

Instructional Comprehensive Program Review: ESL Department 2024 Program Review

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title ESL Department 2024 Program Review

Year of Last Comprehensive Review Fall 2020

Originator Cohen-Reyes, Rachel

Area Dean Robert Gutierrez

Division

Language Arts

Department

English as a Second Language

Subject

- ESL - English as a Second Language

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- ESL 540L - ESL Skills Development Lab - Active
- ESL 341L - ESL Skills Development Lab - Active
- ESL 350L - ESL Skills Development Lab - Active
- ESL 352 - Basic Writing Skills 2 - Active
- ESL 353 - Basic Reading Skills 2 - Active
- ESL 354 - Basic Listening/Speaking 2 - Active
- ESL 357 - English Pronunciation 1 - Active
- ESL 360L - ESL Skills Development Lab - Active
- ESL 362 - Paragraph Development - Active
- ESL 363 - Reading and Vocabulary Development - Active
- ESL 364 - Listening and Speaking Skills Development - Active
- ESL 367 - English Pronunciation 2 - Active
- ESL 370L - ESL Skills Development Lab - Active
- ESL 372 - Introduction to Essay Writing - Active
- ESL 372L - ESL Skills Development Lab - Active
- ESL 373 - Introduction to Academic Reading - Active
- ESL 374 - Intermediate-High Listening and Speaking Skills - Active
- ESL 376 - Grammar for Writers 1 - Active
- ESL 377 - English Pronunciation 3 - Active
- ESL 380 - Academic Reading & Writing 1 - Active
- ESL 380L - ESL Skills Development Lab - Active
- ESL 386 - Editing and Grammar for Writers - Active
- ESL 390 - Academic Reading and Writing 2 - Active
- ESL 390L - ESL Skills Development Lab - Active
- ESL 396 - Grammar for Writers 2 - Active
- ESL 501 - Reading and Writing 1 - Active
- ESL 502 - Listening and Speaking 1 - Active
- ESL 504 - Basic ESL Skills 2 - Active
- ESL 506 - Introduction to Citizenship - Active
- ESL 507 - English for Child Care - Active
- ESL 514 - Healthy Life Encounters - Active
- ESL 516 - Advanced Citizenship - Active
- ESL 521 - Reading and Writing 3 - Active
- ESL 522 - Listening and Speaking 3 - Active
- ESL 523 - English for Job Searching - Active
- ESL 524 - Cultural Encounters - Active
- ESL 533 - English for Customer Service Professions - Active

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

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Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Since our last program review, our ESL Department, college, students, faculty, and community have gone through a horrible pandemic that caused us to reimagine how to deliver instruction to our students. As a result, we now have the ability to offer courses in a variety of modalities as approved by the ACCC, including asynchronous, synchronous zoom, online blends, and other creative formats to ensure students can study no matter the circumstances. While our student enrollment was decimated for several years due to the pandemic, we have finally seen our numbers rebound and our courses filling once again. At the same time that student enrollment is increasing, we have lost four full time faculty members since our last program review through the retirements of Steven Blades, Kenneth Jardin, Lana Strickland, and Helen Han. We now only have five full time instructors just as our course offerings are expanding, especially through our partnership with the San Jose Public Library, where we are offering non-credit courses at six library branches and one community organization, SOMOS Mayfair.

Our pre-pandemic head count was 913 with a seat count of 1,749 at census in the Fall of 2019. During the pandemic, we dipped in Fall 2022 to a head count of 485 and a seat count of 926. This is a decline in enrollment of 47% from Fall 2019 to Fall 2022. In Fall 2024, we have rebounded significantly, with a head count of 763 and a seat count of 1,271 at census. In comparison to our pre-pandemic enrollment, we are now only down by 16%. We are showing steady increases year over year. This has caused our department to rely heavily on our part-time faculty to make up the difference. We currently have 5 full-time faculty and 19 part-time faculty teaching in the department for fall 2024.

REFER to DATA TABLE on attached 2024 Comprehensive Program Review Document. Unable to copy and paste table here.

It seems with all that has happened in the past four years, it is easy for the longer history of ESL at EVC to be lost. However, the English as a Second Language Department has deep roots at the college, and it is important to remember how we got here.

The English as a Second Language Program at Evergreen Valley College started with the inception of the college in 1975. According to the 1975-1976 EVC catalog, three distinct ESL courses were offered in the college's first academic year. English 91A and English 91B (English for Foreign Students) were offered at 3 units each. In addition, the program also offered English 93 (English as a Second Language). The class was eight units and consisted of 5 units of grammar and composition skills and 3 units of reading. It was the ESL equivalent of English 92. The 1976-1977 academic year added English 99A and English 99B, which were both English as a Second Language Courses for Native Spanish Speakers. Each course was 5 units. Thus, the English as a Second Language Department started under the umbrella of the English Department as a modest program to assist students who did not speak English as a first language.

Over the past 50 years, as immigrants have continued to move to the San Jose area and as pedagogy in Second Language Acquisition has become more widely accepted and understood, the English as a Second Language Department at Evergreen Valley College developed and expanded to offer a comprehensive program that has five levels of ESL reading, writing, listening and speaking, grammar, and pronunciation courses. Our program provides a wide range of general interest and college preparatory courses to fulfill the various needs of our diverse student body. During fall and spring semesters, credit bearing listening and speaking, reading, writing, grammar, and pronunciation courses are offered at five levels of proficiency. Additionally, the ESL Department has a growing non-credit program to assist students in achieving the English skills they need to succeed in the community as well as to advance to our college credit program. We now offer three levels of non-credit ESL basic skills courses. We have three levels of listening and speaking: ESL 502 (high beginning), ESL 512 (low intermediate), and ESL 522 (intermediate), and three levels of reading and writing: ESL 501 (high beginning), ESL 511 (low intermediate), and ESL 521 (intermediate). The ESL non-credit program includes courses on campus, online, and at the following locations with community partners within the San Jose Public Library: Seven Trees, Alum Rock, Hillview, Tully, Edenvale, and Educational Park. Additionally, we offer non-credit ESL courses at SOMOS MAYFAIR.

The non-credit program also now offers two certificates of competency, including a Certificate of Competency: Low Intermediate and a Certificate of Competency: Intermediate. These certificates will begin being offered in Spring 2025 along with ESL 511 and ESL 512. The ESL program further includes an array of ESL Skills Development Lab Courses to enhance and extend the ESL Department's curriculum. During shortened summer sessions, many ESL courses are offered at their full credit value by meeting more hours per week. Day, evening, weekend, and online classes are available so that students can choose the best schedule to meet their diverse needs.

The ESL Lab offers online learning platforms that provide extensive practice across all levels of the ESL curriculum. Most importantly, the ESL lab is staffed with instructional support assistants and ESL instructors who work with individual students or small groups during day and evening hours. Workshops enhance and extend the ESL department's courses in all skill areas. For ESL 390 and ESL 380, our advanced level reading and writing courses, students attend ESL labs that provide one-on-one and small group instruction to enhance summary writing and essay writing skills. These labs help students not only with their coursework but also with their final exam preparation.

Overall, the ESL Department has been guided by the principal of helping immigrants in our community achieve their goals in their new home. Our students come from many countries of the world in search of a better life for themselves and their families. In order to attain a better future, our students need to speak, read, and write in English. Our students often explain that English is the key to unlocking their dreams in the community, in education, and in work. As a result, the ESL Department considers that it has a vital role in helping immigrants to this country integrate into life here by gaining the English and academic skills they need to be able to enjoy full participation in this society. We are here to help our students gain skills and knowledge in a supportive and nurturing environment where they are safe to learn and be themselves. We feel strongly in equity for all students, and immigrants to this country need access to high quality non-credit and credit education in order to achieve their goals and dreams. In the United States, access to educational, career, and social resources begins with the ability to speak, read, and write well in English. Our purpose, therefore, is to give our students who speak English as a Second Language the same opportunities native English speakers have in college, in the workforce, and in society at large.

• **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

In our last program review in 2019/2020, the ESL Department outlined the following goals. We now have the opportunity to evaluate these goals below.

1. The ESL lab would like to install an overhead projector/document camera/screen for better and more convenient student instruction/orientations. Currently, there is no document camera, computer, and projector/screen to help facilitate instruction. Having this equipment will give lab instructors and staff better ability to teach lessons/give orientations. **(The ESL lab moved to the new Language Arts building with better equipment, so this goal has been completed.)**
2. The ESL department would also like to restructure the ESL 372L, 380L, and 390L writer's workshops to include whole group instruction as well as individual essay/summary writing and instructor feedback sessions. This will make instruction more efficient and better targeted to student needs. **(This goal has been completed. The ESL labs now have three group instruction sessions per semester)**
3. The ESL department would like to create a community of practice for ESL 372, ESL 380, and ESL 390 by educating/training/assisting faculty by sharing resources in order to align curriculum content and collaborate between instructors. **(This goal is in progress. We want to work toward this goal, but we need funding for this to pay for associate faculty to attend meetings.) (budget for part-time instructors to attend monthly meetings (fall 2025)) 1.5 hour meeting x 4 meetings x 6 instructors x 115 dollars per hour = \$4,140.00 per semester is needed to achieve this goal.**
4. The ESL department would like to establish a self-guided placement tool to replace Accuplacer to be in compliance with AB705. **(With the help of 11 instructors in the ESL Department, we now have a Guided Self-Placement tool, and students select the learning level that is right for them. As of November 20th, 2024, we have had 850 students take the GSP to place themselves in ESL courses.)**
5. The ESL department would like to pay part-time instructors to attend department meetings and participate in SLO assessment. This supports the college's mission to improve communication and employee development. **(goal not met - funding not available)**
6. The ESL department would like to create grammar units with 8 structures each for ESL 312 (ESL 372), ESL 302 (ESL 380), and ESL 91 (ESL 390) to be used in the tutoring center with tutors who are helping students with their writing. We would like to help standardize grammar instruction in the tutoring center to guarantee better student success. **(goal not met - we will continue this for the next program review.)**
7. The ESL department would like to create a standardized training for lab instructors to be able to have better continuity in ESL 312 (ESL 372L), ESL 302 (ESL 380L), and ESL 91 (ESL 390L) labs. **(The ESL has met this goal. We now have updated materials, including policies and procedures, that all lab faculty receive prior to starting in the lab.)**
8. The ESL department would like to increase to 40% the reassigned time for the ESL Coordinator position. Currently, with such a large department and so many new part-time instructors, with curriculum development in non-credit and online courses, and with the need to create a new placement tool and comply with AB705 requirements, the Coordinator needs more time to work on these pressing issues. **(not completed)**
9. Create a certificate program once all ESL classes are updated with our new numbering system. Students can receive certificates of completion for each level of ESL to show success/accomplishment to employers. **(The ESL Department has completed this goal for non-credit courses. We have two certificates of competency. These certificates appear on the website and also are mapped in CAPs. Please see links below to learn more.)**

<https://catalog.evc.edu/degrees-certificates/english-as-a-second-language/low-intermediate-noncredit-esl-certificate-competency/low-intermediate-noncredit-esl-certificate-competency.pdf>

<https://catalog.evc.edu/degrees-certificates/english-as-a-second-language/intermediate-noncredit-esl-certificate-competency/intermediate-noncredit-esl-certificate-competency.pdf>

<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/8bbca87f-e844-1f04-5338-634ff03c12d6>

<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/a2710f36-0003-1e2e-6791-86a0bc679fbc>

9. The ESL department has a goal to increase our non-credit course offerings for greater student access. **(The ESL Department has completed this goal. In addition to our high beginning basic skills courses (ESL 501 and ESL 502), we now offer ESL 511, ESL 512, ESL 521, and ESL 522)**

10. The ESL department recognizes that we need better outreach and support for Hispanic students in our program. Our goal for the next three years is to find ways to better welcome and nurture Hispanic students so that they improve success rates in the program and increase their enrollment here. **(This goal is in progress as we continue outreach to the community through library courses and a course at SOMOS MayFair. However, more still needs to be done to increase Hispanic enrollment and improve learning outcomes for these students.)**

• **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

In fall of 2023, the ESL Department engaged in a Annual Planning Summit to establish Educational Master Plan (EMP) activities, tasks, and outcomes. We completed a worksheet referred to as **2022-2024 Department/Program Goals & Commitments to Action**. To align with EVC Strategic Goals, we identified seven key actions with metrics. Overall, we have made progress towards fulfilling our goals in an effort to shorten students' time to educational goal completion and eliminate equity gaps in goal achievement. For a detailed description of our goals, metrics, and progress, open the attachment labeled "EMP Department Program Goals Sheet_ESL."

Other accomplishments we have achieved since our last program review include the following:

The ESL Department has contributed to many of the strategic goals and objectives of the college. A new full-time faculty member will help us preserve, develop, and expand upon the following projects.

We completely updated all our credit courses to comply with AB1705. All our credit courses are now available in the college catalog and have been updated with DE supplements. All old course numbers except for ESL 341L have been successfully deactivated in CurriQunet.

Over the past two years, the ESL department has expanded its non-credit courses to include three levels of non-credit ESL reading and writing and listening and speaking. Reading and Writing courses include ESL 501 Reading and Writing 1, 511 Reading and Writing 2, and 521 Reading and Writing 3 (all have 6 contact hours per week). Listening and Speaking courses include ESL 502 Listening and Speaking 1, 512 Listening and Speaking 2, and 522 Listening and Speaking 3 (all have 5 contact hours per week). The non-credit program also offers two certificates of competency: a Certificate of Competency: Low Intermediate and a Certificate of Competency: Intermediate.

ESL Non-Credit Courses offered Fall 2019 (pre-pandemic): In this semester, we offered 1 section of ESL 502 and 1 section of ESL 504 for a total of two sections. Both sections were offered on campus at EVC. These courses had a seat count of 31 students.

ESL Non-Credit Courses offered Fall 2022 (during the pandemic): In this semester, we offered 2 sections of ESL 502 and 2 sections of 504 for a total of four sections. One of the sections was offered as a pilot program at Alum Rock Branch Library and three sections were offered on campus at EVC. These courses had a seat count of 108 students.

ESL Non-Credit Courses offered Fall 2024 (post-pandemic): In this semester, we are offering 7 sections of ESL 502, 4 sections of ESL 504, and 1 section of ESL 540L for 12 total sections. Seven sections are offered off campus with our East Side Community partners and 5 sections are offered on campus. These courses have a seat count of 392 students.

We can see that from Fall 2019 to Fall 2024, we have had a 10-fold increase in the seat count for non-credit students at EVC. Clearly, there is a huge demand for these courses in our community.

We have expanded our non-credit course offerings with community partners within the San Jose Public Library: Seven Trees, Alum Rock, Hillview, Tully, Edenvale, and Educational Park. These courses provide needed English language instruction to students in the community by meeting our students where they are and providing courses that meet their needs close to home at convenient hours. Additionally, we offer non-credit ESL courses at SOMOS MAYFAIR. (7 courses offered right now)

We have also recently collaborated on a Facilities Management Technology Certificate for Janitors with our non-credit ESL course: ESL 514 Healthy Life Encounters (4 contact hours per week). This ESL non-credit course helps students gain healthcare communication skills.

We have also updated our process for placing students by using a new Guided Self-Placement tool that allows students to examine course materials for all levels of credit and non-credit ESL and place themselves into the level that is right for them. This includes five levels of credit ESL and three levels of non-credit ESL. Students who are high school graduates have the option to go directly into English 1A or study ESL credit courses. ESL students take the Guided Self-Placement in the ESL Lab with instructional assistants facilitating.

Our process for developing the Guided Self-Placement tool at EVC was a long one that took years of research and collaboration within the department. Here are some key points in the development of our Guided Self-Placement tool.

- In Fall 2022, we discontinued Accuplacer per AB705 and AB1705 regulations. After developing our Guided Self-Placement tool over a period of two years, we held our first Guided Self-Placement session on November 8, 2022. Since that time, approximately 800 ESL students have completed the GSP.
- The ESL Guided Self-Placement tool affirms our commitment to ensuring fair and equitable placement for our ESL students. This includes a commitment to placing students based on multiple measures. According to the California Community Colleges website, "Multiple measures means that colleges incorporate two or more criteria for assessment and placement. Under a multiple measures approach, standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework" (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/equitable-placement/multiple-measures> (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/equitable-placement/multiple-measures>)).
- The Guided Self-Placement tool at Evergreen Valley College fits firmly within the multiple measures framework. According to the RP Group, "Under Title 5 of the California Code of Regulations, colleges are required to use evidence-based multiple measures for placement into ESL coursework...GSP is one of the options available for placing ELLs in the appropriate language course" (https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Emerging_Practices_In_ESL_Guided_Self-Placement_final_January2022.pdf?ver=2022-02-07-073703-083 (https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Emerging_Practices_In_ESL_Guided_Self-Placement_final_January2022.pdf?ver=2022-02-07-073703-083)).
- At EVC, we have selected a Guided Self-Placement tool that "involves providing students with course information, examples of typical coursework, and guidance such that students may effectively place themselves into the course level they feel best aligns with their learning and experience" (https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Emerging_Practices_In_ESL_Guided_Self-Placement_final_January2022.pdf?ver=2022-02-07-073703-083 (https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Emerging_Practices_In_ESL_Guided_Self-Placement_final_January2022.pdf?ver=2022-02-07-073703-083)).
- Research confirms that the Guided Self-Placement tool is a valid means for students to place themselves into college courses. "Overall, there seems to be consensus that GSP has value in a placement process; it enables colleges to give students a voice in their placement, and results in a valid placement that is helpful to students (Crusan, 2011; Ferris et al., 2017; Ferris & Lombardi, 2020; Hu et al., 2016; Inoue, 2009; LeBlanc & Painchaud, 1985; Royer & Gilles, 2003; Sinha, 2014)".

- The ESL Department created this effective means of placing students prior to the deadline set forth by the state chancellor's office. In addition, San Jose City College adopted our tool for their college as well. They are currently using our GSP tool with slight modifications to fit their program.

Our ESL faculty has also created an OER textbook for ESL 502: Listening and Speaking 1. This textbook is available for all courses and is free for use among students and faculty. We have updated our textbook list as well to keep our curriculum up to date and to provide consistency across levels and skills. A link to our updated textbook list can be found here: [ESL Textbook List Fall 2023 Update](https://docs.google.com/document/d/1Fk06hitnFb7AvGklWclvhx1-62E_Ji-Z/edit).
(https://docs.google.com/document/d/1Fk06hitnFb7AvGklWclvhx1-62E_Ji-Z/edit)

Since our last program review, the English department has ceased to offer courses below English 1A. As a result, the ESL department has taken over the administrating of board graded final exams for both ESL 380 and ESL 390. Each semester, a committee of ESL instructors creates final exam topics, administers them, and then meets to complete norming and board grading of final exams. In this way, we have continued with high standards and accountability for our two highest levels of ESL reading and writing.

Finally, with the opening of the new Language Arts building, we have a new ESL lab, classrooms, and faculty offices. This building has contributed to a better learning environment for students, particularly in the ESL lab. We have also updated our ESL skills lab curriculum to offer more integrated and interactive English practice. In addition to updated software, the ESL lab policies and procedures have been updated with new articles for summary writing and essay prompts. These efforts are keeping our lab up to date and relevant. In particular, we have updated key policies to improve the lab and make these courses consistent.

Update for the ESL Writing Seminar ESL 380L and ESL 390L:

- New Policies – Students pass the lab if they attend all sessions and submit all work. Students will write 4 essays and rewrite 1 essay of their choice. Students will still complete 5 summaries.
- New Schedule – All lab work will be completed during lab hours; there is a workshop, a grammar assignment, and a final exam preparation assignment; there is no longer a vocabulary journal.
- To align with Guided Pathways at Evergreen Valley College, the ESL non-credit certificates have been listed on the Career and Academic Pathways (CAP's) website. Guided Pathways at EVC is a student-centered approach to organizing college programs to make it easier for students to successfully navigate the college system and achieve their career and educational goals. Our program is listed under Behavioral Sciences and allows students to see a visual representation of our Program Maps for both non-credit certificates of competency. Please see the two non-credit certificates of competency listed at the link below.

Behavioral Sciences and Humanities at Evergreen Valley College (<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c>)

These initiatives on the part of the ESL Department increase student equity by allowing students to 1) place themselves in the correct level courses for them; 2) complete ESL courses and begin English 1A within 3 years; 3) improve English skills free of charge in our non-credit program. We have allowed students to study with zero textbook costs in ESL 502.

Challenges:

With our student enrollment rebounding and our non-credit program expanding, this has produced a challenge for us with just five full-time faculty. We now have 19 part-time faculty members teaching this fall 2024. Since part-time faculty are not required to attend department or division meetings, it is difficult to keep all faculty up to date on goals, projects, and new developments taking place on campus and in the department. Even with this large number of part-time faculty, we still struggle to staff all sections. In fact, one section of ESL 372 with 26 students was canceled this fall 2024 semester because there was no faculty member to teach it. We desperately need a new full-time faculty member to help teach our expanding course sections and participate in the various initiatives within the department, including SLO assessment, curriculum development, non-credit program expansion, and more.

Another issue we face as a department is how to manage AI tools as students use AI to complete assignments, including homework, paragraphs, essays, and summaries. With AI, we cannot be sure that students are really learning the language skills they need on their own without assistance. We need to develop a set of best practices around AI use in our classrooms as this technology becomes more common.

For our Guided Self-Placement, we are manually having to collect data and store it in an Excel spreadsheet with assessment results shared with counselors. For two years, the Dean of Language Arts has met with ITSS to get support to automate the assessment process so that our GSP tool is integrated with our college information system. The goal is that students complete their assessment, and their results are available in self-service, viewable by students and counselors. ITSS leadership continues to acknowledge that this is a priority. However, they cannot fulfill the request. As a result, we are using faculty and staff time and effort to support students in this process.

For ESL, we also lack a data dashboard. Two years ago, the ESL Department and the Dean of Language Arts met with the Executive Director of the Office of Institutional Effectiveness and Student Success and the research analyst (IESS). We were told that the college would provide the ESL Department with a data dashboard to track the progress of students from ESL credit courses to English 1A and other college level courses. To date, this dashboard still does not exist. This is concerning, especially during this crucial time of student enrollment and program expansion and program review.

- 4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

The ESL Department received \$200.00 from Fund 17 lotto funds as a supplemental allocation as proposed to the Interim President, Dr. Noldon, by the College Budget Committee and accepted by Dr. Noldon (May/June 2024).

Since summer of 2020, we also received Fund 17 and AB1705 dollars to support the development, implementation, and revision of our Guided Self-Placement tool. We received funding to create an OER textbook. We also received funding to develop new Non-Credit courses and certificates. These funds made possible many of the accomplishments in ESL that have allowed us to comply with AB705 and AB1705, meet the college goal of creating ZTC courses (ESL 502 has the OER textbook), create new pathways for English learners to achieve academic success by taking credit or non-credit courses, and create certificates that students can now earn for passing non-credit courses.

Please see funds awarded per semester below:

Semester	Expense Amount
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Summer 2020	0
Fall 2020	711.6
SPI	0
Spring 2021	1067.4
Summer 2021	14707.35
Fall 2021	6303.15
SPI 2022	2525.64
Spring 2022	7803.9
Summer 2022	19816.56
Fall 2022	3001.5
SPI 2023	0
Spring 2023	3095.55
Summer 2023	8898.45
Fall 2023	0
SPI 2024	2757.3
Spring 2024	0
Summer 2024	2439.15
Total	\$73,127.55

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

The ESL Department at Evergreen Valley College hopes to become more successful by finalizing our course updates for the college, continuing our SLO assessments, and meeting the needs of the future. In particular, the ESL Department has the following goals for the next four years:

1. We would like to hire a new full-time faculty member. This is vital as we have indicated in our summary that while enrollment has almost recovered to pre-pandemic levels, we have lost four instructors to retirement. This includes Lana Strickland, Helen Han, Steven Blades, and Kenneth Jardin. We have only five full-time faculty now, and if we are to meet the needs of our students and the college, we need another full-time faculty member to help with our projects, including curriculum development, SLO assessment, certificates of achievement/competency for credit courses, OER textbook development, and other vital tasks.
2. The ESL Department would like to create an AI policy for best practices for faculty and students. Currently, we are all facing issues of students using AI on assignments. We need a policy that is smart, ethical, equitable, and in line with ESL pedagogy.
3. We would like to create an OER textbook for ESL 501. This will require funding, but it will help us keep our commitment to non-credit students that their classes should be free, including tuition and books. The cost for this project is outlined below:

2-3 faculty members:

Faculty 1 - writing section 8 units AND review reading section 8 units

Faculty 2 - reading section 8 units AND review writing section 8 units

Faculty 3 / Faculty 1 AND Faculty 2 / Faculty 1 OR Faculty 2 - review reading and writing sections AND enter all text into LibreTexts

Faculty 1 - 10 hours/unit x 8 = 80 hours (write & review)

Faculty 2 - 10 hours/unit x 8 = 80 hours (write & review)

Faculty 3 - 10 hours/unit x 8 = 80 hours (review and enter into LibreTexts)

Total hours: 240 hours x 110.29 (current rate) = \$26,469.90

We can compare how the cost of creating an OER textbook for ESL 501 would have a cost savings for students that recovers the value of making the textbook in two and a half years.

4 sections Fall 2024 + 4 sections Spring 2025 = 8 sections

x 28 students = 224 students x \$45/book (on Amazon)

= \$10,080

Clearly, if students have to pay this much money each year, it is cost-effective over the long run to create an OER textbook.

4. We would like to get a data dashboard so that we can make more informed decisions on curriculum and other strategies and methods to improve student outcomes.
5. We would like to integrate our Guided Self-Placement tool into self-service. Currently, the Guided Self-Placement is not integrated into Self-Service. This requires staff to manually clear each student to register, and it is inefficient and time-consuming. We currently keep our student results on an Excel spreadsheet. This is not sustainable over the long term.

6. The ESL department would like to create a community of practice for ESL 372, ESL 380, and ESL 390 by educating/training/assisting faculty by sharing resources in order to align curriculum content and collaborate between instructors. (budget for part-time instructors to attend monthly meetings (fall 2025)) 1.5 hour meeting x 4 meetings x 6 instructors x 115 dollars per hour = \$4,140.00 per semester is needed to achieve this goal.
7. The ESL department would like to create grammar units with 8 structures each for ESL 372, ESL 380, and ESL 390 to be used in the tutoring center with tutors who are helping students with their writing. We would like to help standardize grammar instruction in the tutoring center to guarantee better student success.
8. The ESL Department would like to use in-class tutors/instructional assistants to help in our ESL 380 and ESL 390 courses.
9. The ESL department would like to have a dedicated counselor liaison with ESL Department for certificates/updates in department policy.
10. We would like to make ESL 390 transferable to CSU/UC. This will help our students transfer more quickly to CSU/UC systems.
11. We would like to add English 1A for Non-Native speakers to help our students be successful in English 1A and allowing them to earn transfer level courses while still receiving ESL support.
12. Finally, we would like to add two credit certificates of competency for 360 level (362, 364, 363 – total 12 units) and 370 level (372, 372L, 373 – 8.5 units). This would allow our students to show progress to employers or other community and academic organizations.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Courses with no Degree or Certification

ESL 540L - ESL Skills Development Lab	Created: 09/26/2022
Modify Course	Originator: Richard Longacre
ESL 533 - English for Customer Service Professions	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 524 - Cultural Encounters	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 523 - English for Job Searching	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 522 - Listening and Speaking 3	Created: 08/11/2022
New Course	Originator: Phuong Banh
ESL 521 - Reading and Writing 3	Created: 08/13/2022
New Course	Originator: Helen Han
ESL 516 - Advanced Citizenship	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 506 - Introduction to Citizenship	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 514 - Healthy Life Encounters	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 507 - English for Child Care	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 504 - Basic ESL Skills 2	Created: 07/22/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 502 - Listening and Speaking 1	Created: 01/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 501 - Reading and Writing 1	Created: 12/08/2022
New Course	Originator: Rachel Cohen-Reyes
ESL 396 - Grammar for Writers 2	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 390L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre
ESL 390 - Academic Reading and Writing 2	Created: 02/16/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 386 - Editing and Grammar for Writers	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 380L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre
ESL 380 - Academic Reading & Writing 1	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 377 - English Pronunciation 3	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 376 - Grammar for Writers 1	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 374 - Intermediate-High Listening and Speaking Skills	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 373 - Introduction to Academic Reading	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 372L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre

ESL 372 - Introduction to Essay Writing	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 370L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre
ESL 367 - English Pronunciation 2	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 364 - Listening and Speaking Skills Development	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 363 - Reading and Vocabulary Development	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 362 - Paragraph Development	Created: 08/09/2023
Modify Course	Originator: Rachel Cohen-Reyes
ESL 360L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre
ESL 357 - English Pronunciation 1	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 354 - Basic Listening/Speaking 2	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 353 - Basic Reading Skills 2	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 352 - Basic Writing Skills 2	Created: 08/04/2022
Create / Modify DE Course	Originator: Rachel Cohen-Reyes
ESL 350L - ESL Skills Development Lab	Created: 08/04/2022
Create / Modify DE Course	Originator: Richard Longacre
ESL 341L - ESL Skills Development Lab	Created: 11/06/2020
Create / Modify DE Course	Originator: Rachel Cohen-Reyes

Program Success Rate 73.35%

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 77.33

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 73.04

- **Is your program success rate higher or lower than the campus?**

When comparing EVC's success rate of 73.04% to our program success rate of 77.33%, we can see that our program success rate exceeds the college's success rate. It has also exceeded the college's aspirational success rate of 75%. Therefore, we are already meeting higher aspirational goals than the college as a whole.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

In ESL, we have a number of strategies that we believe contribute to our success rate. For ESL 380 and ESL 390, we have co-requisite labs that assist students with reading and writing skills they need to be successful. These labs, including ESL 380L and ESL 390L, provide students with one on one instruction in essay writing and summary writing.

In ESL 372, we have a co-requisite lab ESL 372L. This lab focuses on grammar and summary writing skills.

We also offer a wide range of optional courses in grammar, pronunciation, and listening and speaking skills. These classes help students improve targeted skills in English.

Finally, the ESL department now uses a Guided Self-Placement tool to place students. Students assess their own abilities in English and place themselves at the level that is right for them. In this way, students are the experts in their abilities and can choose the best classes to meet their needs.

We still have room for improvement, and we would like to pilot using embedded tutors in our ESL 380 and ESL 390 classrooms to provide more help and support for students.

- **Is the current program success rate higher than the program set standard?**

Yes, our program set standard is 70%, and our success rate is 73%.

- **How close is the program to meeting the program success goal?**

During our last program review, our success goal was 72.70 %. We have met that goal and a bit more with a current success rate of 73.35%.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

These seem reasonable based on current data. In particular, we should be impressed that we reached our success goal considering we have just come through a once in a 100 year pandemic that caused us to re-imagine how we deliver instruction to students amid social and economic unrest and major health concerns that caused us to lock down for over a year.

- **American Indian: 73 - 74.340%**
Program Average Total Enrolled
10.000
Program Success Rate
82.160
- **Asian: 8733 - 81.380%**
Program Average Total Enrolled
1066.000
Program Success Rate
78.520
- **Black or African American: 459 - 62.330%**
Program Average Total Enrolled
4.000
Program Success Rate
79.170
- **Hawaiian/Pacific Islander: 64 - 63.480%**
Program Average Total Enrolled
11.000
Program Success Rate
88.000
- **Latinx: 8737 - 65.770%**
Program Average Total Enrolled
71.000
Program Success Rate
63.720
- **Two or More Races: 595 - 71.790%**
Program Average Total Enrolled
2.000
Program Success Rate
46.430
- **Unknown: 933 - 73.560%**
Program Average Total Enrolled
48.000
Program Success Rate
70.190
- **White: 1193 - 70.900%**
Program Average Total Enrolled
11.000
Program Success Rate
74.220

Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**
Program Average Total Enrolled
801.000
Program Success Rate
80.200
- **Male: 9287 - 71.460%**
Program Average Total Enrolled
404.000
Program Success Rate
71.550
- **No Value Entered: 91 - 72.150%**
Program Average Total Enrolled
7.000
Program Success Rate
80.970

Success Rates: Measures by Age

- **17 & Below: 903 - 88.930%**

Program Average Total Enrolled

1.000

Program Success Rate

0.000

- **18-24: 14103 - 71.450%**

Program Average Total Enrolled

375.000

Program Success Rate

75.940

- **25-39: 4017 - 73.590%**

Program Average Total Enrolled

413.000

Program Success Rate

78.720

- **40 & Over: 1761 - 76.680%**

Program Average Total Enrolled

422.000

Program Success Rate

77.090

- **Unknown: 4 - 43.920%**

Program Average Total Enrolled

2.000

Program Success Rate

100.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The ESL Program appears to have a lower success rate for Asian students compared to the college. Our rate is 72% while the college Asian success rate is 81%. We also have a lower success rate for students aged 25 - 39. Our success rate for this age group is 67% while the college success rate is 73%. We also have a lower success rate for males than females. The male success rate is 66% while the female success rate is 76.8 %. While our rate for women's success is higher than the college, our success rate for males is lower than the college.

In terms of interventions, the ESL department would like to have embedded tutors in classes. This could help our students feel more comfortable as well as increase assistance to vulnerable groups. We would like to implement tutors embedded in classrooms in the coming year to see if they can assist students in higher achievement.

In addition, we need to research more about the learning gaps we see in the data. For example, we need to understand the factors for why male students are under performing their female counterparts. Why are students in the 25-29 age range not as successful as other age groups. We need to dig deeper to find out what is happening to cause these students to not do as well.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Overall, the ESL program success rate (73.35%) is equivalent to the college success rate (73.04%). We have excelled in reaching our program set standard of 70%. We are very close to reaching this standard for Latinix students (69.90%). However, unknown students (56%), and male students (66%) are behind this standard.

The ESL department needs to understand who "unknown" students are and also understand the gap in female and male learning. This is a 10% gap that we need to study and find out what factors are influencing this.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

For ESL, our overall success rate for online classes is very low compared to the college as a whole.

The success rate for ESL students fully online is 57% compared to the 71% success rate of online students for the college as a whole.

The ESL department must discuss this discrepancy and find a solution. It may be that we suspend online course offerings or move to hybrid courses rather than offer courses and are fully asynchronous.

For example, the overall success rate for face-to-face classes is 73%. However, the overall success rate for online classes is just 57%. This is a huge discrepancy that suggests the ESL department needs to increase student participation in face-to-face classes.

The huge discrepancy in face to face vs. Online classes could also be due to more students relying on AI, translation, and grammar checkers in online classes compared to face to face classes. We need an AI policy for instructors and students. Currently, many students do not do their own work. In the Department, from the lab to the classroom, instructors report that students are using AI. Currently, many instructors do not allow AI. As a result, students who use it and submit

assignments with AI get a zero score.

Anecdotally, many instructors find that students are not learning the skills they need to be successful because they are relying on AI, translation apps, and grammar checkers online. These tools allow students to complete assignments without having to do the hard work of reading and understanding materials, learning grammar points and applying them, and using critical thinking skills. Instead, they rely on AI, google translate, and grammar checkers. These software applications hinder learning.

The ESL Department needs to determine how we can help our students learn while these tools are out in the world. We need to understand how we could allow students to use these to improve their skills rather than relying on them to complete assignments without learning anything.

We also need to better understand why certain groups of students are under performing and find way to support them.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **Certificate less than 12 units**

Number of Awards (Examine 2019-20, 2020-21 data, 2021-22 data and 2022-23 data)

2

Discussion

The ESL Department offers two certificates of competency in non-credit ESL. These certificates are local and do not appear on student's transcripts. However, they can be used to submit to employers or other entities.

These are certificates of competency:

<https://catalog.evc.edu/degrees-certificates/english-as-a-second-language/intermediate-noncredit-esl-certificate-competency/>

<https://catalog.evc.edu/degrees-certificates/english-as-a-second-language/low-intermediate-noncredit-esl-certificate-competency/>

1. If you have a degree or certificate, please include your guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

We have two certificates of competency for non-credit program. These certificates do not appear on students' college transcripts and are awarded by the ESL Department. These are local certificates which are officially approved by our All College Curriculum Committee and Board of Trustees but are not state chancellor's certificates.

The Certificate of Competency: Low-Intermediate – Noncredit ESL enables beginning English as a Second Language (ESL) learners to develop basic listening, speaking, reading, and writing skills to communicate in familiar situations at work, school, and in the community. The program allows students working towards their personal, academic, and professional goals. The minimum total number of hours to be completed in the required courses is 198 hours (ESL 511 = 108 hours; ESL 512 = 90 hours).

This certificate is awarded by the ESL Department and is not displayed on the official college transcript.

Program Learning Outcomes

- Communicate effectively at the low-intermediate level of proficiency.
- Differentiate main ideas from details in oral and written communication at the low-intermediate level of proficiency.
- Compose and edit sentence and paragraph writing at the low-intermediate level of proficiency.
- Demonstrate the ability to use information technology at the low-intermediate level of proficiency.
- Demonstrate the awareness of social justice at the low-intermediate level of proficiency.

Requirements

Course	Title	Units
<u>ESL 511</u> (https://catalog.evc.edu/search/?P=ESL%20511)	Reading and Writing 2	0
<u>ESL 512</u> (https://catalog.evc.edu/search/?P=ESL%20512)	Listening and Speaking 2	0

Course List

ESL

[Program Map for ESL Non-Credit Certificate of Competency Low-Intermediate](https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/8bbca87f-e844-1f04-5338-634ff03c12d6) (<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/8bbca87f-e844-1f04-5338-634ff03c12d6>)

This Certificate of Competency: Intermediate – Noncredit ESL helps ESL learners to strengthen their oral and written communication skills in both familiar and unfamiliar situations at work, school, and in the community. The program allows students to enroll in and complete the required courses at no cost, with the exception of textbooks, and assists them in working towards their personal, academic, and professional goals. The minimum total number of hours to be completed in the required courses is 198 hours (ESL 521 = 108 hours; ESL 522 = 90 hours).

This certificate is awarded by the ESL Department and is not displayed on the official college transcript.

Program Learning Outcomes

- Communicate effectively at the intermediate level of proficiency.
- Differentiate main ideas from details in oral and written communication at the intermediate level of proficiency.
- Compose and edit paragraph writing at the intermediate level of proficiency.
- Demonstrate the ability to use information technology at the intermediate level of proficiency.
- Demonstrate the awareness of social justice at the intermediate level of proficiency.

Requirements

Course	Title	Units
<u>ESL 521</u> (https://catalog.evc.edu/search/?P=ESL%20521)	Reading and Writing 3	0
<u>ESL 522</u> (https://catalog.evc.edu/search/?P=ESL%20522)	Listening and Speaking 3	0

Course List

Program Map for ESL Non-Credit Certificate of Competency Intermediate (<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/a2710f36-0003-1e2e-6791-86a0bc679fbc>)

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- Day: 4195 - 48.750%**
Program Average Headcount
 313.000
Program Percentage of Total
 47.280
- Day & Evening: 2069 - 23.890%**
Program Average Headcount
 249.000
Program Percentage of Total
 37.610
- Evening: 827 - 9.610%**
Program Average Headcount
 91.000
Program Percentage of Total
 13.740
- Unknown: 1467 - 17.760%**
Program Average Headcount
 8.000
Program Percentage of Total
 1.200

Student Enrollment Type: Academic Load

- Full Time: 2740 - 32.000%**
Program Average Headcount
 273.000
Program Percentage of Total
 41.230
- Half Time or less than half time: 5614 - 65.600%**
Program Average Headcount
 289.000
Program Percentage of Total
 43.650
- a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

In our 2020 program review, we had the following data:

1. Student Enrollment Types (average F14-F18)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	369	38.2%	4,619	50.3%
Day & Evening	479	49.3%	3,239	35.3%
Evening	119	12.4%	1,087	11.8%
Unknown	3	3%	239	2.6%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time	387	39.8%	2,243	24.4%
Half Time or less than half time	523	54%	6,175	67.2%

Our current daytime student enrollment is 66% of the total. In the previous program review, our daytime student enrollment was at 38%. This is a huge shift to students taking courses during the day. Since the pandemic, our evening sections have not filled, resulting in class cancellations. It could be that more students are opting to take classes asynchronously rather than in person at night. More students are also attending during the day.

Our current day and evening enrollment is 24.65% of the total. In the previous program review, this population of day and evening students was 49%. The percentage of students attending split schedules has also decreased considerably. Just 24.65% of students now split classes in the day and evening, whereas before these students made up almost half of our total.

Our current evening student enrollment is 9.29% of the total. In the previous program review, our evening student population was 12.4%. The evening student population has decreased slightly since the last program review.

Currently, 29.98 (30%) of our ESL students attend EVC full-time. In the previous program review, full-time students made up 39% of the total. We have 10% less full-time students than before.

Currently, half-time or less than half-time students make up 25.15% + 9.66% (34.81%) of the total. In the previous program review, half-time students made up 54% of the total population. We also had a huge decrease in students attending half-time.

- b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

Compared to the campus as a whole, the ESL department has more day students (66% to 53%). We also have more day/evening students (24.65 to 21.65). We have more evening only students (9.29 to 6.50). We have fewer full time students (30% to 49%). We have fewer half time students (34.81% to 38%). However, we have more students taking non-credit classes (35% to 1% of the college as a whole.)

2023FA				
Headcount				
	Program		Campus	
Headcount	N	% of total	N	% of total
Total	495	100.00%	9149	100.00%
Day	327	66.06%	4419	53.59%
Day & Evening	122	24.65%	1679	21.65%
Evening	46	9.29%	822	6.50%
Full Time	149	29.98%	2931	49.02%
Half Time	125	25.15%	3777	38.11%
Less than Half Time	48	9.66%	2166	10.81%
No Credit Assigned	174	35.01%	238	1.29%
Overload	1	0.20%	41	0.78%

- c. Based on the data, would you recommend any changes?**

Overall, it seems the college should offer more evening sections for students. In particular, evening students in ESL should have the same access to classes that daytime students have. We are doing very well with non-credit students, as we have a much higher percentage of students taking non-credit ESL compared to the rest of the college. In addition, our non-credit courses are very popular, and we hope to be able to offer more sections both with our community partners and here at EVC in the next four years.

Student Demographics - Headcount

Student Demographic: Gender

- Female: 4755 - 55.610%**
Program Headcount
440.000
Program Percentage of Total
66.320
- Male: 3758 - 43.850%**
Program Headcount
219.000
Program Percentage of Total
33.080

- **No Value Entered: 46 - 0.540%**

Program Headcount

4.000

Program Percentage of Total

0.670

Student Demographic: Age

- **17 & Below: 562 - 6.570%**

Program Headcount

1.000

Program Percentage of Total

0.130

- **18-24: 5092 - 59.440%**

Program Headcount

185.000

Program Percentage of Total

23.480

- **25-39: 2004 - 23.480%**

Program Headcount

221.000

Program Percentage of Total

33.390

- **40 & Over: 897 - 10.480%**

Program Headcount

255.000

Program Percentage of Total

38.010

- **Unknown: 3 - 0.030%**

Program Headcount

2.000

Program Percentage of Total

0.200

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

Program Headcount

6.000

Program Percentage of Total

0.990

- **Asian: 3526 - 41.210%**

Program Headcount

570.000

Program Percentage of Total

86.010

- **Black or African American: 213 - 2.500%**

Program Headcount

2.000

Program Percentage of Total

0.360

- **Hawaiian/Pacific Islander: 26 - 0.310%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Latinx: 3519 - 41.150%**

Program Headcount

49.000

Program Percentage of Total

7.550

- **Two or More Races: 248 - 2.920%**

Program Headcount

2.000

Program Percentage of Total

0.250

- **Unknown: 419 - 4.830%**

Program Headcount

28.000

Program Percentage of Total

3.910

- **White: 578 - 6.750%**

Program Headcount

8.000

Program Percentage of Total

1.140

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The ESL Department is growing in the number of students overall. We attribute these changes to the Covid 19 pandemic. As immigrants, our students were particularly vulnerable to economic and health issues during the pandemic. Our students left the college in large numbers during the pandemic. Students left the college. However, now students are returning. Our enrollment is up, especially our fall 2024 numbers.

Our pre-pandemic head count was 913 with a seat count of 1,749 at census in the Fall of 2019. During the pandemic, we dipped in Fall 2022 to a head count of 485 and a seat count of 926. This is a decline in enrollment of 47% from Fall 2019 to Fall 2022. In Fall 2024, we have rebounded significantly, with a head count of 763 and a seat count of 1,271 at census. In comparison to our pre-pandemic enrollment, we are now only down by 16%. We are showing steady increases year over year. This has caused our department to rely heavily on our part-time faculty to make up the difference. We currently have 5 full time faculty and 19 part time faculty teaching in the department for fall 2024.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Compared to the campus as a whole, the ESL department has more day students (66% to 53%). We also have more day/evening students (24.65 to 21.65). We have more evening only students (9.29 to 6.50). We have fewer full time students (30% to 49%). We have fewer half time students (34.81% to 38%). However, we have more students taking non-credit classes (35% to 1% of the college as a whole.)

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Overall, it seems the college should offer more evening sections for students. In particular, evening students in ESL should have the same access to classes that daytime students have. We are doing very well with non-credit students, as we have a much higher percentage of students taking non-credit ESL compared to the rest of the college.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity

59.7

Program Productivity

9.56

Is your capacity rate higher or lower then the campus?

It is lower than the campus as a whole.

Is your productivity goal higher or lower than the campus?

Our productivity goal for WSCH is 500. I have not received data on the campus goal.

If the program capacity and/or productivity is lower than the campus, please provide rationale

In the fall of 2019, the ESL department has 192 full-time equivalent students. During the pandemic, we hit our lowest point in spring 2021 to 42 FTES. On the same account, we had 16 full-time equivalent faculty in the fall of 2019 and were reduced to 4 full-time equivalent faculty in the spring 2021.

Fast-forward to fall 2023, we show progress toward recovery at a rate of 73 full-time equivalent students with 7 full-time equivalent faculty.

We don't understand how the capacity can be so high with such low productivity for ESL compared to the college. This data is confusing for us. We don't have a rationale.

Measures for selected subjects

2019FA

2020SP

2020FA

2021SP

2021FA

	Pct Change		Pct Change		Pct Change		Pct Change		Pct Change	
	Measure	from Previous Yr	Measure	from Previous Yr	Measure	from Previous Yr	Measure	from Previous Yr	Measure	from Previous Yr
Capacity Pct	70.85%		71.77%		74.25%	4.80%	72.22%	0.63%	63.83%	-14.03%
WSCH	6199.2		5382.8		1956.874842	-68.43%	1382.8	-74.31%	1539.9	-21.31%
FTES	192.469999		167.122778		60.756175	-68.43%	42.932553	-74.31%	47.810138	-21.31%
FTES Positive Attendance	1.525512		2.18551		9.438979	518.74%	1.114277	-49.02%	5.264532	-44.23%
Total FTES	193.995511		169.308288		70.195154		44.04683		53.07467	
FTEF	16.6164		15.0164		7.3832	-55.57%	4	-73.36%	5.5667	-24.60%
Productivity (WSCH)	373.0772008		358.4614155		265.0442683	-28.96%	345.7	-3.56%	276.6270861	4.37%
Productivity (FTES)	11.67494229		11.27489198		9.507416026	-18.57%	11.0117075	-2.33%	9.534314765	0.28%

Curriculum

Related Assessments

540 Lab- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5525)
 ESL 341L- Created: 06/03/2022 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/2573)
 ESL 350L - Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/6137)
 ESL 352L - Created: 07/26/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5527)
 350L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3105)
 350L- Created: 06/01/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3529)
 352- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5526)
 352- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/6134)
 ESL 352 Fall 2022- Created: 11/15/2022 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3027)
 ESL 352 Fall 2022 Section 202- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3076)
 ESL 352 Fall 2022 Section 201- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3079)
 ESL 352 Fall 2022 Section 203- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3080)
 ESL353 Spring 2024- Created: 06/05/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5481)
 354- Created: 02/28/2023 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/3288)
 354- Created: 08/22/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5557)
 357- Created: 08/22/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5556)
 ESL 357 Fall 2023- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3830)
 ESL 360L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3104)
 ESL 360L- Created: 05/29/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3523)
 ESL 362 Spring 2024- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Helen Han (/Form/Module/Index/6135)
 363- Created: 05/27/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5455)
 364- Created: 05/28/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5456)
 367- Created: 05/29/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5466)
 ESL 370L - Created: 07/26/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5528)
 ESL 370L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3103)
 ESL 370L- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3518)
 ESL 372 - Spring 2024- Created: 06/05/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5484)
 ESL 372L- Created: 01/09/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3092)
 ESL 373 Online- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5479)
 373 Face-to-Face- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5480)
 ESL 373- Created: 06/09/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5489)
 374- Created: 08/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5584)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5962)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5963)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5964)
 380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5981)
 380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5982)
 380L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5951)
 380L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5949)
 380L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5265)
 ESL 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3370)
 ESL 380L - Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3371)
 ESL 380L - Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3372)
 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3374)
 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3373)
 ESL 390- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5983)
 390- Created: 01/23/2025 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/6072)
 390- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5260)

380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5980)
 390L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5950)
 390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5262)
 390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5263)
 390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5264)
 ESL 390L Fall 2022- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3081)
 ESL390L - Fall 2022 - Section 203- Created: 01/04/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3075)
 ESL 390L- Created: 11/15/2022 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3026)
 ESL 502- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5985)
 ESL 502- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5984)
 ESL 502 Fall 2023- Created: 03/01/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5342)
 ESL 504 - Fall 2024 - Neha- Created: 12/06/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5906)
 ESL 504 - Fall 2024 - Sect 201-202- Created: 12/06/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5907)
 ESL504 - Fall 2023- Created: 12/23/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5206)
 ESL504 - Fall 2023 Section 201- Created: 12/23/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5207)
 ESL 506- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5478)
 ESL 516 Spring 2024- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Helen Han (/Form/Module/Index/6136)

- 1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.

Since our last program review, we have created four new non-credit courses and two certificates of competency for non-credit students.

We have completed updating and revising our entire credit program to meet the requirements of AB705 and AB1705, including deactivating old course numbers.

We have updated all DE supplements for all courses so that we may now offer them in a multitude of formats to best serve our students.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

Our courses are relevant because we have completely updated our curriculum to be in compliance with AB705. Our ESL students can start at the beginning of ESL (350 level) and reach transfer level English (English 1A) within 5 semesters.

ESL 341L ESL Skills Development Lab 0.5-1 Units – **this course is being deactivated as we no longer offer it.**

The content of this lab will facilitate language skill development for students enrolling in the ESL entry level courses by providing computer-assisted language instruction and workbooks. Students will work on an individualized basis, with assistance from staff as needed, to enhance language skills. It is highly recommended that students be enrolled concurrently in any ESL 340 series course. Repeatable to a maximum of 1.0 unit.

Lecture Hours: None Lab Hours: 1.5 Repeatable: Yes Grading: K

Recommended: Concurrent enrollment in any ESL 340 series courses

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 350L ESL Skills Development Lab 0.5-1 Units

The content of this lab will facilitate skills development for ESL students at a low-intermediate level. It is designed to provide students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development through the use of an interactive computer software program.

Lecture Hours: None Lab Hours: 1.5 Repeatable: Yes Grading: K

Prerequisite: Placement by multiple measures; Recommended: Concurrent enrollment in ESL 352, ESL 353, and/or ESL 354 is strongly recommended

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 352 Basic Writing Skills 2 4 Units

This is a low-intermediate grammar/writing course for non-native speakers of English. Students learn grammar and writing techniques for composing sentences and short paragraphs.

Lecture Hours: 4 Lab Hours: None Repeatable: No Grading: K

Prerequisite: Placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 353 Basic Reading Skills 2 3 Units

This course is designed for non-native speakers who are at a low-intermediate level of proficiency in English. Course content and materials expand reading and vocabulary skills by focusing on literal and critical comprehension of text. Development of speaking and writing skills through interactive class activities is also emphasized.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: Placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 354 Basic Listening/Speaking 2 5 Units

Students will learn listening and speaking skills at the intermediate-low level of English proficiency. Students will participate in class activities and use multimedia materials focused on aural comprehension, oral communication, and clear pronunciation in a variety of contexts.

Lecture Hours: 5 Lab Hours: None Repeatable: No Grading: K

Prerequisite: Placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 357 English Pronunciation 1 3 Units

Students are introduced to articulatory phonetics and basic intonation, stress, and rhythm patterns of English. Students will study the place and manner of the articulation of the sounds of English and spelling patterns for vowel and consonant sounds. Students will also be introduced to rhythm, stress, and intonation patterns in English.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 360L ESL Skills Development Lab 0.5-1 Units

The content of this lab will facilitate skills development for ESL students at an intermediate level. It is designed to provide students the opportunity to develop and improve their skills in listening comprehension, oral production, reading, writing, and vocabulary development through the use of an interactive computer software program.

Lecture Hours: None Lab Hours: 1.5 Repeatable: Yes Grading: K

Prerequisite: ESL 352 or ESL 353 or ESL 354 with P grade or placement by multiple measures

Recommended: Concurrent enrollment in ESL 362, ESL 363, and/or ESL 364 is strongly recommended

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 362 Paragraph Development 5 Units

This is an intermediate writing course for non-native speakers of English. Students will focus on writing well organized and fully developed paragraphs with correct grammar, sentence structure and word choice.

Lecture Hours: 5 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 352 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 363 Reading and Vocabulary Development 3 Units

This course is designed for non-native speakers at an intermediate level of proficiency in English. Course content and materials focus mainly on reading comprehension and vocabulary development. Integration of discussion and writing activities is also emphasized.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 353 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 364 Listening and Speaking Skills Development 4 Units

This course will focus on developing academic listening and speaking skills at an intermediate-mid level of language proficiency. It will also emphasize idiomatic and academic vocabulary, cultural awareness, and discussion skills through the use of multimedia materials.

Lecture Hours: 4 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 354 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 367 English Pronunciation 2 3 Units

Students further their study of the pronunciation, intonation, stress, and rhythm patterns of English. They are introduced to the phonetic alphabet and study the sound-spelling correlations of English. They also receive further instruction on the production of sounds in word-initial and word-final environments, intonation and stress patterns in multi-syllabic words, and native-like sentence stress, rhythm and intonation.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 370L ESL Skills Development Lab 0.5-1 Units

The content of this lab will facilitate skills development for ESL learners at a high-intermediate level. It is designed to provide students the opportunity to work on an individual basis with computer software as well as written work to improve their skills in listening comprehension, oral production, reading, writing and vocabulary development.

Lecture Hours: None Lab Hours: 1.5 Repeatable: Yes Grading: K

Prerequisite: ESL 362 or ESL 363 or ESL 364 with P grade or placement by multiple measures

Recommended: Concurrent enrollment in ESL 373 and/or ESL 374 is strongly recommended

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 372 Introduction to Essay Writing 5 Units

Students read and write compositions of multiple paragraphs and short essays on academic topics to acquire grammar, writing, and vocabulary skills for college-level academic work. Concurrent enrollment in ESL 372L is required for computer-assisted grammar and writing practice with lab assistance.

Lecture Hours: 5 Lab Hours: None Repeatable: Yes Grading: K

Prerequisite: ESL 362 and ESL 363 and ESL 364 all with P grade or placement by multiple measures

Corequisite: ESL 372L

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 372L ESL Skills Development Lab 0.5 Units

The content of this lab will facilitate skills development for high-intermediate ESL learners. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with software and web-based material. Written work will also be assigned and critiqued by an instructor.

Lecture Hours: None Lab Hours: 1.5 Repeatable: No Grading: K

Corequisite: ESL 372

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 373 Introduction to Academic Reading 3 Units

This course is designed for non-native speakers at a high-intermediate level of English proficiency. Course content prepares students to read and respond to college-level texts, demonstrating literal and critical comprehension, and to expand vocabulary for academic purposes.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 362 and ESL 363 and ESL 364 all with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 374 Intermediate-High Listening and Speaking Skills 3 Units

This course refines listening comprehension and speaking skills in academic, vocational, and social contexts at the high intermediate level.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 364 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 376 Grammar for Writers 1 3 Units

This is an intensive grammar course for ESL writers at the intermediate-high level of language proficiency. Course content focuses on a wide range of grammatical and syntactical structures in meaningful contexts and builds accuracy and fluency in written discourse.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 362 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 377 English Pronunciation 3 3 Units

This course provides an introduction on how to utilize the International Phonetic Alphabet to distinguish the sounds of English and produce natural-sounding speech in connected discourse. Different intonation, stress, and pitch patterns to change sentence focus and to signal middle and end of sentences are analyzed.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 364 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 380 Academic Reading & Writing 1 6 Units

This course focuses on the development of multi-paragraph essays that have a clearly stated thesis and a high level of fluency and accuracy in sentence grammar and word choice. Students study readings that demonstrate the ways writers organize and express ideas for a variety of purposes. Reading materials include articles, essays, and short literary works highlighting current issues and topics of interest across cultures.

Lecture Hours: 6 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 372 and ESL 373 both with P grade or placement by multiple measures

Corequisite: ESL 380L

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 380L ESL Skills Development Lab 0.5 Units

The content of this lab will facilitate skills development for the course, ESL 380. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with an ESL instructor on assigned essays and summaries. Students must enroll concurrently in ESL 380.

Lecture Hours: None Lab Hours: 1.5 Repeatable: No Grading: K

Corequisite: ESL 380

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 386 Editing and Grammar for Writer 3 Units

This course emphasizes proofreading, editing, and grammar for ESL writers at a low-advanced level of English language proficiency. Course content focuses on a wide range of grammatical and syntactical structures in meaningful contexts and builds accuracy and fluency in academic writing.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 372 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 390 Academic Reading and Writing 2 6 Units

Students will study patterns of essay organization, relationships of paragraphs within essays, author's purpose, audience, tone, and mood. Student will read materials that highlight cross-cultural content and contemporary issues. Students will also acquire skills in the development and organization of ideas in coherent, well-developed paragraphs and in writing essays that require research. Concurrent enrollment in ESL 390L is required for computer-assisted and instructor-guided practice. This course is designed for non-native speakers of English one level below English 001A.

Lecture Hours: 6 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 380 and ESL 380L with P grade or placement by multiple measures

Corequisite: ESL 390L

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 390L ESL Skills Development Lab 0.5 Units

The content of this lab will facilitate skills development for the course, ESL 390. It is designed to supplement classroom instruction by providing students the opportunity to work on an individualized basis with an ESL instructor on assigned essays and summaries. Students must enroll concurrently in ESL 390.

Lecture Hours: None Lab Hours: 1.5 Repeatable: No Grading: K

Corequisite: ESL 390

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 396 Grammar for Writers 2 3 Units

This course is designed to help ESL students improve their writing skills and grammar usage for success in ESL 390. The course focuses on persistent structural problems and offers in depth analysis of English grammar and syntax for advanced ESL college students preparing to pursue academic or vocational studies.

Lecture Hours: 3 Lab Hours: None Repeatable: No Grading: K

Prerequisite: ESL 380 with P grade or placement by multiple measures

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NAA

CSU GE: None IGETC: None District GE: None

ESL 501 Reading and Writing 1 0 Units

This is a non-credit high-beginning level integrated ESL skills course with strong emphasis on basic reading, writing, grammar, and vocabulary. Students will learn to comprehend frequently used words in context, use learned phrases and sentences to express ideas in basic writing, understand basic grammar structures, and read simplified materials.

Lecture Hours: 6 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 502 Listening and Speaking 1 0 Units

ESL 502 is a non-credit high-beginning level ESL course designed to improve students' listening, speaking, pronunciation, grammar, and vocabulary skills. Students will learn how to pronounce basic words correctly, engage in basic communication with others, understand/use basic grammar structures, and acquire/expand basic vocabulary.

Lecture Hours: 5 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 504 Basic ESL Skills 2 0 Units – this course will be deactivated since we now offer this course as ESL 501 for consistency in three levels of ESL non-credit reading and writing.

ESL 504 is a non-credit high-beginning level integrated ESL skills course with strong emphasis on basic reading, writing, grammar, and vocabulary. Students will learn to comprehend frequently used words in context, use learned phrases and sentences to express ideas in basic writing, understand basic grammar structures, and read simplified material.

Lecture Hours: 6 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 506 Introduction to Citizenship 0 Units

This course is designed for students at the beginning level of English acquisition. The content includes the steps to become a citizen and the study of U.S. History and Government as they relate to the citizenship exam. This course provides instruction in reading and writing, sentence structure, and conversation skills in order to prepare for the U.S. Citizenship interview and test or transfer to the Advanced Citizenship class.

Lecture Hours: 3 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 507 English for Child Care 0 Units

This non-credit course is designed for non-native speakers at a beginning level of proficiency in English. Course content and materials focus on language skills including a combination reading, writing, listening, and speaking regarding child care. ESL students of this course will also learn how to access resources available in the community to help parents and care givers.

Lecture Hours: 3 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 511 Reading and Writing 2 0 Units

This is a noncredit low-intermediate, integrated ESL skills course with strong emphasis on reading, writing, grammar, and vocabulary. Students will learn to read and comprehend common words, phrases, and sentences to express ideas in writing, grammar, and vocabulary at the low-intermediate level.

Lecture Hours: 6 Lab Hours: None Repeatable: Yes Grading: N

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 512 Listening and Speaking 2 0 Units

This is a noncredit low-intermediate, integrated ESL skills course with a strong emphasis on listening and speaking. Designed to further develop and improve students' listening, speaking, pronunciation, grammar, and vocabulary skills, students will learn to comprehend some authentic conversations and narrative and informational oral texts. They will also participate in discussions on career, social, and academic topics.

Lecture Hours: 5 Lab Hours: None Repeatable: Yes Grading: N

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 514 Healthy Life Encounters 0 Units

This course is designed for non-native speakers at a low intermediate level of English proficiency focusing on healthcare communication. This course is appropriate for those who study English for general healthcare communication or professional purposes. Students will learn communication skills, with a focus on listening and speaking skills, through the use of medical vocabulary and expressions. Emphasis is also placed on management of healthy lives and diets.

Lecture Hours: 4 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 516 Advanced Citizenship 0 Units

This course is for high beginning students and focuses on responding to personal questions, basic grammar structures and knowledge of U.S. history and government necessary to pass the citizenship test. Taking the citizenship test is not a requirement for the class.

Lecture Hours: 3 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 521 Reading and Writing 3 0 Units

This course is a non-credit intermediate level integrated ESL skills course with strong emphasis on the areas of reading, writing, grammar, and vocabulary. Students will learn to comprehend common conversation topics in context, use conventional phrases and sentences to express ideas in intermediate level writing, understand and use intermediate level grammar structures, and read thoughtful, level-appropriate material.

Lecture Hours: 6 Lab Hours: None Repeatable: Yes Grading: N

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 522 Listening and Speaking 3 0 Units

This is a noncredit intermediate, integrated ESL skills course with a strong emphasis on listening and speaking. Designed to further strengthen students' listening, speaking, pronunciation, grammar, and vocabulary skills, students will learn to comprehend a wide variety of adapted and authentic literary and informational spoken texts. Students will also practice and build fluency in extended communication on a wide range of academic, social, and career-related topics.

Lecture Hours: 5 Lab Hours: None Repeatable: Yes Grading: N

Advisory Level: Read: None Write: None Math: None

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 523 English for Job Searching 0 Units

This non-credit course is designed for students at an intermediate level of proficiency in English. The course will provide students the English language skills and knowledge needed to successfully search and apply for a variety of jobs in California as well as in the United States, using the latest technology and traditional methods. A combination of reading, writing, listening, and speaking skills will be practiced.

Lecture Hours: 3 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 524 Cultural Encounters 0 Units - **this course is in the process of being deactivated.**

This non-credit ESL course is designed for non-native speakers at the middle intermediate level of English proficiency focusing on cultural exchange with native speakers. Students will acquire academic and idiomatic expressions as well as listening and speaking skills necessary for daily communication. Emphasis is also placed on students' exposure to American culture and social interactions.

Lecture Hours: 4 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 533 English for Customer Service Professions 0 Units

This non-credit course is designed for students at a high-intermediate level of proficiency in English. This course will provide students the English language skills and knowledge needed in preparation for work in customer service occupations. The contents of the course focus on learning communication skills as well as written skills pertaining to serving customers in the restaurant, retail, hotel and travel industries. A combination of reading, writing, listening, and speaking skills will be practiced.

Lecture Hours: 3 Lab Hours: None Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

ESL 540L ESL Skills Development Lab 0 Units

The content of this lab will facilitate language skill development for ESL students at a beginning level by providing computer-assisted language instruction. Students will work on an individualized basis with assistance from staff as needed to enhance language skills. This lab is a non-credit course.

Lecture Hours: None Lab Hours: 3 Repeatable: Yes Grading: N

Open Curriculum: No prerequisite, corequisite or levels

Transfer Status: None Degree Applicable: NC

CSU GE: None IGETC: None District GE: None

- 3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

Our two ESL non credit certificates are mapped on the CAPs website. Please see the links below for our maps.

<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/a2710f36-0003-1e2e-6791-86a0bc679fbc>

<https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/8bbca87f-e844-1f04-5338-634ff03c12d6>

- 4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

GSP – this allows students to assess their own abilities and register for classes that best meet their needs. This impacts students because they get to decide directly where they are placed. We no longer have a placement test that dictates what students should do. Students can decide for themselves, and this gives them agency in their own learning.

Strategy: non-credit courses in the community – meeting students where they are. Plus two non-credit certificates. Our non-credit courses are growing very quickly. These courses allow students to study in their community tuition-free. These courses help the most vulnerable students since California residency is not required.

Pedagogy – OER textbook for 502 – students don't need to purchase materials. We have a commitment to students in non-credit to have classes that are cost free. By providing an OER textbook, students also do not need to purchase books. This class has very low barriers to learning.

Pedagogy – we now offer the complete array of modalities in ESL to meet the needs of our students, including in person, hybrid, zoom, online blend and more.

We continue to offer our ESL 390L and ESL 380L, which helps students one on one with summary writing and essay writing skills.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

We would like to make ESL 390 transferrable to CSU/UC. This will enable students to meet transfer agreements more quickly.

We would like to add two credit certificates of competency for 360 level (362, 364, 363 – total 12 units) and 370 level (372, 372L, 373 – 8.5 units).

We would like to offer English 1A for non-native speakers to support our students at transfer level English.

We would like to create an OER textbook for ESL 501. This will allow students to study the first level of ESL at our campus free or charge. This breaks down all barriers to learning our students may have if they can study at one of the library branches or at our campus.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

n/a

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

n/a

Student Learning Outcome and Assessment

Related Assessments

540 Lab- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5525)
 ESL 341L- Created: 06/03/2022 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/2573)
 ESL 350L - Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/6137)
 ESL 352L - Created: 07/26/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5527)
 350L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3105)
 350L- Created: 06/01/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3529)
 352- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5526)
 352- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/6134)
 ESL 352 Fall 2022- Created: 11/15/2022 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3027)
 ESL 352 Fall 2022 Section 202- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3076)
 ESL 352 Fall 2022 Section 201- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3079)
 ESL 352 Fall 2022 Section 203- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3080)
 ESL353 Spring 2024- Created: 06/05/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5481)
 354- Created: 02/28/2023 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/3288)
 354- Created: 08/22/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5557)
 357- Created: 08/22/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5556)
 ESL 357 Fall 2023- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3830)
 ESL 360L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3104)
 ESL 360L- Created: 05/29/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3523)
 ESL 362 Spring 2024- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Helen Han (/Form/Module/Index/6135)
 363- Created: 05/27/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5455)
 364- Created: 05/28/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5456)
 367- Created: 05/29/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5466)
 ESL 370L - Created: 07/26/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5528)
 ESL 370L- Created: 01/10/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3103)
 ESL 370L- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3518)
 ESL 372 - Spring 2024- Created: 06/05/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5484)
 ESL 372L- Created: 01/09/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3092)
 ESL 373 Online- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5479)
 373 Face-to-Face- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5480)
 ESL 373- Created: 06/09/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5489)
 374- Created: 08/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5584)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5962)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5963)
 ESL 380- Created: 12/14/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5964)
 380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5981)
 380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5982)
 380L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5951)
 380L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5949)
 380L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5265)
 ESL 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3370)
 ESL 380L - Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3371)
 ESL 380L - Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3372)
 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3374)
 380L- Created: 03/02/2023 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/3373)
 ESL 390- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5983)
 390- Created: 01/23/2025 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/6072)
 390- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Rachel Cohen-Reyes (/Form/Module/Index/5260)
 380L- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5980)

390L- Created: 12/12/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5950)

390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5262)

390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5263)

390L- Created: 01/25/2024 New Section Level SLO Assessment Report Originator: Richard Longacre (/Form/Module/Index/5264)

ESL 390L Fall 2022- Created: 01/05/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3081)

ESL390L - Fall 2022 - Section 203- Created: 01/04/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3075)

ESL 390L- Created: 11/15/2022 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/3026)

ESL 502- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5985)

ESL 502- Created: 12/15/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5984)

ESL 502 Fall 2023- Created: 03/01/2024 New Section Level SLO Assessment Report Originator: Phuong Banh (/Form/Module/Index/5342)

ESL 504 - Fall 2024 - Neha- Created: 12/06/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5906)

ESL 504 - Fall 2024 - Sect 201-202- Created: 12/06/2024 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5907)

ESL504 - Fall 2023- Created: 12/23/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5206)

ESL504 - Fall 2023 Section 201- Created: 12/23/2023 New Section Level SLO Assessment Report Originator: Kelly Nguyen-Jardin (/Form/Module/Index/5207)

ESL 506- Created: 06/03/2024 New Section Level SLO Assessment Report Originator: Leticia Burke (/Form/Module/Index/5478)

ESL 516 Spring 2024- Created: 03/11/2025 New Section Level SLO Assessment Report Originator: Helen Han (/Form/Module/Index/6136)

Student Learning Outcomes

ESL 540L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English. (Active)

ESL 540L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 540L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 341L - ESL Skills Development Lab - Part One:1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls,radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English (Active)

ESL 341L - ESL Skills Development Lab - Part Two: Advanced topics and proficiency using more complex vocabulary, grammar, and syntax thanPart One1. Understand spoken English in realistic language situations such as authentic dialogues, telephone calls,radio programs, and video clips2. Speak on everyday topics and refine pronunciation3. Expand academic and practical vocabulary using vocabulary acquisition skills4. Understand reading passages on a variety of topics5. Apply syntax and grammar rules to written and spoken English (Active)

ESL 350L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 350L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 350L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 350L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 350L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 350L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 350L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 350L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 350L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Historical)

ESL 352 - Basic Writing Skills 2 - Revise and edit paragraphs at an intermediate-low level of writing proficiency. (Active)

ESL 353 - Basic Reading Skills 2 - Apply reading skills to comprehend and analyze a reading passage at the intermediate-low level of reading proficiency. (Active)

ESL 353 - Basic Reading Skills 2 - Use post-reading strategies to respond to a reading at the intermediate-low level of reading proficiency. (Active)

ESL 353 - Basic Reading Skills 2 - Use effective strategies to acquire and retain vocabulary at the intermediate-low level of reading proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency. (Draft)

ESL 354 - Basic Listening/Speaking 2 - Use effective conversation techniques to exchange information and ideas at an intermediate-low level of speaking proficiency. (Draft)

ESL 354 - Basic Listening/Speaking 2 - Use effective conversation techniques to exchange information and ideas at an intermediate-low level of speaking proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Use effective conversation techniques to exchange information and ideas at an intermediate-low level of speaking proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Deliver simple oral presentations to a small or large group at an intermediate-low level of speaking proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Deliver simple oral presentations to a small or large group at an intermediate-low level of speaking proficiency. (Active)

ESL 354 - Basic Listening/Speaking 2 - Deliver simple oral presentations to a small or large group at an intermediate-low level of speaking proficiency. (Draft)

ESL 357 - English Pronunciation 1 - Pronounce clearly the letters of the alphabet and the consonant and vowel sounds of English. (Active)

ESL 357 - English Pronunciation 1 - Use correct stress and intonation patterns in phrases, simple sentences, and simple questions. (Active)

ESL 357 - English Pronunciation 1 - Recognize and produce rhythmic patterns in common phrases. (Active)

ESL 357 - English Pronunciation 1 - Use technology to improve articulation, aural discrimination, and oral production of speech. (Active)

ESL 360L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 360L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 360L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 360L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 360L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 360L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 362 - Paragraph Development - Apply prewriting techniques to plan a paragraph. (Active)

ESL 362 - Paragraph Development - Compose paragraphs both in and out of class in response to prompts at an intermediate level of language competence. (Active)

ESL 362 - Paragraph Development - Use transitions and other signal words to achieve coherence and unity within the structure of the paragraph. (Active)

ESL 362 - Paragraph Development - Demonstrate sentence variety and grammatical accuracy in writing. (Active)

ESL 362 - Paragraph Development - Revise paragraphs for content development and clarity; edit for improved grammar, word choice, and punctuation at an intermediate level of writing proficiency. (Active)

ESL 363 - Reading and Vocabulary Development - Apply reading skills to comprehend, analyze, and interpret a reading passage at the intermediate level. (Active)

ESL 363 - Reading and Vocabulary Development - Use post-reading strategies to respond to a reading at the intermediate level. (Active)

ESL 363 - Reading and Vocabulary Development - Use effective strategies to acquire and retain vocabulary at the intermediate level. (Active)

ESL 364 - Listening and Speaking Skills Development - Identify main ideas and targeted content from a listening segment or speaker at an intermediate-mid level of listening proficiency. (Active)

ESL 364 - Listening and Speaking Skills Development - Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-mid level of speaking proficiency. (Active)

ESL 364 - Listening and Speaking Skills Development - Deliver oral presentations to a small or large group at an intermediate-mid level of speaking proficiency. (Active)

ESL 367 - English Pronunciation 2 - Distinguish and produce correct final sounds or extra syllables on verbs and nouns (Active)

ESL 367 - English Pronunciation 2 - Recognize and utilize phonetic dictionary symbols and related spelling patterns (Active)

ESL 367 - English Pronunciation 2 - Distinguish and properly enunciate clear and stressed vowels vs. reduced vowels in the speech stream (Active)

ESL 367 - English Pronunciation 2 - Link words naturally in sentences with near native-like stress, rhythm, and intonation (Active)

ESL 370L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 370L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 370L - ESL Skills Development Lab - Apply speech on everyday topics and refine pronunciation. (Active)

ESL 370L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 370L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 370L - ESL Skills Development Lab - Demonstrate understanding of reading passages on a variety of topics. (Active)

ESL 370L - ESL Skills Development Lab - Demonstrate understanding of reading passages on a variety of topics. (Active)

ESL 370L - ESL Skills Development Lab - Demonstrate understanding of reading passages on a variety of topics. (Active)

ESL 370L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English. (Active)

ESL 370L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English. (Active)

ESL 370L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English. (Active)

ESL 370L - ESL Skills Development Lab - Write an academic summary on a published article and respond critically to it. (Active)

ESL 370L - ESL Skills Development Lab - Write an academic summary on a published article and respond critically to it. (Active)

ESL 370L - ESL Skills Development Lab - Write an academic summary on a published article and respond critically to it. (Active)

ESL 372 - Introduction to Essay Writing - Plan and compose expository essays of at least three paragraphs with high-intermediate proficiency. (Active)

ESL 372 - Introduction to Essay Writing - Use transitions and other signal words to achieve coherence and clarity within the structure of the essay. (Active)

ESL 372 - Introduction to Essay Writing - Demonstrate sentence variety and lexical and grammatical accuracy at a high-intermediate level. (Active)

ESL 372 - Introduction to Essay Writing - Evaluate writing using editing and revision strategies to eliminate errors in grammar, word choice, and punctuation and to improve content and organization. (Active)

ESL 372L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Active)

ESL 372L - ESL Skills Development Lab - Build academic and practical vocabulary using lexicon acquisition skills. (Historical)

ESL 372L - ESL Skills Development Lab - Demonstrate understanding of reading passages on a variety of topics (Historical)

ESL 372L - ESL Skills Development Lab - Demonstrate understanding of reading passages on a variety of topics (Active)

ESL 372L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Active)

ESL 372L - ESL Skills Development Lab - Apply syntax and grammar rules to written and spoken English (Historical)

ESL 372L - ESL Skills Development Lab - Learn to write an academic summary on a published article and respond critically to it (Historical)

ESL 372L - ESL Skills Development Lab - Learn to write an academic summary on a published article and respond critically to it (Active)

ESL 373 - Introduction to Academic Reading - Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level of language proficiency. (Active)

ESL 373 - Introduction to Academic Reading - Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level of language proficiency. (Active)

ESL 373 - Introduction to Academic Reading - Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level of language proficiency. (Active)

ESL 373 - Introduction to Academic Reading - Use post-reading strategies to respond to a reading at the intermediate-high level. (Active)

ESL 373 - Introduction to Academic Reading - Use post-reading strategies to respond to a reading at the intermediate-high level. (Active)

ESL 373 - Introduction to Academic Reading - Use post-reading strategies to respond to a reading at the intermediate-high level. (Active)

ESL 373 - Introduction to Academic Reading - Use effective strategies to acquire and retain vocabulary at the intermediate-high level. (Active)

ESL 373 - Introduction to Academic Reading - Use effective strategies to acquire and retain vocabulary at the intermediate-high level. (Active)

ESL 373 - Introduction to Academic Reading - Use effective strategies to acquire and retain vocabulary at the intermediate-high level. (Active)

ESL 374 - Intermediate-High Listening and Speaking Skills - Identify main ideas and targeted content from a listening segment or speaker at an intermediate-high level of listening proficiency. (Active)

ESL 374 - Intermediate-High Listening and Speaking Skills - Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-high level of speaking proficiency. (Active)

ESL 374 - Intermediate-High Listening and Speaking Skills - Deliver oral presentations to a small or large group at an intermediate-high level of speaking proficiency. (Active)

ESL 380 - Academic Reading & Writing 1 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Summarize, paraphrase, incorporate, and credit material from other sources in writing. (Active)

ESL 380 - Academic Reading & Writing 1 - Summarize, paraphrase, incorporate, and credit material from other sources in writing. (Active)

ESL 380 - Academic Reading & Writing 1 - Summarize, paraphrase, incorporate, and credit material from other sources in writing. (Active)

ESL 380 - Academic Reading & Writing 1 - Write a variety of out-of-class essays at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Write a variety of out-of-class essays at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Write a variety of out-of-class essays at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Write in-class essays in response to cold prompts at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Write in-class essays in response to cold prompts at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Write in-class essays in response to cold prompts at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Evaluate, revise, and edit for a polished essay at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Evaluate, revise, and edit for a polished essay at the low-advanced level. (Active)

ESL 380 - Academic Reading & Writing 1 - Evaluate, revise, and edit for a polished essay at the low-advanced level. (Active)

ESL 380L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level. (Active)

ESL 380L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level. (Active)

ESL 380L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level. (Active)

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ESL 380L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level. (Active)

ESL 380L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level. (Active)

ESL 390 - Academic Reading and Writing 2 - Select, synthesize, use, and correctly cite source material in writing. (Active)

ESL 390 - Academic Reading and Writing 2 - Select, synthesize, use, and correctly cite source material in writing. (Active)

ESL 390 - Academic Reading and Writing 2 - Write a variety of out-of-class essays at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Write a variety of out-of-class essays at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Write a variety of out-of-class essays at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Write impromptu in-class essays in response to cold prompts at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Write impromptu in-class essays in response to cold prompts at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Write impromptu in-class essays in response to cold prompts at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Evaluate, revise, and edit for a polished essay at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Evaluate, revise, and edit for a polished essay at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Evaluate, revise, and edit for a polished essay at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level. (Active)

ESL 390 - Academic Reading and Writing 2 - Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Historical)

ESL 390L - ESL Skills Development Lab - Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level. (Active)

ESL 502 - Listening and Speaking 1 - Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions (Active)

ESL 502 - Listening and Speaking 1 - Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions (Active)

ESL 502 - Listening and Speaking 1 - Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions (Draft)

ESL 502 - Listening and Speaking 1 - Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions (Draft)

ESL 502 - Listening and Speaking 1 - Listen and understand words, phrases, and sentences in basic daily conversation (Draft)

ESL 502 - Listening and Speaking 1 - Respond appropriately to comments and questions in basic conversation (Draft)

ESL 502 - Listening and Speaking 1 - Listen and understand words, phrases, and sentences in basic daily conversation (Draft)

ESL 502 - Listening and Speaking 1 - Respond appropriately to comments and questions in basic conversation (Draft)

ESL 502 - Listening and Speaking 1 - Listen and understand words, phrases, and sentences in basic daily conversation (Active)

ESL 502 - Listening and Speaking 1 - Respond appropriately to comments and questions in basic conversation (Active)

ESL 502 - Listening and Speaking 1 - Listen and understand words, phrases, and sentences in basic daily conversation (Active)

ESL 502 - Listening and Speaking 1 - Respond appropriately to comments and questions in basic conversation (Active)

ESL 504 - Basic ESL Skills 2 - Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency (Active)

ESL 504 - Basic ESL Skills 2 - Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency (Active)

ESL 504 - Basic ESL Skills 2 - Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency (Active)

ESL 504 - Basic ESL Skills 2 - Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency (Active)

ESL 504 - Basic ESL Skills 2 - Identify the main idea and supporting details in short paragraphs (Active)

ESL 504 - Basic ESL Skills 2 - Identify the main idea and supporting details in short paragraphs (Active)

ESL 504 - Basic ESL Skills 2 - Identify the main idea and supporting details in short paragraphs (Active)

ESL 504 - Basic ESL Skills 2 - Identify the main idea and supporting details in short paragraphs (Active)

ESL 504 - Basic ESL Skills 2 - Write grammatically correct high-beginning level sentences (Active)
 ESL 504 - Basic ESL Skills 2 - Write grammatically correct high-beginning level sentences (Active)
 ESL 504 - Basic ESL Skills 2 - Write grammatically correct high-beginning level sentences (Active)
 ESL 504 - Basic ESL Skills 2 - Write grammatically correct high-beginning level sentences (Active)
 ESL 506 - Introduction to Citizenship - Write short dictated English sentences that are grammatically correct. (Active)
 ESL 506 - Introduction to Citizenship - Respond to questions orally about their citizenship application (N-400) and commitment to the United States. (Active)
 ESL 506 - Introduction to Citizenship - Answer 20 questions orally about US government, history and geography in grammatically correct English. (Active)
 ESL 506 - Introduction to Citizenship - Ask for clarification during the interview. (Active)
 ESL 516 - Advanced Citizenship - Respond to questions orally about their citizenship application (N-400), commitment to the United States and good character. (Active)
 ESL 516 - Advanced Citizenship - Answer questions orally about U. S. historical events, key figures, and the features of the system of government as presented on the Naturalization Test. (Active)
 ESL 516 - Advanced Citizenship - Ask for clarification during the interview. (Active)
 ESL 516 - Advanced Citizenship - Write a short dictated English sentence legibly and grammatically correct. (Active)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

(We do not offer a degree or certificate recognized by the state.)

However, you can find an example of our SLO assessment planning below.

Each semester, we rotate through our courses to ensure that they are assessed for SLOs once a year. This is our assessment schedule for this Fall 2024 semester.

ESL 390: Academic Reading and Writing 2 (Rachel Cohen-Reyes, Leticia Burke) fall 2024

1. Select, synthesize, use, and correctly cite source material in writing.
2. Write a variety of out-of-class essays at the advanced level.
3. Write impromptu in-class essays in response to cold prompts at the advanced level.
4. Evaluate, revise, and edit for a polished essay at the advanced level.
5. Apply literal, inferential/interpretive, and critical thinking skills to academic reading at the advanced level.

ESL 396: Grammar for Writers 2 (not offered Fall 2024 – no assessment possible)

1. Recognize and use all verb tenses with increasing accuracy in verb form and use at an advanced level of writing.
2. Use a variety of sentence types including but not limited to noun clauses, adjective clauses, adverb clauses, and real and unreal conditionals at an advanced level of writing.
3. Proofread for spelling, punctuation, and mechanical accuracy at the advanced level of writing.
4. Recognize and produce an accurate variety of advanced grammatical structures.

ESL 390L: ESL Skills Development Lab (Maria Antonini de Pino, Huong Tyler, William Nguyen) (Leticia Burke) fall 2024

1. Demonstrate improvement in writing timed essays and summaries at an advanced - proficiency level.

ESL 380: Academic Reading and Writing 1 (Cheri Newman, Rebecca Reddy, Erika Lawson) (Richard Longacre) fall 2024

1. Apply literal, inferential/interpretive and critical thinking skills to academic reading at the low-advanced level.
2. Summarize, paraphrase, incorporate and credit material from other sources in writing.
3. Write a variety of out-of-class essays at the low-advanced level.
4. Write in-class essays in response to cold prompts at the low-advanced level.
5. Evaluate, revise and edit for a polished essay at the low-advanced level.

ESL 386: Editing and Grammar for Writers (not offered Fall 2024 – no assessment possible)

1. Evaluate, revise, and edit to improve grammar, word forms, and word choice at the low-advanced level of writing.
2. Evaluate, revise, and edit to improve sentence variety with adverb clauses, adjective clauses, noun clauses, and conditionals at the low-advanced level of writing.
3. Proofread for spelling, punctuation, and mechanical accuracy at the low-advanced level of writing.

ESL 380L: ESL Skills Development Lab (Cheri Newman, William Nguyen, Karen O'Neal, Maria Antonini de Pino) (Leticia Burke) fall 2024

1. Demonstrate improvement in writing timed essays and summaries at a low-advanced proficiency level.

ESL 372: Introduction to Essay Writing (Completed Spring 2024)

1. Plan and compose expository essays of at least three paragraphs with high-intermediate proficiency.
2. Use transitions and other signal words to achieve coherence and clarity within the structure of the essay.
3. Demonstrate sentence variety and lexical and grammatical accuracy at a high-intermediate level.
4. Evaluate writing using editing and revision strategies to eliminate errors in grammar, word choice, and punctuation and to improve content and organization.

ESL 373: Introduction to Academic Reading (Completed Spring 2024)

1. Apply reading skills to comprehend, analyze, interpret, and evaluate a reading passage at the intermediate-high level of language proficiency.
2. Use post-reading strategies to respond to a reading at the intermediate-high level.
3. Use effective strategies to acquire and retain vocabulary at the intermediate-high level.

ESL 374: Intermediate High Listening and Speaking Skills (Completed Spring 2024)

1. Identify main ideas and targeted content from a listening segment or speaker at an intermediate-high level of listening proficiency.
2. Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-high level of speaking proficiency.
3. Deliver oral presentations to a small or large group at an intermediate-high level of speaking proficiency.

ESL 376: Grammar for Writers 1 (not offered Fall 2024 – no assessment possible)

1. Identify and formulate simple, compound, and complex grammatical and syntactic structures.
2. Choose appropriate grammatical structures for use in targeted functions and discourse at an intermediate-high level of writing proficiency.
3. Identify grammatical errors and make corrections of own work at a high-intermediate level.

ESL 377: English Pronunciation 3 (not offered Fall 2024 – no assessment possible)

1. Pronounce final morphemes in words and link and blend vowels and consonants in speech.
2. Orally produce phrases, sentences, and questions with natural-sounding stress, rhythm, and intonation.
3. Recognize and produce the phonemes of American English naturally in speech.

ESL 370L: ESL Skills Development Lab (Completed Spring 2024)

1. Apply speech on everyday topics and refine pronunciation.
2. Build academic and practical vocabulary using lexicon acquisition skills.
3. Demonstrate understanding of reading passages on a variety of topics.
4. Apply syntax and grammar rules to written and spoken English.
5. Write an academic summary on a published article and respond critically to it.

ESL 372L: ESL Skills Development Lab (Completed Spring 2024)

1. Build academic and practical vocabulary using lexicon acquisition skills.
2. Demonstrate understanding of reading passages on a variety of topics.
3. Apply syntax and grammar rules to written and spoken English.
4. Learn to write an academic summary on a published article and respond critically to it.

ESL 362: Paragraph Development (Completed Spring 2024)

1. Apply prewriting techniques to plan a paragraph.
2. Compose paragraphs both in and out of class in response to prompts at an intermediate level of language competence.
3. Use transitions and other signal words to achieve coherence and unity within the structure of the paragraph.
4. Demonstrate sentence variety and grammatical accuracy in writing.
5. Revise paragraphs for content development and clarity; edit for improved grammar, word choice, and punctuation at an intermediate level of writing proficiency.

ESL 363: Reading and Vocabulary Development (Completed Spring 2024)

1. Apply reading skills to comprehend, analyze, and interpret a reading passage at the intermediate level.
2. Use post-reading strategies to respond to a reading at the intermediate level.
3. Use effective strategies to acquire and retain vocabulary at the intermediate level.

ESL 364: Listening and Speaking Skills Development (Completed Spring 2024)

1. Identify main ideas and targeted content from a listening segment or speaker at an intermediate-mid level of listening proficiency.
2. Use effective conversation and discussion techniques to exchange and expand on information and ideas at an intermediate-mid level of speaking proficiency.
3. Deliver oral presentations to a small or large group at an intermediate-mid level of speaking proficiency.

ESL 367: English Pronunciation 2 (Completed Spring 2024)

1. Distinguish and produce correct final sounds or extra syllables on verbs and nouns.
2. Recognize and utilize phonetic dictionary symbols and related spelling patterns.
3. Distinguish and properly enunciate clear and stressed vowels vs. reduced vowels in the speech stream.
4. Link words naturally in sentences with near native-like stress, rhythm, and intonation.

ESL 360L: ESL Skills Development Lab (Rachel Cohen-Reyes) – this section cancelled due to low enrollment.

1. Apply speech on everyday topics and refine pronunciation.
2. Build academic and practical vocabulary using lexicon acquisition skills.
3. Apply syntax and grammar rules to written and spoken English.

ESL 352: Basic Writing Skills 2 (Completed Spring 2024)

1. Compose narrative, descriptive, and expository paragraphs at an intermediate-low level of writing proficiency.
2. Demonstrate sentence variety and grammatical accuracy in writing at an intermediate-low level of writing proficiency.
3. Revise and edit paragraphs at an intermediate-low level of writing proficiency.

ESL 353: Basic Reading Skills 2 (Completed Spring 2024)

1. Apply reading skills to comprehend and analyze a reading passage at the intermediate-low level of reading proficiency.
2. Use post-reading strategies to respond to a reading at the intermediate-low level of reading proficiency.
3. Use effective strategies to acquire and retain vocabulary at the intermediate-low level of reading proficiency.

ESL 354: Basic Listening and Speaking 2 (Completed Spring 2024)

1. Identify main ideas and targeted content from a listening segment or speaker at an intermediate-low level of listening proficiency.
2. Use effective conversation techniques to exchange information and ideas at an intermediate-low level of speaking proficiency.
3. Deliver simple oral presentations to a small or large group at an intermediate-low level of speaking proficiency.

ESL 357: English Pronunciation 1 (Completed Spring 2024)

1. Pronounce clearly the letters of the alphabet and the consonant and vowel sounds of English.
2. Use correct stress and intonation patterns in phrases, simple sentences, and simple questions.
3. Recognize and produce rhythmic patterns in common phrases.
4. Use technology to improve articulation, aural discrimination, and oral production of speech.

ESL 350L: ESL Skills Development Lab (Completed Spring 2024)

1. Apply speech on everyday topics and refine pronunciation.
2. Build academic and practical vocabulary using lexicon acquisition skills.
3. Apply syntax and grammar rules to written and spoken English.

ESL 540L: ESL Skills Development Lab (Completed Spring 2024)

1. Apply syntax and grammar rules to written and spoken English.

2. Build academic and practical vocabulary using lexicon acquisition skills.
3. Apply speech on everyday topics and refine pronunciation.

Emily Banh: (ESL 502)

Leticia Burke: (ESL 390L, ESL 380L)

Rachel Cohen-Reyes: (ESL 390)

Richard Longacre: (ESL 380)

Kelly Nguyen-Jardin: (ESL 504)

Non-Credit Courses:

ESL 501: Reading and Writing 1 – will be offered for first time spring 2025

Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency.

Write grammatically correct high-beginning level sentences.

Identify the main idea and supporting details in short paragraphs.

ESL 502: Basic ESL Skills 1 (Phuong Banh, Michelle Henninger, George Shamsayooadeh, Huong Pham, Ty Khuu – seven sections total) fall 2024

1. Use clear pronunciation, stress, and intonation patterns in words, phrases, sentences, and questions.
2. Listen and understand words, phrases, and sentences in basic daily conversation.
3. Respond appropriately to comments and questions in basic conversation.

ESL 504: Basic ESL Skills 2 (Kelly Nguyen-Jardin, Neha Mohan, Nathapong Shugan, Darlene Elastique) fall 2024 – will be deactivated fall 2024

1. Read and respond to words, phrases, and sentences used in daily life with high-beginning proficiency.
2. Identify the main idea and supporting details in short paragraphs.
3. Write grammatically correct high-beginning level sentences.

ESL 506: Introduction to Citizenship (Completed Spring 2024)

1. Write short dictated English sentences that are grammatically correct.
2. Respond to questions orally about their citizenship application (N-400) and commitment to the United States.
3. Answer 20 questions orally about US government, history and geography in grammatically correct English.
4. Ask for clarification during the interview.

ESL 507: English for Childcare (not offered fall 2024 – no assessment possible)

1. Write cohesive and comprehensible paragraphs about various parenting and child care topics.
2. Listen to and discuss short passages and dialogues about pertinent parenting and child care topics.
3. Speak intelligibly and communicate in English about relevant parenting and child care topics.
4. Read and discuss simple texts about child care topics including appropriate music and literature for children.
5. Present, orally or in writing, about parenting and child care issues including community resources available to care givers and laws regarding children.

ESL 511: Reading and Writing 2 – will be offered for first time spring 2025

Read and respond to words, phrases, and sentences used in daily life with low-intermediate proficiency.

Identify the main idea and supporting details in short paragraphs.

Write grammatically correct low-intermediate level sentences.

ESL 512: Listening and Speaking 2 – will be offered for first time spring 2025

Identify main points and supporting ideas in adapted and some authentic spoken English texts on familiar and some unfamiliar topics.

Communicate orally in discussions in English, using a range of low-intermediate language structures and forms.

ESL 514: Healthy Life Encounters (not offered fall 2024 – no assessment possible)

1. Improve listening and speaking skills related to healthcare communication.
2. Apply medical vocabulary and expressions to describe health issues and symptoms.
3. Recognize medical terms and be able to communicate at a low intermediate level.

ESL 516: Advanced Citizenship (Completed Spring 2024)

1. Respond to questions orally about their citizenship application (N-400), commitment to the United States and good character.
2. Answer questions orally about U. S. historical events, key figures, and the features of the system of government as presented on the Naturalization Test.
3. Ask for clarification during the interview.
4. Write a short dictated English sentence legibly and grammatically correct.

ESL 521: Reading and Writing 3 – will be offered for first time in fall 2025

Read and respond to words, phrases, and sentences and questions used in daily life with intermediate proficiency

Identify the main idea and supporting details in medium-length paragraphs

Write grammatically correct intermediate level sentences.

ESL 522: Listening and Speaking 3 – will be offered for first time in fall 2025

Communicate orally in English in familiar and unfamiliar social, workplace, and classroom contexts at the intermediate level.

Identify main points and supporting ideas in a range of authentic spoken English texts on familiar and unfamiliar topics.

Communicate orally in English in extended conversations and discussions using a range of intermediate language structures and forms.

ESL 523: English for Job Searching (not offered fall 2024 – no assessment possible)

1. Use writing language skills to complete a job application.
2. Demonstrate effective job interview language through practice and role playing exercises.
3. Demonstrate an intermediate level of competency in writing resumes, cover letters, business letters, and documents.
4. Demonstrate an intermediate level of competency in understanding and producing English syntax and vocabulary used in the business world in both oral and written form.

ESL 524: Cultural Encounters (not offered fall 2024 – no assessment possible)

1. Improve listening and speaking skills through the use of vocabulary and idioms in cultural communication.
2. Use body language and expressions to exchange information.
3. Develop cultural awareness through interactions and conversational practice.
4. Identify cultural problems and differences to avoid miscommunication and culture shock.
5. Identify cultural habits to better adapt to living in the U.S.

ESL 533: English for Customer Service Professions (not offered fall 2024 – no assessment possible)

1. Demonstrate the ability to apply a variety of phrases used in customer service situations.
2. Engage in conversations, taking the role of a customer service representative.
3. Apply learned language skills to properly handle and retain challenging customers.
4. Apply learned language skills to properly handle and retain challenging customers.
5. Demonstrate a high-intermediate level of competency in understanding and producing English syntax and vocabulary used in communication with customers on telephone and in written form.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

Due to the pandemic and the low enrollment that followed, some of our courses have not yet had enough students to be offered. These include:

ESL 396: Grammar for Writers 2

ESL 386: Editing and Grammar for Writers

ESL 376: Grammar for Writers 1

ESL 377: English Pronunciation 3

ESL 360L: ESL Skills Development Lab

ESL 507: English for Childcare

ESL 514: Healthy Life Encounters

ESL 523: English for Job Searching

ESL 533: English for Customer Service Professions

ESL 524: Cultural Encounters

We have created a plan to offer, promote, and fill these courses over the next two years. We will offer ESL 396, ESL 386, ESL 376, and ESL 377 in Fall 2025, making special effort to promote these courses so that they reach enrollment targets.

We will offer ESL 514: Healthy Life Encounters in spring 2025 as part of a Facilities Management Technology Certificate for Janitors.

We have a plan to offer ESL 523: English for Job Searching in fall 2025 as part of a Facilities Management Technology Certificate for Janitors.

We are currently in discussions as a department as to what to do with ESL 533: English for Customer Service Professions and ESL 507: English for Childcare.

We have deactivated ESL 524: Cultural Encounters.

We have deactivated ESL 504 since we will not offer it after this fall 2024 semester and instead will offer ESL 501.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Over the past four years, the ESL Coordinator has assigned full-time faculty leaders to collaborate with associate faculty on SLO assessment of a rotating list of courses. Full-time faculty reach out to associate faculty teaching the courses in their cohort. To make this process more informative, ESL full-time faculty have attempted to implement more standardized SLO assessment tools. A majority of associate faculty are utilizing the assessment tools, making it easier for our department to have greater consistency in reporting SLOs in CurriQunet.

In addition, our SLO assessment caused the ESL Department to realize that we need new prompts and topics in the ESL labs for ESL 372L, ESL 380L, and ESL 390L. Previously, students were writing about old prompts that many students knew about in advance or that were no longer current in subject matter. This semester, we are offering all new writing prompts and summary prompts in ESL 372L, ESL 380L, and ESL 390L. These are new, fresh, and relevant and help us maintain the integrity and usefulness of the labs. We will be able to assess the efficacy of these new materials this semester and plan accordingly.

As a faculty, we regularly discuss how to make writing prompts for the labs and for the final exams so that they are not biased. We want prompts to be accessible to all students in ESL 380 and ESL 390. Since we have taken over implementing and administering board graded final exams to our ESL students, we have established a committee of faculty each semester to create prompts for the final exams. This committee shares prompts and receives feedback from members to ensure that prompts are appropriate, fair, unbiased, and accessible to our students.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Since our last program review in 2019/2020, we have lost four full-time faculty members through the retirements of Steven Blades, Kenneth Jardin, Lana Strickland, and Helen Han. We now only have five full-time instructors whereas before we had eight. This is a reduction in full-time faculty of 38% when our enrollment is now just 16% below pre-pandemic numbers.

Full Time Faculty:

Leticia Burke

1. M.A. TESOL, San Jose State University, B.A. Developmental Studies, UC Berkeley, Certificate in Teaching Post Secondary Reading, San Francisco State University

2. English as a Second Language, Generation 1.5, Service Learning, Learning Communities, and Developmental Reading.

3. I use my experience as a daughter of Mexican immigrants in a Spanish-speaking home environment to direct and inspire students to better understand how to use the English Language effectively. I use my participation in a twelve month student exchange program to Thailand while living with a Thai host family and completion of a university-level semester abroad at Pontifica University in Rio de Janeiro, Brazil to motivate students to adopt successful learning strategies while learning academic English. I have developed a whole new level of ESL courses—ESL 345 Basic Writing Skills 1, ESL 347 Basic Listening & Speaking 1, and ESL 346 Basic Reading Skills 1 in order to enhance student success at the novice-high level of the ESL program. I have also served as the ESL Department Representative in the All-College Curriculum Committee updating 14 Course outlines. I have taught two ESL learning communities with Ken Jardin and Richard Longacre. I have taught 9 ESL courses that integrated service learning options for students through a partnership with the Second Harvest Food Bank.

Phuong Emily Banh

1. MA TESOL, Graduate Certificate in Teaching Composition—both from San Francisco State University (1995)

2. ESL and English

3. Since August 2008, besides teaching a full load each semester, I have participated and worked in capacities that extend beyond the classroom and ESL Department. Since 2008, I have chaired Matriculation and Student Success Committee, and in 2010 I co-chaired Achieving the Dream Committee. Therefore, most of my contributions have centered on student success initiatives at the college level and not specifically for the ESL program.

Rachel Cohen-Reyes

1. MA TESOL San Jose State University.

2. ESL

3. I am currently serving the ESL department as a full-time instructor and also ESL Coordinator. I also organize and facilitate the board graded final exam for ESL 380 and ESL 390.

Richard Longacre

1. MA TESOL - School for International Training, 1996

2. Graduate Certificate in the Teaching of Composition -
San Francisco State University, 2014

3. ESL and English

4. Served as the Writing-Across -the- Curriculum Consultant for two years

5. Taught several learning-community classes

6. Integrated service-learning in an advanced ESL course

7. Taught ESL in Mexico (three years) and Japan (seven years)

Kelly Nguyen-Jardin

1. MA TESOL – SJSU, 2008.

BS Business Administration – SJSU, 2001.

2. ESL and Vietnamese

3. As full-time tenured track faculty having FSAs in both ESL and Vietnamese, I'm currently serving as the leader of the Vietnamese Translation and Interpreting Program task force. Our goal is to complete the development of the program by Fall 2020 and to offer the classes to our students in the Spring of 2021.

I was a member of the Non-credit task force since December 2017 and a certified CASAS proctor.

I have extensive knowledge and experience with Intensive English Programs where integrated instruction is emphasized. I'm also a certified TOEFL administrator.

Currently, ESL faculty serve across campus to help achieve greater student success. ESL faculty have served/serve on the College Academic Senate, District Academic Senate, Faculty Prioritization Committee, Scholarship Committee, Facilities Committee, Budget Committee, Student Equity Committee, multiple tenure review committees, screening committees, and the Early Alert Program. ESL faculty are integrally involved in campus activities and initiatives.

Part-Time Faculty List

SRP

1. Lisa Bell
2. Michelle Henninger
3. Kenneth Jardin
4. Ty Khuu
5. Erika Lawson
6. Cheri Newman
7. William Nguyen
8. Marta Norment
9. Karen O'Neal
10. Maria Antonini de Pino
11. Juan Pino- Silva
12. Rebecca Reddy
13. Tyler Pham
14. Miriam Velez

Non-SRP

1. Darlene Elsigue
2. George Shamshayaoodeh
3. Neha Mohan

4. Minna Ro

5. Nathpong Shugan

The above part-time faculty make our program great with their experience, enthusiasm, dedication, and diverse backgrounds. Our part-time faculty mentor students and help them to achieve success. We are lucky to have such a dedicated and diverse group to meet the needs of our students.

However, the fact that we rely so heavily on part-time faculty has created a challenge because part-time faculty are not compensated or required to attend department or division meetings. This means the majority of our faculty are not regularly involved in departmental planning and discussions, and more workload for curriculum development and SLO reporting falls to a reduced number of full-time faculty.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

We continue to need courses to remain DE certified. Many faculty have taken all courses to be DE certified. There are no other courses to take at EVC. We need EVC to continue to create DE courses to keep instructors up to date.

We need courses in AI use. Currently, we do not have a coherent policy around this. AI is here to stay, so the ESL department needs a policy to guide us.

According to the Educational Master Plan Program Goals and Commitments to Action, we will be addressing the goals for 2024 - 2026. In terms of professional development needs, we require funding to create an OER textbook and IT support to create a data dashboard which will enable us to have a better understanding of student success and performance in real time. In addition, we will need IT support to update our ESL website.

Please refer to goals and timeline below. The full 2024-2026 EMP Goals and Commitments to Action is attached to this program review.

Key Action	Department/Program Goals & Commitments to Action	Metrics	Time Frame
2.1	Create Open Educational Resources (OER) for ESL 501.	One OER textbook for ESL 501	Fall 2026
2.11	ESL Noncredit offering at San Jose Public Library and partnership	At least one section for each of the six literacy centers at East Side branches and SOMOS Mayfair	Fall 2026
2.12	Encourage non-credit students to enroll in credit ESL courses when they have completed ESL non-credit course offerings	Once a researcher begins in January of 2025, we will examine data to look at the baseline and establish a goal.	Fall 2026
2.11	Create a data dashboard to allow faculty to evaluate ESL student progress and needs	Work with researcher and ITSS to establish a data dashboard	Fall 2025
2.11	Create an updated and welcoming ESL website at the college to help students learn about the program and how to enroll. The website should provide easy ways for students to communicate with the department and get their questions answered regarding assessment, enrollment, registration, and referrals to adult education programs.	Updated ESL Website	Summer 2025

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

Part E: Budget Planning:

With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.

The only funding we currently receive is for faculty salaries. There is an imbalance between the number of full-time faculty to part-time faculty ratio, with only 5 full time faculty and 19 part time faculty. This is an anomaly for the college, and it causes difficulty in our department because we cannot have regular departmental meetings with all faculty since part-time instructors do not get compensated. This hinders our collaboration, planning, and ability to communicate important updates on curriculum, SLOs, policies, procedures, issues within the department, and other important information. We really need to hire a new full-time faculty member; however, even then we will still have a disproportionate number of associate faculty working in our department. This problem of communication will continue into the future.

We need additional funds to compensate part-time faculty to attend regular meetings and trainings.

We need additional funds to compensate part-time faculty to attend regular meetings and trainings. This includes one of our goals for the next four years. The ESL department would like to create a community of practice for ESL 372, ESL 380, and ESL 390 by educating/training/assisting faculty by sharing resources in order to align curriculum content and collaborate between instructors. (budget for part-time instructors to attend monthly meetings (fall 2025)) 1.5 hour meeting x 4 meetings x 6 instructors x 115 dollars per hour = \$4,140.00 per semester is needed to achieve this goal.

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

If yes, how much funding did you request? 6000.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment**Supplies** 200.00**Technology****Other (Contract, Subscriptions, Memberships, etc.)****Total** 200.00**Are you requesting additional resources?**

Yes

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

1. **Faculty Member(s)****Number of positions and which department for each position**

We are requesting to hire a new full-time faculty member.

Total Estimated Cost (Salary and Benefit):

99,262 + 40% for benefits = 39,704.

= 138,966

Is there an ongoing cost for this item

Yes

If so, what is it?

140000

Equipment, Technology and Supplies

1. **Supplies****Total Amount Requested**

100

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

200 greenbooks for final exam

If there is any Ongoing Cost of this item?

Yes

If so, what is it?

100

2. **Supplies****Total Amount Requested**

4480

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Students in our ESL labs were provided with online codes for lab materials up until last year. Now, students need to pay for these codes, making the labs a new expense for our students.

Students can purchase the student book with code directly from our site for 32.00 when using the promo code ELTNG25. The 25% discount is applied to the list price, which brings the net price to 32.00. If this discount continues, students would have to pay 32.00 for every lab they take. We would like to continue our practice of supporting our students by providing them with their lab materials. The cost of this is outlined below.

35 students per lab (times) ESL 350L, ESL 360L, ESL 370L, and ESL 540L.

35 x 4 x 32.00 = 4,480 per semester

If there is any Ongoing Cost of this item?

Yes

If so, what is it?

4480

3. **Other****Total Amount Requested**

4140

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

We need additional funds to compensate part-time faculty to attend regular meetings and trainings. This includes one of our goals for the next four years. The ESL department would like to create a community of practice for ESL 372, ESL 380, and ESL 390 by educating/training/assisting faculty by sharing resources in

order to align curriculum content and collaborate between instructors. (budget for part-time instructors to attend monthly meetings (fall 2025)) 1.5 hour meeting x 4 meetings x 6 instructors x 115 dollars per hour = \$4,140.00 per semester is needed to achieve this goal.

If there is any Ongoing Cost of this item?

Yes

If so, what is it?

4140

Total

Faculty Member(s)

Total Amount Requested:140000

Other

Total Amount Requested:4140

Ongoing Cost: 4140

Supplies

Total Amount Requested:4580

Ongoing Cost: 4580

Criteria for Resource Allocation

Department Background & Performance

The ESL Department was required to reduce the number of courses so that students could complete the series and English 1A within 3 years. This has been a total redesign of the curriculum that we are now implementing for our first full year.

We are also in the second year of using our Guided-Self Placement tool after ending accuplacer. Evergreen Valley has had over 850 students take the Guided Self-Placement tool as of November 22, 2024.

The ESL Department's success rate is 73.35% in fall of 2023. From 2019 to 2023, the average success rate for ESL students counting every semester is 78% success rate.

We are trending upwards in our section count and total headcount.

Our pre-pandemic head count was 913 with a seat count of 1,749 at census in the Fall of 2019. During the pandemic, we dipped in Fall 2022 to a head count of 485 and a seat count of 926. This is a decline in enrollment of 47% from Fall 2019 to Fall 2022. In Fall 2024, we have rebounded significantly, with a head count of 763 and a seat count of 1,271 at census. In comparison to our pre-pandemic enrollment, we are now only down by 16%. We are showing steady increases year over year. This has caused our department to rely heavily on our part-time faculty to make up the difference. We currently have 5 full-time faculty and 19 part-time faculty teaching in the department for fall 2024. The combined load is 10.2 FTEF, which is 10 full time faculty.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Due to AB1705 and AB705, the ESL Department was required to reduce the number of courses so that students could complete the series and English 1A within 3 years. This has been a total redesign of the curriculum that we are now implementing for our first full year.

The College Educational Master Plan - We have already made our commitments to action aligned with the college's strategic goal.

We have reduced time to completion by implementing the Guided Self-Placement tool since November or 2022. Our current rate of enrollment is 78%, which is very close to the 80% goal we set out for the first two years of implementation.

We have also redesigned our curriculum so that students entering the program can complete transfer level English within three years.

We have added two additional levels of ESL non credit courses and created two certificates of achievement for non-credit students.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

The legal mandate by the state is AB1705, which is legislation that required the ESL Department to eliminate standardized tests and redesign its curriculum so that students can complete transfer level English within three years. After three years of painstaking work, we have developed a Guided Self-Placement tool for all incoming ESL students and implemented that tool. We have redesigned our curriculum to reduce time to completion and added more levels of non-credit course offerings and two non-credit certificates of competency. We have created an OER textbook for ESL 502 students. We have reached full compliance with AB1705 legislative demands.

Assessment results (could include: SAO/SLO)

When the ESL Department used the standardized test, accuplacer, for placing students, we had only a 50% enrollment rate. It means that half of all students took the accuplacer, but they never enrolled in any ESL classes.

Today, with the development and implementation of the Guided Self-Placement Tool, we now have 78% of students enrolling in both credit and non-credit courses. This has led to increased demand for our program as well as students having control of where they enter the ESL program. They have agency to decide what level best suits their needs, and this should increase student success in the program and decrease time to reach transfer level English. We are currently in the process of gathering data to further assess these efforts.

Additional Resources

All funding for faculty NIAs for the GSP comes from Fund 10, general funds. The purpose of this funding is to compensate two ESL faculty members who are bilingual in Spanish and Vietnamese to facilitate the Guided Self-Placement tool, which is mandated by AB1705. These sessions are hosted in the first stop center and offered on a weekly basis at various times to meet student demand. By using the GSP with ESL faculty assistance, we have increased the number of students who enroll by 28% compared to previous standardized testing. We want to continue this process because it is working. The amount awarded last year was 35,842 dollars.

Previous use of funds

During the last year, we used 100% of the funding to implement our Guided Self-Placement as described above.

Manager/Vice-President Prioritization

Total Amount Requested 8720.00
Total Amount Requested by Manager 8720.00
Itemized List (should equal the total of the Total Amount Requested by the Manager):
Amount Requested
Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)
Supplies
4580.00
Supplies Ranking
2
Equipment
9.56
Equipment Ranking
Technology
Technology Ranking
Other (Contract, Subscriptions, Memberships, etc.)
4140.00
Other Ranking
1

Attach Files

Attached File
EMP Department Program Goal Sheet_ESL Department_progress.docx (/Form/Module/_DownloadFile/5609/44162?fileId=531)
Instructional Comprehensive Program Review 2024-2025 ESL.pdf (/Form/Module/_DownloadFile/5609/44162?fileId=548)
Instructional Comprehensive Program Review 2024-2025 ESL.docx (/Form/Module/_DownloadFile/5609/44162?fileId=549)
2024-2026 Department-Program Goals and Commitments to Action_.docx (/Form/Module/_DownloadFile/5609/44162?fileId=595)

IEC Reviewers

IEC Mentor
Fahmida Fakhruddin
IEC Second Reader
Judith Girardi