

## **ESL DEPARTMENT PROGRAM REVIEW SELF-STUDY (2019-2020)**

### **I. DESCRIPTION OF THE PROGRAM**

The mission of the credit ESL Department is to provide a comprehensive program for English language learners, preparing them for success in meeting personal, academic, and professional goals. Servicing recent to long-term immigrants, refugees, Dreamers, and international students, our department strives to equip all students with academic language skills, as well as cross-cultural competency, so they transition successfully in community and classroom.

The department currently has two full-time faculty and seven part-time instructors. We offer an academically rigorous, five-level sequence of integrated skill core classes leading to English 100; also offered are supplemental skill courses focusing on the development of pronunciation, listening/speaking skills, reading, vocabulary, editing, spelling, idioms, and TOEFL preparation. Our faculty have created and offer an array of support services in the Language Success Center, including 65 Directed Learning Activities, ELL workshops (facilitated by credit ESL instructors offered daily Monday through Friday), and tutoring services by credit ESL instructors and ESL-trained staff.

#### **A. Institutional Data**

##### **1. WSCH (Weekly Student Contact Hours)**

The IERP is currently not publicly providing information about WSCH anymore. FTES data should suffice.

##### **2. FTES (Full-time Equivalent Students)**

Over a five-year span (2014-2015 to 2018-2019), the range of FTES was 119 to 101, with a mean of 106. This gradual decline of FTES is consistent with the Liberal Arts Division overall. A student survey completed in Spring 2019 revealed that 44% of ESL students are 35 years of age or more, notably higher than 19% of the overall Cerritos College student population as surveyed in 2017. This is directly attributable to the fact that many of our ESL students have family and work obligations reducing the number of classes they can manage, therefore, resulting in fewer FTES in our department.

##### **3. FTEF (Full-time Equivalent Faculty)**

The ESL Department currently employs two full-time and seven part-time faculty. Sixty-five percent of our courses are taught by part-time faculty.

##### **4. Course Completion Rate**

ESL Department course completion rates are outstanding. From 2014-2015 to 2018-2019, as shown in Table 1, the rate has a mean of 87 percent. Four classes routinely offered

online reveal a below average to average mean compared to traditional lecture classes. (ESL 21A has a completion rate mean of 64%; ESL 21B = 74%; ESL 31 = 71%; and ESL 57 = 70%). This low rate is most likely attributable to students who may not be technically prepared when enrolling in online classes. If so, when they encounter technical difficulties using the computer, or understanding how to use Canvas, they may become overwhelmed and drop out. Surveying online ESL students about their reason for dropping the class could confirm this assumption. We will explore ways to implement this type of survey.

Table 1: Course completion rate (after IERP Tableau [2020])

| Course             |         | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------|---------|-----------|-----------|-----------|-----------|-----------|
| 03. ESL department | Overall | 88.1%     | 85.3%     | 88.6%     | 85.1%     | 88.7%     |
| ESL 3              | Overall | 86.7%     | 77.1%     | 91.1%     | 83.3%     | 96.7%     |
| ESL 4              | Overall | 94.9%     | 88.9%     | 92.2%     | 89.4%     | 87.8%     |
| ESL 5              | Overall | 90.1%     | 92.4%     | 95.4%     | 95.5%     | 93.5%     |
| ESL 7              | Overall | 100.0%    | 92.0%     | 92.9%     | 69.2%     |           |
| ESL 10             | Overall | 89.8%     | 86.0%     | 86.7%     | 83.9%     | 95.5%     |
| ESL 11             | Overall | 93.1%     | 90.5%     | 82.6%     | 77.3%     | 73.1%     |
| ESL 12             | Overall | 97.9%     | 87.5%     | 83.3%     | 78.9%     | 90.5%     |
| ESL 14             | Overall | 84.7%     | 83.3%     | 85.2%     | 89.1%     | 80.6%     |
| ESL 20             | Overall | 94.6%     | 90.3%     | 95.7%     | 77.8%     | 100.0%    |
| ESL 21A            | Overall | 60.0%     | 65.0%     | 82.0%     | 45.8%     | 71.4%     |
| ESL 21B            | Overall | 71.7%     | 76.8%     | 70.6%     | 77.3%     | 76.0%     |
| ESL 21B            | Overall | 71.7%     | 76.8%     | 70.6%     | 77.3%     | 76.0%     |
| ESL 23             | Overall | 87.9%     |           |           |           |           |
| ESL 31             | Overall | 89.3%     | 57.4%     | 62.5%     | 63.9%     | 82.6%     |
| ESL 32             | Overall | 90.5%     |           | 89.5%     | 100.0%    |           |
| ESL 35             | Overall | 88.3%     | 95.2%     | 95.7%     |           | 93.1%     |
| ESL 57             | Overall | 71.4%     | 37.5%     |           | 81.8%     | 90.0%     |
| ESL 120            | Overall | 90.9%     | 94.0%     | 91.3%     | 92.7%     | 90.6%     |
| ESL 152            | Overall | 94.1%     | 96.6%     | 94.0%     | 90.2%     | 89.1%     |

The overall success rate in the ESL Department through a five-year time span (2014-2019) has remained consistently high, with a mean of 74.7% (see Table 2). A few courses are disproportionately impacted and have a lower than average success rate (ESL 21A, ESL 31, and ESL 3). Both ESL 21A and ESL 31 have only been offered online from 2014-2019. As noted above, lack of technical and online class experience may be the reason for lower

success rates than traditional lecture courses. ESL 3 is the beginning level of our core sequence of classes and has no pre-requisite, meaning that many students who take the class are not prepared and do not yet have the skills to succeed. To better support these underprepared students, it would help to have an embedded tutor in each ESL 3 class and provide more activities in class that acclimate students to an academic environment. On average, ESL 3 has an older student population, with 42.7% being 35 or older. In contrast, in other core classes (ESL 4, ESL 5, ESL 120, ESL 152) the average is 34%. The higher percentage of older students in ESL 3 may explain the higher number of students that stop coming to class due to changes in their job or lack of childcare.

**Table 2: Success rates (after IERP Tableau [2020])**

Success Rates by Academic Year or Term

| Subpopulation | Aggregation Selection | Demographic | 2014-2015   | 2015-2016   | 2016-2017   | 2017-2018   | 2018-2019   |
|---------------|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All students  | 01. Cerritos College  | Overall     | 68.7%       | 68.9%       | 69.7%       | 68.8%       | 69.9%       |
|               | 02. LA division       | Overall     | 72.4%       | 70.6%       | 70.7%       | 69.9%       | 68.9%       |
|               | 03. ESL department    | Overall     | 75.5%       | 70.3%       | 77.2%       | 74.7%       | 76.1%       |
|               | ESL 3                 | Overall     | DI<br>51.7% | DI<br>52.1% | 64.4%       | DI<br>52.8% | 76.7%       |
|               | ESL 4                 | Overall     | 79.6%       | 70.0%       | 80.0%       | 83.3%       | 68.3%       |
|               | ESL 5                 | Overall     | 76.2%       | 74.3%       | 84.4%       | 78.4%       | 75.9%       |
|               | ESL 7                 | Overall     | 87.0%       | 80.0%       | 92.9%       | 69.2%       |             |
|               | ESL 10                | Overall     | 88.1%       | 78.9%       | 73.3%       | 80.6%       | 86.4%       |
|               | ESL 11                | Overall     | 72.4%       | 66.7%       | 65.2%       | 63.6%       | 65.4%       |
|               | ESL 12                | Overall     | 95.8%       | 75.0%       | 79.2%       | 78.9%       | 85.7%       |
|               | ESL 14                | Overall     | 73.5%       | 68.1%       | 77.0%       | 76.1%       | 69.4%       |
|               | ESL 20                | Overall     | 83.8%       | 80.6%       | 82.6%       | 66.7%       | 95.6%       |
|               | ESL 21A               | Overall     | DI<br>44.4% | 40.0%       | 73.8%       | 41.7%       | 61.9%       |
|               | ESL 21B               | Overall     | 62.3%       | 59.4%       | 58.8%       | 68.2%       | DI<br>60.0% |
|               | ESL 23                | Overall     | 84.5%       |             |             |             |             |
|               | ESL 31                | Overall     | 85.7%       | DI<br>34.0% | DI<br>47.5% | DI<br>47.2% | 65.2%       |
|               | ESL 32                | Overall     | 85.7%       |             | 84.2%       | 100.0%      |             |
|               | ESL 35                | Overall     | 76.7%       | 85.7%       | 82.6%       |             | 86.2%       |
|               | ESL 57                | Overall     | 57.1%       | 37.5%       |             | 81.8%       | 90.0%       |
|               | ESL 120               | Overall     | 70.5%       | 82.1%       | 74.8%       | 85.3%       | 84.0%       |
| ESL 152       | Overall               | 88.2%       | 94.8%       | 92.9%       | 81.5%       | 75.5%       |             |

## **5. Enrollment**

Over the last five years, there has been a gradual decline of student enrollment in the ESL Department. This trend mirrors the decline in enrollment within the Liberal Arts Division, the overall Cerritos College population, and community colleges across California. In 2014-2015, ESL Department enrollment reached its peak at 971 students. Our lowest enrollment count was 673 in 2018-2019. Several factors undoubtedly contributed to this decline in enrollment. First, with a positive economic outlook over the last five years, and with more people employed, decline in student enrollment is a natural consequence. Next, students are often unaware of our credit ESL classes and also the difference between non-credit Adult Education classes and credit ESL classes. Moreover, counselors and onboarding staff in the Assessment Center may be unaware of the differences between non-credit and credit ESL and, therefore, inaccurately recommend students to take English classes, rather than ESL. In addition, with recent AB 705 legislation, drastic changes have been implemented in placement, making it more difficult for ESL students to get accurate information when enrolling in classes. Under AB 1805, it is mandatory for the college to prominently and clearly post information regarding placement for ESL, English, and Math. Rectifying this problem is a top priority for the department.

On a more positive note, recent Cerritos College programs, such as the Promise Program and dual enrollment classes offered at area high schools and adult schools, may help to increase enrollment in coming semesters. Offering mirrored credit ESL classes at adult schools is another possible way to increase enrollment. Mirrored classes are credit courses taught by faculty who meet the minimum qualifications to teach credit ESL and are offered as and open to non-credit students. This allows non-credit students to experience a credit college course for free and repeat it as well. To recruit more students to the credit ESL program, our department will step-up efforts by visiting community businesses and religious institutions to inform potential students of our program. The ESL Department's student survey reveals that 70% of our students learned about the ESL program from a friend or relative. This is a strikingly high percentage, indicating that we need to encourage students to share information about the ESL program with friends and family. Increasing ESL enrollment is a high priority of the department and we continue to experiment with dual enrollment and mirrored classes as a way to increase enrollment and accessibility and pathways for our diverse ESL student population.

## **6. Withdrawal Rates**

The overall withdrawal rate in the ESL Department through a five-year time span (2014-2019) has remained consistently low (see Table 3), with a mean of 14.2%. The withdrawal rates for ESL students are the lowest compared to the college and LA Division.

Table 3: Withdrawal rates (after IERP Tableau [2020])

Withdrawal Rates by Term

| Subpopulation | Aggregation Selection | Demographic | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------|-----------------------|-------------|-----------|-----------|-----------|-----------|-----------|
| All students  | 01. Cerritos College  | Overall     | 17.9%     | 18.3%     | 17.7%     | 18.6%     | 17.6%     |
|               | 02. LA division       | Overall     | 16.4%     | 17.8%     | 17.6%     | 18.7%     | 18.9%     |
|               | 03. ESL department    | Overall     | 12.6%     | 15.7%     | 13.2%     | 16.1%     | 13.8%     |

## 7. Certificates Awarded/Throughput Rate

The ESL Department does not currently offer a Chancellor’s approved certificate, but we do provide a certificate of completion and award ceremony for students who complete ESL 152, our highest-level ESL core class. The first semester that ESL 152 was offered was in Spring 2014. The number of students rostered in this course each academic year is shown in Table 4.

Table 4: Rostered students in ESL 152 (2014-2019)

| Academic year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| No. students  | 49        | 56        | 80        | 83        | 98        |

The ESL Department is currently exploring certificates for ESL students offered at other California community colleges. We will be actively creating certificates as we become more informed of student needs and certificate requirements.

Recent data from IERP shows the transfer rate (to university) of ESL 152 students who also completed English 100. Table 5, below, shows counts of students who made this ESL to English shift and then went on to university between the academic years 2014-2019. Twelve of these students completed their university degree, while the remainder are still in pursuit of it.

Table 5: Student transfer and four-year degree earner counts (2014-2019)

| ESL Student Outcome     | Count |
|-------------------------|-------|
| Transferred             | 42    |
| Earned four-year degree | 12    |

## 8. Demographics of Students in Program

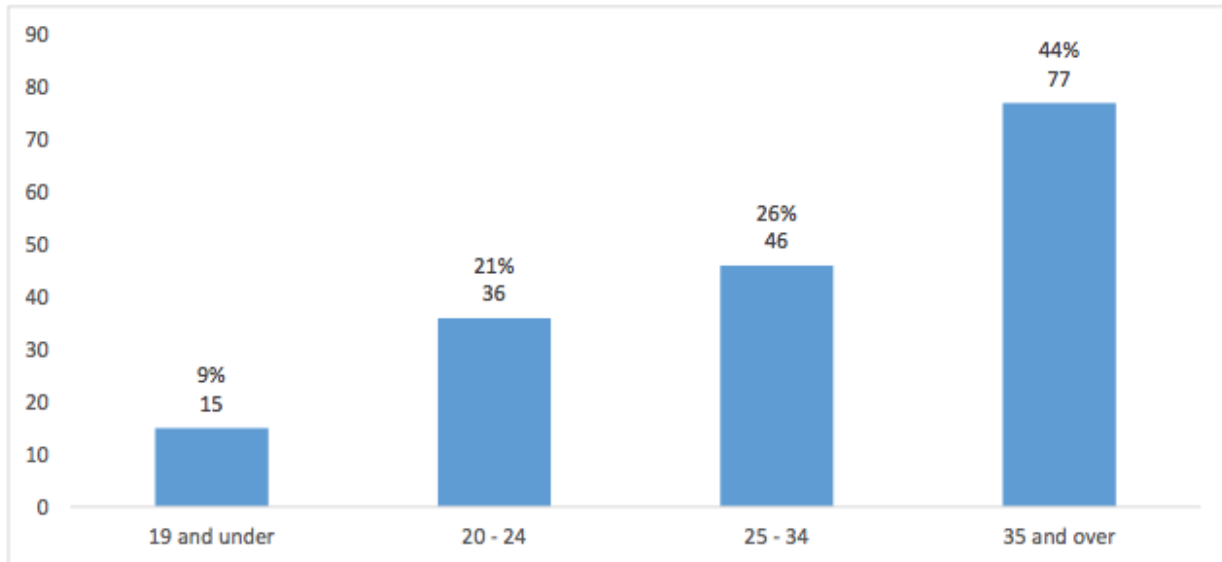
### Language/Ethnicity

Based on IERP research and a student survey conducted in ESL courses (spring 2019), our students have diverse and complex backgrounds. In our student survey, a total of 177 unduplicated students were included. Some 161 students responded indicating that 58% speak Spanish, 13% Arabic, 9% Chinese, 7% Korean, 5% Khmer, 2% Tagalog, 2% Vietnamese, 1% French, 1% Farsi with 16 additional students speaking other primary languages: 3 Nepali, 4 English, 2 Russian, 2 American Sign Language, 1 Gujarati, 1 Hungarian, and 1 Punjabi. In terms of race, according to IERP data, 51% identify as Hispanic/Latino, 26% Asian, 11% Unknown, 7% White, 2% Black or African American, 1% two or more races, and 0.3% American Indian or Alaska Native.

### Age

As shown in Table 6, students in our ESL survey are slightly older than the Cerritos College population as a whole. 9 percent identified as age 19 and below, 21 percent as age 20-24, 26 percent as 25-34 and 44 percent as 35 or older.

Table 6: ESL student age for Spring 2019 (after ESL Dept. Student Survey, 2019)



### Highest Education Completed

Sixty-two percent of students surveyed completed high school in their country of origin or in the U.S., 12% completed an Associate's degree, 20% completed a bachelor's degree, and 6% completed a Master's degree before enrolling in our ESL courses.

## **Educational Goal**

The majority of students, 86%, plan on achieving an Associate's degree, 5% seek a certificate, and 9% do not have a degree plan or do not intend to receive a degree or certificate.

## **First-generation Students**

Based on IERP data, 15% of our students had parents that attended college or further higher education. In short, 85% of our students are first-generation college students.

## **B. Program Data**

### **1. Student Learning Outcomes**

SLOs are an important tool for understanding student achievement in ESL courses. Our instructors use SLOs to pinpoint areas where students are performing well, in addition to areas where students could benefit from course adjustments. The most recent set of SLO data for the department covers six semesters spanning fall 2016 to spring 2019 (Table 7).

During the above specified time period, ESL faculty reported 7319 assessments of course SLOs. 53.76% of these were scored "good;" 53.76% were scored "satisfactory;" and 7.34% were scored "emergent." An upward trend in "good" assessments is evident with some fluctuation (in spring 2016 the highest percentage of "good" was reported [71%], and in spring 2018, there was a dip in this upward trend. From spring 2018 to spring 2019, the number of "good" assessments increased 25 percentage points, from 34.4% to 59.4%. During the specified time period, there are overall inconsistencies in the number of SLOs recorded (from 1641 in fall 2015 to 119 in spring 2016) as well as the range of "good" learning outcomes (33.9% in fall 2014 and 71.4% in spring 2016). These inconsistencies in reporting SLOs is a point of weakness in the program.

One difficulty the department is experiencing regarding SLO assessment is inconsistent reporting of data with significant fluctuations in total SLO reports from semester to semester. For example, in spring 2018, ESL instructors reported 305 SLO assessments. In spring 2019 the number more than doubled to a total of 759. However the overall number of SLOs has dramatically decreased since fall 2016 when we had a total of 1,445.

There are several explanations for the inconsistent reporting. First, approximately 65% of ESL classes are taught by part-time faculty, who up until last year, were not required to report SLOs and were *not* compensated to do them. Under the current contract, all faculty are now required to assess SLOs. Second, the transition to using eLumen for reporting SLO data has been somewhat rocky. Both full and part-time faculty have observed that eLumen is often confusing and difficult to navigate. Additionally, courses have not been loaded into eLumen in a timely fashion, preventing faculty from reporting data at the end of the

semester. Finally, some ESL courses are not correctly listed in eLumen, or include obsolete course information.

In the fall of 2018, the ESL department developed an improvement plan in response to SLO data and began implementing it for spring 2019. This improvement plan includes several action items. First, it has been reported in ESL 120 and 152 that students struggle with “engaging with outside sources,” and faculty also struggle to assess this SLO, and so we created an annotation rubric whereby faculty and students can now clearly understand and assess critical engagement with a source. This has also led to the development of in-class activities on engagement with sources through California Acceleration Project workshops that include group annotations and integration of quotes as part of formative assessment. These improvements have been quite effective, as shown in the SLO data for spring 2019. SLO data is not yet available for the 2019-2020 school year. We are continuing with our improvement plan in fall 2020 to reduce the number of SLOs for each course to increase assessment accuracy and to reach out to part-time faculty to ensure more SLO reporting.

Table 7: Number of SLO assessments qualitative frequencies, 2014-2019 (after SLO Committee Report [from Reports and Data website])

| SEMESTER    | NUMBER OF ASSESSMENTS |      |        |       | PERCENTAGES |        |        |             |
|-------------|-----------------------|------|--------|-------|-------------|--------|--------|-------------|
|             | Good                  | Sat. | Emerg. | TOTAL | Good        | Sat.   | Emerg. |             |
| SPRING 2019 | 451                   | 237  | 71     | 759   | 59.4%       | 31.2%  | 9.4%   | SPRING 2019 |
| FALL 2018   | 453                   | 275  | 35     | 763   | 59.4%       | 36.0%  | 4.6%   | FALL 2018   |
| SPRING 2018 | 105                   | 156  | 44     | 305   | 34.4%       | 51.1%  | 14.4%  | SPRING 2018 |
| FALL 2017   | 281                   | 188  | 44     | 513   | 54.8%       | 36.6%  | 8.6%   | FALL 2017   |
| SPRING 2017 | 443                   | 257  | 42     | 742   | 59.7%       | 34.6%  | 5.7%   | SPRING 2017 |
| FALL 2016   | 652                   | 706  | 96     | 1454  | 44.8%       | 48.6%  | 6.6%   | FALL 2016   |
| SPRING 2016 | 85                    | 33   | 1      | 119   | 71.4%       | 27.7%  | 0.8%   | SPRING 2016 |
| FALL 2015   | 1015                  | 540  | 86     | 1641  | 61.9%       | 32.9%  | 5.2%   | FALL 2015   |
| SPRING 2015 | 81                    | 53   | 6      | 140   | 57.9%       | 37.9%  | 4.3%   | SPRING 2015 |
| FALL 2014   | 299                   | 462  | 122    | 883   | 33.9%       | 52.3%  | 13.8%  | FALL 2014   |
| TOTAL       | 3865                  | 2907 | 547    | 7319  | 53.76%      | 38.89% | 7.34%  | TOTAL       |

## 2. Student Survey

The ESL student survey results indicate that students are satisfied with the Credit ESL Program and faculty. Although students offered little criticism or suggestions for improvement, these results highlight areas we can address and where we can better serve our students. These results also identify some trends and concerns.

Perhaps the most salient concern from the student surveys is how students find out about our program: 70% heard about it “from a friend or relative,” 24% from the Internet, and 5% from a flyer. This is especially problematic regarding AB 705 and 1805 which require that *“colleges must inform students of their rights to access transfer-level coursework AND academic credit English as a Second Language (ESL) coursework.”* The requirements also include the mandate that *“information provided to students must be easily understandable, prominently featured in catalog, orientation material, and information relating to student assessment on the community college’s Website and in any written communications from college counselors to students regarding placement option.”* In fact, our students have repeatedly reported in other class surveys that that information about credit ESL is not featured on flyers or other publications at Cerritos College.

Another area of concern, especially as it relates to new legislation, is how students choose classes. The highest percentage of students (38%) reported that they self select ESL classes, whereas 33% selected classes with a counselor (at times students have reported that a counselor advised them of Credit ESL only after taking—and failing—English and struggling). 20 % of students report that they took a placement at the Assessment Center. Disturbingly, 24% of students responded that a counselor did NOT give the guidance needed for ESL.

Data regarding how students hear about our program, and how they are placed, substantiate qualitative evidence and individual anecdotes our students share each semester about the challenges they face accessing our courses and the need to address weaknesses in institutional publication and on-boarding practices for our multi-lingual students. *These practices do not comply with AB 705 and AB 1805.*

While students report being satisfied with the ESL program, survey results reveal some small cracks. Although most students positively report an increase in language skills and confidence, fewer students “strongly agreed” than “agreed.” For example, only 33% strongly agree and 59% agree that because of the program, their English language skills have increased. The same pattern emerges when addressing confidence levels: confidence in writing 21% strongly agree and 66% agree; confidence in reading 28% strongly agree and 63% agree; confidence in speaking 21% strongly agree and 66% agree. Optimally, our program should elicit a higher percentage of “strongly agree” about skills and confidence levels.

The fact that the majority (70%) of students in the ESL program are employed may contribute to the positive responses regarding weekend and longer classes. Our pedagogical focus for students to learn how to self correct and gain confidence was

positively reflected in the survey results. Students felt welcomed on campus by our accessible faculty. Overall, students utilize or are aware of the Language Success Center tutors, but complaints about the attitudes of tutors were noted in open-ended responses on the survey.

Our survey results also indicate that students want more conversation practice. This was evidenced on the question soliciting suggestions (40% asked for more conversation practice) and was also evidenced in several open-ended direct responses (e.g. “more time to improve Speaking in the class” and “...have more conversation to practice.”)

Likely correlated to the above conversation suggestion are the reported results regarding social connectivity. Connecting with classmates is an area that needs work.

The data also reveal other significant trends. For example, we have seen an emergence of ASL (American Sign Language) students who represent 13% of our students. Furthermore, while much institutional focus concentrates on throughput, certificates and degrees, a significant amount of our students have different goals: 16% take our classes “to get a better job” and 15% are here for personal development. This means that 31% of our students are here for goals that we are not fully considering. Consistent with national trends, females outnumber male students 3:1; 1% did not identify gender.

Overall, the data reveal that students want more conversation opportunities and that many of our students (31%) have purely professional and personal language goals that do not include certificates, transfer or degree. Finally, based on the responses, the way students are directed to our program does not comply with AB 705 and AB 1805. These are areas of weakness in our program that need to be addressed through coordination with college entities beyond our department.

## **II. SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)**

### **A. Strengths** (Positive trends under direct control of the department faculty)

**1. Success and Completion Rates:** As already mentioned in the above Institutional Data section (Section I. 4) of this report, the ESL Department has one of the highest success and completion rates in the Liberal Arts Division, as demonstrated by student grades coming out of our highest level class, ESL 152 (Table 8). Data from the IERP office (Table 9) show a successful throughput rate of 72.8% ( $n=201/276$ ) of these ESL 152 students completing English 100.

**2. Compliance with AB 705:** Both ESL full-time faculty members have attended workshops related to AB 705 and continue to stay updated on guidance memos coming from the Chancellor’s office ESL advisory committee. To comply with AB 705, ESL faculty were involved with the development of questions for the Guided Placement Tool, which the Assessment Office is now using. Additionally, this semester a new inquiry group has been

initiated (per mandates in AB 705) to focus on collaboration between credit ESL and English faculty to support credit ESL student transition to English composition classes.

Table 8. ESL 152 graded count from Spring 2014 to Summer 2018

| Grade               | Grade Count              |
|---------------------|--------------------------|
| A                   | 125                      |
| B                   | 100                      |
| C                   | 49                       |
| P                   | 2                        |
| <b>Total Passed</b> | <b>276<sup>1,2</sup></b> |

<sup>1</sup> The count ( $n=276$ ) only includes students who passed course (A, B, C, and P)

<sup>2</sup> The throughput for English 100 of ESL 152 students is 201, a successful throughput percentage of 72.8%.

Table 9. English 100 graded count of students who previously passed ESL 152 (from 2014-2018, as shown in Table 8)

| Grade               | Grade Count |
|---------------------|-------------|
| A                   | 107         |
| B                   | 64          |
| C                   | 30          |
| <b>Total Passed</b> | <b>201</b>  |

**3. Faculty:** Though a small department, our full-time faculty are actively involved in campus committees and initiatives, including the Student Learning Outcomes Committee, Professional Development, MMAP (Multiple Measures Assessment Project), Developmental Education, and Educational Partnerships and Programs. Last year, Lee Anne McIlroy was selected by the U.S. Department of State to return to Tanzania to work with teachers on a project called “Instructional Technology in Limited Resource Contexts,” based on a grant she wrote while taking EDT classes at Cerritos College. This November she was honored and awarded by the U.S. State Department’s English Language Fellow Program for the successful and impactful work she has provided in Tanzania in helping to develop English curriculum and providing workshops focusing on accessible technology. Beginning Fall 2020, Lee Anne has also assumed the position of SLO coordinator.

**4. Course Offerings and Support Services:** The ESL Department offers a variety of courses to meet the diverse needs of students. Eighteen-week, late start 15-week, and 9-week courses targeting all language skills are offered in the mornings, afternoons, and evenings. If students begin our five-level sequence of core classes, they can finish in either five semesters (2 ½ years) by taking our traditional 18-week classes, or in three semesters (1 ½ years) by taking our accelerated courses. The ESL Department also offers traditional lecture, online, and hybrid courses to better serve the needs of working students and students who are unable to take a course on campus. To address the linguistic and cultural competency skills of multilingual students, the ESL Department offers tremendous support

in the Language Success Center. Currently, four adjunct ESL Instructional Specialists work as tutors and workshop facilitators. Also, certified to teach in the credit ESL Department, ESL Instructional Specialists tutor students in reading, writing, listening, conversation, and pronunciation. Many of our ESL classes also include an embedded tutor to further provide support for ESL students.

**5. Community Outreach:** ESL faculty are actively involved in community outreach and service, including collaborations with ABC Unified, Downey Adult School through the Adult Education PAACE Program, and with Somerset High School through Educational Partnerships and Programs. Our ESL 5 course has been offered at Downey Adult School since Spring 2019, and ESL 120 has been offered as a dual-enrolled class at Somerset High School since Fall 2019. To reduce the barriers of enrollment for many adult education ESL students, prerequisite changes were made to ESL core classes to align with non-credit ESL classes. We are also currently piloting a mirrored ESL 5 class at Downey Adult School. Through Educational Partnerships and Programs, ESL faculty have presented to Mayfair Middle School students on the benefits of attending Cerritos College and being a multilingual student. Faculty also annually visit Artesia High School's ELD classrooms to share information about credit ESL classes and Cerritos College.

## **B. Weaknesses** (Negative trends under direct control of the department faculty)

**1. Course Completion:** As noted in Part I, Section A-4: Institutional Data: Course Completion Rate, online courses have a lower completion rate than traditional lecture classes. Developing and distributing a survey to understand why students drop an online course could help our department develop a plan to address this issue.

**2. Student Learning Outcomes:** As noted in Part I, Section B-1: Student Learning Outcomes, SLO assessment reporting in our department is inconsistent and low. Possible reasons for this include a lack of part-time faculty participation. Part-time faculty are currently not provided paid training to discuss and participate in the SLO process. The program used for SLO reporting, eLumen, is not user-friendly, making it additionally cumbersome for faculty to compile SLO data. Additionally, we need to revisit our course SLOs and reduce the number of SLOs for each course.

**3. Student Enrollment:** As noted in Part I, Section I, Section A: Institutional Data – Enrollment. The ESL Department has experienced a decline in student enrollment since Fall 2014. Please refer to the above section for causes and suggested strategies to increase enrollment.

**4. Serving Deaf and Hard of Hearing Students (DHH):** Our student survey indicates that 13% of the 161 students use American Sign Language as their primary language. With a recent increase of DHH students, ESL instructors and tutors are challenged to best serve these individuals. Attending DHH workshops to learn about DHH student needs and effective teaching techniques will benefit our instructors and tutors.

**5. Compliance with AB 705 and AB 1805:** The ESL Guidance memos from the Chancellor's Office mandates several curriculum changes to address AB 705 legislation. AB 1805 legislation mandates that the college inform students of their rights to access academic credit ESL coursework or transfer-level composition. Because we are a department of only two full-time faculty, timely compliance has been challenging.

**6. Serving non-transfer ESL Students:** Of the 161 students in our survey, 31% do not plan to get a degree, 16% are taking ESL classes to get a better job, and 15% are studying ESL for personal development. Our department needs to explore ways to provide meaningful pathways that lead to certificates for these students.

### **C. Opportunities** (Positive trends outside the direct control of department faculty)

**1. Guided Pathways:** Guided Pathways provide a ripe opportunity for the credit ESL Department to develop certificates that provide an on-ramp to meta-majors. We will need to collaborate with the IERP office to explore what the top majors or vocational programs are for current ESL students. Based on these future findings, we intend to develop certificates with clear curricular pathways to further education and career opportunities for ESL students. Equally important, creating Chancellor approved certificates will provide validation and acknowledgement of the hard work of ESL students, motivating them to complete a certificate with pride.

**2. AB 705:** The guidance memorandums from the Chancellor's Office ESL Advisory Committee encourage credit ESL Departments to do the following: 1) collaborate with English composition faculty to ensure smooth transition from credit ESL to freshman composition; 2) engage credit ESL teaching and counseling faculty, assessment, and institutional research; 3) begin exploring co-requisite credit ESL courses paired with Freshman Composition for ELLs with most advanced language proficiency; 4) explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to (1) teach English Composition to ESL students or (2) create a credit ESL course that is the equivalent of transfer-level English; 5) develop curriculum changes for UC/CSU elective credit; and 6) pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and IGETC 3B for course-to-course articulation. These guidelines prioritize the goals and opportunities of our ESL Department. Reaching these goals will ensure greater throughput rates and help maximize the probability that an ESL student will enter and complete transfer-level courses within a three-year timeframe.

**3. International Student Recruitment:** Although the percentage of international students is currently down nationwide due to the political environment surrounding immigration, there remains an opportunity to reinvent and be creative about ways to recruit international students. Since international students need to maintain a full-time student status of 15 units, we can promote our accelerated model of classes, which allows students to complete our sequence of courses within one year.

**4. AB 554:** Recent amendments (October 4, 2019) to this bill allows adults in high school equivalency programs in Adult Education to enroll in credit college classes as a special part-time student. Additionally, “the bill would credit or reimburse the community college through the apportionment process for the student’s attendance at the college, as specified.” This bill provides the opportunity for adult education students to smoothly transition to taking credit college courses. The ESL Department needs to dialogue with Adult Education leaders to discuss this transitional gateway opportunity for Adult Education ESL students to take credit ESL classes.

**5. Cerritos Complete Program for Adult School ESL Students:** Cerritos College’s homegrown Cerritos Complete Program also affords Adult Education students the opportunity to transition to college. The ESL Department needs to engage with Educational Partnerships and Program to recruit Adult Education ESL students who qualify for Cerritos Complete.

**D. Threats** (Negative trends outside of the direct control of department faculty but affect the department in a negative way)

**1. AB 705/1805:** Due to major changes in the placement process, students are now placed using multiple measures, which may include placement based on high school transcripts, GPA, and a student self-reporting tool (GPT or SRT). Other students are recommended by a counselor to take certain courses. Unfortunately, because of these changes, many students have been inaccurately placed, or they bypass ESL courses altogether, thus decreasing our enrollment. If students are placed in a course they cannot succeed in, they have a higher probability of dropping out of college, or wasting time and financial aid. This needs to be fixed through efforts of our department and collaboration with other entities of Cerritos College.

**2. eLumen and SLOs:** Using eLumen to assess student learning outcomes and create action plans has been a challenging process. It is cumbersome and negatively affecting the SLO assessment process in the department.

**3. Full to Part-time Faculty ratio:** The ESL Department’s full time to part time faculty ratio is severely lopsided. Some 65% of our courses are taught by part-time faculty; and this is way below the 75% mandate for full-time faculty.

**4. Lack of Systematic Institutional Information and Tracking System of English Language Learners:** Currently, Cerritos College lacks an active way to identify ESL/ELL students unless they are enrolled in ESL courses. The college’s Environmental Scan and Educational Master Plan do not contain ESL/ELL population data. Given the college’s service areas and the high number of recent and long-term immigrant students, affirming and confirming this population’s existence and linguistic needs is critical. Per AB 1805, law mandates that Cerritos College informs *all* students of their right to access academic credit ESL course offering. *All* students need to be aware of our credit ESL program and support services so they can gain access should they need the support. By not providing ESL/ELL

population data in the Environmental Scan, Cerritos College is overlooking a population of students that it needs to serve. This needs to change.

**SECTION 3 – GOALS OF THE PROGRAM**

| <b>MAP</b>         | <b>Mid-Range Goals (1-3 years)</b>   | <b>Action to be taken</b>  | <b>Completion Timeline</b> | <b>Person assigned</b>                          |
|--------------------|--|--|----------------------------|---|
| <b>W-1</b>         | 1. Increase course completion rate of students taking online classes                                     | <p>a. Develop survey to discern reason(s) students drop an online course</p> <p>b. Send survey to students soon after they drop a course</p> <p>c. Based on survey responses, develop a plan to address issue(s)</p>   | Fall 2021                  | Joann Sugihara-Cheetham                         |
| <b>W-5</b>         | 2. Comply with AB 1805 by providing placement instructions for ESL students on Assessment Center website | <p>a. In Spring 2019, met with Assessment Center staff to assess current process of ESL student intake</p> <p>b. Review current language on Assessment Center website to assess compliance with AB 1805</p> <p>c. Meet with Terri Lopez and Frank Mixson to discuss changes needed to be in AB 1805 compliance</p> <p>c. Develop and post instructions on Assessment Website</p> | Fall 2020                  | Joann Sugihara-Cheetham<br><br>Lee Anne McIlroy |
| <b>S-2<br/>W-5</b> | 3. Increase awareness of AB 705 & AB 1805 and their implications on credit ESL students                  | <p>a. In Spring 2020, Lee Anne presented information regarding AB 705 &amp; AB 1805 to Faculty Senate and Board of Trustees meeting</p> <p>b. Present information regarding AB 705 &amp; 1805 to counselors</p>  | Spring 2020-<br>Fall 2020  | Lee Anne McIlroy                                |

|                            |   |  |                       |  |
|----------------------------|---|--|-----------------------|--|
|                            |   | c. In Spring 2020, Lee Anne presented information re: AB 705/1805 to International Students counselors   |                       |  |
| <b>S-2<br/>W-5<br/>O-2</b> | 4. Continue to collaborate with English department faculty to ensure successful transition of ESL students to English classes | <p>a. In Spring 2020, a FIG with ESL and English faculty was created and funded through Developmental Ed.-BSI</p> <p>b. Three FIG meetings were held in Spring 2020 to discuss ways to support ESL students in English classes</p> <p>c. Develop plan to address ESL student weaknesses revealed in FIG</p> <p>d. Share plan with FIG, English department chair, and ESL faculty</p> <p>e. Revise ESL core class SLOs to address areas of student need</p> | Spring 2020-Fall 2020 | <p>Joann Sugihara-Cheetham</p> <p>Lee Anne McIlroy</p> |
| <b>S-2<br/>O-2</b>         | 5. Ongoing involvement in professional development activities   | a. Ask for funding to attend CAP, AB 705-related, CATESOL, Student Success conferences   | Fall 2020-Spring 2021 | <p>Joann Sugihara-Cheetham</p> <p>Lee Anne McIlroy</p> |
| <b>W-6<br/>O-1</b>         | 6. Develop ESL Guided Pathway certificates  | <p>a. Research ESL department certificates at other community colleges</p> <p>b. Research top majors of ESL students</p> <p>c. Meet with department chairs of top majors</p> <p>d. Write certificates</p> <p>e. Submit to curriculum</p>   | Spring-Fall 2021      | <p>Joann Sugihara-Cheetham</p> <p>Lee Anne McIlroy</p> |
| <b>O-2</b>                 | 7. Make curriculum changes to CORE classes (ESL 4 and 5)  | a. Revise course outlines and SLOs for ESL 4 and 5; add more listening/speaking and conversation component;  | Fall 2020-Fall 2021   | Joann Sugihara-Cheetham                                |

|                    |   |   |                            |   |
|--------------------|---|---|----------------------------|---|
|                    |   | thus making them 5-unit classes and UC/CSU transferable as elective   |                            |   |
|                    |   | b. Submit to curriculum   |                            |   |
| <b>O-2</b>         | 8. Make curriculum changes to ESL 120 and 152   | a. Research other ESL departments that secured fulfillment of CSU GE Breadth C2 requirement and IGETC 6A/3B<br><br>b. Make changes to course outlines to meet requirements<br><br>c. Submit to curriculum   | Spring-Fall 2020           | Lee Anne McIlroy                                |
| <b>W-4</b>         | 9. Create a credit ESL handbook for students, counselors and Assessment Center to raise awareness and to better inform everyone of the credit ESL program | a. Collect student writing for first and last assignments; get clearance from students to publically post writing<br><br>b. Put together and copy pages for packet<br><br>c. Distribute to students, ESL faculty, counselors, and Assessment Center | Spring 2021                | Joann Sugihara-Cheetham<br><br>Lee Anne McIlroy |
| <b>W-2</b>         | 10. Revise SLOs to increase assessment accuracy   | a. Discuss course SLOs and make revisions on Course Outlines and eLumen   | Fall 2020-Spring 2021      | Joann Sugihara-Cheetham<br><br>Lee Anne McIlroy |
| <b>W-2</b>         | 11. Increase Part-time Faculty involvement in Department and SLO process  | a. Ask for funding for PT faculty involvement in SLO training and @One training<br><br>b. ESL Department Canvas shell was created to share activities and best practices  | Fall 2020-Spring 2021      | Joann Sugihara-Cheetham<br><br>Lee Anne McIlroy |
| <b>T-3</b>         | 12. Secure new full-time hire position  | a. Submit request for additional full-time faculty member   | Fall 2020-Spring 2021      | Joann Sugihara-Cheetham                         |
| <b>MAP</b>         | <b>Long-term Goals (4-5 years)</b>  | <b>Action to be taken</b>   | <b>Completion Timeline</b> | <b>Person assigned</b>                          |
| <b>W-3<br/>O-3</b> | 12. Increase student enrollment by 10%  | a. Update department website  | Fall 2024                  | Lee Anne McIlroy                                |

|            |   |  |             |                         |
|------------|---|--|-------------|-------------------------|
|            |   | <p>b. Post information about program on department's website and Facebook page</p> <p>c. Explore other social media options to raise awareness to credit ESL program</p> <p>d. Review course curriculum and make changes as needed to meet student needs</p> <p>e. Visit local churches and distribute flyers</p> <p>f. Collaborate with International Student Services and discuss ways to recruit more international students</p> <p>g. Research possibility of offering a J-1 Visa</p> <p>h. Explore option of offering more mirrored ESL classes</p> <p>i. Meet with Adult Education dean and other AED programs to discuss AB 554 and ways to collaborate</p> |             | Joann Sugihara-Cheetham |
| <b>W-4</b> | 13. Learn about DHH student needs and how to best serve them in the classroom | <p>a. In Spring 2020, attended workshop to help DHH students in the classroom</p> <p>b. Continue discussions with DHH specialist Dahlene Holliness</p> <p>c. Share information on Canvas and in meetings with adjunct faculty about DHH</p> <p>d. Explore possibility of providing grammar boot camp for DHH students</p>  | Spring 2024 | Joann Sugihara-Cheetham |
| <b>W-2</b> | 14. Provide more opportunities for ESL part-time faculty                      | a. Ask for funding for PT faculty to get involved in department activities   | Spring 2024 | Joann Sugihara-Cheetham |

|            |  |  |             |  |
|------------|--|--|-------------|--|
|            | involvement  |  |             |  |
| <b>S-4</b> | 15. Review and assess material and role of Modern Languages Lab and make changes as needed | <p>a. Research lab requirement activities at other community colleges</p> <p>b. Develop plan to address lab requirement and share with ESL faculty</p>   | Spring 2024 | <p>Joann Sugihara-Cheetham</p> <p>Lee Anne McIlory</p> |
| <b>S-5</b> | 16. Get more involved with Teacher Trac program  | <p>a. In Fall 2019, one section of ESL 152 was a designated Teacher Trac class</p> <p>b. Meet with director and chair of Teacher Trac (TT) to discuss possibility of pairing TT students with ESL students</p> <p>c. Develop tutoring, mentoring, or conversation partner program with TT and ESL students</p> | Spring 2025 | Joann Sugihara-Cheetham                                |