

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

Our Mission & Vision

The Grossmont College English as a Second Language Department serves English language learners in the pluralistic East Region community and from around the world. In order to enable our students to become full participants in their local, national, and global communities, we work to empower them through English learning by providing a progressive, interconnected learning environment. Passionate, qualified teaching professionals design a foundation in creative thinking and critical analysis skills that our students translate to increased success in their academic, professional, and personal lives.

A robust participatory democracy requires a range of informed citizens engaged in continuous dialogue. To this end, GC ESL provides our students an engaging, challenging, and effective language learning curriculum which stimulates creative thinking and critical analysis. GC ESL students become life-long language learners using their advanced oral and written fluency in English for success personally, academically, and professionally.

Overview

The department curriculum comprises 11 courses, which provide instruction in reading, writing, listening, speaking, grammar, and pronunciation. Orientation to American culture is integrated into the curriculum. These courses make up six levels of English proficiency, from basic literacy to advanced academic reading and composition. Because access and language equity are of utmost importance to the GC ESL faculty and are pillars of the California Community Colleges, the curriculum was designed to serve community members at all proficiency levels. Additionally, ESL 115 (Level 5) satisfies the general education requirements for Grossmont College Area C, CSU GE Area C2, and IGETC, Area 3B, and ESL 122 (Level 6) satisfies the general education requirements for Grossmont College Area A - A1, CSE GE Area A2, and IGETC 1A. Students who complete the GC ESL program have satisfied their freshman composition requirements and are prepared to enter and succeed in all GC classes.

In the past, GC ESL served over 1,000 students each semester; however, this number has diminished due to the COVID-19 pandemic, the program restructure due to AB705, and no doubt the economy, political policies regarding refugees, other immigrants, and international students, as well as other reasons outside of our control. Currently, GC ESL serves about 250 to 325 students each semester. These students represent ethnicities from all over the world. Most of the students are residents, and these students may be refugees or immigrants. Others are international students on F1 student visas. The program serves students of a wide range of ages and educational accomplishments. Some students are recent high school graduates, others are returning to college, some earned advanced degrees in another country, but for many, Grossmont is providing their first college experience. All are in pursuit of better communication skills, but their goals are diverse. Some seek better English skills for the workplace, others plan to pursue a degree or certificate, and still others do not yet have well-defined goals and are here to explore and recognize where their passions lie. All want and need to improve their English in order to live and work successfully in the global English-speaking community.

History

The Beginning

The Grossmont College ESL program had its humble beginnings in 1975, when two sections of ENGL 103 and ENGL 110 designed for non-native speakers were offered. At the time, ESL curriculum was under the wing of the English Department. Over the next decade, the number of non-native English speakers enrolling at the college steadily increased, prompting the need for more sections and levels of specialized ESL instruction. In 1987, Pat Bennett was hired as the first full-time ESL instructor and program coordinator. She developed curriculum, hired instructors, and coordinated the ESL Program within the English Department. As a result of a needs assessment completed that year, Pat worked with Admissions and Records, Counseling, and Testing and Assessment to improve the identification of second language learners, placement testing, and advisement. In Spring 1989, a full program of ESL courses was developed and approved by the curriculum committee. Ten new courses were added to provide students with instruction in all skill areas. Non-native speakers were then able to take 12 units of English classes and progress from beginning to advanced.

Program to Department

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

The Curriculum

Individual courses have been developed, revised, or removed to meet the changing and diverse needs of ESL students in the community. In an effort to increase student success and in response to Program Review recommendations, the ESL curriculum underwent a complete revision, which was implemented in Fall 1996. Then, due to AB 705, the ESL curriculum underwent another complete revision from 2019 - 2021. The courses in the table below constitute the present GC ESL curriculum. The changes will be discussed in more detail in Section 2.

Old Program (1996 to 2020)		New Program (2020-present)				
Course No.	Units	GE	level	Course No.	Units	GE
ESL 119	6	na	Adv.	ESL 122	6	GC Area A - A1, CSE GE Area A2, and IGETC 1A
ESL 119R	3					

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ESL 106 ESL 106R	6 3	na		ESL 115	6	GC Area C, CSU GE Area C2, and IGETC, Area 3B
ESL 103 ESL 103L ESL 103R	6 3 3	na		ESL 105	6	na
ESL 100 ESL 100L ESL 100R	6 3 3	na	Int.	ESL 098 ESL 098G ESL 098P	6 3 3	na
ESL 096 ESL 096L ESL 096R	6 3 3	na		ESL 088 ESL 088R ESL 088L	6 3 3	na
ESL 080 ESL 081	6 6	na	Beg.	ESL 078 ESL 078R	6 6	na
ESL 070 ESL 071	6 6	na		na		

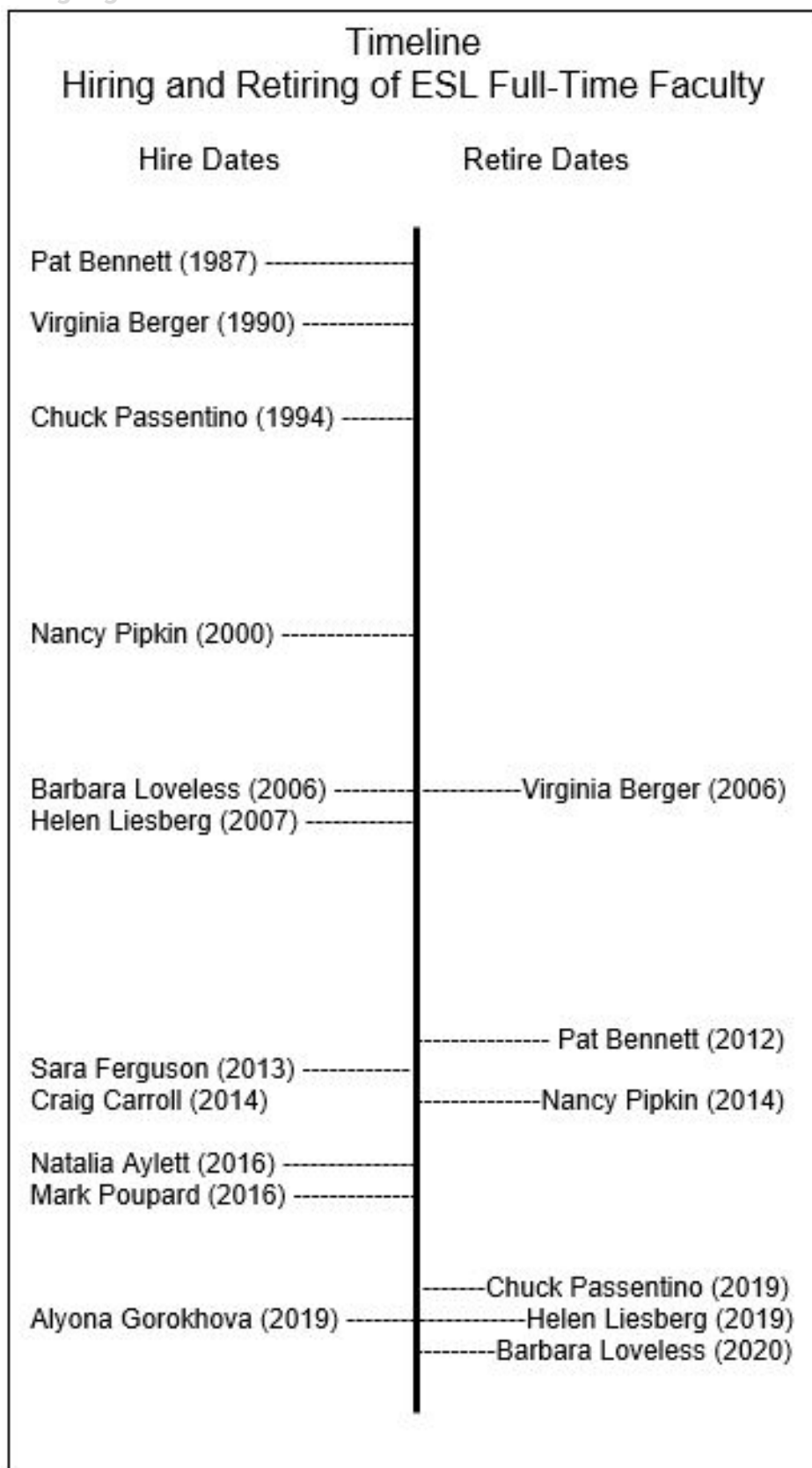
Additionally, the GC ESL placement process has changed significantly. In summer 2020, GC implemented the online Guided Self-Placement (GSP) process. Prior to the GSP, prospective ESL students at GC wrote for 30 minutes on a given prompt, took a 75-question, discrete-item grammar test, and completed a brief survey about their use of and experience with English. The grammar test was scored automatically, and the results were reviewed by at least two full-time ESL faculty members, who also reviewed the writing

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samples and surveys. The students were then assigned an ESL level based on their overall performance. Now with the GSP, prospective students who apply at GC and identify themselves as non-native English speakers are directed to take the GSP. They are given a reading and asked to rate their level of comprehension of the text. Depending on their answer, they are either placed into one of our three lowest levels, or they are directed to a more challenging reading, for which they again rate their level of comprehension, which places them in one of our higher levels, depending on their response. After the placement, they are directed to the GC ESL homepage in which they can review materials, calendars, and Can-Do statements for each level so they can confirm whether or not the GSP placed them in the correct level. There is an email address to contact the department chair if they need a level change.

The Faculty

Since the hiring of Pat Bennett in 1987, the department has had ten more full-time faculty members, with six of the 11 having since retired. Since our last program review, Chuck Passentino and Helen Liesberg retired, both in Spring 2019. And then Alyona Gorokhova was hired as a full-time instructor in Fall 2019. Barbara Loveless retired soon after in Spring 2020. Both Chuck Passentino and Barbara Loveless have since returned under the Early Retirement Incentive (ERI) plan. Each full-time faculty member has a leadership role at one of the levels within the curriculum.



Currently, GC ESL has a team of 20 teachers; five are full-time, and 16 are part-time or ERI. However, many of these part-time instructors do not currently have an ESL class at GC due to reductions in our course offerings, but they continue to have POA due to the Hold Harmless policy implemented as a result of the COVID-19 pandemic. All hold a Master's in Applied Linguistics or TESL. They have wide-ranging teaching experience at community colleges and universities, including intensive English programs. They

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are multicultural. Most are proficient in a foreign language, and many have lived, studied, and/or taught abroad.

Faculty Involvement and Professional Development

GC ESL is committed to shared governance and advocacy for ESL students. ESL faculty have had and continue to have active involvement on college committees, such as PIEC, Faculty Staffing, Program Review, ZTC Workgroup, OER Initiative for California Community College Chancellors Office (OERI for CCCCCO), Strategic Enrollment Management (SEM), Budget Committee, and Academic Senate. GC ESL faculty are also involved in East Region Adult Education, Community Service Learning when it existed, the Tutoring Task Force, the AFT, and more. In addition, instructors have conducted workshops and presentations for Grossmont College faculty, staff, students, and tutors as well as Grossmont Adult Education. These workshops provide cross-cultural, technological, and tutor training, successful teaching methodologies, student engagement techniques, and culturally responsive teaching. The presentations advocate for the needs of non-native speakers in their non-ESL classes.

GC ESL is also committed to the professional development of its faculty. This begins with a new faculty orientation and training followed by ongoing mentorship. Teaching and student engagement techniques are also enhanced by the department’s professional development activities, SLO studies, and assessment calibration meetings. GC ESL faculty contributions to the professional development of ESL colleagues locally and statewide occur at CATESOL, as well as attendance and participation in TESOL, and ACTFL conferences at the national level, CAP (California Acceleration Project) conferences and workshops, ACE Accreditation Self-Study, East Region Adult Education PAC workshops, and through the department’s partnership with USD’s TESOL, Literacy, and Culture Department.

American Collegiate English

It is also the charge of GC ESL faculty to coordinate the American Collegiate English (ACE) Program, a not-for-credit intensive language program founded in 1992 for international students. Historically, these students were required to hold an F-1 visa, but this has recently been expanded and ACE now accepts students with visas other than F-1 visas who can participate in the program part-time. The mission of ACE is to prepare students academically, socially, and culturally for success at Grossmont College. The ACE curriculum focuses on Academic English language skills and includes writing, reading and vocabulary development, listening, speaking, pronunciation, and presentation skills. ACE offers three sessions a year, and after each session, ACE graduates transfer to the college and continue their pursuit of associate degrees, certificates, or transfer. ACE courses are modeled after the GC ESL curriculum and are taught by GC ESL faculty. This continuity in curriculum content and methods and approaches to academic language instruction prepares students for the rigor of college coursework. The ACE program is coordinated by a full-time ESL faculty member. ACE became accredited with the Commission on English Language Program Accreditation (CEA) in 2013 under the leadership of Barbara Loveless and is currently led by Natalia Aylett, under whose leadership ACE was re-accredited in 2020.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

Recommendations	Results
1 Redesign the curriculum to meet the goals of AB 705.	

Progress: Yes

2

Develop an assessment and placement process for the new curriculum.

Progress: Yes and No

3

Secure funding for the development of integrated-skills learning modules, open educational resources, and SLO assessments for the new curriculum.

Progress: Yes and No

4

Secure funding for embedded tutoring and additional support services to aid students to achieve the learning outcomes of the new curriculum.

Progress: Yes and No

5

Replace retiring full-time faculty and hire one additional full-time faculty member.

Progress: Yes and No

6

Secure funding to support faculty professional development.

This goal has been achieved. The GC ESL program meeting the goals of AB 705 was fully implemented in Fall 2020.

This goal has been achieved; the ESL Guided Self-Placement was implemented in Summer 2020. However, the GSP is in need of revision as many students are being misplaced, especially students placed too high. Operations has been informed and sent them our recommendations for revision in Fall 2022.

This was somewhat achieved. The new curriculum has been developed, but with little funding. In fact, much of the curriculum had to be developed with no funding and since the GC ESL department is now ZTC, countless hours were spent developing the curriculum. GC ESL did receive some ZTC funding to curate OER for ESL 122, but it was incomplete. The department also received some OER funding for three modules for ESL 115, but more was needed. Some other funding was procured for minimal development of curriculum for ESL 105, ESL 098P, and ESL 088L, but again, it was incomplete. Our department received no funding to develop the curriculum for ESL 088 or ESL 088R. Curriculum for ESL 098 and 098G was developed through a sabbatical project. However, some of the curriculum now needs to be updated as well.

We have had budgets for tutors each semester since Fall 2019, but they are usually last minute, with little time to prepare. Other attempts at additional support services were adjunct and full-time office hours in the GC ESL lab for drop-in assistance to any GC ESL student.

Alyona Gorokhova was hired in Fall 2019. However, since that time, three other full-time ESL faculty members retired and have not been replaced.

Since our last program review, our department was able to secure funding to send a small handful of faculty to the national conferences such as TESOL (2019) and ACTFL (2019), as well as attend TPRS training online (2021). Additionally, funding was

Progress: Yes		secured to bring experts in the ESL field to GC in-person or online for three of our flex meetings.
7		
Improve program marketing and outreach to students and educate instructors, administrators, and staff on campus and off about the needs of ESL students and the value of the program.		Outreach and messaging must be updated continually but significant goals have been reached. The ESL website has been updated. Flyers and infographics were distributed to the counseling department, other student services, and in the community, but much more needs to be done. Additionally, the GC Faculty has presented to the campus during flex week and the ESBS Division Council meeting to raise campus awareness of the needs of ESL students. Further, the GC ESL website has been updated, but there are still issues with translation.
Progress: Yes and No		

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

As noted in the previous section, the GC ESL course offerings underwent a complete overhaul since the last program review, and all courses have been deleted and replaced to comply with AB705. The chart below lists the former GC ESL courses on the left, and the current GC ESL courses on the right. They do not directly line up, however, since the approach to the curriculum has changed as well, which will be articulated below.

Old Program (1996 to 2020)		New Program (2020-present)				
Course No.	Units	GE		Course No.	Units	GE
ESL 119	6	na	Adv	ESL 122	6	GC Area A - A1, CSE GE Area A2, and IGETC 1A
ESL 119R	3					

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ESL 106	6	na		ESL 115	6	GC Area C, CSU GE Area C2, and IGETC, Area 3B
ESL 106R	3		Int			
ESL 103	6			ESL 105	6	
ESL 103L	3	na				na
ESL 103R	3					
ESL 100	6			ESL 098	6	
ESL 100L	3	na			3	na
ESL 100R	3			ESL 098G	3	
				ESL 098P		
ESL 096	6			ESL 088	6	
ESL 096L	3	na			3	na
ESL 096R	3			ESL 088L	3	
				ESL 088R		
ESL 080	6	na		ESL 078	6	na
ESL 081	6		Beg		6	
				ESL 078R		
ESL 070	6	na				
ESL 071	6					

In Fall 2020, AB705 legislation went into effect. Per this legislation, California community colleges are now required to ensure that students entering ESL at Level 1 have the ability to complete freshman composition within three years. Our previous program consisted of seven levels of ESL, which new

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students could enter at any level, depending upon their proficiency in the English language and academic writing. After successfully completing the highest level, ESL 119, students could then register in ENG 120, freshman composition. Since that consisted of a total of four semesters, we were required to restructure our program.

To comply, the GC ESL redeveloped the ESL program using recent research in ESL for academic purposes, attending conferences in the field of ESL, and using the results of the Basic Skills Partnership Grant (BSPG) activities that GC ESL and English, and SDSU RWS (Rhetoric and Writing Studies) participated in from 2017 to 2019, which was intended to align GC ESL, ENG, and SDSU RWS curriculum so that students could move seamlessly through the programs to advancement at SDSU. The BSPG found that SDSU's RWS department focused on a student's ability to understand and be flexible with their application of language for the differing genres, audiences, and purposes of texts. Consequently, GC ESL moved away from our previous focus on the five-paragraph essay as the standard for academic writing. This also led to shifting the focus of our lower levels away from writing at the sentence level - to the multiple-sentence level - to the paragraph level - to the multi-paragraph level - to the five-paragraph essay, and instead to writing and speaking complete texts that varied in their genres, audiences, and purposes at the appropriate level of English language development. The GC ESL program also now places a high regard on students producing texts for an authentic purpose, such as to inform other students how to do something, or to narrate their personal experiences and post to a blog to share with others.

The curriculum that emerged was at first five levels, with the highest level, ESL 122, having an articulation agreement with both CSU and UC receiving GE credit for freshman composition (Grossmont College Area A - A1, CSU GE Area A2, and IGETC 1A). This allowed students who entered at Level 1, ESL 088 at the time, to complete the ESL sequence and Freshman composition in as little as 5 semesters, one fewer than the maximum set by AB 705 since GC ESL students no longer need to take ENG 120 after the highest level of ESL.

However, it was quickly noticed that many students who entered into our new Level 1 class could not develop the English language needed to advance and succeed in our new Level 2. To compensate, in Fall 2021, GC ESL implemented a new Level 1, ESL 078, which was specifically developed within the prevailing paradigms of second language acquisition, not English for Academic Writing. In ESL 078, the focus is on comprehensible input, not output (i.e. not writing), with special emphasis on the use of the most common verbs in the English language. Once the foundations of the language are in place, students produce increasingly complex language as they progress through the GC ESL program, until ultimately, they are writing at the academic level of freshman composition.

Additionally, as of Fall 2022, ESL 115 (Level 5) has an articulation agreement with CSU and UC and satisfies the general education requirements for Grossmont College Area C, CSU GE Area C2, and IGETC, Area 3B. Now, students who take the highest two levels of ESL earn GE credit in Humanities and Freshman Composition, while continuing to develop their English language abilities, as well as being able to complete the ESL sequence in a six-semester time period.

The GC ESL department has also added two certificates of completion - an ESL for BOT Certificate and an ESL 122 completion certificate - since our last program review.

2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

Diversity, equity, and inclusion (DEI) are infused in the GC ESL curriculum. One area in which the ESL department promotes DEI is through the content of our courses, which focuses on current issues related to our students, such as immigration, cross-cultural understanding, student success, and others. It is discussed in more detail in Section 2.5 below.

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One method that the ESL department has changed since the last program review is our Guided Self-Placement process. As discussed in Section 1, students no longer take an assessment test. Instead, they are guided through some readings as well as student writing samples to determine their level in the program. And if students feel that they misplaced themselves, too high or too low, they are directed to meet with the department chair so they can collectively determine the level that best suits them. This is made clear on our website, and instructors are always on the lookout for students who may be misplaced. One way instructors do this is to collect a writing sample from the students in Week 1 each semester. Then the instructor will meet with students who seem like they are potentially misplaced and discuss this with the students one-on-one. If the students opt to reassess, they are sent to the department chair for further discussion, as stated above.

The GC ESL Course Outlines of Record are infused with DEI as well. In fact, the course outlines at almost all levels of program state on the methods of instruction list “collaborative learning (e.g. small group work, pair work, peer-review, and team-based learning and teacher-student conferencing. Group work, pair work, peer-review, and team-based learning all promote diversity, equity, and inclusion, as each step is designed to help struggling students get the support they need, as well as share their voices and learn from others. Teacher-student conferencing promotes equity because instructors are able to dedicate a specific amount of one-on-one time with each student in which students can share their challenges and concerns, as well as receive targeted feedback on assignments. ESL 078 is one exception to this method of instruction. Due to the nature of the course, which is designed to help zero-beginners acquire the foundations of the English language, group work and pair work take on a different form since it is not possible for most students at this level to express themselves in English to make these meaningful for most of the semester. However, teacher-student conferencing still occurs at this level.

Next, ESL CORs typically clearly state in the course description and outcomes that the course will explore contemporary issues and that students will be sharing and learning from classmates’ experiences and cultures. For example, the ESL 122 course description clearly states that “Students expand their cultural competence through discussion and analysis of diverse media addressing contemporary issues and engage in meaningful dialogues with the instructor, peers, and target audience.” Further, course objective (f) for ESL 122 states that students will “Conduct research in response to complex societal issues, contextualizing and articulating the information needed to clearly and comprehensively support a thesis/claim.”

The ESL 115 COR has DEI infused throughout. The course description reads:

ESL 115 explores themes in U.S. cultures through authentic texts, introducing and modeling diverse voices contributing to the cultural conversations of the moment and since time immemorial. Non-native speakers of English in this advanced English language course learn to become active members in a diverse and democratic society while sharing their experiences to contribute to the dialogue. Students learn about U.S. cultures, the cultures of their classmates, and reflect upon their own culture and the interplay between these, while effectively collaborating with others in a multicultural classroom. Students create texts in several genres to explore themes in U.S. culture, such as racism, consumerism, and media, to diverse audiences for various purposes.

In ESL 105, the course outline includes this statement about diversity and inclusion: “Students will expand their cultural competence as they analyze texts and engage in cross-cultural communication with instructor and peers.” The ESL 105 course description includes this line: “students will become more aware of audience and purpose in writing, and they will grow in their cultural competence as they analyze text and media and interact with others in a multicultural class setting.” The ESL 088 COR states almost exactly the same thing: “Students will also grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting.”

Again, the ESL 078 course is a different kind of course. The purpose of the whole course is to ensure equity in language acquisition. For instance, two methods for evaluating student performance are these:

"a. Frequent comprehension checks of whole class through hand signals

b. Monitoring and noting whether students in pairs/groups are on task." What this means in practice is that the instructor continuously evaluates each student by asking for their level of comprehension with a previously established system, such as showing five fingers for "I understand everything" down to one finger for "I don't understand anything." The teacher evaluates and if even one student is below four fingers, the material is represented and discussed and then reevaluated until everyone is ready to move on.

Other practices that promote diversity, equity, and inclusion that are not stated above are listed and discussed below.

Overall

- flexible due dates to accommodate individual student needs
- tutor assistance outside the classroom; embedded tutors in the classroom
- ESL students have sometimes experienced interrupted education or education in countries with less advanced computer and internet technologies. Instructors use the Lab to include technology instruction (using Canvas, MS Word, and Google Docs, for example).
- Attendance Policies and Curriculum based on the needs of our specific student population:
 - For example, in ESL 115, one instructor states that she planned her calendar to avoid food-related units during Ramadan.
 - ESL has a large percentage of re-entry adults with young children. Attendance policies are adjusted to accommodate pick up and drop off from school or day care, when necessary.
 - Agencies like CalWorks, INS, and the military (for our refugees who work with the armed forces) schedule high stakes appointments with our students that can't be rescheduled around classes. Additionally, it is common for several ESL students each semester to take their citizenship tests, which also cannot be rescheduled. Attendance policies reflect accommodation for these students.

Alternative methods for assignments:

The GC ESL department employs a wide range of Alternative methods for assignments. Below are some examples:

- Utilizing transparent design - Outcomes are clearly stated at the beginning of the assignment, the rubric is given to the students and explained as well as used together with a model assignment, and the reasons why students are doing each task and what is expected of them is clearly presented.
- Implementing scaffolded assignments - Students work toward a final project and each task before it builds on the previous and culminates with the final project.
- Using peer-reviews, with instructor-guided questions to assist students in evaluating their peers' work
- Giving students choices between printed paper, google docs, or Canvas for most assignments

Alternative methods for assessments:

The ESL department at GC utilizes many forms of alternative methods for assessments. These are some examples:

- Implementing various forms of ungrading, such as contract grading
- Utilizing formative assessments (e.g. comprehension checks) and prompt, individualized feedback
- Aligning assignment rubrics to course outcomes
- Utilizing multiple ways to demonstrate comprehension, such as answering comprehension questions about a reading, or summarizing the main points of a text, or choosing one idea from a text and connecting it to the students' experiences
- Providing unlimited revision opportunities
- Providing choices for assessments and projects
- Conducting individual student-teacher conferencing (midterm and final)
- Using can-do statements for students to self-evaluate, e.g. "I can read and understand the main points of the text." Students report "Yes, I can" or "No, I can't."
- Avoiding, generally speaking, more high-stakes, multiple choice exams (e.g. 25 percent of semester grade) that reward students with more distraction-free time to study explicit descriptions of context-free language at home

Differing teaching strategies

Language instruction necessitates a variety of teaching strategies. Here are some examples from ESL classes at GC:

- Employing team-based learning (e.g. assigning groups with diverse English proficiency as well as personalities; assigning roles to each that allow them to use their strong point, assessing based on both the overall group as well as individual success)
- Utilizing circling, a method that repeats questions and allows students whose English language is not as advanced as others to hear the questions and student responses multiple times before they need to produce a response (This is especially effective and equitable at the lower levels of our program.)
- Providing multiple ways to access the language (e.g. The teacher speaks, writes on board or Slideshow, and gives a handout)
- Using embedded tutors, who are former successful ESL students and are trained in interacting with the students to promote success and independence and be mentors to the students
- Incorporating comprehension checks involving both factual and affective responses
- Creating and using guided reading questions that involve connections with peers, connections with friends and family, classmate-negotiated responses, quizzes, and writing prompts in teams.
- Leading lessons in the ESL computer lab as a way of making technology demands on students more equitable/ less of an obstacle

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- Conducting student discussions in groups and pairs, as well as working alone
- Conducting group work that takes into account student differences. This is especially important because in ESL classes, instructors must be aware of the first languages that are spoken, the level of English of each student, the cultural dynamics of the classroom, married partners in class, as well as the educational history of the students, and other factors. For example, we sometimes have students who are illiterate in their first language or they may have only attended school for a year or two in their home culture and now they are returning for the first time. We also sometimes have students with advanced degrees in their home countries. Sometimes these are lawyers or medical doctors. Many of our students come from cultures where men do the speaking and decision making. This can complicate group work and render it ineffective if the groups are not properly structured. To make the group work as meaningful as possible, ESL instructors place a weaker English speaker in a group with a stronger English speaker, and when possible, group members should always have different first languages to encourage English use. If there are married couples in class, they are usually placed into different groups. We try hard to ensure that each group is as diverse as possible so students can learn from each other. We also assign roles to each group so one person doesn't dominate the conversation, especially to avoid a weaker student who has a more dominant role in his culture from shutting out other voices that may be more on point. Roles can take different forms. Some examples are note-taker, reporter to the class, and editor for the note-taker. We also can set time limits on how long each student should discuss, and the instructor monitors the time and makes sure everyone moves on. While all of this is happening, the instructor walks from group to group, listens, and provides feedback when needed.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

The ESL department prides itself on maintaining currency in the field of second language acquisition, English for Academic Purposes, and current pedagogy. With COVID, conference attendance obviously became more challenging, but nonetheless, our faculty often attends conferences in our field such as the regional and state CATESOL (California Teachers of English to Speakers of Other Languages) conferences, three of our full-time faculty members attended the national TESOL (Teachers of English to Speakers of Other Languages) conference in Atlanta, GA in spring of 2019, several full- and part-time faculty members participated in the World Languages Symposium hosted by Mira Costa College in Fall 2019, one faculty member attended the SOLPHE (Symposium on Language and Pedagogy in Higher Education) in 2019, several full- and part-time faculty members attended the national ACTFL (American Council on the Teaching of Foreign Languages) conferences in Washington, DC in fall 2019, online in Fall 2020 and again in Fall 2021, and eight faculty members, both full- and part-time, participated in an online TPRS (Teaching Proficiency through Reading and Storytelling) workshop in Spring 2021. Furthermore, in Spring 2019, Mark Poupard, an ESL faculty member, led a book club in which participants read *Genre and English for Specific Purposes* by Sunny Hyon to help our faculty prepare for our department's transition to a new curriculum that focuses on teaching English through different genres, for different purposes, and for different audiences.

Additionally, our faculty members continuously read academic journals and books in our field and routinely share articles and thoughts via email and personal discussions, which ultimately inform our flex week ESL department meetings, as well as our curriculum. Most recently, in Spring 2023, three of our faculty members - Craig Carroll, Brittany Zemlick, and Brian Mark - researched and led a workshop on alternative assessments in ESL, including adapting aspects of ungrading to our department. Every semester, in fact, the ESL department hosts a flex week workshop with a particular focus on research

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and pedagogy to ensure that all of our faculty members, full time and part time alike, are aware of current research and practices in our field.

In recent years, the ESL department has been able to bring experts in the field to our flex meetings at Grossmont College as well, either in person or via Zoom. In Fall 2019, when our program was transitioning from our old curriculum to our new, genre-based program, Dr. Sunny Hyon, an expert in the field and the author *Genre and English for Specific Purposes* presented and led a three-hour workshop at our flex meeting. In Spring 2020, second language acquisition researcher, teacher, and published author, Dr. Bill VanPatten led a 3-hour workshop on promoting language acquisition to our department. In Fall 2021, another second language acquisition researcher, teacher, and published author, Dr. Karen Lichtman, led a Zoom workshop during flex week on the best methods on using reading to promote second language acquisition.

In addition, our vulnerable student population benefits from the greater access afforded by our Zero Textbook Cost (ZTC) program. All courses in our program are offered ZTC. In order to provide Open Educational Resources (OER) for ZTC classes, it's essential to maintain currency in OER as it develops state wide. ESL faculty member Sara Ferguson focused her Fall 2019 sabbatical on providing OER for ESL students. Professional development included attending OERI workshops through the CCCCCO, attending trainings offered by OER repositories Libretexts and Merlot, and focusing her 2019 The Summer Institute (TSI) project on closing the equity gap through the use of OER and open pedagogy.

Furthermore, Natalia Aylett is working on primary research to see how social media is impacting our students' academics, personal wellbeing, and their student leadership potential. The results will impact our teaching practices.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

Since our department course offerings were overhauled recently due to AB 705, all of our course outlines are up to date, and the department has no plans to submit updated outlines at this time.

2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

The course content of all ESL classes integrates current issues. For example, in ESL 088, ESL 088R, and ESL 088L, the second level of our program, students discuss topics such as student services, immigrant challenges and success stories, as well as health across cultures. Students at this level are often new students to GC, so the instructors spend the first several weeks discussing the resources that exist on campus to help students succeed. These include tutoring services, professor office hours, EOPS, CalWORKs, the Career Center, Financial Aid, and others. Not only do students learn about these resources, but they learn language to help them communicate with the people working in these areas. It is also very common for instructors to have guest speakers from some of these departments come to class and answer questions from the students. This helps the students to both learn how to use these services, as well as improve their English while doing so. In ESL 088, students ultimately use this information to create a flyer or a brochure about these services, which will be shared with new ESL 088 students at the beginning of the following semester as an introduction to this topic.

While discussing immigrant challenges and success stories, students read about immigrants in the local community as well as nationally, and the challenges they faced and overcame. The students share their

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stories as well. Throughout this unit, students find mentors, both from our embedded tutors who are all immigrants, as well as from the people whose stories they read about. This empowers our students and encourages them to succeed.

In ESL 088, these are a sample of some discussion questions:

1. Reading and discussion about what it means to be a successful college student, such as What does it mean to be a successful student in your country? How does it differ from what you learned about successful college students in the US?
2. Reading assignment about how New Year is celebrated in different cultures. Students discuss which traditions they would like to try.
3. Reading assignments and discussions on cultural aspects of Ramadan and Kwanzaa.
4. Discussion of different health-related advice given in the students' home countries. Reading assignments and discussions on levels of acceptability of mental health assistance in the US and around the world.

ESL 098, Level 3, students learn about push-pull factors in The Great Northern Migration by reading an adapted history textbook chapter and relate the experience of African Americans to their own immigration experience by discussing and writing about the push-pull factors that brought them to East County San Diego.

Another unit in ESL 098 provides a rich opportunity to foster inclusivity. Students read about a hearing-impaired volunteer in the National Park service, a female champion swimmer, university students from various ethnic backgrounds, a Mexican American intern at NASA, and the world-famous Indian actor Shah Rukh Khan, among others. Then, they interview a classmate to learn about his or her experiences, write up a student profile of that person, and present it to the class.

In ESL 105, Level 4, the students read about countries high in happiness, e.g., El Salvador or Colombia, that do not meet traditional metrics, i.e., wealth or Western technology, but rather achieve higher happiness ratings than the USA, for example, through social factors like solidarity and family values. The students connect these issues to their lives and the class can learn together about different ways to increase happiness. Furthermore, one ESL 105 class listens to and reads *Thirst* by Varsha Bajaj, a tale implicitly advocating for water-use equity. Another instructor at his level discusses Chat GPT, as well as a ballerina from Ukraine and other immigration issues, all of which directly relate to the lives of the students in the ESL program at GC.

Level 5, ESL 115, has an SLO that mandates current issues. This SLO states that students will “Analyze and critically engage with authentic works about contemporary and historical issues of philosophical and cultural importance and respond effectively in extended written or oral discourse in an appropriate genre for the intended audience, and purpose.”

To achieve this SLO, the course discusses differing academic cultures, food and culture, and media literacy. The unit on differing academic cultures explores the expectations of both teachers and students in various cultures, and what the roles are for each, with an emphasis on what to expect in an American college classroom. This is vital to the success of our local immigrant population as well as our international student population, as many of them come from high-context cultures in which the teacher is the holder of knowledge who is there to share that knowledge with the students, and who typically isn't to be questioned. This stands in stark contrast to the culture here, which has mostly become one of the teacher-as-guide, while students work together with each other and the teacher to create knowledge together. Furthermore, there is a focus on what academic honesty means in this culture and how and why we need to cite sources from others. Again, this is vital since some cultures view it as respectful to re-use the words and ideas of others without citations, which can cause unintended acts of plagiarism here. Thus, the students learn why and how to properly use the intellectual property of others according to the norms in American college culture.

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The food unit takes on several different forms. In one ESL 115 instructor's class, the students read about food co-op workers in Basque country, and two different accounts of Italian-American heritage preservation. In other classes, instructors discuss the role of racism and microaggressions that children of immigrants face in school due to the foods they eat, as well as the role of fusion foods in American culture and cultural appropriation of some restaurateurs. In other classes, readings and videos in the 'Food Memories' unit include food narratives and blog posts about immigrants and international students from the Philippines, Vietnam, Italy, and Afghanistan. Students participate in this diverse discourse community by writing their own food narrative.

In ESL 122, the highest level in the program, instructors cover several different current issues, connecting all of them to the students' lives. For example, the students read and write personal narratives that often cover a range of current issues that are relevant to the students. Here are some examples: the students read a chapter from Trevor Noah's book: *Born a Crime*. The chapter is called "Colorblind" and so issues of racism and bias come up in class discussion. The students do a quick write warm-up before the discussion (after reading the text for homework) on whether anyone has ever treated them differently because of the way they look. They also read the intro to Malala's book: *I Am Malala*. So related themes often come up in discussion - such as girl's education. They read the short story "My Secret Pepsi Plot" by Boris Fishman, so topics of immigration and refugees come up in discussion. They read "Me vs. Slug" which is a short story of a woman's experience of trying to grow a garden and fighting off slugs while she dealt with the emotional stress during the pandemic. And they also read a story about school bullying. They then have the option to use these as a topic for their personal narrative.

Students also analyze the rhetorical situation of an article from NYT: "To Be Young, American, and Muslim After 9/11." Current social issues come up in our discussion of context, audience, purpose and author motivation for that article. And they analyze a PSA (Public Service Announcement) called "Our Health is Worth a Shot." The purpose is to get African American women to get the COVID vaccine, so issues of African American health come up in that discussion and analysis. Finally, students choose a TED Talk to analyze for its rhetorical situation and persuasive appeals. Some of the TED Talks are on immigration, food and health, bias, happiness, reducing gun violence, etc.

In a recent semester, students did an argumentative paper and voted on the topic for the paper. They voted on managing mental health with a focus on technology and social media as tools that we need to learn to use appropriately to manage mental health. This includes learning about current trends in tech and social media and connecting with mental health, its concerns and its available resources.

Students in ESL 122 also discuss issues of ableism, perspectives on immigration, fatphobia, cultural competence, advocacy, and discrimination.

The ESL department overall covers a range of current issues that are relevant to the students' lives.

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

The ESL department has a strong history of maintaining dialogue within the department about curriculum and assessment. Prior to AB 705 and the pandemic, the program had numerous sections of each level. During our ESL flex week meeting, instructors met with their levels and discussed and collaborated on units and assessments with shared rubrics. Then around Week 8 in the semester, each level held its own calibration session to review and evaluate shared midterm writing assignments with shared rubrics. All of this was to encourage consistency in assessment types and grading among instructors at each level.

However, after the pandemic hit, student numbers declined dramatically. Now, our three lowest levels have only one section each, so semester calibration sessions are, at present, no longer relevant. To compensate, the ESL flex meetings incorporate discussions on grading student performance. For instance, the Spring 2023 flex meeting focused on alternative assessments, especially ungrading. When student numbers increase and more sections are offered, the ESL department will reestablish calibration sessions and level-specific flex breakouts.

The three highest levels of ESL still have calibration sessions when the number of sections offered makes this meaningful. During these sessions, instructors review writing assignments and compare the student performance to class outcomes and shared rubric. They discuss whether the writing samples show evidence of achieving the outcomes and which grade each assignment should receive, based on the rubric. When there is disagreement, discussion ensues to determine what constitutes a passing grade and why. This helps to maintain consistency in grading.

Furthermore, grade weight ranges for each course are determined through discussion by the instructors of those courses, and each instructor must set their grade weights within those ranges. For example, in ESL 115, this is the grade weight distribution and range:

30-35% - Minor Assignments (including Canvas assignments and discussion boards, answering or creating questions at home, journals, face-to-face classwork, etc.)

30-35% - Major Writing/Speaking (various genres, written at home with drafting, peer-editing, and trips to the tutor. These should include three writings and one speaking activity, or four writings as long as speaking tasks are accounted for somewhere else.)

15-20% - Reading/Writing Tests (in-class summary response essays)

10% - Final Project (a portfolio, semester reflection, or similar)

10% - Final Reading/Writing Exam (Summary Response - same as R/W tests above)

This further promotes consistency in grading across sections of the same courses. Additionally, the relatively low weights assigned to in-class tests and higher weights assigned to out-of-class assignments, which encourage revision, help to promote growth and development among students. However, as our department shifts to more alternative practices like contract grading, this approach is being revised to promote the most equitable methods of assessment while promoting consistency.

Additionally, during our program overhaul, we moved away from traditional textbooks to ensure that our department was ZTC. At the time, there were no strong ESL textbooks on the OER that focused on genre, audience, and purpose. Consequently, the instructors at each level collaborated on creating modules that were shared across sections. We continue to update these and share them for all instructors to use, which maintains consistency across sections of the same levels.

Furthermore, the ESL department collects and reports SLO data for each course every spring semester. When significant changes are noticed regarding the achievement of SLOs, the affected level discusses the issue at the following flex meeting to determine possible causes and ways to improve the number of students achieving the SLOs.

Finally, all new instructors are fully onboarded. They meet first with the department chair, who reviews everything, including SLOs and reporting SLO data, ESL flex week meetings, where to find and how to access shared materials, grade weights, and rubrics, and they receive a copy of the COR for the course(s) they will teach and the COR is reviewed together. They are then put in contact with the level leader for the course they will be teaching who reviews, among other things, course assessments, objectives, and calibration sessions.

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

The grade distribution summary graphs show that ESL in all modalities is much lower in terms of D, F and NP, and “other” than the ESBS division and the college as a whole in all modalities across all semesters. For example, in Fall 2018, the ESL department had a collective 22.44% in those categories, while the division had a collective 30.02%, and in Fall 2022, the ESL department had a collective 25.56% in those categories, whereas the division had a 32.32% in the same categories. The college as a whole is very similar to the ESBS division rates across semesters. The lower D, F, NP, and other grades in ESL are potentially due to a number of factors, though it is difficult to say for certain. One possible explanation is that ESL classes, due to the nature of acquiring a language, have been student centered for decades, with minimal lecturing, replaced instead by group work, discussion, and problem solving, all guided by the instructor as language must be interacted with in order to be acquired. If that is the case, we would expect to see the division and college more closely aligning with ESL in coming years as the college shifts its focus to more student-centered and culturally-responsive teaching strategies.

The patterns are more notably different, however, in terms of A, B, C, and Pass. For one example, 34.95% of ESL grades were Pass grades (not A, B, or C) in Fall 2022, while the Pass grades during the same semester for the division were only 4.74%. Conversely, only 39.48% of ESL grades were A, B, C in Fall 2022, while the division A, B, C pass grades during the same semester were significantly higher at 62.93% overall. Again, the college-wide grade distribution during Fall 2022 was similar to the ESBS division. This is almost certainly due to the high number of classes in the ESL department that can only be taken as Pass/No Pass. Prior to our program overhaul that went into effect in Fall 2019, this included 8 out of 17 courses being offered P/NP only, and it presently includes 8 out of 11 courses being offered at P/NP only.

These patterns more or less persist when the grade distribution is compared between all modalities and on-campus only classes. However, differences present themselves when comparing DE-only courses. This is likely due to the fact that, excepting ERT-mode during the pandemic, the only courses ESL offers as DE are two sections of the highest-level course, ESL 122. Consequently, the data set for the ESL DE courses is very small compared to the division and college, and thus may not be a truly representative example.

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major’s courses vs GE, first-year vs second-year or basic skills vs transfer.

Overall, the ESL department has seen some significant shifts in grade and success patterns within courses since Fall 2018. This is due to a number of factors. First, due to AB 705, our entire program and course offerings were overhauled, as noted previously. This was implemented in waves. In Fall 2019, the lowest five levels of our former program, consisting of 13 courses, were replaced by three levels, consisting of 7 courses with vastly different curricula than the former classes. Then, in Spring 2020, the pandemic forced all classes to go online. Then, in Fall 2020, during ERT-mode, the two highest classes were replaced with two new courses, ESL 115 and ESL 122, again with vastly different curricula than in the former program. After that, in Fall 2021, a new Level 1, consisting of two courses, was added. Next, in Spring 2022, the classes began online and then shifted to on campus after the third week. The changing of the course programs by itself presents difficulties with comparisons, but the pandemic also presents major challenges for comparison.

Several key problems were caused by the pandemic and ERT-mode instruction for ESL. The pandemic, of course, presented numerous problems for all students and faculty across campus. But in addition to

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those problems, ESL students are learning English. It is the language of instruction, it is the language of the institution, and it is the language of technology and support lines. The students were completely in the dark with how to take classes. And possibly most ESL students, especially at the lowest levels of the program, had minimal exposure to any technology outside of a smartphone, and when they got laptops, they not only did not know how to use them, but they also did not know how to type, especially in a new script like the Roman alphabet; they were only accustomed to typing on their smartphones and in the script of their first language, typically Arabic. All of this made it nearly impossible for many students to understand Canvas or to contact Canvas Help for support, and thus to succeed in an online environment.

Numerous ESL students at GC, and most ESL students in the lower levels, are also parents of young children. Many of them were trying to attend class and navigate the unknown world of technology and a new language that was the language of instruction and the institution, all while simultaneously tending to their children, who often were also trying to learn how to be online students but without the assistance of their parents since those parents, GC ESL students, could not understand technology or English. The GC ESL faculty performed heroic feats to try to make this a manageable experience for our students, but it was often at the cost of providing language instruction and moving the students toward the SLOs.

Furthermore, as noted in Section 2.7, language classes rely on interaction between students and the guidance of instructors who can monitor students' language use while moving from group to group and person to person. This proved impossible in Zoom and Canvas classes. Discussion boards on Canvas are not analogs to group discussions in person in which an instructor can provide moment-by-moment assistance and feedback while students work out problems in real time, which they need to improve their language. In an on-campus classroom setting, the instructor can also easily see which groups need assistance. The breakout rooms on Zoom did not mirror in-person classes since the instructor could not see the groups unless they entered a specific breakout room, and was not able to dedicate enough time to each group, leaving many students without the assistance they needed.

Even more, during ERT, the ESL department noticed a lot more cheating than normal, typically due to translating from the students' first language or having their children complete assignments and even attend classes for them with the camera off. For example, they were able to write their assignments in their first language and use a translator like Google Translate to render them in English. This is a problem because the whole point of taking an English language class is to use the English language, which many of them were not doing. Sometimes instructors noticed; other times they didn't. In on-campus classes, students can do most of the work in class and the instructors can monitor and assist our students, which we couldn't do in an online environment.

As a result of all of the above, many students who passed ESL classes were unprepared for the next level, and they consequently fell even further behind. Then, when classes were fully on campus, some of these students could no longer succeed. As a result of all of this, the Fall 2022 data is really the only reliable data to examine for trends across classes, but since Fall 2022 is the last semester available for comparison, a more meaningful analysis will not be available until the next program review. With all of that in mind, some trends will be discussed below.

As noted in Section 2.7, the three lowest levels of ESL are taken on a Pass/No Pass basis only, while the three highest levels can be taken for a grade. Of these, our current Level 2 (ESL 088s) and Level 3 (ESL 098s) courses replaced four levels of our former program in Fall 2019. Then, our current Level 1 (ESL 078s) was implemented in Spring 2021. In Fall 2019, the ESL 088 classes had significantly higher NP and "other" categories than the ESL 098s. This is likely due to the condensing of the ESL program at these levels. The new ESL 088, which was the lowest level at the time, was too advanced for students who were

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true beginners of the language. It was these results that led the department to create one level below this, ESL 078. Yet, the ESL 088s and 098s more or less leveled out during the pandemic, presumably for the reasons stated above. There was still a significant difference between the ESL 088s and ESL 098s during fall 2022. During that semester, the ESL 088s had a 70% pass rate, while the ESL 098s had an 82.67% pass rate. This could be the result of low enrollment in the ESL 088s that semester which consisted of only 6 students each in ESL 088R and ESL 088L, and 10 students in ESL 088. ESL 098, ESL 098G, and ESL 098P each had about 20 students.

Within each level, some differences are notable. In ESL 088, for example, 80% of the students passed, but in both ESL 088R and ESL 088L, only 60% of the students passed. This is because the students in the two smaller classes were in both of those classes and they were in ESL 088. It is very common for a student in these classes to pass all of the courses in the level, or not pass all of the courses in the level. And again, this was a very small number. Each of these classes, the ESL 078s, ESL 088s, and ESL 098s, have only had one section each since the pandemic.

For the credit-bearing classes, ESL 105, ESL 115, and ESL 122, which collectively make up levels 4, 5 and 6 in the ESL program, there is less consistency when comparing a breakdown of grades; for example, when comparing As for fall 2022, ESL 105 had 19.57%, ESL 115 had 50%, and ESL 122 had 44.79%. This could potentially be due to the fact that the ESL department is incorporating more upgrading practices. This is new for the department as a whole and will likely take some time to standardize. Yet when the same semester is analyzed in terms of overall pass rates, they are very similar: ESL 105 has a pass rate of 73.92, ESL 115 is 75%, and ESL 122 is 71.87%.

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

As discussed in Section 2.6, the ESL department works hard to avoid unusual grading patterns. When new instructors are not sure of a grade for an assignment, they take the assignment(s) to the section level leader and ask for feedback until they get comfortable with grading. As a result of the above, no unusual grade patterns have emerged in recent semesters.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

The ESL department only offers DE classes at the highest level, ESL 122. Since the DE option has been offered, each semester only two sections are DE; three sections are face-to-face. In Fall 2022, the retention rates between the two modalities were nearly identical, with DE one percent higher than face-to-face at 91% to 90%. The two semesters prior were more erratic. In Spring 2022, DE was 80% and face-to-face was 86%, and in Fall 2021, DE was 89% and face-to-face was 78%. The lower face-to-face that semester was possibly due to it being the first semester back in the classroom, which was difficult on everyone and led to more drops. On the whole at present, the retention rates are quite strong in both modalities.

Some significant differences are found in the success rates, however. In Fall 2022, the DE classes had a 68% success rate, while the face-to-face classes had a 74% success rate. This could be due to the fact

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that face-to-face instruction in ESL is still the best modality, even at this high level, because instructors are able to better monitor and assist students during group work, as noted in Section 2.8 above.

The DE sections of ESL 122 are at least partially synchronous. All synchronous components occur on Zoom, and any asynchronous components, as well as assignments, are on Canvas. Furthermore, instructors initiate an early contact to welcome students, explain how to get started, and provide instructor contact information. Weekly announcements are made by the instructor to clarify learning objectives and activities for the week. Furthermore, instructors must give timely responses to questions, comments, and concern, as well as regular feedback on student work. Instructors must also regularly monitor students' progress and contact students who fall behind. Moreover, instructors hold regular office hours on Zoom, and the hours and links are prominently displayed on the Canvas course home page. The instructor also provides a clear syllabus that includes expectations for attendance and participation in the online portion of the class, grading information, and contact information with expected response times.

At this time, both DE courses have embedded tutors who participate in the synchronous Zoom sessions, post their hours and Zoom links on the Canvas shell, and meet regularly on Zoom for one-on-one conferencing.

At present, the ESL department has no plans to make changes, but we will continue to monitor success rates and adjust if needed.

2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to "credit for prior learning" per the Title V changes? (Contact the Dean of CTE if you have questions).

The GC ESL department does not have any articulations with K-12 schools.

2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

Until the recent past, the ESL department has not had any transfer-level courses. With our ESL course overhaul beginning in 2019, we introduced two transfer-level courses: ESL 122, which earns English composition credit, and ESL 115, which earns humanities credit. When we redesigned our courses, we intended to apply for articulation for these two courses, so the course outlines were written with that intent.

In spring 2019, the ESL department met with the English department to discuss the COR for ESL 122, and the English department unanimously agreed that it was equivalent to ENG 120. Shortly after, the outlines were submitted and the ESL 122 COR was approved for UC and CSU. The agreement for ESL 122 went into effect in Fall 2020.

Unfortunately, the outline for ESL 115 was denied for Humanities credit for CSU initially, but the Chancellor's Office at CSU gave a temporary approval for the academic year of 2020-2021 to give us time to revise our COR. Consequently, the GC ESL department, with guidance from our Articulation Officer, revised the COR for 115 based on the feedback from CSU and then reapplied. Then in spring of 2021, we received news that ESL 115 was denied Humanities credit again by both UC and CSU. As a result, we further modified the outline for this course, with the assistance of a COR for a similar ESL course from a different community college in California that our Articulation Officer sought out and supplied for us. We

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further brainstormed with all ESL faculty who teach this course. Once the revised outline was completed, we reapplied in August 2021. The ESL 115 COR was ultimately accepted for GE credit in Humanities at both CSU and UC for the Fall 2022 semester and onwards.

To keep these two courses updated, the ESL department keeps in touch with the GC Articulation Officer.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

Since the last Program Review cycle, the GC ESL department has undergone significant changes. Over the course of 2019 and 2020 the department has revised existing courses prompted by the AB705. Essentially, our previous program has been deleted and a new program has been implemented. This new program has 6 levels, enabling a student who enters the program at any level to complete the program within three years. The top two levels of our program, ESL 115 and ESL 122, were offered for the first time in Fall 2020. Two new courses at the true beginner level, ESL 078/078R, were offered for the first time in Fall 2021.

Another change that took place is that the ESL department has collectively decided to conduct course SLO assessments once a year - in the spring semester. During the pandemic (starting in Spring 2020 and until Spring 2022), the department agreed not to assess SLOs because we were concerned about the integrity of the results. The reason is that it is almost impossible to accurately assess SLOs for language acquisition in an ERT environment. ESL has faithfully recorded SLO data for every SLO, in every section, every semester for over 10 years. During the time when GC ESL was in the ERT mode, academic honesty in a remote environment has been an overriding concern, and in response, assessments have been drastically changed and SLO measurements have been postponed. In addition, the technical obstacles for both students and instructors, especially in Spring 2020 and Fall 2020, made it difficult to measure success, as students were struggling with logging on to accounts, negotiating Canvas and other platforms, and instructors were sometimes doing the same.

Collection of SLO data in Fall 2020 and Spring 2021 was attenuated.

SLO data was collected Fall 2020 from levels 088 and 098. However, due to low numbers, technical obstacles and instructor concerns about academic honesty in 088 and 098 level, these results should be regarded with caution.

In ESL 088, 088R and 088L, the overall SLO pass rate exceeded 70%. Instructors expressed concerns about the ability of students to succeed in a remote environment,

and the focus of this SLO cycle is adjusting instructional approaches to accommodate the remote modality.

In ESL 098, 098G, and 098P, the SLO rate exceeded 70%. The main concerns expressed by instructors is equity in the remote environment, as students with less access to technology or skills with technology were less successful in the class. In addition, exams and prompts are not standardized, which leads to inequity. Goals for this level are calibration meetings and the standardization of assessments.

In other words, the SLO assessments for the newly revised program have started anew only in the Spring of 2022. At the end of the Spring 2023 semester, we have only assessed SLOs twice.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

As discussed in the response above (3.1a), the program has just recently started on a new cycle of SLOs (only 2 data sets were collected so far - Spring 2022 and Spring 2023). As such, it is too early to assess the success of the program or courses, and more data is needed to observe true general trends at this point. Additionally, the GC ESL department does not currently have a true degree/ certificate path - but this is something that we have started exploring and working on in the Spring of 2023. Once the department collects more data and implements the changes we have begun regarding the certificate programs, the PSLOs will be then assessed with more accuracy and it would be possible to discuss any adjustments that we may need to make.

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

Because the GS ESL Department has only had two cycles of data that can be considered valid since the launch of the newly developed program, it is difficult to generalize about the results. However, the results were discussed in department meetings and some changes have been suggested.

For example, one suggestion that was made for the newly created Level 1 (ESL 078/078R) was to change the wording of the SLO from reading at the low-intermediate level to high-beginner level to reflect the true nature of the course and the ability of the students to achieve what they can at the end of 16 weeks of instruction.

Another example comes from ESL 105 (formerly 103). In the past, ESL 103 (Level 4) was assessed using grammar-based multiple-choice tests (as were many other levels). However, now that the department has revised its curriculum to genre-based approach, the grammar-based assessments are now deemed obsolete. In addition, since the department has moved on to the alternative methods of assessment (such as ungrading), the SLOs have been adjusted to reflect that. It is no longer one standardized test that we use to measure SLOs. One of the

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adjustments was that ESL 105 instructors will build more authentic communicative tasks into the semester curriculum and continue to reduce activities focusing on declarative and explicit knowledge.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

In the past, our department had many sections for each level. Now, after the pandemic (since 2022), the first 3 levels of the program only have one section per level. Level 4 and 5 (ESL 105 and 115) now have at least two sections, and hopefully next semester, Level 6 (ESL 122) will have at least three sections. This will make the data we collect more accurate and will yield more meaningful results upon which changes to the curriculum can be made in a more informed manner. The implications of these changes will, in turn, inform what kind of support and professional development opportunities the department will need to offer and seek funds for in the future.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

Before the changes to the program that took place in 2019-2020, the SLO assessments took place every semester. That was when each level had at least 2 sections (most of the time more than that). Now that our program has shrunk significantly because of enrollment issues and the effects of the pandemic, the department has decided to implement the SLO assessments only one time every year in the Spring semester. This has been done to accommodate the curriculum changes and to follow the general trend of Grossmont College SLO assessment.

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.

[Revised ESL SLO 6-Year Assessment Plan \(Spring 2021 - Spring 2026\).pdf](#)

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

Even though it has only been twice the GC ESL Department collected and considered for analysis the results of SLOs since the implementation of the new program, there have been suggestions at every level how to revise them. Here are some examples:

Level 1 (ESL 078/078R) - The instructor of the course suggested changing the low-intermediate level to high-beginner (for listening comprehension and reading comprehension). When we first introduced this level to the ESL program, the CORs and SLOs were based on the CEFR level of ACTFL (American Council of Teachers of Foreign Languages). The reality is that in 16 weeks, a student entering the level as a zero-beginner of English is more likely to advance to a high-beginner. Language learning takes time, and even the most rigorous and engaging instructions at this level can elevate a zero-beginner to a high-beginner. The revised SLOs reflect the nature of language acquisition and all the research that underlies it.

Level 2 (ESL 088) - The instructor of the course suggested that in the next two semesters, more student writing will be reviewed and students will be allowed unlimited revisions to help them prepare for the SLO writing assessment. Action Plan Comments: We will wait to see if modified

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pedagogy helps more students achieve the SLO. The modified pedagogy is meant to incorporate more visual aids and scaffolded assignments for this level so that the students taking the assessment feel comfortable, supported, and informed as to what is required of them on the assessment.

Level 4 (ESL 105) - The instructor of the course suggested more authentic communicative tasks with more student-centered exploratory questions to replace didactic and convergent exercises still being used by some to complement input and interaction tasks.

In other words, the data collection is still at its beginning stages for the GC ESL Department. It will take at least 4-5 cycles to have enough data to analyze the results properly and with statistical relevance. Even so, each cycle presents an opportunity for us to understand what we are doing in the classroom and reflect on what we as instructors can change in pedagogy, and that, in turn, will inform us on the revisions we need to make to the SLOs.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Building	Number of sections
51	7
55	2
100	4
53	2
38	1
41	1

Since the end of the pandemic, GC ESL offers on average 19 sections per semester. Of the 19 sections offered, only two are completely online. The bulk of the sections are in Buildings 51/55 and 100.

In addition to standard classrooms, GS ESL utilizes a designated ESL computer lab for its core classes, which it shares with the instructors from ACE. Many instructors of classes that require a writing component or access to Canvas use the ESL Lab (70-122). Many also reserve other computer labs in the Tech Mall (70-103, 70-104, 70-126).

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

A language learning classroom would have plenty of unobstructed, whiteboard space, space enough to rearrange chairs in a manner that allows students to work in pairs and groups, for the instructor and students to walk around safely, a document reader, projector and excellent audio-video technology that is user-friendly and accessible. In addition, especially, at lower levels, an environment that is text-rich and image-rich is a must. For example, ESL 078 through ESL 098 (the lowest three levels of the program) could benefit from numerous posters of high frequency verbs, verb tense comparison charts, the alphabet, maps of the US and the world, images of high frequency words that are used during the instruction. Having such a text- and visual-rich classroom is akin to the environment that is present in an elementary-school classroom. The instructors at Level 1 (ESL 078) have all of these posters; however, because the rooms change every semester, these text/visual posters have to be put up and taken down, which creates unnecessary moving and storage problems. This can be avoided if a designated classroom is there for at least one or two levels of the program. Most rooms assigned to ESL classes are adequate in the sense that teachers make the best of what they have been afforded.

ESL 70-122 Lab is the only true designated space for ESL learners and instructors. Prior to the pandemic and the curriculum changes that took place during 2018-2019, the lab had been used extensively by almost all classes and levels, but mostly for the purposes of Intensive Reading Program that used to be part of the supplemental reading courses. Most writing courses had also used the lab for completing writing assignments and guided editing practice. The department obtained Presidential Discretionary Reassigned Time to manage the lab, and Barbara Loveless (now retired) served as the ESL Lab Coordinator until 2020.

During the pandemic, the ESL lab has been somewhat underutilized with the ESL Coordinator position being eliminated. In fact, because the lab was not supervised, an instructor once encountered an unhoused student sleeping in the lab. Now that the classes are back in person, the need for the ESL coordinator position has become crucial. The steps to revive this position and various plans for new uses of the ESL lab are discussed in item 4.3.

Another issue affecting GC ESL department facilities and scheduling is the upcoming renovation of buildings 51/55 and the demolition of building 50 (full-time and adjunct instructor offices). Three full-time instructors will be affected by the relocation.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

The ESL Lab:

With over 1,525 ESL and ACE students using 70-122 August 2022 through April 28, 2023, there is much to oversee from room requests, software installations, instructor training, to semester-long trouble-shooting. The use of the lab to support student language learning development is an integral component of the ESL program's curriculum. That is why the GC ESL department decided to revive the ESL Lab Coordinator position. The application for the Presidential Discretionary Reassigned Time for this position was submitted to Tate Hurvitz on 05/01/2023. The ESL Lab Coordinator duties and responsibilities will include the following:

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- Develop and maintain a schedule of lab activities including class reservations by ESL and ACE, open lab hours, and tutoring hours.
- Coordinate with ESL tutors for the ESL Lab.
- Revise and maintain informational handouts for students regarding lab procedures and hours and software use.
- Plan and deliver orientations each semester as needed for new and returning ESL teachers so that they can provide their students with a quality lab experience as a whole class.
- Manage records and requests for existing software installation and upgrades by the college's Instructional Computing and Information Systems personnel.
- Handle requests for one-time lab visits from ESL and ACE instructors.
- Work in conjunction with ACE instructors to accommodate their students for weekly or occasional lab visits.
- Maintain equipment in 70-122 including file cabinet with cleaning supplies, audio/mic cables, and USB cables, and notify ICS about any computer malfunctions.
- Coordinate cultural pride month

In addition to being a dedicated space of instruction and workshops, the ESL Lab now hosts its own library of books specifically curated for ESL learners of various levels. In the three large cabinets there are hundreds of books that students can check out and take home to read. Some of these books are class sets that can be used for specific classes. That is to ensure that our courses stay ZTC. The GC ESL faculty regularly bring their students to the lab for Free Voluntary Reading sessions, which is one of the most important components of language development. However, having books in the cabinets that need to be closed and opened is not very encouraging to readers' curiosity. Ideally, the books would be displayed on open bookshelves where students can see the literature and look at the books without the instructor's discretion. Having shelves installed is something that the ESL department needs to work on with facilities management.

ESL student enrollment has grown 42 percent since Spring 2022. LTRC dean Eric Klein strongly supported the extension of the role for 2021-2022, but somehow his request went unfunded and the ESL Lab has been unsupervised and without coordination since then. Recent immigrants from rural Syria, rural Afghanistan, Democratic Republic of Congo, Haiti, and other conflict and post-conflict territories have no experience using learning management systems such as Canvas, Google Docs, basic email, assignment scheduling calendars, and other digital requests faculty and counseling typically make.

Out-of-class tutoring with embedded tutors needs a supervised space on campus. The ESL Lab will be this space.

ESL also wants to hold weekly workshops, invite Student Services to hold meetings with ESL students in the space, promote rotating cultural celebrations, create student connections with Anthropology and Sociology, further develop our podcasting, and much more.

Class Scheduling:

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The optimal timeframe to offer ESL classes, particularly for students in the program's basic skills levels (ESL 078, 088, and 098) is between 9 am and 2 pm. Having classes scheduled within those hours makes it possible for many immigrant students (many of whom have many children of school age) to drop off and pick up their children and go to work in the afternoons or night shifts. The upper 3 levels (ESL 105, 115, and 122) are usually scheduled in the mornings and afternoons to accommodate not only resident students but also international students.

Currently, Level One (ESL 078) meets 4 times a week from 9 am to 11:55 am. However Level 2 and 3 (ESL 088 and 098 respectively) meet twice a week, from 8 am to 2 pm. The feedback from Level 2 and 3 suggests that starting classes at 8 am is not optimal for those who have childcare needs, as many schools begin classes after 8 am. This makes it challenging for students with school-age children to come to class on time.

Based on this information, the ESL department has begun implementing changes in scheduling. For example, Level 2 and 3 will be scheduled to meet 4 times a week between the hours of 9 am or 9:30 am and 2 pm. These changes will take effect in Spring 2024.

Another challenge that the ESL Department has encountered in terms of scheduling is the GC new block schedule. Currently with the new block schedule, the ESL department is struggling to find times that work for our students. Most ESL classes are 6 units, which have traditionally been separated into two class meetings per week. However, the only block for a 6-unit class on the new schedule is to split the class into four-days a week. This causes many ESL students to choose between work or studying, since it is often most beneficial to work five days a week and study two.

Operations has been helpful in allowing us to plan classes outside of the blocks to accommodate our students, but this means that each meeting on a two-day schedule is 3 hours and 5 minutes, which pushes the classes into the next block. This means that when students finish an ESL class, they cannot go directly to another class and instead must wait for over an hour before the next block begins.

Additionally, the 4-day-a-week classes meet for 1 hour and 20 minutes each day for a total of 5 hours and 20 minutes a week. Yet, the 2-day-a-week classes meet for 3 hours and 5 minutes a day for a total of 6 hours and 10 minutes a week. That means that the 2-day-a-week classes meet for 13 hours and 20 more than the 4-day-a-week classes over the course of a 16-week semester, which is an extreme difference and places yet another burden on ESL students.

There are, of course, breaks in the 3-hour-5-minute classes which accounts for some of the extra time, but the scheduling is still a burden on students. The ESL department will continue to work on finding the best way to serve our students with the new block schedule so that they do not need to choose between work and studying or taking ESL classes and other classes.

To sum up, the two important changes the GC ESL Department is working on are the revival of the ESL Lab Coordinator position and making scheduling challenges work to accommodate the students' needs.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

Because of the remodeling of buildings 51/55, we are uncertain whether the classrooms that the ESL Department will be assigned to teach in will have adequate whiteboard space. The optimal classroom for language learning needs both a screen with a projector and a lot of whiteboard space to write on at the same time. Some of the classrooms that we have been assigned have

both, but the pull down screens often obstruct the whiteboard space, having the instructor constantly toggle between the screen and the whiteboard. In addition, a designated ESL classroom would have enough wall space to have posters and visuals that are permanent fixtures and do not need to be taken down and put up every semester.

Another need that the ESL Department has brought up in the past is having smart boards that are interactive and would have the potential to enhance language teaching and learning. Again, this would be ideal in a designated ESL classroom.

4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Support Services that Have Met Our Program's Needs

Much praise goes to the Printing Department and Library Services. Once the ESL Department went to ZTC, the Printing Services Department has been invaluable to us. All the requests (especially since the end of the pandemic) have always been fulfilled on or before the due dates, and even on the day of the request. The Library and the staff have been more than accommodating to our needs. In fact, Nadra Farina-Hess has purchased all the novels, short stories, and readers that the ESL Department requested. Now we have a well-curated ESL library corner, where students can go to select books for free voluntary reading for classes and otherwise.

Dawn Heuft has also provided excellent support and low-stress self-guided training for Canvas. As has Reyna Torriente in Instructional Operations. Reyna has never failed to make timely changes to line sheets, whether it is adding ZTC designations or changing rooms or adding or removing section links. Genie Montoya deserves a special mention for always having been able to help us with traveling and reimbursement.

Support Services that Have Not Met Our Program's Needs

Maintenance

There have always been concerns with room temperatures in almost all of the buildings that our classes were scheduled in. In many of our classrooms, the temperatures are either too low (in the 50s and 60s), prompting the students to wear parkas and bring blankets; in others, the temperatures are unpredictably either too high (in the 80s) or too low, having instructors make requests for maintenance personnel to come and check the thermostats, which takes away from instructional time. However, the AFT was excellent in educating us on OSHA laws this semester. Another issue is the inconsistent cleaning of classrooms. While the trash and recycling are regularly taken out, the whiteboards, desks, and floors have not been cleaned by the maintenance crew. This has been evident because of the sticky desks and dirty whiteboards so much so that the instructors themselves bring their own cleaning supplies to keep up with the cleanliness of the classrooms.

CAPS

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CAPS has been too slow to respond to threats of violence in the past. One example was that it took 20 minutes for a 911 call response with a violent student preventing an instructor and a tutor from leaving the classroom. Faculty health emergency response last semester was not overly convivial or rapid.

Information Technology

While the IT Department at Grossmont College has always had an adequate response to our needs, such as fixing our computers and the AV equipment, the District IT has had a very problematic relationship with our department. Here are some of the concerns raised in the past few years:

1. When the GC Website changed during ERT, students had a hard time finding (or simply were not able to find) information about the ESL program. The ESL department couldn't find information on the website to answer student questions either. The timing of this change was terrible and detrimental to enrollment and retention.
2. Our newly implemented GSP (Guided Self Placement) needed revisions after the first semester it was offered. However, the District IT was not responding to our requests to make those changes despite repeated emails and multiple attempts to work with them.
3. The Self-Service was implemented without training for faculty. Since we are on the frontlines of registering ESL students to our classes (students who have limited English and even more so limited experience and access to technology), the lack of training was stressful and frustrating for both faculty and incoming students. The issues with Self-Service caused a drastic reduction in student enrollment, especially when it added illegitimate prerequisite blocks to courses in our program, forcing students to find a person (during ERT when no one was on campus) to help them register.
4. VRC was implemented during ERT/ pandemic, and faculty flooded the department chair with email questions about how to record their PD hours. The system is not intuitive at all, and this still causes unnecessary problems every semester despite the availability of training videos and practice.

4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?

No

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

The GC ESL department is actively working with the Operations and Facilities Management to ensure that we obtain the desired class schedules and classrooms that meet our needs. The ESL department has applied for an RT position for the ESL Lab

Coordinator, and will work with the facilities to make changes in the lab in terms of the set-up and shelving for ESL books.

There is still uncertainty in terms of where the classes will be held due to the remodeling of the buildings 51/55. The relocation of the office spaces from the soon-to-be-demolished building 50 (staff offices) has just been announced (May 2023), and it looks like the four full-time faculty will be in the same building and rooms right next to each other at least in the Spring of 2024.

This is a welcomed change as it is important for the department to be in one space where students can easily find us without being lost on campus searching for different buildings. The whole department (or at least the full-time faculty) being in the same area is important not only for student access but it also facilitates conversations, exchange of ideas and camaraderie among peers.

4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.

N/A (Explained above)

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

Course enrollments in the ESL department have dropped dramatically since Fall 2018. At that time, we had 1,359 students enrolled in GC ESL classes. There was a precipitous drop from Spring 2020 to Spring 2022, from 995 to 249 enrollments, which is the lowest semester on record. However, our enrollment has been steadily but slowly increasing up to 355 enrollments in Spring 2023. The ESL class fill rates are back to pre-pandemic, pre-AB 705 levels. In Fall 2018, the department had an 87.9% fill rate, which dropped to a low of 66.4% in Spring 2022, and is now up to 83.53% in Spring 2023.

Reasons for this decline are many and varied. First, our department implemented the first phase of the curriculum redesign due to AB 705 in Fall 2019, which reduced the ESL levels from seven to five. This necessarily reduced the number of classes and students. Then, the COVID-19 pandemic pushed numbers down much further as students struggled to take classes and deal with the myriad problems they were having in their lives at the time. Additionally, ESL instruction is not best suited for an online environment, especially for lower-level English speakers who often additionally have little knowledge or experience with technology. And, as stated previously in this report, they had to navigate all of this with the language of instruction and the institution being in a language that they were not proficient in. This caused many not to be able to succeed in this environment. Furthermore, political policies that restricted or otherwise discouraged immigration reduced the number of new immigrants who would typically enroll in our ESL department.

International students fared no better. During the U.S. presidential administration at the end of the last decade, there was a huge decline in student visas issued due to a national travel ban for several countries. As we were recovering from that, COVID came along, closing most embassies and halting most international travel. We are still in recovery from that. Meanwhile, the worldwide economic downturn, inflation, war in Ukraine, and mass shootings have all impacted international students. Additionally, many consulates have not been readily issuing visas to ESL or community college students

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as there is a perceived risk that they are intending immigrants. Consequently, international student enrollments have declined.

There were also institutional problems. Beginning June 30, 2021, the ESL department chair began to receive emails from students, counselors and ambassadors in student services asking for help because the students could not register for ESL classes at GC. These inquiries were forwarded to IOPS, Student Services, and the placement office. This problem was forwarded to the Curriculum Committee chair, and District IT, in an effort to fix the issue. The ESBS dean and the VPAA had been informed and they researched the situation with IT. Efforts to fix the blocks that were preventing registration continued for several weeks through the end of July. Staff, faculty and administrators who were aware of this problem were supportive and worked hard to fix the problem, but to no avail.

Meanwhile, as Student Services, District IT and IOPS worked to fix the error, students continued to try to register. Many of them asked the chair for help, or worked through counselors or others in Student Services, but many gave up, as can be seen from the drastic drop in enrollment in the Fall 2021 semester, from an already low 688 to 463. Calworks counselors informed the chair that many of our students moved to other colleges after trying for weeks to register in our classes. To the chair's knowledge, some of the blocks that prevented students from registering had been removed by Fall 2021, but others had not.

Into the fall semester, the chair continued to receive emails from students who needed to have prerequisites cleared at every level of our program, and most disturbingly, students who placed in level 088, Level 2 in the program, needed to be manually registered by Admissions and Records. They could not register at all through Self-Service. ESL 088 level students do not speak English. They are some of our most vulnerable community members, many of them refugees from war-torn countries. Completing registration in English is already difficult. Adding inexplicable pre-req blocks and the requirement to contact a counselor or department chair created an equity barrier that is insurmountable for most. One student who placed in 088 was lucky enough to have a spouse who speaks English. That spouse contacted the chair almost daily for a month trying to help his wife register for classes. In the end, her 088 class was canceled. Furthermore, since the ESL department is a leveled program, losing students in our lower levels has serious consequences for enrollments in the higher levels, which would account for some of the lack of enrollments that followed the Fall 2021 semester.

In an attempt to counter these enrollment drops, the GC ESL department has tried to improve outreach and messaging. These must be updated continually, but significant goals have been reached. The ESL website has been updated, and steps to apply are posted in 22 different languages common to immigrants in the area, as well as international students we have historically received. Flyers and infographics were distributed to counseling and other student services, as well as distributed to various locales around east county San Diego. Unfortunately, manpower is limited and our faculty is not very experienced in outreach and advertisement.

5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

Gender, age, and ethnicity enrollment data in ESL never compare to the college-wide enrollment data. Due to the nature of the ESL program, we would not expect to see numbers that are similar to the college-wide numbers, as only students who are non-native speakers of English and need to improve their English language take ESL classes. Some specific explanations will be presented below.

First, the ESL department typically has significantly more female students than male students, though occasionally the differences are not as pronounced. For example, in Fall 2018, ESL had a 59% female population, while Grossmont College had a 56% female population. However, in most other semesters,

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the difference is more pronounced. For instance, 69% of ESL students were female in Spring 2022, whereas only 59% of Grossmont College students were female in that semester. The reason why females make up more of the ESL population than the college as a whole is most likely due to the fact that most ESL students who are in the lower three levels of our six-level program are females. This has always been the case and is very likely because students in these levels are often recent immigrants from traditional cultures. The men, even if their English is not strong, have jobs and cannot take classes. The women are typically able to take classes when their children are attending school, and thus do. This is one reason why so many more women than men take ESL classes at GC.

Furthermore, the age demographics of the ESL department never compare to the college as a whole. For instance, in Spring 2022, only 16.99% of GC ESL students were 18-20 years old, while 38.53% of the college-wide population were in this age range, and 27.68% of the ESL department's student were 40+, while only 8.37% of the college were in this category. This is not surprising since most high school students who are non-native speakers of ESL typically place into ENG 120, or they take ESL 122 only, skipping the five lower levels. Sometimes recent high school graduates take lower levels in the ESL program, but it is not the norm. Conversely, since the ESL population largely comprises refugees, most of these students arrived in the US after college age, and many take classes here only after their children are old enough to be at school.

Finally, unlike the college-wide numbers, the GC ESL department has a much higher percentage of White students; in fact, White students comprise the majority of students in the ESL department. For one example, in Fall 2022, 50% of ESL students were counted as White, while only 38% of GC students were counted as White. This is due almost exclusively to the fact that Middle Eastern students choose the "White" category when completing demographic data. No one who chooses White and takes ESL classes comes from traditionally White demographics in the United States, as they already speak English fluently. There are occasionally European international students, but we have had none to virtually none of them in recent semesters. Many Latinos may also choose White, especially if they have not been in the US long and they identify as White in their home country. It is also unclear whether recent arrivals from Afghanistan select Asian, White, or something else, as they don't fit neatly into any of the categories. In Spring 2023, the three highest ethnicities in the ESL department are White (56%), Asian/Pacific Islander (23%) and Hispanic/Latino (16%). College wide, the three highest are White (40%), Hispanic/Latino (38%), and Asian/Pacific Islander (8%). The other numbers are significantly different because of, again, the nature of the ESL program and the students who take ESL classes.

5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

Both the success rates and the retention rates in the ESL department have similar trends. Success rates were the highest before the pandemic, up to 80% but always in the high 70s. The biggest drop was in Spring 2022 down to 66%. Similarly, retention rates peaked pre-COVID at 93% and then dropped, started to climb, and dropped again in Spring 2022 to 78%. In Fall 2022, the numbers are back up to 89%. The drop in Spring 2022 in both areas was presumably due to starting the semester online for three weeks, and then returning to class. Some students started the semester not understanding, due to their limited English, that we would switch to in-person classes, and their schedule and/or tolerance of person-to-person interactions at that point in the pandemic did not permit them to take on-campus classes, so they dropped.

In the last ESL program review from 2011 to 2018, the overall success rate for the department was 77%, which seems to be very similar to the present average, even with the pandemic in the mix. And the overall retention rates were just below 89% from 2011 to 2018. Again, due to the pandemic, our program

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overhaul, and the other issues mentioned above in 5.1, the numbers are a bit lower now, but they are nearing the averages from the previous program review.

Additionally, the ESL department has moved away from standardized grading, which may affect equity as all students were required to take timed, multiple-choice tests for grammar and reading, and timed, in-class writings. In recent semesters, the department has been exploring various forms of ungrading, such as contract grading. We also often give our students the ability to choose assignment topics and even types, when possible. For example, after reading a novel, students might write a book review, or they might choose to give a review in a video recording. Grammar is no longer assessed in isolation. Now grammar is seen as integral to communicating. Going back to the book review, if the grammar is accurate enough to make a successful book review, without causing undue burden on the reader, they can succeed at communicating, and thus have a high enough level of grammar.

Furthermore, we have moved away from the five-paragraph essay with its pre-fabricated, formulaic prescriptions that did not model a writing type that is used anywhere outside of writing classes, and which further had no real purpose or audience other than to demonstrate one's English grammar, spelling, and ability to follow linear directions, and only for the teacher-as-audience to read and evaluate. We now have students write and speak in a variety of genres, for a variety of purposes, and to a variety of audiences. Moreover, these assignments often have an audience outside of the classroom, which gives the writing assignments a purpose other than to simply demonstrate one's ability to "use" English in a timed setting. For example, students in ESL 088 write a personal autobiography that is ultimately published as their bio on Canvas, which all students and instructors, past, present, and future, can read.

A factor that may impact student success and retention in the future deals with scheduling. Each semester, several students place into ENG 120 and they realize that they are not ready for it, so they want to switch to ESL 122. This also happens for students who place in ESL 122 and realize that they need to go down to ESL 115. To accommodate this, we began offering a 2-week late-start ESL 122 and ESL 115 to catch these students. It seemed to be working, but with the new compressed calendar, the only option for a late-start class was a 12-week late start. Since our classes are 6-unit classes, the students would need to meet 4.5 hours per class meeting two times a week. The ESL department felt that this was entirely too long to be in a class and meaningfully engage with the material, so the late-start classes have been dropped from the schedule.

Another related factor that may impact ESL success in the future is the new block schedule, which will likely increase success for the rest of campus. Again, most ESL classes are 6-unit classes, which only fit into the blocks if they are broken up into four class meetings. This makes it difficult for students to work and attend classes, which most of the upper-level students do. It also makes it difficult to find adjuncts to teach these classes, especially if they live far from campus. Consequently, the department is presently keeping the meetings for these classes at the usual 2-day-a-week meeting times, but this causes two problems. The first is that the classes don't fit within the prescribed blocks, so students may have to choose an ESL class or another class. Secondly, by keeping them to two days a week, the meeting time goes up from 5 hours and 20 minutes a week to 6 hours and 10 minutes a week, which puts an added burden on ESL students.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

Similar to Section 5.2 above, gender, age, and ethnicity data in ESL never compare to the college-wide enrollment data due to the nature of the ESL program. This is true for enrollment as well as success and retention.

When examining the success and retention rates by gender, the college-wide data seems fairly level among the three categories within a given semester. The ESL rates show much more variability within a given semester. For example, Spring 2022 retention rates for the college show 84% for other/unknown, and 85% for both male and female. The ESL retention rates for the same semester show 100% for other/unknown, 84% for female, and 65% for male. The discrepancy between male and female in the ESL department is likely due to employment conditions as discussed above in 5.2. Furthermore, only one student in the ESL department selected “other” during this semester, which would account for such a high retention rate.

The success rates show similar disparities. In the same semester, Spring 2022, the college-wide success rates were 70% for female, 71% for male, and 68% for other. The ESL success rates for the same semester were 72% for female, 54% for male, and 100% for other. The female success rates are similar, and the difference for other are accounted for by the fact that only one ESL student selected this category in Spring 2022. The male success rate, however, is much lower than the college average. As noted above in Section 5.2, most refugee men do not attend classes because they must work. However, some do take ESL classes and try to work as well. Faculty often hear of students, almost always males, having difficulty finding jobs with a living wage and of students working more than one job. Some work until the very early morning hours and then come straight to class. ESL faculty do what they can to provide support and flexibility for these students, and financial aid is of great assistance, but the pull to work and support families takes precedence.

Age, again, shows differences with the college-wide data. In ESL, there is variation from semester to semester, which makes analysis difficult. For example, the 20 and under group had a success rate of 67%, 83%, 82%, 68%, 76%, 61%, 71%, 89%, and 59% from Fall 2018 successively through Fall 2022. Other age groups showed similar swings, though sometimes in different directions. College-wide data, on the other hand, is relatively consistent. Retention rates are slightly more stable, but still show variation from semester to semester in each group.

The inconsistency in ESL in age, as well as gender and ethnicity, is the result of many factors. One is most likely the GC ESL program overhaul, which again, was implemented in waves: The first was in Fall 2019, which condensed the lowest five levels of the old program into two levels. This led to many students starting at these levels not being able to succeed as they did not have enough time to develop their English language skills before progressing to high-level classes. The next wave replaced the two highest levels of the program, but that was in Fall 2020, during the first full semester of quarantine. Finally, in Fall 2021, a new Level 1 was introduced to bring the program up to a total of six levels. It will take time for the students starting at this lowest level to progress through the program and demonstrate the efficacy of this level. In addition to this, the ESL Guided Self-Placement (GSP) was implemented in the summer of 2020, as discussed in Section 1 and Section 2.2. This was implemented to give more agency to the students, and since this was during COVID, it was implemented as part of the registration process, which makes it an automated system. The placement seems to mostly work well, but we have noticed more students than we would like placing themselves too high, often in the highest level, when they are not ready, and then they drop or do not pass the class. We have had a GSP revision with the Tech Committee since Fall 2022, but we have not heard a response since. We hope the revisions will work, but since many students do not have the English needed to understand the directions, it's not clear how many students will be correctly placed even with the revisions. We are currently collecting one-minute videos of each level that can be displayed on our website and perhaps ultimately on the GSP itself so that students will be able to see the level of English at each level of the program to help them self-select better. We hope this will improve and stabilize retention and success in all age groups, ethnicities, and genders.

Taking into account the above, and as stated in Section 5.2, the ethnic composition of students in the ESL department do not match the ethnic composition of the college as a whole due to the nature of students who take ESL classes, and the options they have to select their identity. Thus, it makes comparisons difficult. That said, some comparisons will be discussed. One ethnicity that shows much irregularity is African American/Black. College-wide, the Fall 2021 success rate for African American/Black students was 56% in Fall 2021 and 60% in Spring 2022. Retention rates were 78% and 80% for the same semesters, respectively. In the ESL department, however, in Fall 2021, this ethnicity had a very low success rate at 27% (N=10, 2% of total), but a very high success rate at 89% the following semester (N=9, 4% of total). Retention rates show similar variability for these semesters with 45% in Fall 2021 and 100% in Spring 2022. The reason for the disparity with the college-wide data is likely due to the fact that no African American students take ESL classes. The ESL department does have some students from Africa and occasionally the Caribbean or Latin America; however, this makes comparison with college-wide data difficult as the composition of this category is different. Furthermore, in most semesters, only 3% select this category, which amounts to a very low number of raw students. Assessing rates for individuals or small groups is challenging because there are just too many factors to consider, which may be unrelated to ethnicity and perhaps overly related to immigration.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

ESL faculty strive to create a communicative, student-centered environment in which students are actively engaged in language-learning lessons. The following are student engagement strategies common to GC ESL lessons and courses.

First of all, transparent design is incredibly common throughout the field of ESL, especially as it relates to English for Academic Purposes, which is the focus of the GC ESL curriculum once students have achieved a basic foundation of the English language. When instructors introduce a lesson, they always explain what will be done and why; generally, this is done verbally, visually on the projector, and visually on any handouts. Instructors also explain how each part of the lesson fits in with the overall sequence of the unit and the course. And anytime that assessments will be used, instructors always review the rubric first and, especially for writing assignments, provide a student model and have students assess it with the rubric to understand how the assignment will be assessed.

Several instructors in the ESL department also use liquid syllabi to engage their students. For example, in Natalia Aylett's ESL 122, she has adapted her syllabus to a mobile-friendly, slide deck format that can be shared with students a week before classes begin. The slide deck is shared through a link she emails students ahead of time. This first-contact email message encourages students to become familiar with her and the class before their first meeting and includes instructions for accessing the syllabus on Canvas, where she uses the HTML embedding feature to incorporate the slide deck seamlessly into the Canvas Syllabus page. Links to resources explaining how to use Canvas are also shared at this time. The syllabus slide deck includes a welcome page where she introduces herself to students. This welcome page includes her photo, a few facts about her and her family, and the reason why she chose to teach ESL. This slide also shows the different ways students can contact the instructor with questions or concerns. The rest of the slide deck shares information about the course, assignments, and communication expectations. In addition to the information one would normally expect to see in a syllabus, such as grading, attendance, and academic integrity policies, she also includes slides dedicated to information on resources for students. For example, there are slides with information about tutoring services, Gizmo's kitchen, the ARC, and links to other resources from the Grossmont College Student Resources page. All slides in the syllabus include live links that students can use to navigate directly to the office, resource, or policy referred to in the text.

This type of syllabus encourages students to interact with its content and allows the syllabus to be a "living" document that can be updated as resources and information changes, for example. Because the syllabus can be accessed ahead of time and in mobile-friendly ways, students are more likely to engage with the syllabus content and come to the first class meeting with some ideas of what to expect from the instructor and the class. The fact that the instructor reaches out and introduces herself to students through the syllabus ahead of time also humanizes the instructor and can help decrease the instructor-student distance and demystify the student-instructor relationship.

The GC ESL department also has a community service learning component. For example, when the new ESL 088 level was implemented in Fall 2019, students learned about homelessness. To complement this, instructors organized food drives and student volunteer hours to support the food pantry at Grossmont College in partnership with Susan Berry and Gizmo's Kitchen. This helped engage the students in the content of the lessons, which helped promote English language development, and it fostered a sense of community with ESL students, the campus, and the community.

Level 1 of the GC ESL program makes heavy use of TPRS (Teaching Proficiency through Reading and Storytelling). Language learners need massive amounts of comprehensible input, which means students need to hear and read copious amounts of the target language, but students also need to understand the input (i.e. the language) in order to acquire it. TPRS focuses on using interactive, co-created oral stories, readings and novels that contain the most commonly used words and phrases in the new language to help students get familiar with the language easily and quickly. In this level, ESL 078, Alyona Gorokhova accomplishes this by projecting images as well as questions about them. Her questions are designed to get student responses about what is happening in the story with no predetermined answer. Example questions may be, "Is there a woman or a man?" And students might choose "There is a woman." Then more questions are asked to direct the story such as, "Is she going to the store or to the library?" Students continue to choose answers, which direct the progression of the story. Sometimes, the students themselves are actors in the story who come to the front of the class and act it out as it is being created together. Either way, students are participants in the creation of the story. This builds to a complete story that the students have agency in. This increases engagement and it increases comprehension of the story as the students have everything clarified for them as the story builds, which improves language acquisition all while being thoroughly involved in the process.

At both the ESL 078 and the ESL 088 levels, a similar student engagement strategy that is commonly used is called a Movie Talk. There are different ways to conduct a Movie Talk. In ESL 088, it often takes this form: the instructor selects either a brief (1 to 5 minutes) clip from a movie or show, or a short animated film (also 1 to 5 minutes). These may be with or without dialogue. During the Movie Talk, the instructor stops the video every few seconds and asks questions about it. These start basic, such as "Is there a dog?" and progress to more open questions such as "What is that? Where is this? Why do you think....?" The instructor asks several students the same questions, starting with students who are the stronger students. This allows other students to hear the correct answer before needing to give their own. The repetition also helps to reinforce the language, both vocabulary and grammar. Periodically, the instructor asks students to explain everything in the video so far. This helps keep students focused on the content of the video, and continuously accessing the language. This step is also repeated with several students, starting with those whose English level is a bit higher. Throughout the whole process, the instructor does comprehension checks to ensure that everyone understands by asking students to show five fingers for "I understand everything," down to one finger for "I don't understand anything." If everyone is at least a four in their comprehension, the instructor continues the video. If anyone drops below a four, the video is backed up and the process is repeated. This ensures that all students are at the level of understanding they need to be at. When the video is finished, or sometimes along the way, the

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instructor types up the plot based on the answers that the students give. Then the instructor uses the text as a reading source for the class. This has many benefits. First, each and every student is completely and thoroughly engaged with the language throughout the entire activity, which may take more than one class period. Second, by the time the students read the story, they already know the story, which makes language comprehension meaningful. It also allows the brain to process the grammar. Additionally, the teacher can manipulate the text and have students engage with it in more ways. For instance, the teacher may make a new version of the story with some factual errors in it. Then students must work with a partner or partners to identify and correct the errors. This gets the students to pay closer attention to the text in order to process the meaning. When that happens, their brains are naturally processing the language. This activity is a thoroughly engaging and equitable way for the students to acquire a language.

Moreover, most courses in the GC ESL sequence use some sort of task-based learning or project-based learning, and this is interwoven with a focus on genre, audience, and purpose. Unlike traditional language classes in which the language is the content, both task-based and project-based language learning focus on the completion of a task, which requires the use of the language to *complete* the task; in short, the language is the tool, not the goal. As such, the language is naturally acquired, though with support, instead of being studied and tested. One way this works out in practice is a unit on interviews and profiles in ESL 098. In that class, Sara Ferguson has a unit on interviews and student profile writing. Students read several profiles of students from various colleges who discuss their challenges and the support they used to be successful. The concepts are discussed, and students relate this to their own lives and their own challenges. Then students watch a Ted Talk on how to conduct interviews. After that, students are paired with a classmate, and they must do a preliminary interview with preset questions to learn some basic information about their partner. Next, they are guided by the instructor on how to create meaningful questions to learn more about their partner based on the information they have already collected, and the instructor assists with proper question formation in English, as well as general etiquette for interview questions. Students then do a longer interview and ultimately, after analyzing the previous student profiles, write a profile of their classmate. Again, assistance is given on some common English grammatical structures and lexical bundles (i.e. word sequences) that are commonly used in student profiles. Once the profiles are complete, they may be shared with the whole class.

As discussed in Section 2, the ESL department is making advancements in the use of alternative assessments, such as ungrading including contract grading, as well as getting by-in from the students on how much grade categories should be weighted, what should count for each grade, how many assignments must be successfully completed for a particular grade, and more. Students are also provided unlimited opportunities to revise their writings to successfully meet the assignment objectives.

Additionally, embedded tutors in GC ESL classes have made a significant impact on student engagement and have enhanced teaching and learning through positive teacher-tutor-student collaborations. It has been such an overwhelmingly positive experience that it stands out as one of the most important services provided by the GC ESL Department. Spearheaded by Craig Carroll and Chuck Passentino, the ESL embedded tutoring program places well-qualified, trained tutors in classes at all proficiency levels. These tutors make it possible to provide greater one-to-one assistance during class. Embedded tutors provide guidance and offer feedback during group discussions, and they serve as liaisons between students and teachers as well as between students and college support services. As experienced, successful college students and former ESL students, they are excellent role models who work toward the retention, success, persistence, and overall college experience of our students.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning

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communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Teacher collaboration to support learning and increase engagement sprouts up in creative ways. In the past, Christine Bisera, an English teacher for Grossmont Middle College High School, and Annette Aagard, who taught ESL 119 before the course was deleted during our program overhaul in Fall 2020, and who has taught for the American Collegiate English (ACE) program, have worked together on several language-learning units. For example, the students in Annette's ACE Listening and Speaking class interviewed Christine's students on the topic of fashion trends. In turn, for the poetry unit in Christine's class, the high school and ACE students worked together to compose haikus. This joining of forces between classes then grew to include Annette's ESL 119. The junior English class in Middle College High School interviewed Annette's 119 students about their experiences with and perspectives of the American Dream.

Additionally, the ESL department chair encourages all instructors, via email notices, to take time outside of class to walk students to events like the Refugee Career Fair, Arabic Countries Showcase, Earth Day, and others. And many instructors will walk students to those events after a class, or offer extra credit for attending.

Recently, Dr. Ricardo Crespo in the Political Science department has been hosting "Meet the Faculty" events in which students can attend a lunch and meet a faculty member to learn about them and their fields. Leah Cooper has taken her ACE students to these events and Dr. Crespo has reported that the students were highly engaged and asked many questions. The department chair also emails the information for these meetings to all ESL faculty, who pass them on to their students.

As stated above in 5.5, ESL 088 students organized food drives and student volunteer hours to organize the food pantry as part of the course curriculum, in partnership with Susan Berry and Gizmo's Kitchen. This has not been revived since returning from quarantine, however, due to curriculum changes during ERT.

Furthermore, YouTalk is a discussion group that serves Grossmont College international and resident students. Participation in this group is a way for students to become involved in a campus activity, meet students from other countries, and practice their communication skills. YouTalk was created by Natalia Aylett and first held in Fall 2017. The group met once a week for one hour and offered students a safe space to discuss topics that interest them. Topics were discussed by students in a whole group, in small groups or pairs, or by a guest speaker who then opened the floor for a question/answer time. For example, a writer from The Summit came as a guest speaker to give writing tips on how to overcome writer's block. Topics of discussion are suggested by students and have included:

- Challenges being a new student in the US
- Feeling homesick and dealing with culture shock
- Differences in family dynamics (home countries vs US)
- Differences in gender roles (home countries vs US)
- Becoming "bi-cultural" in addition to becoming bilingual (cultural code switching)
- Gun violence in the US

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- Racism and racial profiling

YouTalk allows students to practice their listening and speaking skills, and it also encourages them to engage socially with each other. In addition to the weekly meeting times, YouTalk members have volunteered off campus, helped create a video promoting campus involvement to current and prospective students, and participated in campus events like Gizmo's pantry donations, Faces of Grossmont photography project, and Asian Pacific American Heritage Month. ESL faculty encourage their students to participate in this worthwhile activity, and some incorporate assignments and provide extra credit for doing so. However, due to the fact that there are currently no funds available to compensate part-time faculty to lead the program, YouTalk was last offered in Spring 2022.

Here is another community-based activity. During remote instruction, Sara Ferguson modified an assignment that previously had required students to interview and write a profile of a classmate. During ERT, Sara matched her ESL 098 students with people in the community for interviews via Zoom or phone. The students were able to learn about and write a profile of these community members.

Furthermore, in Spring 2020, the ESL department collaborated with Daniella Sow in English's creative writing program and Brian Rickel in Theater Arts. The goal was for Daniella's students to write short stories that could be read by lower-level ESL students, and Brian's theater students would perform them and record them to provide audio for ESL students. We organized a meeting in Griffin Gate for Daniella's and Brian's students to meet a group of lower-level ESL students so everyone would know their audience, and get to meet each other and learn more about our diverse population of students at Grossmont College. In the end, Daniella's students wrote stories, but due to the beginning of the COVID pandemic that semester, the recordings never happened, unfortunately. This will hopefully be done again in the future.

Additionally, ESL instructor Leah Cooper collaborated with Librarian Nadra Farina-Hess to curate digital book access of library titles for ESL students, and Leah provided a link for all ESL instructors to include in their Canvas containers.

Finally, the "Beyond Borders" podcast is in its 3rd semester and has been very successful. This is a podcast started by MCOM and ESL in which MCOM students interview ESL students about their journeys to America and Grossmont College, as well as other issues. Level 3 students in ESL 098P, a pronunciation class, visit the Griffin Radio station, learn how to answer interview questions and record a real podcast that airs in May and June on [tunein/griffinradio](https://tunein.com/radio/griffinradio). This semester, Spring 2023, Aly Gorokhova and her class took a tour of the entire building (Media Arts) and visited a recording studio, a TV production room, etc. Students were also introduced to majors in the field of media communications such as journalism, TV and radio production, and digital media.

ESL also plans to add Cultural Fridays, in which the ESL lab is decorated by students with images and other artifacts from the students' cultures. On Fridays, the ESL department would like to invite the campus, and sometimes specific groups like World Languages, to come visit and learn about our ESL students and their cultures from the students themselves. The cultural focus would change every week or every other week to highlight as many cultures as possible from our student body. At present, this is challenging because the ESL department does not have a lab coordinator to oversee projects like this

5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

N/A

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.

At present, the ESL department does not have any degrees and only offers four certificates of competency. One is the ESL 122 certificate of completion. This goes to all students who take and successfully complete ESL 122. No hard records are kept as to how many students earn this certificate.

The other three certificates link one ESL course with two or three BOT courses. For example, Level 1 requires nine units total: 6 units from ESL 105, one unit from BOT 100, and two units from BOT 119. Unfortunately, these have not proved popular; the ESL department has only issued one of the BOT/ESL certificates since they were implemented about a year before the pandemic.

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

The ESL department has tried for years to get quantitative data on what happens to our students after they complete the program - success rates at GC, transfer rates, employment, etc. - but have not yet been able to acquire that information. However, ESL faculty members remain in touch with several of our former students, so some qualitative data is available. Some will be discussed below.

Mike Allnabulsi was a GC ESL student from Syria. He knew virtually no English when he arrived so he started taking classes at our lowest level. He finished the ESL program at GC around 2017, went on to graduate from GC with an AA in Administration of Justice, and ultimately earned his master's degree from USD in International Law. He passed the California Bar Exam and now has his own private law firm in El Cajon.

Dawod Rafoka came to East County via Turkey as a refugee from the violence in northern Iraq. Due to his age, he was not allowed to attend high school to complete his educational gap. His father then suggested he "take a couple classes at the college to find a job." Dawod took ESL 96 and then skipped ahead to 103/103R at GC, before taking the first accelerated ESL course at CC. Dawod was then invited to be the first NANCE hire when Craig Carroll assumed coordination of the nascent embedded tutoring program in 2016. Dawod went on to become GC's ESBS student of the year and then GC's Math and Science student of the year the following year before being offered a position in Outreach, where he created the videos and services for a wide range of projects leading to enhanced enrollment from local high schools and the closing of equity gaps. He graduated with a degree in computer engineering from SDSU and now works at General Atomics Aeronautical Systems, Inc. as a Software Engineer Lead, Software Engineer II. Heriberto Vasquez has remarked that Dawod "must be from another planet."

Helen Laraby is another former ESL student who has gone on to great success. Helen arrived in the US from Iraq in the early 2010s and began ESL classes at GC in Fall 2014. She completed her ESL classes and ultimately graduated from GC with an AA in English in 2019, and then transferred to SDSU. She earned her BA from SDSU only one year later. She has been an embedded tutor in our GC ESL program since Spring 2022, and she is currently working on her master's degree in Applied Linguistics at SDSU.

SECTION 6 - STUDENT SUPPORT SERVICES

6.1 In what ways does your program inform students about student support services?

The ESL department is actively engaged in promoting awareness of and use of student support services. We do this in a number of ways. First, all of the syllabi and Canvas homepages in the ESL department have a list of several student services, with links on Canvas. These include the ARC, EOPS, CalWORKs, the Health Center, Basic Needs, and more. Additionally, every semester the ESL chair emails the flyer on student services to our faculty, who pass them on to our students. These flyers are available in Arabic, Spanish, and Swahili. Furthermore, in Fall 2022, Mark Poupard worked with André Bin-Walee in the Financial Aid department to create a document that explains, in simple language, what financial aid is as well as what the requirements are to get it and to keep it. A more comprehensive document was created to help faculty better understand how grades impact a student's financial aid. These documents were disseminated and discussed at the Spring 2023 ESL flex meeting, and faculty distributed them to their classes. This will be continued in every future flex meeting.

Additionally, student support services are integrated into the curriculum in some courses. For instance, the first unit of the semester in the ESL 088 cohort is focused on student support services. Students read about services such as tutoring, the health center, the ARC, EOPS, CalWORKs, and the Career Center. Guest speakers also visit our classes from EOPS and CalWORKs, and students can ask questions. The class additionally goes to the Career Center for a presentation. Part of this unit also requires students to go in groups to each of the student services on campus, use a map to find them, and take a picture. Next, the students work in groups either to create a brochure with several of the studied student support services to introduce the next semester's class to these services, or they create a flyer focusing on one student support service, again to introduce the next semester's ESL 088 class to that service. Students typically also choose one support service to give a presentation on.

Sara Ferguson and her students in ESL 098 and ESL 115 also regularly visit the Career Center. Students participate in workshops tailored to them. They have also scheduled library visits to meet a librarian who shares about digital literacy and the research resources available on campus. Many ESL 122 instructors also take their classes to presentations at the Career Center and the library.

Furthermore, before the higher levels of the new program went into effect in Fall 2020, the ESL 106 course, level 6 out of 7, had a unit on student services. This unit began with a survey in which students were asked about their awareness of and use of various student services. Then students read some articles in Grossmont College's Summit Newsletter about a few services, such as Gizmo's Kitchen, and they read about mental health issues, and then a Grossmont College mental health professional visited the class to explain the services that GC offers. Students also read about and visited the Career Center for a presentation. The students ultimately focused on one particular service and wrote an article in the genre of a Newsletter article. This unit raised the students' awareness of various student support services available to them at Grossmont College.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

The ESL department promotes the following student support services: First, Financial Aid is promoted because virtually all of our students use, or qualify for, this service. Almost as importantly, most of our students don't understand how the process works or that they can lose their financial aid if they do not meet Satisfactory Academic Progress, or that they can get Financial Aid if they do not have a copy of their high school diploma from their home country.

ESL also puts a strong emphasis on EOPS and CalWORKs because so many of our students also qualify for both of these services. Furthermore, we strongly emphasize talking to a counselor because we do not

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want our students choosing classes that do not help them reach their goals and because most of our students have no experience with an American college and need all the help they can get understanding how the system works. This also goes hand-in-hand with EOPS, CalWORKs, and the Career Center because each of those services has dedicated counselors.

And this leads to the next student support service - the Career Center. As noted above in Section 6.1, ESL 088, 098, and 122 all take students to the Career Center for a presentation and individual instructors in other classes may do so as well, and all faculty disseminate flyers for job fairs and workshops, which are initially shared by the chair to the faculty. We do this because many of our students want to know how to work on campus, and most of our students have never applied for, interviewed for, or written a resume for jobs in the United States. They typically have no idea how to do these, or what the cultural norms are for these. Learning about the services of the Career Center helps our students improve their confidence and their economic situations.

The ARC is another area of focus in our department. This is for several reasons. First, many of our students are unaware that services like this exist, as they do not in many of their home countries. Second, there may be a lot of stigma attached to these services and ESL wants to help make this more normalized for our student population.

Perhaps similarly, the health center, physical and mental, is emphasized. For one reason, students pay a health fee every semester, yet they don't really know what it is for. Secondly, mental health issues are only recently becoming normalized in US culture, while they are still either stigmatized or ignored in many of our students' cultures. In fact, some of the concepts we use to discuss mental health issues do not translate to other languages. As a result, we use English to describe some concepts, show data, and discuss ways in which mental health services can help. We also address the issue of privacy and anonymity, which can be foreign concepts to other cultures.

Lastly, the library is a big part of the ESL 122, Level 6, curriculum because students must write a research paper, which requires the use of the library. The ESL department is currently in the process of developing a staged progression for library awareness for all of our levels from Level 2 to 6, and in Fall 2023, our Level 2 class will learn how to check out books, and then make weekly visits to the library to choose a book to read and report on. Librarians Nadra Farina-Hess and Felicia Kalker have been instrumental in working with ESL to promote library literacy and use among our students. Nadra in particular recently worked with Aly Gorokhova and Mark Poupard in ESL to classify existing books according to English proficiency level, determine new titles that are appropriate to lower-level ESL students, and then procure a large selection of books for our lower-level students.

6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

As will be discussed in Section 8.6, when new part-time (and full-time) faculty are onboarded, they are informed about common student services that our students often utilize, and the new instructor is given a tour of the campus and the locations of those services are pointed out.

Furthermore, during our flex meetings, in which all ESL faculty attend, the ESL department brings in guest presenters from student services to help inform our faculty about the services available to our students and how to help our students find and use them. Most recently, in Spring 2022, Carl Fielden from ARC presented on the services they provide, how to help faculty identify students who may need services from ARC, and how to help the students register with ARC. And in Fall 2022, Gabrielle Gosselin presented to our department on the services that CalWORKs provides for our students.

Additionally, as discussed in other sections in this program review, the ESL 088 curriculum includes learning about student support services at Grossmont College. The instructors of those courses must learn about those services to teach the students.

As noted in 6.1 above, all part-time faculty add student support services to their syllabi and homepages on Canvas. At present, the ESL department only has two online classes, though most instructors use Canvas to complement face-to-face classes. It is unknown how many instructors, full or part-time, make students aware of the Canvas button for support services. However, it has already been added to the agenda for next semester's flex meeting, where everyone will be shown the button and encouraged to teach their students about it.

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

NA

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

According to the survey results, the most used service is tutoring. This is not surprising since most ESL classes have an embedded tutor, which makes it easy to meet with the tutor as well as get comfortable with the tutor during classroom activities. The next most used service is counseling. Again, this is not surprising because meeting with a counselor is strongly promoted by ESL faculty, as well as by EOPS and CalWORKs, which many of our students are involved in. Furthermore, GC ESL students typically do not understand how an American college works, and once they meet with a counselor, they go back many times as it helps them understand the process.

The least utilized service is Success Coaches followed by the ARC. The ARC is understandable as it serves a very specific population which most students may not need. Additionally, to determine learning disabilities, the students need to be proficient in English, so there may be students through most of the ESL program who are incapable of being properly diagnosed, and therefore, the students do not use the ARC. The ESL department has not emphasized Success Coaches much with our students because the coaches would need to speak the languages of our students. However, in the future, Success Coaches will be added to the ESL 088 curriculum and perhaps one or two of the coaches can come to a class and discuss the services that they provide. The Health Center also represented a low number of uses by students. Like the ARC, the Health Center provides a very specific set of services that most of the students may not need in a given semester. But the ESL department will continue to promote this wonderful and necessary service so that students know it is there when needed.

The two services that most ESL students utilize are EOPS and CalWORKs, which were not on the survey. We will continue promoting these services as well since they no doubt lead to improved student success and retention for many ESL students, and as noted, students can meet with an EOPS or CalWORKs counselor

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

[Section 7 grid - ESL.docx](#)

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

GC ESL focuses on the creation of relevant curriculum and the implementation of culturally responsive teaching techniques and strategies that will best aid student success. To accomplish this, GC ESL faculty are thoroughly committed to ongoing learning and training, as can be seen from the numerous language acquisition/instruction conferences that are attended. It is a top priority of our department to have a thoroughly cohesive and well-researched curriculum to advance culturally diverse students through the ESL sequence from students in Level 1 who speak no or almost no English to proficient, academic writers of English by the completion of Level 6 in order to provide linguistic equity for some of our most disadvantaged students. To do this, we must, and do, stay abreast of new research and practical applications in the field of language acquisition as well as the subfield of English for Academic Purposes, as can be seen in the teaching development/training and professional development activities listed in the chart in 7.1. This approach allows GC ESL students to remain in class, succeed in class, increase graduation rates after completing the GC ESL sequence, and increase career and transfer outcomes that lead to livable wages for all students, which aligns with the college's strategic plan.

The ESL department is also concerned with meeting students' needs that go beyond the classroom and encourages students to engage socially with others, serve their communities, and utilize college resources. Our department is not only focused on what it can do for current GC students but also collaborates with the high schools, adult school, and four-year universities so that all students can be successful as they transition from one institution to the next. GC ESL is committed to connecting students to each other, students to faculty, faculty to other faculty, and our department to the success of the region. Collectively and individually, faculty members in the GC ESL program are ardent advocates for our students, faculty, and discipline on and off campus. GC ESL faculty are involved in not only every aspect of shared governance on the Grossmont College campus but in every important dialogue in the region and the state. Each colleague does admirable work articulately representing the attitudes and interests of our students and faculty in so many ways.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

As discussed in 5.1 above, our numbers declined dramatically from Fall 2019 to Spring 2021 due to the pandemic, the ESL program revamp as a result of AB 705, as well as the registration issue for Fall 2021 that prevented an untold number of prospective students from being able to enroll in ESL 088, Level 2. In Spring 2021, the number of earned enrollments was only 249. The previous program review ranged from a high of 1,596 earned enrollments in Fall 2015 to a low of 1,373 in Fall 2013. So, AB 705, the pandemic, and the registration issues had serious effects on our department enrollment. However, also noted in 5.1, we are beginning to see a rebound and have been consistently seeing increases since Spring 2021 and are presently at 355 enrollments in Spring 2023.

In the previous program review, fill rates for ESL classes were typically in the high 80 and low 90 percent range, with a high of 100.14% in Fall 2012, and a low of 82.42% in Fall 2016. For this program review, the fill rates have dropped significantly. The semester before the pandemic, Fall 2019, 90.2% of ESL classes were filled. This dropped to 79.6% during the first semester of the pandemic, Spring 2020, and continued to decline, with one exception of 83.7% in Spring 2021, to a low of 66.4% in Spring 2022. As a leveled program, ESL needs to keep at least one class open, regardless of enrollments, so that students can continue to progress through the levels. This meant low fill rates for several semesters. Spring 2023

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finally has a fill rate in the 80% range with 83.53%. We are now in our third semester on campus and our students are used to it, and we are slowly starting to regain enrollments in ESL.

The only changes in section offerings, other than the changes due to the ESL program revamp, are fewer sections due to a lack of students. However, it must be noted again as it was in Section 5, that there were significant issues with the registration process for at least the Level 2 students in ESL 088 in the lead up to the Fall 2021 semester. This caused many prospective students to not be able to enroll in Level 2 classes. And since, again, the ESL department is a leveled program, if we lose students at the lower levels, this causes fewer students in subsequent semesters as they progress through the program. One good note was that there were growing waitlists in Fall 2022. And while it is true that no student likes waitlists, the waitlist process is a complete unknown to most ESL students who are often not familiar with any kind of school in the US, let alone the waitlist experience of college. Faculty tried to email students to tell them to stay on the waitlist, but ESL students often don't open emails from the college because they are typically just noise, since the students don't understand much, if any, of the language. Consequently, large numbers of waitlisted students disappeared the week before the semester began. Furthermore, due to our low numbers overall, we are not able to offer sections at different times throughout the day. In fact, in the lowest three levels, there has only been one section of each course for the last four semesters, which means that if the times don't fit the students' schedules, they can't take ESL classes at GC. There are students in need of English language instruction in our community. But in order to bring in those students and provide the services they need, we need to offer more classes, but we can't offer more classes because we don't have more students.

The class maximum for ESL courses is 25, and that is stated in the collective bargaining agreement. The lower class max supports language learning as it facilitates more individualized attention from instructors and greater engagement from students. Language learning requires frequent teacher-to-student and student-to-student interaction and feedback, and lesson design requires collaboration. Additionally, teachers need to perform constant comprehension checks during the lesson to ensure that no one falls behind; if a student gets lost on one particular point, they will lose the whole lesson. In addition, in ESL composition classes, much more time is needed to evaluate student writing and provide feedback; teachers not only work with content and organization in writing but also with a developing interlanguage, which can lead to difficulty for an instructor to comprehend student writing due to confusing sentence structures, word choices, and grammar, which are time-consuming to address effectively.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

The GC ESL Earned WSCH has, like almost everything else, dropped since the last program review. On the last program review, the Earned WSCH was between a low of 5346 in Fall 2012 and a high of 7,960 in Spring 2016. The current program review cycle started high at 7,147 in Fall 2018, but dropped to a low of 1,242 in Spring 2022. It has increased slightly since then to a high of 1,779 in Spring 2023. The reasons for the significant drop are the same reasons stated elsewhere in this program review: the ESL program overhaul due to AB 705, the pandemic as well as the related problems with online classes for the unique population that ESL serves, and problems with registration for the Fall 2021 semester. The ESL department has increased efforts in outreach, but we are limited as we have no outreach officer to reach out to the local community.

FTEF has also dropped significantly. Arguably, this is good, since it means less spent money by the district, but it results from the extreme drop in enrollment. The last program review cycle had an FTEF

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range from 19.99 in Fall 2012 to 25.92 in Spring 2016. The current program review cycle has a range from 21.66 FTEF in both Fall 2018 and Spring 2019 to a low of 5.6 in Spring 2022. It has since increased slightly to 6.95 in Fall 2022.

Even with an additional full-time faculty hire in Fall 2019, this decrease coincides with three full-time retirees (two in Spring 2019 and one in Fall 2019), as well as the massive drop in enrollment which caused numerous ESL part-time faculty to lose classes and jobs.

The Earned WSCH/FTEF in the ESL department is lower than the previous cycle, but not by too much. The lowest semester for Earned WSCH/FTEF in this cycle was Fall 2021, which only earned 206.23. But it has risen each semester since up to 282.45 in Spring 2023. The previous cycle ranged from a low of 257.06 in Spring 2013 to a high of 342.1 in Fall 2015.

The courses with low earned WSCH to FTEF are typically the higher levels in the ESL program. Some temporary exceptions are found in the lower levels, such as an earned WSCH/FTEF in both ESL 088R and ESL 088L in Fall 2022 of 75.00. The reason this semester was so low was due to low enrollment at that level, leading to only one section of each course to be offered. But since this course is necessary for ESL students at this level of English proficiency who cannot take non-ESL classes in lieu of Level 2 ESL due to their limited ESL proficiency, the classes cannot be cut. However, these classes immediately rebounded to a WSCH/FTEF of 345 the following semester. Other examples of temporarily low Earned WSCH/FTEF exist at these levels, which cannot be cut without effectively kicking students out of Grossmont College due to no other courses being available to serve this population who cannot take general classes as a result of their lack of English proficiency. The higher level courses - ESL 105, ESL 115, and ESL 122 - typically have a lower Earned WSCH/FTEF in the mid-200s. Some section offerings have been reduced, but these levels are the only ESL courses available for international students who, due to F1 Visa restrictions, cannot take courses lower than ESL 105. Consequently, we must ensure that these classes are offered at times available for international students to take, typically daytime classes, but the immigrant population, who often require evening classes, cannot be ignored either. However, in Fall 2022 GC ESL did not offer an evening ESL 115 due to low efficiency, which resulted in ESL students either leaving Grossmont for Cuyamaca, or it resulted in students not receiving the ESL support they needed to succeed in their other coursework.

The ESL student population makes managing efficiency challenging as these students, especially at the lower levels, have no courses other than ESL to take until their English proficiency is high enough to succeed in non-ESL classes, but we do our best. We also regularly ask our students which class times fit their schedules the best. For instance, Level 2 and Level 3 comprise three courses each for a total of 12 units. Each semester, these students are asked if they prefer to take all 12 units divided into two days a week, or divided into four days a week, as well as if they prefer day classes or evening classes. With the new block schedule, the Operations department has been very flexible in allowing us to offer these courses off the block due to the fact that these students only take ESL classes and many of them have children to drop off and pick up from K12 schools. This has allowed us to offer classes that begin after, or very close to, K12 drop off time and end before K12 pick up time. This helps the students, but it also increases efficiency. The department makes every effort to balance its overall efficiency. Whether or not to go above the 25 student max is the decision of each instructor, and as mentioned above, there are important reasons for that max. There are instructors who are more than willing to go one to three students over that max when the opportunity presents itself, and doing so has helped to keep overall program efficiency higher.

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The only funds in the ESL budget that are in addition to those for faculty compensation are for department supplies and meeting refreshments, and for those purposes, we make do.

Additionally, the current funding for tutoring is adequate, but if and when ESL enrollment increases, we will need more funding to continue to provide our students with this invaluable resource.

The ESL department would greatly appreciate funding for an ESL orientation, ideally an orientation that spans several days before each semester begins. Our department is aware that Grossmont College already offers orientation for all students. However, as stated numerous times in this program review, the ESL population has unique needs in terms of language, technology, culture, and specifically American academic culture. Most of these students are not high school graduates from the US, but are instead older students who have had disrupted education, often while moving from country to country and refugee camp to refugee camp. Many stopped attending any school while they were still children. And for most, their only experience with technology is their smartphone, and many continue to struggle with basic computer functions like using a mouse. Most have no understanding of ed plans, waitlists, norms regarding teacher-student interactions, and most other facets of American college culture. Perhaps most importantly, since the language of the institution is the same language they are trying to learn, they cannot read or understand the informative emails that the college sends out to prospective and current students. Consequently, ESL students need a specialized orientation to promote their retention and success.

The ESL department uses and greatly appreciates the funding for printing at Grossmont College because that allows us to be ZTC and take the cost off the students. These ZTC materials were almost exclusively created by ESL faculty, full- and part-time. The department received some funds through the state OER initiative to create thematic modules for our students, but it has never been enough. The time it takes to develop ESL materials far exceeds the hours for a normal work day, which is a serious obstacle for adjunct professors who only get paid hourly, but it is also challenging for our limited number of full-time instructors, many of whom spend summers developing materials for fall with no compensation. Additionally, creating ZTC materials requires more funding as the materials constantly need to be updated to keep them relevant.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Our department has not received any support outside of the college budget process.

Human Resources

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

Every semester, the GC ESL department holds a flex ESL workshop for all GC ESL faculty, including part-time faculty. The specific focus of the workshop changes each semester, but it is always focused on maintaining a student-centered, equitable approach to language learning and innovative practices. Most recently, as discussed in a previous section, the Spring 2023 workshop focused on alternative assessment methods with a focus on ungrading. During prior flex workshops, the ESL department has brought in experts in the field to update our faculty on new approaches and new research. This included Dr. Sunny Hyon, who helped our department as we transitioned to our new curriculum which focuses on genre, audience, and purpose in writing as opposed to the five-paragraph-essay; Dr. Bill VanPatten, who helped our department as we transitioned away from a focus on grammar to a focus on an input-based

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approach to language acquisition; and Dr. Karen Lichtman, who helped further our department's understanding of both these areas by focusing on reading. Additionally, during several recent ESL flex workshops, experts from various student services have presented for our faculty including Carl Fielden, who discussed the ARC, and Gabrielle Gosselin, who discussed CalWORKs. Furthermore, the ESL department worked with André Bin-Walee to develop an ESL friendly explanation of Financial Aid, which was shared with all faculty to share with their students. Moreover, the ESL department chair sends out emails to all department faculty with a list of student resources each semester to share with students.

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

The ESL department has not hired a full-time instructor since Fall 2019 or a part-time instructor since before that time. However, the department policy is this: Once new teachers have been interviewed and hired, they are scheduled for a general orientation and an orientation to the course they will teach. The general orientation includes information on professional development requirements and opportunities, ESL and ACE program overviews, course information, facilities, technology, and student services. During the general orientation, the department chair gives the new teacher a tour of the campus and points out all relevant faculty services as well as numerous student services and explains them. A portion of what is covered is shown in the checklist here:

Grossmont College ESL Department

New ESL Teacher Orientation Checklist



Hiring Packet & Network Access

- ☐ Make an appointment with Employment Services. Call 619-644-7638.
- ☐ Complete the hiring package.
- ☐ Network access will be set up as part of the hiring process; a form is included in the hiring packet. For future questions regarding your GCCCD network access and email account, contact the Information Systems Faculty Help Desk at 644-7742.
- ☐ Outlook email and Microsoft 365
- ☐ VRC (Vision Resource Center)
- ☐ Canvas and training
- ☐ 9 units in the district

Professional Development

- ☐ Required hours equal 1 PD hour for 1 instructional hour per semester
- ☐ Faculty Professional Development Contract and the VRC (Vision Resource Center)
- ☐ ESL PD Meeting (Held the week before the start of the each semester)
- ☐ Calendar of GC PD Activities (Go to the VRC App on Outlook)

Program Overview

- ☐ [ESL Program](#)
- ☐ [ACE Program](#) - Coordinator: Aly Gorokhova, Alyona.Gorokhova@gcccd.edu
- ☐ Department Chair: Mark Poupard, 619-644-3947
- ☐ ESL Tutor Coordinator: Craig Carroll, Craig_Carroll@gcccd.edu
- ☐ Dean: Agustin Albarran, English/Social and Behavioral Sciences, 619-644-7161
- ☐ Administrative Assistant: MaryAnn Landry, ESBS, 619-644-7162

Course

- ☐ Set up meeting with level leader.
 - ☐ ESL 078 or 078R: Aly Gorokhova, Alyona.Gorokhova@gcccd.edu
 - ☐ ESL 088, 088R and 088L: Mark Poupard, Mark.Poupard@gcccd.edu
 - ☐ ESL 098, 098G, and 098P: Sara Ferguson, sara.ferguson@gcccd.edu
 - ☐ ESL105: Craig Carroll; Craig_Carroll@gcccd.edu
 - ☐ ESL 115: Mark Poupard, Mark.Poupard@gcccd.edu
 - ☐ ESL 122: Natalia Aylett, Natalia.Aylett@gcccd.edu
- ☐ Course outline
- ☐ Syllabus and calendar
- ☐ Student population
- ☐ Culturally Responsive Pedagogy & Department Philosophy
- ☐ Assessment Strategies
- ☐ Shared midterm and final prompts
- ☐ Shared rubrics
- ☐ Assessment calibration sessions
- ☐ Cheating and plagiarism (See department policy)

Course (Continued)

- ☐ Course Materials - Modules on Canvas
- ☐ ESL Lab (Lab guide)
- ☐ [Printing Department](#)
- ☐ Self-Service (Use to)
- ☐ Instructor Absence
- ☐ Substitute Teachers
- ☐ Embedded Tutors

Classroom Materials & Tec

- ☐ Instructional Media
- ☐ Dry-erase markers
- ☐ Document camera,
- ☐ Class emergency (F classroom phones.)
- ☐ Canvas - Your cour
- ☐ Container, ESBS Co
- ☐ Services button

Office/Room Access/Parking
(Keys are assigned through t

- ☐ Office assignment
- ☐ Office key
- ☐ Bathroom key
- ☐ Smart-cart key
- ☐ Mailroom card
- ☐ Parking permit

Campus Facilities & Office

- ☐ Deans', VPs' and Pr
- ☐ Mailroom and Busin
- ☐ Cashier's Office
- ☐ Financial Aid, Asses
- ☐ International Studen
- ☐ Griffin Gate
 - ☐ Cafeteria
 - ☐ Career Center,
 - ☐ Associated Stud
 - ☐ ARC (Accessibi
 - ☐ EOPS (Extende
 - ☐ Health Services
- ☐ CalWORKs
- ☐ ACE

An in depth orientation to the course is provided by the full-time faculty member who leads and mentors that level. During this orientation, the course outline and student learning outcomes are reviewed as well as the overall program sequence and philosophy underlying it so that new teachers understand the role of their course in the overall curriculum design. New teachers receive paper and/or electronic copies of the course outlines and the program sequence. The student population is discussed and suggestions for effective student engagement strategies and culturally responsive pedagogy, as well as classroom management, are given. Teachers are informed of our 100% ZTC program and how to find, use, and adapt shared materials on Canvas, as well as how to use novels to keep the classes ZTC or at least LTC. Assessment strategies are shared as well as how to align with other teachers in the same level. The means by which student learning outcomes are reported is covered as well as the goals of the SLO assessment cycle. Sample syllabi, assessment rubrics, and sample student assignments with feedback are provided, and the instructor is given access to thematic modules and other lessons developed for the course, most of which are stored in a Canvas sandbox for ESL faculty.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

Our department currently has five full-time faculty members, and there are no current plans for retirement. No part-time instructors have expressed an intention to retire in the next cycle either. However, as the ESL program seems to finally be growing, albeit modestly, we anticipate hiring a few more part-time instructors to cover new course offerings due to increased enrollment as well as to provide backup in the event of a last-minute cancellation by an instructor, the last-minute addition of a class, the need for substitutes, and the increased reassigned time demands for full-time faculty.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

Due to the need to manage the department, ACE, and embedded ESL tutors, the ESL department could always use more full-time faculty. While our enrollments have dropped significantly since the last program review cycle, the numbers are increasing. If they continue to do so, the department will be in need of a new full-time faculty member, but at this time the department has no specific plans to request a new full-time position. What the ESL department needs most is an outreach specialist/student advisor. There are numerous immigrants and refugees in east county who would like to or need to improve their English, as well as ultimately improve their job prospects and wages, but with all the department has going on, no one has the time or experience to advertise the program in the community. Additionally, while the ESL department has full-time faculty members fluent in Spanish and Russian, none are currently able to converse in Arabic or Farsi. Having a bilingual Farsi or Arabic speaking outreach specialist would be highly beneficial in our service area. This position could also fill a much needed area in our department by advising current students and prospective students, especially in Arabic or Farsi, supervising the ESL lab especially when embedded tutors want to meet there with students, as well as scheduling student services workshops, assisting in ESL student orientations, and scheduling community visits. All of this would greatly increase access to Grossmont College for non-native speakers of English, as well as increase the success and retention of current GC ESL students, leading to degrees, certificates, transfers, and ultimately better job prospects and connection with the students' new home here in East County San Diego.

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

NA

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

Three ESL faculty members currently receive reassigned time. Mark Pouard receives 0.59 RT for Department Chair. The department chair is obviously vital to the department. Even though our placement process is now automatized and part of the college registration process, many prospective ESL students don't comprehend the directions and consequently misplace themselves in an ESL level. As a result, the department chair meets with many new students on a one-on-one basis to do a more accurate level assessment. As well, the chair must resolve technical issues that arise with the placement process which prevent or effectively prevent prospective students from enrolling in classes at GC. The chair also regularly responds to phone calls and emails from people in the community who are interested in GC ESL classes, or from people who are representing such people, sometimes from organizations like the International Rescue Committee. The ESL chair also advocates for ESL students across campus; this can take the form of leading flex workshops for non-ESL faculty, helping faculty understand the needs of ESL students and how to get them the best support, and more. The chair also has the usual jobs of scheduling and staffing classes; reviewing new instructors applications, leading interviews, orienting new instructors, as well as ongoing training; planning and facilitating department meetings; overseeing curriculum revisions; data collection on our student demographics that are not captured by college-wide data collection such as first languages spoken; website updates, and more.

Natalia Aylett receives 0.35 RT for coordinating the ACE program. As GC's intensive language program for international students who are not at the English proficiency level to enroll in general GC classes, and who are not ready for ESL 105 - which F1 Visa restrictions require be the lowest level an international student can enroll in - the ACE coordinator does the following during each ACE session, which typically includes a summer session: oversees curriculum and update/maintain course outlines; plans course schedule and staff classes; collaborates with instructors to find substitute instructors in case of absences; distributes and collects student evaluation of instructors and the program; plans and facilitates pre and post session meetings; recording student completion and success data at the end of each session and once yearly; recording student graduation and transfer data at the end of each session and once yearly; collaborating with international student admissions, assessment, and ESL department on matters related to student admission, transfer, and placement at GC; maintaining records of student course progress at midterm and end of session; planning and delivering student orientation each session; and planning and facilitating the closing ceremony each session.

Once yearly, the ACE coordinator is responsible for doing these: reviewing the program revenue and expenditures for previous and current fiscal year as well as budgeting reallocation or changes in spending as needed; reviewing the physical space, equipment, and supplies in terms of suitability, functionality, anticipated need, and replacement, reviewing of internal and external factors that affect the programmatic effectiveness of ACE; evaluating reliability and validity of student placement tests, teacher-made tests, and rubrics and evaluation methods every other year; reviewing and updating ACE Office Procedures; updating the organizational chart; gathering data and documentation for annual accreditation requirements, and complete and file annual accreditation reports with the CEA; planning and facilitating annual curriculum meetings with instructors.

On an as-needed basis, the ACE chair is also responsible for these: interviewing and recommending instructors for hire; collaborating with the dean's office, HR, and payroll on new instructor and substitute instructor hires; orienting new instructors; evaluating instructor performance through scheduled classroom observations; collaborating with international student specialist on matters related to admissions and recruitment; and collaborating with international student specialist on matters related to student recruitment agents.

Craig Carroll receives 0.20 RT for coordinating the embedded ESL tutor program. This position has proved vital to the success of students in the ESL program, especially post-AB 705. The tutor coordinator screens, interviews, hires, and trains new embedded tutors, and processes paperwork and investigates and tries to resolve delays as well as other issues that arise with processing new tutors and experienced tutors alike. The tutor coordinator also leads workshops on best tutor practices for both tutors and faculty. The coordinator also pairs embedded tutors with specific instructors, maintains communication with all, and resolves conflicts when they arise.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

One of the ESL department's greatest strengths is our embedded tutor program. Virtually all ESL classes have one assigned tutor who is a former ESL student. These tutors attend all classes, work with students during class, and meet students outside of class. This support helps retention and success of our linguistically disadvantaged students to reach their goals to learn English, graduate, transfer, and increase their economic situations.

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Additionally, the ESL department excels in familiarizing our students with the student support services on campus. As discussed in this report, the curriculum in our Level 2, ESL 088, incorporates student success services as the content to deliver language instruction. Instructors in many other levels also incorporate various student services, such as the Career Center, into the curriculum, and faculty learn about student support services through flex workshops. Moreover, the ESL department chair always ensures that ESL faculty receive flyers and notices to relay to their students about services and events. And the ESL department informs students about what financial aid is and how to use it and keep it.

Another strength is maintaining student engagement strategies, culturally responsive pedagogy, and staying up to date in all areas of current research. This includes conference attendance, semesterly workshops, and bringing to campus experts in the field to keep ESL faculty informed of, and interacting with, current research, theory, and best practices.

ESL faculty also worked tirelessly to create materials that allow our students to take all ESL classes ZTC. These materials are shared with all instructors, who can use and modify them based on their specific classroom needs. Now ESL students can take every level of our program without having to worry about paying for books.

Advocacy and collaboration are strong within the ESL department. Our department also strongly advocates for ESL students on campus and in the community. This is especially notable with campus workshops that our faculty lead and giving our students a voice in the community such as through the ESL/Media Communications collaboration with the “Beyond Borders” podcast in which Media Communications students interview ESL students about their journeys. The ESL department has collaborated with admissions and assessment on language admissions requirements for transfer students and others who do not have proof of language proficiency (visa students). The ESL department is currently exploring collaboration with other departments in terms of designing ESL class curriculum to prepare students to pursue some of the most sought after degree programs.

Moreover, the ESL department successfully revamped our entire curriculum to meet the needs of AB 705. But the real strength in this is that the department moved away from traditional and outdated methods of language instruction and to up-to-date research in language acquisition theory for basic proficiency as well as genre theory for success in Academic English. This was accomplished through conference attendances, expert consultation, and copious amounts of reading and discussion.

Probably the greatest strength of the ESL department is its staff of part-time instructors. Due to the program revamp and subsequent pandemic, many part-time instructors were let go as our population of students decreased. Nevertheless, the department has maintained a part-time staff that is knowledgeable, highly experienced, flexible, and willing to put in every effort to assist the English Language Learners at Grossmont College.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Equitable access for our ESL students needs to be improved. Most immediately, the Guided Self-Placement (GSP) process needs to be fixed and enhanced as too many students continue to misplace, and some students are never directed to the ESL GSP. One method of enhancement might be to improve the written and audio-visual instructions online and translation of the directions into multiple languages; another method that has proven effective at other colleges is new student orientations. The ESL department will continue exploring these options. Other issues that affect equity for ESL students is the application and admissions process as a whole. This is an especially mystifying process for students who don't speak or read English, many of whom can't even read the Latin-based script that English is

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written in. And of course, none of them have any experience with an American college and the application process. Again, translation software and an ESL specific orientation can help some here.

Our students also struggle with access to technology, technology literacy, first-language literacy, work and family-related pressures. Some possible fixes here are, again, an ESL orientation, but also possibly providing laptops designated for ESL students or students enrolled in a program like CalWORKs or EOPS, workshops on Canvas and other computer basics in multiple languages, as well as more on-campus childcare availability.

Furthermore, the ESL department needs to do more marketing and outreach. However, given our small number of full-time faculty, this will be very challenging without a multilingual, dedicated marketing/outreach coordinator. A person in this position could also form close partnerships with organizations and agencies that serve refugees and new immigrants to get these students into our lower levels where they could be improving their quality of life in their new country. Ideally, this coordinator would also assist in a new ESL student orientation.

Finally, the ESL department can improve its relationship with the community. In Fall 2022, the department was contacted separately by the Lemon Grove School District and the San Diego County Library in Spring Valley to host a beginner-level ESL course at both locations: Lemon Grove for the parents of K12 students, and Spring Valley for immigrants in the community. After working closely with both organizations, no MOUs have been signed or approved by the administration at Grossmont College with no reason given, nor a denial, despite constant check-ins with involved people and offices. Both locations needed to have a signed MOU by the end of Spring 2023, but as the semester ends, it seems very unlikely that our department will be able to provide this service that our community needs. Perhaps this is also something that an outreach coordinator could help facilitate.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

The Guided Self-Placement (GSP) will be a concern until it gets fixed and possibly more enhancements are added. Not having an outreach coordinator will affect the ESL department's ability to reach members of the community who would like to improve their English and possibly get degrees and certificates. And having a new ESL student orientation could help with many of the issues noted above. It is unknown if the GC ESL department will be able to offer needed classes in the community.

Another issue that may be a concern for the next cycle is the new block schedule. While the new schedule is very well intentioned and probably works well with most departments even if it requires adjustments by all, it is especially problematic for the ESL department as most of our classes are 6 units. The only option on the schedule for a 6-unit class is to hold the class four days a week. This presents challenges for working students, students who are parents, and for adjunct instructors who need to drive from all over the county multiple days a week. We have been able to get some flexibility with offering 2-day-a-week classes that are off block, but that impacts the ESL students' ability to take other classes. We will continue to seek out a solution for this.

One last concern is the pressure the department feels for online and Hyflex classes. While high-level ESL students can be successful in online classes, low-level students cannot, except in rare cases. The department understands that there is a market for online classes for lower-level students who need to be at home with their children or who need to work irregular schedules, but to acquire a language, focus is needed, which a student can't do if they are tending to their children at the same time they are in a class. It is also nearly, if not completely, impossible to teach tech-illiterate students to use technology without

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having a shared language with the instructor, the institution, or the technology itself. Admittedly, technology like Canvas can be translated, but even so, the students need guidance on how to use it. These courses are also not a good option for visa students who are limited on the number of online units they can take. If we are required to offer Hyflex or online courses for lower-level students, success and retention will suffer.

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

1. Fix the GSP (Guided Self-Placement) process
2. Find translation software for the application process, guided self-placement, and really the entire GC website and email system
3. Hire classified staff as an outreach coordinator
4. Implement orientations for ESL students that focus on the specific issues that this population needs, which is often quite different than the general population
5. Implement an ESL Milestone Pathway Certificate Program to recognize the accomplishments of English Language Learners acquiring a new language at the academic level and motivate them to complete a degree



GROSSMONT
COLLEGE

Answers to Six Year Program Review Committee Questions

English as a Second Language

Answers to Committee Questions

Answer: Section 1 - Overview

Full Time ESL

- Natalia Aylett
- Craig Carroll
- Sara Ferguson
- Alyona Gorokhova
- Mark Poupard

Part Time ESL

- Annette Aagard
- Sara Arevalo
- Leah Cooper
- Victoria Freeman
- Krystle Jones
- Barbara Loveless (retired FT who teaches part time)
- Kathryn Manthorpe
- Brian Mark
- Jeremy Mize
- Emily Moore
- Chuck Passentino (retired FT who teaches part time)
- Michele Weaver
- Brittany Zemlick

Answer: Section 2 - Curriculum Development and Academic Standards

I don't know if these are just for you all to discuss, or if they will be added to the document, so I made the answers below more formal in case they get added to the document.

2.2 - Many prospective students meet with the department chair one-on-one before a new semester begins in order to reassess. Between mid-Spring 2023 and the beginning of Fall 2023, probably more 40 students, maybe many more, needed to be reassessed one-on-one. This was primarily due to (a) students not selecting "I have difficulty reading because English is not my first language" on the college application which directs them to the ESL placement process, or (b) because they did not understand what was being asked of them during the placement process. The directions are pretty clear for someone who is proficient in English, but if one isn't, then not only are the directions a

Answers to Committee Questions

challenge but the process is foreign as well; most students seem to expect to be tested in order to be assessed, which is not how the assessment works. The ESL department chair at Grossmont College recently worked with the ESL department chair at Cuyamaca to modify the assessment to make the directions more clear. There is no set date for when the updated placement mechanism will go into effect, but when it does, we are hopeful that the number of students needing to be reassessed diminishes. However, it may not. The department chair at GC received a phone call from a relative, who is fluent in English, of one prospective student and the relative admitted that she helped the person take the assessment and that she “helped too much,” which placed the student too high. This probably happens a lot if students have access to English speakers. If the revisions don’t work out, the ESL department is considering hosting group assessments in which prospective students use the same assessment tool, but they do it live as a group so that the process can be explained and translated with Google Translate or a similar translation tool, or perhaps even a live translator. Additionally, our department has added to our webpage clear and simple explanations of our levels, as well as what we expect a person to be able to do or understand in English at each level, a sample reading, and a one-minute video recording of a snippet of a lesson at each level. Now, the department chair has begun directing prospective students to that page so that they can better assess themselves and select the level that seems best suited for themselves.

2.8 - In addition to the language and technology barriers for ESL students, there are other considerations that factor into online classes. Some type of hybrid class may work for perhaps levels 4 through 5 out of 6, but we haven’t experimented with those. For the lowest three levels, online classes are a challenge for language learning when students don’t share a language with the instructor. It might be easy enough for a native English speaker to take an online Spanish class with a Spanish instructor who also speaks English for example, but when a class is composed of 8 or 9 different first languages with no shared language with the instructor, a major obstacle is created. Additionally, language is a social and multi-skilled activity; language learners, especially at the early stages, need to be fully integrated in the language process, which includes reading, writing, speaking, listening, observing body language, and more. This is impossible in an asynchronous environment; and Canvas Discussions are not adequate analogies to in-person discussions. This slows down the acquisition process. Live, synchronous Zoom classes are the closest analogue, but as mentioned elsewhere in this report, it is impossible to use Zoom breakout rooms effectively; in an in-person setting, an instructor can monitor the whole class and tend to groups/pairs who need assistance with ease. But it’s impossible to observe all, or even more than two breakout rooms in the time that an instructor can assist all students in an in-person class. And doing small group work is vital to language classes. As for hybrid classes, our department does not see this as effective since most of our classes are not lecture based; they are interactive and require students to work together for most of the class period while getting instructor guidance. We also typically assign groups or partners to work together over several class periods. If students are coming or going at will, it disrupts the group work, and like Zoom, it becomes difficult for instructors to monitor all of the students in an efficient manner.

2.11 - At the moment, we have no plans to collaborate with local high schools. ESL had dual-enrollment classes in the past, but they were not well attended. However, since our curriculum has changed and our two highest levels of ESL now earn GE credit, this is an option that we might explore again as it may be better received.

Answer: Section 3 - Student Learning Outcomes (SLOs)

Answer: Section 4 - Faculty & Staff Support Services and Facilities

4.1. We have no idea how a homeless student was able to get to and stay in the ESL lab other than that there are two doors to access this classroom. One is through the English Writing Center, which

Answers to Committee Questions

often remains unlocked. The other is locked from the lobby of the TechMall. At that time of this incident (and it did occur just one time to our knowledge) there was little to no supervision at the EWC and no supervision of the lab because the RT had not been approved.

4.2. That is a great question. The ESL department has been wondering this ourselves. We have tried to revive the position after students returned to campus to no avail even though the LTRC dean at the time (Eric Klein) was enthusiastic about our plans for the lab. We were told that the application was lost in the admin process and were encouraged to apply again. This time we applied at the end of May 2023, and it seems that this new application TOO has been lost in the cracks.

4.3. Online courses in ESL are only possible at the higher levels (such as ESL 115 or 122). Any level below these is not suited pedagogically for online or hybrid classes. See Mark Poupard's elaboration on this matter in the Curriculum Development and Academic Standards Section (2.8).

4.4. None.

4.5. The dean was made aware of it at the time of these incidents, but not the President. And yes, we agree that this is unacceptable.

Answer: Section 5 - Student Equity and Success

Students can move to a lower level of ESL (or higher) if they realize they have been misplaced before Census. After Census, the only way to take a lower level is if they did not successfully complete the class; then they can be reassessed and placed lower. If they pass, however, they cannot take lower levels, at least not if they want to receive financial aid, which will not be granted for classes that are at lower levels than have already been completed.

Answer: Section 6 - Student Support Services

Answer: Section 7 - On-Campus & Off-Campus Activities

Answer: Section 8 - Fiscal & Human Resources

Answer: Section 9 - Summary and Recommendations

This answer will be less formal than the above, because I'm not sure how to write it formally. I only experienced pressure from our dean, who sometime around when I wrote that section had stopped asking. He never told us we had to, but he suggested it often. And the last department chair told me that she had to constantly (or it seemed) explain why we won't do it, though she never told me to whom; I just assumed it was the dean. In any event, we explained our case and he seemed to understand. I can delete that paragraph if needed.

PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations:

The Program Review Committee commends the department for:

1. Allowing students from diverse backgrounds to share stories and learn English language but also to learn about other cultures, challenges, and accomplishments
2. Embracing the "un-grading" philosophy
3. Excellent use of equitable teaching methods
4. Creating Google docs in 25 different languages to allow all students to access and enroll [correctly] in the ESL program
5. Meeting with students 1:1 to ensure accurate placement into ESL courses

The Committee recommends the following:

1. Work with your Dean to hire an ESL lab coordinator- include in every AUP
2. Keep working on ways to offer instructions for enrollment in ESL course in many languages; including in Self-Service
3. Work with your Dean to hire a classified staff as outreach coordinator
4. Implement orientations for students that focus on specific issues that this population needs, that are not typical
5. Implement the ESL Milestone Pathway Certificate Program; in order to recognize the accomplishments of English language learners acquiring a new language at academic level and motivate them to complete a degree
6. Work with your Dean to hire more full-time faculty and include in every AUP

College President: Dr. Denise Wisenhunt
Interim Division Dean: Dr. Stephen Fomeche

Department Chair: Angela Feres

Academic Program Review Co-Chairs: Joyce Fries, Kelly Menck

ENGLISH AS A SECOND LANGUAGE

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER	
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH
2017-18	82.2	309.27	88.8	321.95
2018-19	88.0	329.98	81.3	293.89
2019-20	90.2	319.89	79.6	282.07
2020-21	76.6	274.83	83.27	234.96
2021-22	68.2	206.23	66.4	221.71