

Program Review 2008-2011

Division: Language Arts

Department: English as a Second Language (ESL)

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I. Description and Mission of Program

Basic Skills

Transfer

IA. ESL Department Mission Statement

The mission of the ESL Department is to provide immigrant, international and other students whose first language is not English with a strong foundation in English language skills, critical thinking and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially and personally. We serve students so that they may achieve their educational goals and serve their community. We accomplish this by applying specialized second language acquisition and teaching theory, methodology and techniques which are the foundation of our discipline.

The ESL Department offers language learning courses to students whose first language is not English. We offer 25 different courses, including 14 in the ESL sequence and 11 electives that range from low-intermediate to advanced (freshman comp level). Course content includes reading, vocabulary, writing, composition, grammar, listening, speaking, pronunciation and critical thinking. In Fall 2009, we will be adding one more integrated skills course to our sequence at the high-beginning level. We offer roughly 100 sections every quarter, and our enrollment in 2007-2008 was 6,323. We have 14 full-time faculty and 39 part-time faculty. Most of our courses are basic skills; however, two of our highest ESL composition courses transfer to the CSU system. Our courses also satisfy requirements for degree and certificate programs.

Several programs on campus are intertwined with the ESL Department: two co-requisite ESL labs are offered through the Readiness Program; half-unit ESL courses, workshops and other support services are offered in the Listening and Speaking Lab; a large number of ESL students participate in the Cross Cultural Partners Program; and the department offers several integrated learning communities through the Learning in Communities (LinC) Program. In addition, the ESL computer lab in AT 103 provides opportunities for classes and individual students to benefit from cutting edge language acquisition software.

IB. Summary of program's main strengths.

- We take pride in the fact that our instructors are not only trained in the English language discipline, but also trained in the teaching discipline, having received degrees in Teaching English to Speakers of Other Languages (TESOL). With this training and educational background, ESL instructors are specialists at implementing Second Language Acquisition (SLA) theory and TESOL methods with a multicultural understanding.
- In Fall 2009, we will offer a new high-beginning integrated skills course (our lowest level course) so that students can be more accurately placed. With this addition, the students in our

three lower level courses will more consistently have the same level of skills, producing a more effective teaching and learning environment.

- We are working with the Articulation Office to get approval for our two advanced ESL composition courses (ESL 5 and ESL 6) to be accepted in the UC system as satisfaction of the English composition requirement. If we are successful, we will be the first community college in California to do so. These two courses are already accepted in the CSU system.
- Our department facilitates regular workshops and retreats to work on level norming, share materials, methods and techniques and train on new technology.
- Our full-time and part-time faculty are culturally and ethnically diverse.
- We implement the use of cutting edge language acquisition software and other forms of technology.
- Our enrollment, WSCH, productivity and retention has improved more than that of Language Arts and the College. In the past three fiscal years, our enrollment is up 15.4%, our WSCH is up 26%, our productivity is up 23% and our retention is up 2%.

IC. Program's main areas for improvement.

- We need more full-time FTEF. While our enrollment, WSCH, and productivity have increased beyond that of Language Arts and the college, our FTEF has decreased from 11.45 to 11.30. In 2007-2008, our full-time to part-time ratio was 47% to 53%, well below the ideal 75% to 25%. We need more FTEF in order to adequately meet student demand and accommodate our growth. Our classes are consistently full with long waitlists; therefore, we need college approval to add more sections and hire more ethnically and culturally diverse full-time faculty to teach them.
- We need staff development for our full-time and part-time faculty. We need to continue our efforts to align instruction and expectations, and norm student outcomes in order to improve consistency within levels and sequencing between levels. We also need training on how to best serve our targeted populations.
- We need more multi-media classrooms which are vital to modern delivery of second language instruction.
- ESL students need additional, ongoing, instructional support from programs such as the Listening and Speaking Lab, the Cross Cultural Partners Program, the Writing and Reading Center and the ESL computer lab (AT103) which are vital to student success. These programs need to be institutionally funded.

ID. Expected Outcomes.

At the completion of the ESL Program, students will be able to:

- Demonstrate understanding of and respect for diverse cultures.
- Meet educational, transfer, degree, certificate and career goals.
- Independently use college resources to expand learning effectiveness.
- Produce comprehensible spoken English for a variety of academic, personal, vocational purposes.
- Listen effectively in a variety of academic, personal and vocational situations.
- Demonstrate comprehension by responding fluently to text in critical, creative, and personal ways.
- Produce standard academic writing at the college-entry level.
- Write on a variety of topics with level-appropriate correctness, clarity and detail.
- Demonstrate critical thinking and original thought.

II. Retention and Growth

IA. Over the past three fiscal years, our enrollment is up 15.4% and our retention is up 2%. In 2007-2008, our enrollment was 6,323. Over the last three years our retention rate has been 91%, 92% and 93% respectively, which is 3% higher than that of the Language Arts Division and the College.

IB. Access, growth and retention for targeted populations.

<u>2007-2008</u>	Number	Percentage	Retention
African Ancestry	124	2	88
Filipino/a	54	1	91
Latino/a	405	6	91

<u>2006-2007</u>	Number	Percentage	Retention
African Ancestry	86	1	91
Filipino/a	44	1	89
Latino/a	386	7	87

<u>2005-2006</u>	Number	Percentage	Retention
African Ancestry	81	1	90
Filipino/a	85	2	88
Latino/a	356	6	88

As these numbers show, our access, growth and retention for the three targeted groups has improved over the last three years, with the exception of students of African ancestry. Our totals are also equal to or better than the college totals in most cases, with the exception of students of African ancestry.

IIC. How program addresses the basic skills needs of De Anza students.

Addressing the basic skills needs of students is the foundation of the ESL Program. The De Anza Basic Skills Initiative (BSI) Assessment Tool Executive Summary states:

“Specialized programs in Language Arts (such as LinC, **ESL** and Portfolio sessions) and Math (MPS and Enable Math) implement effective curricula for their particular disciplines. Tutoring and learning labs are an integral part of such their success.”

The ESL program directly employs the following Effective Practices as determined by the BSI:

- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth
- Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- Developmental education faculty routinely share instructional strategies.
- Programs provide comprehensive academic support mechanisms. We work closely with programs such as the Listening and Speaking Lab, the Writing and Reading Center, the Cross Cultural Partners Program, and the ESL computer lab (AT103).

IIIA. Student Equity

The average success rate of the targeted populations over the last three years is 76% compared with 83% for Asian and 87% for White students. The success rates have decreased over the last three years: students of African ancestry from 79% to 69%; Filipino/a students from 79% to 76%; and Latino/a students from 76% to 75%.

IIIB. Working toward student equity.

- Student success is enhanced when a program has consistent and widely agreed upon standards and expectations at each level. We will continue our discussions and workshops to norm standards at and between levels.
- We will continue our discussions and workshops on teaching and learning. In addition to sharing materials and techniques, we will have discussions on how we can better serve the targeted populations in order to promote their success.
- We will continue our efforts to hire ethnically and culturally diverse faculty and look for cultural competency and ability/experience in working with the targeted populations.
- We will provide a variety of ways to deliver instruction, including using new language acquisition software and creating hybrid courses.
- We will create new learning communities, which have demonstrated higher success rates, by working with the LinC Program.
- We will continue to work closely with the Placement Office so that students are properly placed.
- We will continue to work closely with and promote instructional support programs, such as the Listening and Speaking Lab, the Writing and Reading Center, the Cross Cultural Partners Program, the ESL computer lab (AT103), and the LinC Program.

IIIC. Challenges in reaching student equity.

Our main challenges are financial. We need funding for workshops and retreats to better address the needs of targeted populations. We need more release time for our Department Chair so she/he has the time and energy to facilitate positive change. Finally, it is imperative that the support programs such as the Listening and Speaking Lab, the Writing and Reading Center, the Cross Cultural Partners Program and the LinC Program receive funding in order to promote student success.

Another challenge is that second language teaching and learning is widely misunderstood on campus. Research shows that it takes a learner six to ten years to reach the level of college-entry freshman composition. Students often want to “get through” the ESL program “faster.” This attitude is often reinforced by the instructional and student services areas. That is not an effective approach to language acquisition. Even excellent students sometimes have difficulty progressing from one level to the next with a mere 11 weeks of language classroom hours.

Related to this is the belief that students will be able to satisfy their English requirements faster if they choose the English track rather than the ESL track. Again, this is misinformation often repeated in the instructional and student services areas. ESL and English have the same amount of required units at the same levels. ESL offers three (soon to be four) levels below the lowest level of English. If a student places in one of those lower levels of ESL, they need to acquire the skills those classes offer. Even at the higher levels, ESL students belong in ESL classes where they can best be served by ESL specialists.

As a result of the misunderstandings above, often students take the wrong Placement Tests. In most cases, second language learners should take the ESL Placement Test so they can be placed in the classes that will benefit them the most.

IVA and IVB. Budget Limitations

The college has already taken away our division scheduler, which is going to put a significant, additional strain on the department chairs/schedulers. Now there is a concern that the Language Arts Division will lose release time for department chairs/schedulers. This would be devastating to the ESL Department. The ESL Department has been undergoing tremendous positive change this year and last. If release time is lost and we no longer have a chair, our progress and efforts at meeting student needs will be severely crippled. Here is a list of activities in the ESL Department that would be at risk.

- Articulating ESL 5 and ESL 6 with the UC system.
- Training on methods and materials.
- Training on software and faculty websites.
- Training on meeting the needs of targeted populations.
- Creating and maintaining a new department website.
- Keeping the suggested textbook list current.
- Facilitating the revised and very thorough part-time faculty hiring process.
- Creating, reaching agreement, and norming standards and learning outcomes.
- Observing and evaluating part-time faculty.
- Coordinating with the Placement Office.
- Working with Outreach.
- Handling individual student requests and problems.
- Holding regular department meetings.
- Scheduling full-time and part-time faculty.

These activities directly affect instruction and student success. In addition, losing department chairs will have a domino affect. The Division Dean will be impacted and not able to effectively handle the added load. Therefore, the performance of the Division as a whole will decline which will greatly affect the college.

V. Additional Comments: Relationships with other programs.

The ESL Department works closely with and greatly depends on instructional support services such as the Tutorial Center, the Writing and Reading Center, the Listening and Speaking Lab, the Cross Cultural Partners Program, the LinC Program and the ESL computer lab. These programs are vital to the retention and success of our students. It's a proven fact that students are more successful when they spend more time on task and get individualized attention. There is not enough contact time, even with extended office hours, for instructors to provide the extra support and assistance that language learners need. However, the instructional support programs provide exactly what students need. For example, the Listening and Speaking Lab provides a safe, small-group environment and personalized attention that is imperative for the success of ESL students who do not thrive as well in the classroom environment. The Cross Cultural Partners Program not only offers the chance to practice language skills, but also promotes multicultural understanding. The students need and depend on these programs. We cannot take this support away from our students.

The ESL Department also works with the Office of Outreach and Relations with Schools. We participate in Outreach events by presenting the ESL program, services and opportunities to groups of visiting students.