356.00		4781.00		
Spring2009 110	1.500	450.00		477.00		
Total	16.378	5806.00	354.50	5258.00	321.04	90.56
Fall 2009 ESL	15.012	5397.00		5563.00		
Fall 2009 110	1.500	450.00		459.00		
Total	16.512	5847.00	354.11	6022.00	364.70	102.99
Spring 2010 ESL	15.878	5438.00		5761.00		
Spring 2010 110	1.500	450.00		492.00		
Total	17.378	5888.00	338.82	6253.00	359.82	106.20
Fall 2010 ESL	16.979	6041.00	355.79	5947.00	350.26	98.44
Spring 2011 ESL	18.191	6488.00	356.66	6203.00	340.99	95.61

Grossmont WSCH Analysis For ESL Courses													
ESL COURSES	SP. 05	FA. 05	SP. 06	FA. 06	SP. 07	FA. 07	SP. 08	FA. 08	SP. 09	FA. 09	SP. 10	FA. 10	SP. 11
070										0.00	132.00	144.00	102.00
071										68.00	109.33	68.00	102.00
080	88.00	64.00	76.00	92.00	74.66	74.00	72.00	68.00	68.00	78.00	84.00	86.00	112.00
081	92.00	72.00	80.00	96.00	108.00	76.00	88.00	148.00	66.00	176.00	86.00	172.00	104.00
090						90.00	58.00	48.00	44.00	68.00	42.00		
095													
096	104.00	58.00	64.00	66.00	96.00	66.00	78.00	96.00	96.00	110.00	102.00	97.96	101.33
097	92.00	72.00	56.00	72.00	92.00	48.00	52.00	54.00	82.00	80.00	70.00	80.00	96.00
098	96.00	80.00	68.00	72.00	88.00	56.00	60.00	52.00	80.00	90.00	70.00	78.00	97.33
100	73.33	64.00	66.66	68.00	89.33	80.00	62.66	73.33	78.67	110.67	101.35	100.00	100.00
101	82.00	62.00	58.00	70.00	58.66	68.00	64.00	92.00	132.00	152.00	160.00	128.00	92.00
102	69.33	72.00	73.33	65.33	72.00	72.00	50.00	84.00	102.00	104.00	132.00	116.00	97.33
103	76.00	107.33	84.00	89.33	82.00	88.66	83.33	95.33	91.28	101.71	101.15	103.43	92.62
104	78.66	81.33	81.33	74.66	89.33	98.00	86.00	94.00	81.63	92.00	160.00	92.00	96.00
105	81.00	94.66	84.00	80.00	84.00	80.00	73.00	82.40	86.00	103.03	150.00	101.35	82.67
106	88.50	97.71	94.50	89.14	85.71	88.00	87.00	95.61	100.6	99.50	99.91	97.00	93.14
106R										88.00	98.00	102.00	98.00
107									52.00		0.00		
108									32.00		640.00		
109						68.00	80.00	168.00	100.00	124.00	0.00		
110	88.67	81.33	86.00	82.00	77.33	83.31	96.67	76.00	106.00	102.00	109.33		
111				82.00	77.33	90.40	100.00	75.33	106.67	102.00	109.33		
112										100.00	108.00	92.00	100.00
119												90.86	90.29

Figures for Fall 2008 to Fall 2010 cluster-tied courses are incorrect.

Grossmont WSCH Analysis For ESL Core Courses													
ESL COURSES	SP. 05	FA. 05	SP. 06	FA. 06	SP. 07	FA. 07	SP. 08	FA. 08	SP. 09	FA. 09	SP. 10	FA. 10	SP. 11
096	104.00	58.00	64.00	66.00	96.00	66.00	78.00	96.00	96.00	110.00	102.00	97.96	101.33
100	73.33	64.00	66.66	68.00	89.33	80.00	62.66	73.33	78.67	110.67	101.35	100.00	100.00
103	76.00	107.33	84.00	89.33	82.00	88.66	83.33	95.33	91.28	101.71	101.15	103.43	92.62
106	88.50	97.71	94.50	89.14	85.71	88.00	87.00	95.61	100.6	99.50	99.91	97.00	93.14
110-119	88.67	81.33	86.00	82.00	77.33	83.31	96.67	76.00	106.00	102.00	109.33	90.86	90.29
111				82.00	77.33	90.40	100.00	75.33	106.67	102.00	109.33		

Appendix 12
Department Equivalencies

Grossmont College ESL Equivalencies

I. Master's degree in a related field.

AND

II. A minimum of 18 semester units of upper division or graduate coursework in TESL with a minimum of three semester units in each of the following:

- A. English linguistics, including phonology, morphology, syntax, semantics and pragmatics;
- B. Sociolinguistics and psycholinguistics;
- C. Theories of first and second language acquisition;
- D. ESL teaching methodology, including pedagogical grammar;
- E. ESL teaching, testing and materials development;
- F. Intercultural communication.

Appendix 13

Statistical Data: Outcomes Profile

Appendix 14

Fiscal Year FTES Analysis by Program Report

GCCCD											
10/11 Grossmont College Program Review											
Program Data Elements											
			03/04	04/05	05/06	06/07	07/08	08/09	09/10		
<u>ESL (493080)</u>											
Course #											
ESL 070	ESL 107										
ESL 071	ESL 108										
ESL 080	ESL 109A										
ESL 081	ESL 298										
FTES											
	Summer		0	0	0	0	0	70	188		
	Fall		0	0	0	0	0	126	407		
	Spring		0	0	0	0	0	523	574		
	Total WSCH		0	0	0	0	0	719	1,169		
	Total FTES		0.00	0.00	0.00	0.00	0.00	23.97	38.97		
Top	493080	ESL- Unrestricted	\$0	\$0	\$0	\$0	\$0	\$48,096	\$31,296		
Costs per FTES			N/A	N/A	N/A	N/A	N/A	\$2,006.51	\$803.08		
	493080	ESL Restricted	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
<u>ESL (493082)</u>											
Course #											
ESL 080	ESL 299										
ESL 090A	ESL 299B										
FTES											
	Summer		0	0	0	0	0	40	0		
	Fall		0	0	0	0	135	504	117		
	Spring		0	0	0	0	87	183	81		
	Total WSCH		0	0	0	0	222	727	198		
	Total FTES		0.00	0.00	0.00	0.00	7.40	24.23	6.60		
Top	493082	ESL Unrestricted	\$0	\$0	\$0	\$0	\$1,024	\$53,888	\$31,390		
Costs per FTES			N/A	N/A	N/A	N/A	\$138.38	\$2,224.02	\$4,756.06		
	493082	ESL Restricted	\$0	\$0	\$0	\$0	\$0	\$0	\$0		

GCCCD										
10/11 Grossmont College Program Review										
Program Data Elements										
			03/04	04/05	05/06	06/07	07/08	08/09	09/10	
ESL (493083)										
Course #										
ESL 097	ESL 103	ESL 106R								
ESL 098	ESL 104	ESL 109A								
ESL 100	ESL 105	ESL 111								
ESL 101	ESL 106	ESL 112								
ESL 102										
FTES										
Summer			0	0	0	0	0	38	46	
Fall			0	0	0	0	51	3,300	3956	
Spring			0	0	0	0	120	3,142	4,080	
	Total WSCH		0	0	0	0	171	6,480	8,082	
	Total FTES		0.00	0.00	0.00	0.00	5.70	216.00	269.40	
Top	493083	ESL - Unrestricted	\$0	\$0	\$0	\$0	\$0	\$365,339	\$525,017	
Costs per FTES			N/A	N/A	N/A	N/A	\$0.00	\$1,691.38	\$1,948.84	
	493083	ESL - Restricted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
ESL (493100)										
Course #										
ESL 080	ESL 098	ESL106								
ESL 081	ESL100	ESL 107								
ESL 095	ESL101	ESL 108								
ESL 096	ESL103	ESL 111								
ESL 097	ESL104	ESL 299								
ESL102	ESL105									
FTES										
Summer			42	99	102	113	435	96	126	
Fall			4,545	3,934	3,676	3,477	3,973	789	1083	
Spring			4,088	3,769	3,710	3,739	4,318	933	1,026	
	Total WSCH		8,675	7,802	7,488	7,329	8,726	1,818	2,235	
	Total FTES		289.17	260.07	249.59	244.31	290.88	60.60	74.50	
Top	493100	ESL - Unrestricted	\$582,009	\$557,503	\$664,821	\$762,750	\$895,877	\$385,216	\$299,287	
Costs per FTES			\$2,012.69	\$2,143.67	\$2,663.65	\$3,122.06	\$3,079.89	\$6,356.70	\$4,017.28	
	493100	ESL - Restricted	\$95,901	\$85,084	\$91,977	\$89,631	\$183,186	\$231,404	\$176,185	

Appendix 15
Fiscal Data: Outcomes Profile

Fiscal Data: Outcomes Profile

Sem./Yr.	Fa. '04	Sp. '05	Fa. '05	Sp. '06	Fa. '06	Sp. '07	Fa. '07	Sp. '08
Enroll.	615/910	611/907	593/859	599/879	556/822	574/898	619/1009	698/1127
Earned WSCH/ FTEF	349.99	328.26	331.43	318.62	313.85	319.72	263.36	259.54
Total FTES	260.07		249.59		244.31		303.98	
Cost/ FTES	2,143.67		2,663.65		3,122.06		2,737.99	
Total Cost/ Fiscal Yr.	557,503.00		664,821.00		762,750.00		897,925.00	
Total Revenue	941,453		1,121,657.00		1,007,290.00		1,387,617.00	

Enrollment: non-duplicated/duplicated

Sem./Yr.	Fa. '08	Sp. '09	Fa. '09	Sp. '10
Enroll.	660/1090	732/1156	809/1347	847/1410
Earned WSCH/ FTEF	311.24	321.35	370.57	362.83
Total FTES	324.8		389.47	
Cost/ FTES	2,459.06		2,277.43	
Total Cost/ Fiscal Yr.	798,704.88		886,990.00	
Total Revenue	1,482,657.00		1,777,864	

Enrollment: non-duplicated/duplicated

Note: Cost data includes summer session.

Note: Data do not include six ESL sections of English 110.

ESL Department
Program Review

Questions and Responses

**Grossmont College
English as a Second Language (ESL) Department**

**2011 ESL Program Review
Responses to the Follow-up Questions from the Program Review Committee**

Standard 1.3

Please provide your part-time/full-time ratio in terms of LED instead of head count.

The FT/PT ratio between Fall 2003 and Spring 2011 was 26% full-time to 74% part-time. No matter how the numbers are calculated, the ratio is still unfitting. The following table is from Standard 9.1. The row with the FT/PT FTEF ratio was added.

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2011
# of FT Faculty	3	4	4	4	5	5	4	5	3.5
# of PT Faculty	27	23	24	25	28	27	25	26	36
Total FT FTEF	2.200	3.317	2.982	3.199	3.932	4.782	3.732	4.884	3.732
Total Reassigned Time	.67	.67	1.07	1.37	1.37	.92	1.12	1.12	1.22
Total PT FTEF	9.934	7.926	8.297	7.897	11.780	10.380	11.280	12.095	14.459
Total FTEF	12.134	11.243	11.279	11.096	15.712	15.162	15.012	16.979	18.191
FT/PT FTEF Ratio	18/82	30/70	27/73	29/71	25/75	32/68	25/75	29/71	20/80
Earned WSCH	4545	3865	3545	3357	4015	4719	5563	5947	6203

Standard 2.1

How do the course objectives, content, methods of instruction and evaluation reflect current thinking about teaching ESL?

GC ESL course outlines of record (CORs), which make up the curriculum, reflect current thinking in Teaching English to Students of Other Languages (TESOL). The GC ESL curriculum reflects current thinking in ESL instruction in two major ways: integrated curriculum design and approaches to language teaching. The first way is the curriculum design; the program design facilitates integration of language skills. For example, the core courses focus on the integration of multiple language-learning skills, namely reading and writing as well as grammar and word analyses. A quick look at selected core texts, like Nancy Herzfeld-Pipkin's books, clearly exemplifies this integrated, multi-skilled approach to teaching English to nonnative speakers. Like Nancy, many of the ESL faculty generate their own integrated units that have students read, discuss, and write about various academic themes; ESL students also do grammatical and lexical analyses and exercises using the texts that they read and write centered on particular academic topics. Themes may include education, health, history, psychology, business, and cultural studies. Along with the integrated approach to curriculum design, the GC ESL faculty use many language teaching approaches which have been successful in their classes. These ways of teaching the English language clearly reflect current thinking about ESL. For example, all GC ESL instructors use

the Direct Method. This method of language teaching and learning originated with Francois Gouin and Charles Berlitz in the late 1800s, and the principles are still applied today in language programs throughout the world. The Direct Method requires second language learning to model first language learning in that it should be learned directly; grammar is taught inductively, and the learner's first language is not used in the class. New vocabulary is introduced by demonstration and contextualization. Another language teaching approach which predominates in the GC ESL program is the Communicative Approach. This approach to language teaching requires that in-class work be primarily devoted to activities that foster the learning of English; activities involving practice and drill are assigned as homework. In a Communicative Approach, instructors correct errors indirectly. All communication must be meaningful, and all learning should occur in a low-anxiety environment. In sum, the GC ESL CORs reflect some of the best methods and approaches to language teaching and learning developed in the past century, like integrated curricula, the Direct Method, and the Communicative Approach.

Standard 2.3

How does your faculty share information learned at conferences with one another?

Information sharing occurs at our professional development meeting during flex week, at level meetings, and at training workshops. When instructors learn about teaching methods, lessons, and materials that ESL colleagues use with successful results, they tend to try them out in their classes to determine their effectiveness. Methods and materials that prove to enhance learning are then shared through the means described above. The TESOL presentation on *patchwriting* described in Standard 8.1 is an excellent example of how a faculty member, Barbara Loveless, has shared a new teaching method that is now used by ESL 119 instructors. Barbara has been particularly adept in this regard, attending workshops, testing new materials and technology, and developing presentations and training sessions for faculty.

Standard 2.4

The grade distribution was not individualized. Why were certain numbers highlighted?

For this standard, rather than presenting data by singling out grade distribution variances for individual instructors, we chose to respond with an overall analysis for our core and supplementary courses in comparison to grade distribution for our division and the California Community Colleges. That said, however, through the analysis, we did identify grading patterns for individual instructors that do vary from what we would consider the norm for particular courses. To promote higher consistency in grading, and through this, greater fairness to our students, the faculty addressed this issue at our Fall 2011 professional development meeting. During this meeting, the faculty set standards for grading categories and weights, types of assessments (i.e., essays, multiple-choice exams, book reports), and the number given for each. The teachers will use these standards to update syllabi, lesson plans, and testing for the Spring 2012 semester. At the end of the semester, we will draw grade distribution reports and determine if our efforts have helped to standardize grading.

The highlighted numbers in the grade distribution tables are for evening courses. We compared grade distribution for day and evening classes. No notable differences were identified.

Standard 2.4

Please clarify the statement *“A Vietnamese student working to improve his speaking ability has a much greater challenge than an Iraqi student, and his effort to do so should be part of the evaluation.”*

The first clause exemplifies the fact that Vietnamese students acquire greater fluency in English pronunciation at a much slower rate than students who speak Arabic. This is due to the drastic differences between the Vietnamese and the English sound systems, differences not only in the individual speech sounds but also intonational distinctions. Arabic and English are closer phonologically than Vietnamese and English; both the vowel and consonant inventories of English and Arabic have fewer differences than between English and Vietnamese.

The second clause is about motivation, effort, discipline, and tenacity. Even though Vietnamese students have such a disadvantage phonologically, many make an admirable effort to overcome their seemingly pathological speech problems. Although they do not make great strides in improving their pronunciation, their effort shines through on their written preparation for speeches as well as the quality of the content and development of other class assignments, which is reflected in their grades.

Standard 2.9

What could be done to formalize articulation between ESL and EL high school courses?

To respond thoroughly, we would need more time to address the pros and cons of a formal articulation with high school EL courses. Certainly the extensive work Nancy Herzfeld-Pipkin has done through Cal-PASS has strengthened the connection between Grossmont ESL, EL instructors and students, as well as high school counselors. However, faculty theories of second-language acquisition, teaching methods, and level of rigor varies, posing quite a challenge to ensure that an EL course is comparable, and can be accepted in lieu of, a specific ESL course at Grossmont.

Standard 3.1

In 3.1, you wrote about a meeting regarding reading deficiencies, can you tell us more about what happened at that meeting?

During our Fall 2011 professional development meeting, the faculty discussed the manner in which SLO data are collected and reported for the department's reading and vocabulary development courses and the changes that are needed for teachers to better utilize SLO data to help students achieve the expected outcomes. When we first implemented SLO assessments for these courses, we did so using standardized multiple-choice tests. Each test item on these exams evaluated a specific learning outcome for the respective course. Analyzing this data was quite time-consuming; however, it did allow us to generate reports that showed success percentages for each SLO. Samples of these reports are on pages 152 to 155 of our program review report. When we implemented the IRP in Spring 2010, we adopted a new method for SLO data collection; the pre and post IRP diagnostic test scores were used. Instead of showing how well students achieved the specific learning outcomes for a course, the IRP pre and post-test scores showed whether a reader's overall skill improved. These reports are important to the faculty as they have shown significant improvement in reading proficiency from the beginning to the end of the semester. However, the reports do not show specifically which skills the students are

deficient in as our first SLO reports had. The teachers discussed going back to using the former SLO exams and reporting format beginning in the Spring 2012 semester.

Standard 4.2

Regarding the classroom space issue, what off-site options have you explored?

The ESL faculty have not explored offsite classroom space because we are an integral part of the Grossmont College academic community and campus. We rely on all the administrative, academic, and student services provided by the college to serve our students effectively, and the college relies on us for our expertise in our discipline and our advocacy for resident and international ESL students. Offsite ESL courses are frequently used by noncredit adult school ESL classes, not a college-level, for-credit ESL program like GC ESL.

Standard 5.4

What can you do to convince the broader Hispanic population to enroll in ESL classes if they need to? The committee suspects that you are seeing only the least skilled Hispanic students in ESL classes, not those Hispanic students who self-select into English classes.

Our process to guide students toward ESL classes is not focused on one particular ethnic group. Our goal is to advise all non-native speakers who have not yet mastered English of the benefits of enrolling in ESL classes to improve their fluency and accuracy in academic English. This can be done more effectively in courses designed for non-native speakers and taught by specialists in TESOL.

One way non-native speakers, including Spanish speakers, can determine if ESL classes are right for them is through Nancy Herzfeld-Pipkin's work on the Cal-PASS/East County EL/ESL Intersegmental Council. The council's newest project is titled English Learners Choosing Smartly. This project focuses on working with high school students, instructors, counselors, and parents of students to inform them of the ESL classes offered at Grossmont and how they differ from the developmental courses in the English Department.

As indicated in Standard 2.9, Nancy gave a presentation to the Grossmont Unified High School District counselors about the differences between classes offered in the English Department and in the ESL Department at Grossmont College. The main purpose of this presentation was to help high school counselors advise the EL students transferring to Grossmont College regarding the best assessment to take. Nancy's presentation directly led to the English Learners Choosing Smartly project mentioned above.

Standard 6.6

When students filled out the survey, how do you think they interpreted "use of video?"

We assume that they interpreted "use of video" based on their particular experience with this technology as a teaching and learning tool in their classes. As described in the various standards in our program review report, video is used in several ways. Listening and speaking teachers video record student presentations. These recorded presentations are then used for instructor, peer, and self-evaluations. YouTube videos, as well as video from news sources, such as PBS, are also used as resources to supplement reading and writing assignments. Video lessons are now included in most ESL multi-skilled texts. In addition, some teachers record television programs or show movies as ways to develop lessons that enhance all four language learning

skills: listening, speaking, reading, and writing. The various ways in which video is utilized in ESL classes make it a challenge to understand for sure which method the students had in mind when responding to the student survey.

Program Review Committee
Summary Evaluation

**ESL
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The Program Review Committee commends the department for:

1. Encouraging campus-wide understanding about ESL and advocating for ESL students through extensive involvement in a plethora of campus programs activities and initiatives (Project Success, tutor training, ESL 119 and ENGL 110, 120 collaboration, flex-week faculty workshops).
2. Serving on committees and task forces, and presenting at conferences.
3. Collaborating with all ESL faculty in order to maintain a high percentage of faculty involvement in department policies and decision-making, as evidenced by multi-level faculty orientation, shared rubrics, calibration sessions, all-day flex-week workshop, and thorough SLO work, all of which is supported by a high percentage of faculty who are actively involved in establishing and maintaining consistent academic standards.
4. Aligning the writing placement assessment with Cuyamaca ESL.
5. Creating and maintaining a Vocational ESL (VESL) program, which provides opportunities for students to identify vocational goals, learn and apply language of the workplace, and utilize the resources offered through the Career Center.
6. Working with local high schools as evidenced by participation in Cal-PASS, including sharing methods of instruction and assessments with high school teachers.
7. Promoting student success by applying student-centered instruction, exemplified by the use of varied instructional strategies that promote active learning, such as the Individualized Reading Program (IRP).

The Program Review Committee recommends the following:

1. Replace retiring full-time faculty and hire two additional faculty members when the budget allows.
2. Maintain current section offerings and when the budget allows, expand section offerings to meet the demands of our ever-increasing non-native English speaking population.
3. Continue excellent SLO analysis and assessments.
4. Secure funding to support participation of faculty in special projects, professional development, conference attendance, and technological training.
5. Continue working with the Facilities and Room Utilization Committee to secure appropriate classroom needs.
6. Continue educating the college and the greater community about the Grossmont College ESL program in order to better serve the San Diego ESL community.
7. Communicate with the division representative regarding ESL needs with respect to Planning and Resource Committee decisions.
8. Use the Course Inventory Report in order to continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.
9. Continue to use student-learning outcome data for continued course and program improvement.

ESL

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2004-05	350.0	86.7%	328.3	83.0%	\$2143.67	MAINTAIN
2005-06	331.4	85.5%	318.6	81.5%	\$2663.65	
2006-07	313.8	81.4%	319.7	82.6%	\$3122.06	
2007-08	263.4	79.1%	259.5	86.6%	\$2737.99	
2008-09	311.2	84.8%	321.4	90.6%	\$2459.06	
2009-10	370.6	103.0%	362.8	106.2%	\$2277.43	
2010-11	350.3	98.4%	341.0	95.6%	***	

College President _____

Department Chair _____

Academic Program Review Chair _____