


 Dept - (LA) English as a Second Language


2019-20 Annual Program Review Update Submitted By: Kathy Flores

APRU Complete for: 2019-20

Program Mission Statement: Our Program Learning Outcomes:

1. Orally communicate effectively and comfortably with native speakers in academic and social settings.
2. Produce standard academic writing at the college-entry level.
3. Demonstrate comprehension and analytical reading skills.
4. Listen effectively in a variety of academic, personal and vocational situations.

In accordance with the College's Institutional Core Competencies (ICC), the mission of the ESL Department is to provide immigrant, international, and other students whose first language is not English with a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially, and personally.

I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded:

I.B.6 Strategies to Increase Awards:

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 20.8

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: Full-time faculty: 39.9%(28%). Part-time faculty: 52.8% (-13%)

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: •Our FT % has increased 4.1% over last year.

•Two FT faculty members retired last year, but this has not impacted the effectiveness of our

program.

II.A Enrollment Trends: •We have a negative enrollment trend

- Over the last five years, our census enrollment has decreased 28.6%
- To address this negative trend, our department is actively participating in the North Santa Clara County Student Transition Consortium to help create pathways for language learners to transition from Adult Ed to the community college; we have submitted the required paperwork to create Enhanced Mirrored Non-Credit courses at the 200, 234, and 244 levels; we are adding certificates to our program; and we are majorly revising/streamlining our curriculum to comply with AB705.

II.B Overall Success Rate: •Student success rates have remained strong over the last three years.

- Success rates have increased from 84% to 86% over the last three years.
- To maintain current success rates and continue the upward trend, our department will continue to provide excellent student support by assisting students in and out of the classroom. We will continue to give students individual help in our offices and advise/require them to use the Writing and Reading Center, the Listening and Speaking Center, and counseling services. We also continue to use the portfolio process in 273.

II.C Changes Imposed by Internal/External Regulations: I •The ESL department has not implemented any program changes yet; however, it is in the process of modifying the curriculum of courses in response to the AB 705 requirement for maximizing probability of transfer within three years.

- In accordance with AB 705, curriculum changes will include horizontal compression (reducing units and integrating skills.)
- High Beginning ESL course (ESL 200) , Low Intermediate (ESL 234)and Intermediate courses (ESL 244) will be offered in an enhanced mirrored credit / non-credit format.
- Since AB 705 recommends “creation of a credit ESL course that is the equivalent of transfer-level English” and “enabling credit ESL faculty to teach English Composition to ESL students”, the ESL department is in the process of obtaining full equivalency of Advanced Composition and Reading (ESL 5) with EWRT 1A for UC transfers (the courses are already equivalent for CSU transfers). English, Communication Studies, and Philosophy departments have approved ESL 5 as a pre-requisite for their courses in Area 1B of IGETC.

Changes in English Placement due to AB705 regulations have impacted ESL Placement.

- With the implementation of the Guided Self Placement, many language learners are not getting the placement that is best for their needs. Many are enrolling themselves in transfer level English courses despite not having proficiency in the necessary language skills.
- The ESL Department has been and will continue to work closely with the English Department to create and modify the Guided Self Placement in an attempt to guide students properly.
- Although the College has voiced agreement with this effort to guide language learners to the ESL Placement Test, we are continuing to seek tangible and logistical solutions.
- As part of the solution, the ESL Department has been and will continue to work closely with the International Student Programs office to educate staff and students about the differences between the ESL and English programs and classes.
- In addition, the ESL Department has been and will continue to work closely with Outreach to inform high school students and counselors that the ESL track is still available and may be the best option for some students.

III.A Program Success: •To increase student equity, every full-time faculty member participated in Welcome Day and held office “open houses”. This was a great way for faculty to meet students

and welcome them to the college.

Please see IIC above.

III.B Enrollment Trends - Equity Lens: •As a percentage of our program, enrollment of African American, Latinx, Filipinx, and Pacific Islanders is, and continues to be, quite small.

- The enrollment of Asian students is, and continues to be, quite large (77%)
- A contributing factor is definitely the demographics in Cupertino, which has a large Asian population.
- The African American enrollment is puzzling to our department because African Americans are not ESL students, so we don't know why they are part of our enrollment data.
- The Latinx enrollment has been a steady 4% over the past five years. We hope to increase this percentage through our Adult Ed pathway and through the De Anza Promise program.

III.C Success, Non-Success and Withdraw Rates: Our department had two highlighted rows: Latinx and Male

- Latinx students' success rate is 76% while the overall success rate is 86%. The Percentage Point Gap and Margin of Error is -9%.
- The male students success rate is 81% while the overall success rate is 86%. The Percentage Point Gap and Margin of Error is -5%.
- Clearly Latinx students' have a lower success rate. We think this could be due to the fact that many of our Latinx students have jobs and are trying to go to school and work at the same time. They often do not have enough time to study.
- Also, our Latinx student population is very small. In 2018-2019 only 211 of our 4,766 students identified as Latinx. That is only 4.4% of our students. Maybe they are not succeeding at the same rate because they often do not have peers in their classes that share their ethnicity. Since they have few peers, they are not able to form study groups outside of class.
- Male students also have a lower success rate than female students. We are not sure why this difference exists. This is a widespread social phenomenon. We do have more female students (60%) than male students (40%).
- It is very helpful for the faculty to know which groups have lower success rates so we can help close these success gaps. When we have Latinx students, we will focus on giving them extra help and attention and help them access student services.
- Faculty can also help Latinx students connect to counselors and campus services (e.g. Food Pantry, Puente Program) to help them achieve school/life balance and to help them connect with each other.

III.D Equity Planning and Support: Yes

III.E Departmental Equity Planning and Progress: •Funding for AB705 implementation

- Funding for part-time faculty to attend meetings/trainings/norming sessions
- Funding for ESL faculty to conduct orientations and workshops for International students at the beginning of every quarter.
- Consultation with counseling to help explain and mitigate Latinx equity gap

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: •One accomplishment that was the result of SLO assessment and enhancement is the coordination of ESL 5 and EWRT IA. The SLO process identified a need to share rubrics and assignments among ESL 5 faculty and EWRT 1A faculty. This coordination has l

IV.B Assessment Planning: •ESL 260

•ESL 274

V.A Budget Trends: Internally, CAEP funding support has allowed us to offer counseling services directly to students who begin in the ESL200, ESL234, and ESL244 levels. We expect the counseling support to have a positive impact on the enrollment and success of local students in our ESL program.

V.B Funding Impact on Enrollment Trends: Externally, changes in State support of ESL programs, with an emphasis on noncredit and alignment with Adult Education programs has impacted our enrollment as the surrounding colleges moved more ESL to noncredit. It is important to note that the ESL department has developed noncredit courses and proposed noncredit certificates, which are in the local curriculum approval queue, and expect to begin offering them as soon as fall 2020 or fall 2021 at the latest.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s):

•Within the last two years, two ESL faculty members have retired. We would like to request one position to fill these retirement vacancies.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s)::

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: See Spreadsheet

V.G Other Needed Resources: Resource requests listed on spreadsheet

V.H.1 Staff Development Needs: •Funding for AB705 implementation

- Funding for non-credit certificate implementation
- Funding to research/implement a portable ESL placement test
- Funding for enhanced/mirrored non-credit implementation
- Funding to send faculty to high schools for Outreach
- Funding for Adult Education outreach
- Funding for Adult Ed Pilot Program (placement test)
- Funding (\$3,000) for part-time faculty training retreat (\$150/part-time faculty member per day).

V.H.2 Staff Development Needs Justification: •Please reference IIC above. As a result of external regulations (AB705) our department is majorly revising curriculum and implementing enhanced mirrored non-credit courses. We are also adding certificates to our program. In addition, we are working on improving the placement process. We need funding to help us with this work.

V.I Closing the Loop: •We will revisit the Latinx population numbers and see if that population has increased if we have closed the success rate gap.

•Once we get the curriculum revised, improved and implemented, we will check to see if and how enrollment has increased.

•Once we get the Enhanced Mirrored Non Credit Courses approved and implemented, we will check to see if and how enrollment has increased.

•Once we get the certificates approved and implemented, we will check to see if and how enrollment has increased.

Last Updated: 01/17/2020

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