English as a Second Language

Program Review
Spring 2018

GROSSMONT
COLLEGE

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This program review report for 2011 – 2018 is respectfully submitted by the members of the Grossmont College English as a Second Language Department.

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	Grossmont College English as a Second Language Department
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1.1 Program Description and History

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 20 courses, which provide instruction in grammar, reading, writing, listening, speaking, and pronunciation. Orientation to American culture is integrated into the curriculum. These courses make up seven 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. Students who successfully complete the highest level in the program are well prepared to enter and succeed in ENGL 120.

GC ESL serves 850 to 1,000 students each semester. These students represent ethnicities from all over the world. More than half of the students are residents. These students may be refugees or immigrants, which includes those who arrived in the U.S. at a young age but in whose homes another primary language is spoken. 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, and 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 the 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. The courses in the table below constitute the present GC ESL curriculum and are followed by a description of the historical changes that have occurred by level.

Course No.	Course Names	Units	Level
ESL 119	English as a Second Language VII	5	High Advanced
ESL 119R	Reading and Vocabulary Development VII	3	
ESL 106	English as a Second Language VI	5	Low Advanced
ESL 106R	Reading and Vocabulary Development VI	3	
ESL 103	English as a Second Language V	5	High Intermediate
ESL 103L	Listening and Speaking V	3	
ESL 103R	Reading and Vocabulary Development V	3	
ESL 100	English as a Second Language IV	5	Low Intermediate
ESL 100L	Listening and Speaking IV	3	
ESL 100R	Reading and Vocabulary Development IV	3	
ESL 096	English as a Second Language III	5	High Beginner
ESL 096L	Listening and Speaking III	3	
ESL 096R	Reading and Vocabulary Development III	3	
ESL 080	ESL II: ESL Literacy	6	Beginner
ESL 081	ESL II: ESL Communication	6	
ESL 070	ESL I: Introduction to ESL Literacy	6	Low Beginner
ESL 071	ESL I: Introduction to ESL Communication	6	

The above constitute GC ESL's core curriculum. ESL also offers courses in pronunciation, ESL 090 American Pronunciation I (Beginner) and ESL 109 American Pronunciation II (Intermediate). Prior to Fall 2007, pronunciation courses had been taught by the Communication faculty. ESL 108 Written Communication Skills is also a part of the curriculum. This course is designed to meet the needs of short-term programs.

The Shift from ESL Sections of ENGL 110 to ESL 119

GC ESL's highest level course was originally ENGL 110. Content for the ESL designated sections of this course was modified to address the needs of non-native speakers, and the sections were taught by ESL instructors. In 2006, the English and ESL faculty agreed to add a corequisite course, ESL 111, Editing Skills for College Composition. ESL students in ENGL 110 continued to struggle to overcome problems with word choice, grammatical accuracy, clause and sentence structure, and writing mechanics before entering ENGL 120. Although the corequisite course was beneficial in helping students to become better editors, both ENGL 110 and ENGL 120 teachers agreed that ESL students required more intensive instruction in college composition than offered through the ENGL 110 plus ESL 111 model. As a result, ESL 119, a five-unit advanced college composition course for non-native speakers, was developed and replaced the ESL sections of ENGL 110 and ESL 111. Like ENGL 110, ESL 119 became a prerequisite to ENGL 120. In ESL 119, students develop their academic literacy by employing advanced techniques of essay and research writing with an emphasis on critical thinking, argumentation or other rhetorical strategies, synthesis of research materials, and academic citation. In addition to this focus on rhetoric and writing, students develop editing skills so that they reduce errors in word choice, grammar, punctuation, and usage. The goal of ESL 119 is to prepare students to achieve the academic writing and editing skills needed for success in ENGL 120.

The Addition of ESL 106 and ESL 106R

ESL 106 was added to the curriculum in Fall 1996. From Fall 1991 to Spring 1996, the highest level in the program was ESL 103, a three-unit high-intermediate grammar and composition course. Students who successfully completed this course subsequently enrolled in ENGL 110. However, the expectation that a non-native speaker at the high-intermediate level could make the leap to native speaker ENGL 110 proved unrealistic. Many of these students advanced but had still not achieved the English proficiency needed for success in ENGL 110. To better prepare these students, the ESL/ENGL 110 faculty recommended the addition of ESL 106. This five-unit course takes the academic literacy skills taught in ESL 103 to a higher level and includes the study of advanced English grammar and college-level discourse and rhetoric. ESL 106 has remained a crucial level of English for ESL students to bridge the gap, formerly to ENGL 110 and now to ESL 119, and achieve the language skills required for success in college writing.

Understanding college-level reading materials is particularly daunting for non-native speakers because they do not possess a sufficient academic vocabulary and many do not use effective reading strategies. Many non-native speakers rely too heavily on translation. These translations are often incorrect, and the process slows their reading speed and direct comprehension. Although reading comprehension is integrated into the program's core grammar and writing courses, non-native speakers are in need of intensive reading instruction and vocabulary development to learn to utilize the reading strategies of independent readers, facilitate comprehension and use of academic vocabulary, and ultimately achieve college-level reading proficiency. GC ESL offered ESL 096R, 100R, and 103R, which successfully advanced students' reading proficiency to the high-intermediate level. However, as with grammar and writing, students progressing to ESL 119 struggled with the advanced reading requirements. To better prepare students for the rigors of academic reading, ESL 106R was added to the curriculum. ESL 106R provides advanced ESL students with instruction and practice using various reading strategies and vocabulary development techniques. In addition to developing reading comprehension and increasing academic vocabulary, students improve their ability to communicate the information and concepts in college-level texts orally and in writing. When successfully completing this course, students will experience more success in college courses requiring intensive and extensive reading skills and critical thinking.

The Change from Three-Unit to Five-Unit ESL Core Courses

In Fall 1996, the GC ESL curriculum underwent another significant change. All core classes (ESL 096, 100, 103, 106, and 119) increased from three units to five units, gaining the instructional time necessary for students to attain academic proficiency in English. ESL is often misperceived as remedial education when in fact it is the acquisition of a completely different language. This false perception of ESL leads non-ESL faculty and administrators to believe that non-native speakers can achieve the academic standard at the same rate as native speakers. Fortunately, recent legislation, namely AB 705, clearly recognizes the unique nature of second language acquisition: "*Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.*" The distinction is imperative because the acquisition of a language, especially at the collegiate level, requires five to seven years or more. GC ESL strives to help students reach academic proficiency in four years for those who begin at the lowest level. Increasing the core courses to five units facilitates ESL students' achieving this ambitious goal. In addition to increased instructional time, a TBA lab hour was added with the goal of providing computer-assisted learning and keyboarding skills. This lab hour was managed by the English Writing Center tutors and teachers, and students completed grammar and writing computer modules in the EWC.

The Move to Integrate Lab Time into the ESL Core and Reading Curriculum

Prior to Fall 2008, the five-unit ESL core classes required students to complete one hour of supplemental work in the English Writing Center each week. Students were able to complete this requirement during any open lab hours in the EWC. Instructors assigned students specific tasks to complete during this time which reinforced lessons or provided students with the extra practice needed on identified areas of improvement. These tasks most often involved completing units in writing and grammar software. Students were also assigned to meet with a tutor to review writing assignments as part of the revision process emphasized in ESL core classes. For several years, ESL instructors had expressed the desire to provide their own support to students during the lab hour, have more flexibility in the kinds of tasks completed, and ensure that students were making effective use of lab time. Beginning Fall 2008, the lab hour was added to all ESL core classes. This hour has a standard schedule at which time the entire class meets together in the ESL Lab, or other available lab in the Tech Mall, with their instructor. In addition to online grammar modules, students complete steps in the writing process and do peer editing as well as other teacher-generated skill-building exercises, all with the benefit of immediate assistance from their instructors.

Listening, Speaking, and Pronunciation

The GC ESL curriculum is weighted toward grammar, reading, and writing skills; however, the importance of listening comprehension in language acquisition cannot be understated. Listening is the primary means of learning a language; it is the conduit that leads to the development of speaking, reading, and writing skills. Its significance in terms of college success is easily recognized as a considerable length of time in most traditional college classes is devoted to listening comprehension. Listening has common comprehension features to reading, and for this reason, in ESL 096L, 100L, and 103L, listening comprehension skills mirror those developed in the reading courses. Through structured listening tasks that incorporate dialogues, lectures, speeches, and news reports, students develop their understanding of main ideas and details, identify rhetorical forms, distinguish facts from opinions, and infer meaning of new words through analyzing contextual cues as well as applying understanding of derivational and inflectional morphemes. Listening comprehension is enhanced through developing note-taking skills, which progress

from basic dictation to structured outlining, sequencing, and mapping. Students then utilize notes to study and complete assessments, skills which are necessary for success in all college classes. Speaking is improved as students learn and perform essential and proper language functions in conversations, discussions, and presentations. Students learn to ask and respond to questions, express lack of understanding, request clarification, ask follow-up questions, clarify when meaning is unclear, correct misunderstandings, express agreement or disagreement, give facts and examples, and make polite requests, all necessary for effective communication personally, academically, and professionally. Individual and group presentations also include research, the practice of time management, non-verbal communication, accurate pronunciation and production of grammar, use of common forms of rhetorical organization, and effective visual support. All lessons have a focus on multiculturalism or American culture.

The following story underscores the impact incorrect pronunciation has on comprehension. It took place at the now closed Sports Chalet that was located at University Town Center in La Jolla.

> While I was in the main central aisle examining clothing on display, several aisles down, a customer stopped a sales associate and asked if they sold /ˈhæmɑks/. The sales associate did not understand what the customer was searching for and politely asked her to repeat it. Again, she asked if /ˈhæmɑks/ were sold at the store. The conversation captured my attention, and even though I was an ESL instructor used to deciphering mispronounced words, I also did not readily comprehend its meaning. The sales associate asked what that was, and the customer provided a description at which time both the sales associate and I exclaimed a collective "Oh" indicating comprehension. The customer was in search of a /ˈhæmək/.

The customer, who in this case was a native English speaker, pronounced /ɑ/ as in box in the second syllable instead of /ə/ as in again, known as a schwa, the most common sound in the English language and the most difficult to master, and as a result, neither the sales associate nor the ESL teacher could understand her. Imagine the challenge non-native speakers face when it comes to being understood. English is not a phonetic language; letters very often do not correspond to only one sound, which makes learning the pronunciation of words from their spelling extremely difficult. All speakers wish for their intended messages to be properly understood, and to do this, correct pronunciation is essential. Incorrect pronunciation can result in ineffective communication, misunderstandings, frustration, and even negative impressions. This is why ESL 090 and ESL 109, American English Pronunciation I and II, are vital to the GC ESL curriculum. These courses provide ESL students with the skills necessary to attain greater mastery of North American English pronunciation, rhythm, and intonation and improve their ability to communicate effectively. The difficulty distinguishing phonemes also provides an obstacle to listening and notetaking in the typical college classroom. Students must listen to lectures, which may be minimally contextualized, and rely on their ability to discriminate sounds in order to interpret meaning. As a result, ESL 090 and ESL 109 further assist students in the acquisition of listening skills vital to the success of a college student.

The Addition of ESL 070, 071, 080, & 081
Serving non-native speakers with low literacy skills has been the responsibility of GC ESL for many years. However, starting in 1989, when a full program of ESL courses was offered, it was recommended to students at the lowest levels of proficiency to improve their language skills through adult education since the lowest level course in the GC ESL program at the time was ESL 096, which was not a basic literacy level course. Because the California Community Colleges provide open access, students with low literacy skills enrolled in ESL 096 despite the recommendation. In a language teaching and learning environment,

having students at the same proficiency facilitates higher achievement of student learning outcomes. Low-literacy level students enrolling in ESL 096 had two outcomes. Some failed the course, and if they chose to return, were required to take the course again, despite the fact that their English proficiency was still much lower than was needed to succeed in the course. The second result involved instruction. Some instructors lowered the level of instruction in an attempt to accommodate students of a wider range of proficiency. This impacted student success in the subsequent course the following semester as more students entered the higher level course without the necessary entrance skills. To better serve students at the lower proficiency level and increase success rates, ESL 080 Literacy (6 units), and ESL 081 Communication (6 units) were developed and first offered in Fall 2000. ESL 080 and ESL 081 are offered as 12-unit cohorts. In ESL 080 students learn basic reading and writing skills and develop an understanding of U.S. college culture that is necessary for academic success. In ESL 081, students develop basic listening and speaking skills appropriate in an academic setting and in everyday life.

San Diego has been an area for the resettlement of immigrants for many years. For the past decade, the East County, particularly El Cajon, has seen an enormous increase in the resettlement of immigrants from the Middle East who have been displaced by war. As a result, they come to Grossmont College seeking the ESL instruction needed to help them progress toward academic and vocational goals and economic independence. Within the population, there is an even broader range of English proficiency skills on the beginning to advanced spectrum, but they also include students at the pre-literacy level, some of whom may not have attained literacy in their first language. The need to serve this population led to the addition of ESL 070 Intro to Literacy (6 units) and ESL 071 Intro to Communication (6 units) in Fall 2009. Like ESL 080 and ESL 081, these courses are offered as 12-unit cohorts. They provide intensive literacy training as well as drills and exercises for students to begin to build listening and speaking skills. All lessons are focused on teaching language skills to ESL students who have little to no literacy skills nor understanding and speaking skills. As a community college with an open-entrance admission policy, students who place at an extremely low proficiency level need to be served; these courses do exactly that.

The pressure GC ESL has received to accelerate courses and shorten the ESL sequence shows no consideration of the nature of language acquisition or the impact on student success. ESL 070, 071, 080, and 081 tend to be targeted in this dialog. In one sense, this lack of understanding is predictable. They do not know of the diminished success that resulted from students at these proficiency levels entering ESL 096. Others question whether it is the charge of the college to serve students at these low-proficiency levels. Chancellor Oakley responded to this type of question in his 2017 report *Visions for Success*:
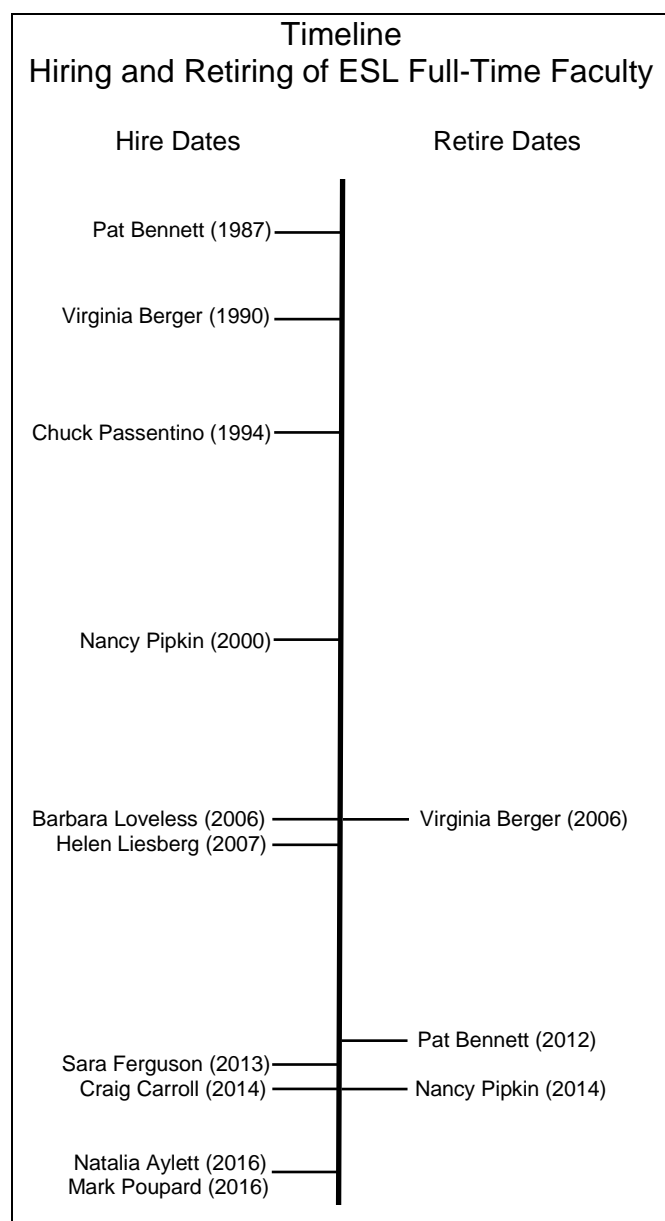
> *"With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be available to everyone. For centuries around the world, higher education was reserved for social elites. College was a means of reinforcing social hierarchy and people's roles in it. California's Master Plan for Higher Education, in contrast, did something entirely different: make college fully accessible through the CCCs."*

ESL instruction is an essential function of Grossmont College (BP 1200), and in the college's 2015 Education Master Plan Accomplishments, *Make learning accessible to all* is the first accomplishment and specifically includes *refugees, asylum seekers, immigrants, non-native English speaking students.* As mentioned above, GC ESL makes referrals to Grossmont Adult Education, and as will be described later in this document, works closely with adult education colleagues through the East Region Adult Education Consortium. However, what students have clearly demonstrated is that the choice is theirs, and if students with low-proficiency in English choose to come to the college, they could take entry level courses in any

department, courses for which they would not be linguistically prepared. GC ESL offers four cohorts of ESL 070 and 071 and four cohorts of ESL 080 and 081, making it possible for these students to enroll in level-appropriate coursework and work toward gaining greatly needed proficiency in English.

The Faculty

Since the auspicious hiring of Pat Bennett in 1987, the department has had nine more full-time faculty members, three of whom have since retired. Virginia Berger was hired in Spring 1990. She received the Distinguished Faculty award in 1999. Virginia retired in Spring 2006, after sixteen years of dedicated service to the ESL program and the college. Chuck Passentino was hired in Fall 1994, Nancy Herzfeld-Pipkin in Fall 2000, Barbara Loveless in Fall 2006, and Helen Liesberg in Spring 2007. Pat Bennett retired in June 2012, and Nancy Herzfeld-Pipkin retired in Spring 2014. Subsequently, four full-timers were hired, Sara Ferguson in Fall 2013, Craig Carroll in Fall 2014, and both Natalia Aylett and Mark Poupard in Fall 2016. Each full-time faculty member has a leadership role at one of the levels within the curriculum.

Timeline
Hiring and Retiring of ESL Full-Time Faculty

Hire Dates   Retire Dates

Pat Bennett (1987)

Virginia Berger (1990)

Chuck Passentino (1994)

Nancy Pipkin (2000)

Barbara Loveless (2006) ——— Virginia Berger (2006)
Helen Liesberg (2007)

Pat Bennett (2012)
Sara Ferguson (2013)
Craig Carroll (2014) ——— Nancy Pipkin (2014)

Natalia Aylett (2016)
Mark Poupard (2016)

Currently, GC ESL has a team of 41 teachers; seven are full-time, and 34 are part-time. 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 are multicultural. Most are proficient in a foreign language, and many have studied and 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 Curriculum, Faculty Staffing, Program Review, Planning and Resource Council, and Academic Senate. GC ESL faculty are also involved in Project Success, East Region Adult Education, East County Education Alliance, Community Service Learning, the Basic Needs Task Force, and Tutoring Task Force. In addition, instructors have conducted workshops for Grossmont faculty, staff, students, and tutors as well as Grossmont Adult Education and GUHSD faculty. These workshops provide cross-cultural, technological, and tutor training, successful teaching methodologies, and student engagement techniques.

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 collaborations through linked courses. Faculty also participate in the development of standardized assessments and scoring calibration meetings. GC ESL faculty contributions to the professional development of ESL colleagues locally and statewide occur at CATESOL conferences, ACE Accreditation Self-Study, East Region Adult Education PAC workshops, Basic Skills Partnership Grant activities, California Learning Communities Consortium Institute, We're All In, Refresh Fridays, Five-Day Experiential Learning Institute (FELI), 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 for international students. The mission of ACE is to prepare international 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, currently Barbara Loveless. Through her leadership, ACE became accredited with the Commission on English Language Program Accreditation (CEA) and is currently undergoing reaccreditation for April 2020.

1.2   Academic Program Review Committee Recommendations from 2011

Recommendations	Results
1 Replace retiring full-time faculty and hire two additional faculty members when the budget allows. **Progress: Yes**	This goal has been achieved. When the department participated in program review in Spring 2011, there were five full-time GC ESL faculty members, and the ratio of full-time to part-time faculty was 12% (FT) and 88% (PT). The program currently has seven full-timers. Retiree positions were filled, and new positions were added, which has strengthened teaching, professional development, campus and community involvement, and student advocacy as described in this report.
2 Maintain current section offerings and when the budget allows, expand section offerings to meet the demands of our ever-increasing non-native English-speaking population. **Progress: Yes & No**	When this PR recommendation was made, departments were given a maximum FTEF for the year, and at times, demand for ESL classes was higher than the FTEF allotted, so this recommendation was meant to support our ability to continue to provide the same number of sections and to grow. The college would certainly support our maintaining current section offerings and expanding, but enrollment has decreased.

Recommendations	Results
3 Continue excellent SLO analysis and assessments. **Progress**: **Yes**	Please see the department's responses to Standard 3, Student Learning Outcomes.
4 Secure funding to support participation of faculty in special projects, professional development, conference attendance, and technological training. **Progress**: **Yes & No**	Professional development opportunities at the college have never been better, and this is owing in part to the outstanding work of Cindi Harris, Micah Jendian, and Rochelle Weiser in the Office of Professional Development. Through their efforts, faculty have ample occasions to attend relevant and timely presentations, workshops, and conferences, and the PD team has set forth a clear process to apply for funding. The department has also had the benefit of receiving Basic Skills and Student Equity funding for special projects, two of the most significant being the development of thematic modules and embedded tutoring, both of which are described later in this report. However, the funding provided by the Office of Professional Development runs out; in 2017-2018, it had been exhausted by the end of the fall semester. It also does not cover PD opportunities for larger state and national conferences. As we understand, a new and improved process for funding requests, one that will place the former activity proposal process, is about to be implemented. Our hope is this will assist us in making our goals a reality.
5 Continue working with the Facilities and Room Utilization Committee to secure appropriate classroom needs. **Progress: Yes & No**	Please see the complete response to this recommendation under Standard 4, Facilities & Scheduling.
6 Continue educating the college and the greater community about the Grossmont College ESL program to better serve the East County ESL community. **Progress: Yes & No**	The GC ESL faculty have conducted presentations and workshops to educate staff, faculty in other departments, and prospective teachers about the ESL curriculum, student population, and the kinds of support non-native speakers need. This has been done during flex week, at SDICCCA workshops, through East Region Adult Education and the Basic Skills Partnership Grant Project, and at GCCCD Board meetings. Prospective students have had the opportunity to learn about our program through *Got Plans?* and other campus visits as well as through dual enrollment opportunities. Communication and collaboration with faculty and staff in Student Services and in academic departments needs to be strengthened, however. Therefore, it is the goal of the department to increase lines of communication on and off campus.

Recommendations	Results
7 Communicate with the Division representative regarding ESL needs with respect to Planning and Resource decisions. **Progress: No**	GC ESL and the ESBS division representative serving on the Planning and Resource Council have not been in communication regarding ESL needs. This opportunity has never been presented to us. We have participated in processes managed by college committees that eventually reach the council, (e.g. faculty staffing and project funding requests). We have also communicated needs to our division dean, Agustin Albarran, who serves on this council, but communication with the division representative on the council has not occurred.
8 Use the Course Inventory Report to continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years. **Progress: Yes & No**	As shown in Appendix IV, most of the ESL curriculum documents have been updated and reviewed by the Curriculum Committee within the past four years and reflect accurate prerequisites, co-requisites, course descriptions, objectives, content, SLOs, and all the necessary components of CORs. The following courses are overdue for review: ESL 090 American English Pronunciation I ESL 109 American English Pronunciation II ESL 096L Listening and Speaking III ESL 103L Listening and Speaking IV ESL 096R Reading and Vocabulary Development III In the upcoming academic year, GC ESL will be planning significant curricular changes to comply with AB 705, and during that process, the faculty will determine if new courses are needed and if current courses need to be modified or deleted. In addition, as explained in Standard 2.1, courses that are no longer offered by the department (ESL 095, 107, and 112) have been deleted.
9 Continue to use student-learning outcome data for continued course and program improvement. **Progress: Yes**	Please see the department's responses to Standard 3, Student Learning Outcomes.

SECTION 2
CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Curricular Changes

Course Deletions: ESL 095, ESL 107, and ESL 112
ESL 095 Basic Writing Skills was a two-unit course developed for the summer session. Its purpose was to reinforce high-beginning writing skills, and it made it possible for students at this proficiency level to continue making progress in their language development between the primary semesters. Although it was initially well attended, enrollment in the class began to decline, and eventually the course was no longer offered. The course was not required; it did not fulfill a prerequisite, which may have contributed to the decline in enrollment. Demand for summer courses for beginning level students in general is lower than for the program's intermediate and advanced courses. In 2017, the department offered ESL 096 in the summer. This is the high-beginning core class that meets the prerequisite for the subsequent level. It was offered along with ESL 100, ESL 103, ESL 106, and ESL 119, but low enrollment resulted in the ESL 096's cancellation while the other courses filled.

ESL 107 Oral Communication Skills was created for students in the teacher-education program at Escuela Normal in Atlacomulco (ENA), Mexico. In 2001, Peter White, then Vice President of Student Services, had a Fulbright exchange in Mexico, and through that exchange, he initiated an opportunity for ENA teachers-in-training to come to San Diego and take and observe GC ESL classes. In addition to receiving ESL instruction, these students were placed at local elementary and middle schools so that they could observe classes, assist the master teachers, and have additional opportunities to learn pedagogy used in American classes. In subsequent semesters when Grossmont hosted ENA teachers, ESL 104 (now ESL 103L), the department's intermediate listening and speaking course, was offered instead of ESL 107. The exchange program with ENA has since ended. ESL 107 was deemed superfluous and was deleted.

ESL 112 Academic Vocabulary and Usage was a two-unit high-advanced academic vocabulary course. It was deleted and replaced by ESL 119R, a three-unit reading and vocabulary development course, putting it in line with the design of the department's reading series (i.e. ESL 096R, 100R, 103R, 106R). ESL 119R makes it possible for students to have or continue supplementary reading and vocabulary instruction at the highest level of the program.

Course Additions: ESL 117 and ESL 117R
In the effort to provide accelerated coursework to advanced students, Mark Poupard created ESL 117 Accelerated ESL Composition and its corequisite ESL 117R Accelerated Reading and Vocabulary. These courses were approved by the Curriculum Committee in Spring 2018 and will be offered beginning Spring 2019. Students who successfully complete ESL 103 and those who place into ESL 106 may enroll in these courses. Those who achieve a grade of 80% or higher have demonstrated the skills necessary to succeed in ENGL 120 and will not be required to take ESL 119. Those who achieve 70% to 79% need additional coursework to bring their skills to the level needed for success in ENGL 120, and ESL 119 will continue to provide this essential preparation in college-level English so that students gain the linguistic proficiency necessary to confidently and successfully read and write assignments in ENGL 120 and other college courses requiring students to have native-like proficiency in the literary standard.

Dual Enrollment
As part of the work of the East County Education Alliance, GC ESL offers sections of core classes at El Cajon Valley High School (ECVHS). The high school has a significant number of non-native speakers, and

offering classes there provides them the opportunity not only to have additional language instruction but also earn college credit. Students who successfully complete a dual enrollment ESL class are then able to enroll in the subsequent higher-level course once they graduate and begin taking courses at the college campus. Spring 2016 was the first semester GC ESL classes were offered for dual enrollment. Courses were offered again in Spring 2017, Fall 2017, and Spring 2018. Sophomores, juniors, and seniors may enroll. The classes are scheduled in the afternoon after students finish their high school classes.

Although beneficial, offering sections at the high school has not been without challenges. Enrollment and retention are low. Students express interest, begin the enrollment process, but do not follow through, or they begin attending but find that they cannot fulfill the course requirements. In addition, establishing a set of procedures and a timeline to make ESL course offerings at the high school have yet to be accomplished. Not having the procedures and timeline has resulted in a rush to take care of the recruitment and enrollment process with little time to spare. Because the students are unfamiliar with college processes, they, along with their teachers, high school staff, and college student services staff continue to tackle issues with missing documents and access to Canvas and WebAdvisor well past the semester census. Therefore, although GC ESL faculty have enjoyed their teaching experiences at the high school, the future of ESL dual enrollment offerings is uncertain.

Course Numbering

Since the department's last program review, the supplementary reading and vocabulary courses and listening and speaking courses at the third, fourth, and fifth levels of the program were renumbered to correspond with the numbering of the core classes, making levels and cohorts easily understandable to both students, staff, and new faculty. The table below shows both the current and prior course numbers.

Level	Current Course Numbers	Course Names	Prior Course Numbers
High Intermediate	ESL 103 ESL 103L ESL 103R	English as a Second Language V Listening and Speaking V Reading and Vocabulary Development V	ESL 104 ESL 105
Low Intermediate	ESL 100 ESL 100L ESL 100R	English as a Second Language IV Listening and Speaking IV Reading and Vocabulary Development IV	ESL 101 ESL 102
High Beginner	ESL 096 ESL 096L ESL 096R	English as a Second Language III Listening and Speaking III Reading and Vocabulary Development III	ESL 097 ESL 098

Prior to the changes, some students understandably assumed that a higher number meant a higher-level course. For example, although ESL 103, 104, and 105 were all high-intermediate courses and recommended to be taken together, some believed that ESL 103 had to be passed before taking ESL 104, which had to be passed before enrolling in ESL 105. The renumbering put an end to this confusion.

2.2 ESL Course Outlines

GC ESL's course outlines of record and curriculum reflect current thinking in ESL instruction in two major ways: integrated-skills design and approaches to language teaching. Each course has a language learning focus, whether it be writing, reading, or listening and speaking, but each incorporates opportunities to use and improve all language skills. For example, a writing unit often begins with an introductory, schema-building component that may incorporate readings and videos. This often includes vocabulary preparation. Discussions, brainstorming, or other structured collaborative activity in which students generate ideas follow. Students receive lessons on grammar and rhetorical structures, complete outlines or other graphic organizers, generate a first draft, and make improvements based on the instructor's and peers' constructive feedback.

Masters' programs in linguistics, professional development through TESOL, and language-acquisition research emphasize that student engagement in language learning is increased when lessons are meaningful and contextualized and students are able to recognize the relevance to their lives and community as well as the national and global implications, and for this reason, the course content on every COR is presented through theme-based modules. These modules incorporate the integrated-skills instructional cycle as described above and include themes based on education, health, history, psychology, business, and cultural and environmental studies, which not only supports language learning but also builds knowledge of topics students will experience in future content-based college coursework.

Faculty review of the content of the course outlines of records occurs during the department's professional development meeting during flex week, when teachers meet with colleagues who teach the same course or skill. For example, all ESL 103 teachers meet, or all listening and speaking teachers meet (ESL 096L, 100L, and 103L). This most often involves a review of the scope and sequence of skills for the core classes, reading and vocabulary development classes, and listening and speaking classes. The scope and sequence of skills is a document that incorporates the content of the CORs to show faculty how the skills are sequenced over the levels and to promote consistency within levels. They reflect the instructional cycle and the integration of skills, and each skill is identified as I (Introduce), R/E (Review and Expand), and M (Master) for each course. CORs are provided to new faculty along with the Scope and Sequence of Skills, which not only provides the content and expectations for the course they will teach but also shows how their course fits within the program sequence; they can clearly see the content and exits skills of the prerequisite course as well as the skills that will be introduced, reviewed and expanded, and those that will hopefully be mastered in the subsequent course. This review of the scope and sequence of skills is what most often drives recommendations for revision to the descriptions, objectives, content, methods of evaluation, SLOs, and textbooks in the CORs. These recommendations must be shared with and agreed upon by the ESL faculty as a whole to ensure that the skills taught from one course to the next gives students the opportunity to work toward mastery in a logical, supportive sequence.

Learning language is unique; it is unlike any other kind of learning; it is multidimensional serving many personal, social, and occupational needs. Much like first language learning, each second language learner has very specific linguistic needs. Some simply need to acculturate, so they want to learn the language to become competent in carrying on conversations in their new language with people in the community and marketplace. Other language learners must also learn how to read and write in the new literary standard so that they may succeed as functional participants in our community as well as be successful in school and at work. These are the needs of the English language learners who put our faculty to work, helping all GC ESL students overcome the many obstacles that come with college-level language learning so that they may achieve their personal, academic, and professional goals. The scope and sequence of skills discussed

earlier illustrates this uniqueness of language learning and the GC ESL language teaching curriculum as defined by the course outlines. Morphemes (words and word parts) and grammatical structures are introduced, reviewed and expanded, and finally mastered. No other academic discipline has a curriculum of sequenced courses structured in this way. In science and math, what is learned builds on itself, but language learning does not build on itself, it expands with every morpheme, phrase, and clause learned, with every speech act performed, and with ever sentence, paragraph, and paper written. This is the significance of the scope and sequence of skills and how it directly relates to the behavioral objects, course content, and methods of instruction and evaluation of each of the CORs in the GC ESL program.

Because language learning requires continuous expansion, the course outlines have been written to facilitate this progressive process. Beginners are taught the most frequent words and phrases, basic sentence and paragraph structure, and then they practice their understanding and use of these frequently used words, structures, and language functions. Intermediate students have language needs quite different from beginners. They have mastered the basic structures and functions and need to learn and practice more complex language structures and master new linguistic challenges. The intermediate courses provide this essential review and expansion of academic language skills. Finally, the advanced students have linguistic needs similar to native speakers. They have mastered the basics and have developed their language skills to near-native proficiency; however, their language continues to expand. Advanced learners not only use the frequent structures and functions fluently they are also more proficient with more complex structures; however, advanced students need to greatly enhance their use of academic vocabulary and develop academic tone in their writing of college discourse using varied genres, a mission all students seeking a higher education must eventually accomplish. The GC ESL program fulfills the language learning needs of all students from zero beginners to near-natives, and the CORs reflect this.

2.3 Student Engagement Strategies & Current Issues in Course Content

ESL faculty strive to create a communicative, student-centered environment in which students are actively engaged in language-learning lessons. Student communication and collaboration with peers and faculty are structured throughout lesson sequences. Scaffolding and the effective structuring of collaborative student work groups are mainstays of GC ESL engagement strategies. Whether it be in a grammar and writing course, a reading and vocabulary development course, or a listening and speaking course, through the sequencing of activities and through the kind and quality of support and guidance teachers provide, teachers are better able to help their students attain new language skills and knowledge, which they can then apply to new learning opportunities. The following are scaffolding strategies common to GC ESL lessons.

- Completing pre-lesson activities to set the context, activate current knowledge and vocabulary, generate interest, predict content, and establish the purpose for the task.
- Pre-teaching of targeted vocabulary.
- Providing readings, videos, and model writing assignments.
- Completing comprehension and vocabulary-in-context exercises.
- Summarizing, paraphrasing, and outlining content.
- Producing assigned discourse (e.g. writing assignment, presentation)
- Analyzing, evaluating, and revising.

ESL instructors also promote active learning through workgroups. Working in pairs and larger groups of three to four students provides greater speaking and listening practice and optimizes learning of the

material through collaboration. Workgroup activities model experiences that students have in content-based classes and at work, ones that require effective and appropriate communication skills and cooperation. Simply forming student groups is sometimes not enough to achieve the desired outcomes. To ensure individual accountability with each member of the group contributing to the task, structured collaboration is key. Assigning roles to students helps them to see the value of scaffolded tasks as well as helps them to realize that for the outcome to be achieved, each student must fulfill his/her role and work effectively with members of the group. The following is one example of collaborative learning that is designed for a beginning level ESL grammar and writing course. The goal of the assignment is to introduce students to describing a process, reinforce paragraph writing conventions, learn grammar, and provide the opportunity to submit writing to a blog, and read and provide feedback on the writing of peers:

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Group 1
Vegan Pad Thai Recipe

Group Members:
Leader: Janan
Writer: Hamza
Note-Taker/Editor: Ahmed
Typist: Shayq Ali
Note-Taker/Researcher: Mirna

Instructions:
The Leader: Your job is to keep everyone on task. Do not take anyone else's responsibility. Make sure everyone speaks English.
The Researcher: You need to log into Canvas. Go to assignments and open the folder corresponding to your groups' number. Open that folder, and click on the link. A video will play.
The Note-Taker: You need to watch the video carefully and take notes of the steps. Everyone needs to get together to help the leader put the steps in order.
The Writer: You need to write down the recipe using the structure. Other members of your group must help you as well.
The Researcher: You need to log into www.blogspot.com. Your username is: gceslstudent@gmail.com. Your password is: lovegrammar.
The Typist: You need to type what the writer writes on the blog.
The Editor: You need to proofread the paragraph. Check for spelling and grammar errors. Once the leader approves, post the recipe on the blog.

YouTube Link: https://www.youtube.com/watch?v=gVXDvCl32N8

Recipe by: Merle O'Neal

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Students form groups according to the teacher's instructions. The teacher introduces the goals of the assignment. Pre-discussion occurs to activate students' knowledge of explaining a process and how describing the steps to prepare a special dish falls within a process. Paragraph organization is reviewed along with sample topic sentences and concluding sentences. Transitional language commonly used to describe a process are taught (e.g. *first*, *second*, *next*). Grammar and vocabulary commonly used to describe a process are taught (e.g. imperatives: *preheat*, *melt*, *flip*, *transfer*). A sample process paragraph describing the steps to prepare a special dish is analyzed for all of the necessary components above. The teacher provides a packet of materials to each team and explains the steps for the assignment. Each packet contains the role each member of the group needs to fulfill along with clear instructions for each role (e.g. *leader*, *writer*, *note-taker/editor*, *note-taker/researcher*, *typist*), note-taking sheets, ingredients for a teacher-selected recipe, and a paragraph organizer that provides sample topic sentences, transitional language, and concluding sentences. As the team members collaborate, the instructor and the embedded tutor provide support. After the students post their process paragraphs to the blog, they are given the opportunity to read the paragraphs written by the other teams and post comments. Once this

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Note-Taking Sheet

_____
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Group 1
Vegan Pad Thai Recipe

Ingredients:

SAUCE
- ¼ cup rice vinegar
- ⅓ cup soy sauce
- ⅓ cup brown sugar
- ¼ cup worcestershire
- ¼ cup tamarind paste

PAD THAI
- 2 tablespoons peanut oil
- ½ bunch green onion,
- 2 red thai chiles, sliced
- 2 cloves garlic, minced
- 2 carrots, sliced
- ½ cup bean sprout
- ¼ cup roasted peanut
- 8 oz tofu, cubed

Steps:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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Paragraph Organizer

Topic Sentence Examples:
● Making a _____ is easy if you follow these steps.
● Making a _____ can be a challenge, but following these steps will make it easier.
●To make a delicious _____, follow these steps.

Transition Words:
First,   Then,
Second,   Later,
Third,   Finally,
Next,   At the end,

Concluding Sentence Examples:
●I hope you like this delicious _____
●I hope you have the chance to share this _____ with your family and friends.

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well-scaffolded assignment is completed, it is essential to provide a related assignment to give students the opportunity to demonstrate that they have attained the skills necessary to write a process paragraph independently. This may be done as an in-class or out-of-class assignment. In addition, as this team-based learning approach is used throughout the semester to introduce students to new forms of rhetoric, students gain the complete writing experience by taking on new roles.

Another example of a structured workgroup approach is seen in ESL reading and vocabulary development courses in reading, or literature, circles. Through reading circles, students have the opportunity to discuss and reflect on what they have read with their peers and engage in thoughtful analysis of chapters in a story. They are not only a great way for ESL students to improve their reading skills but also a way to have a positive impact on their attitude toward reading. Like the structured group writing task described above, each student has a role. For example, the following roles were assigned in reading circles for ESL 106R, an advanced reading and vocabulary development course. The students complete the work for each role outside of class time and come to class prepared.

Group Discussion Leader
Write at least five discussion questions for the selection. They shouldn't just ask for basic facts that can be answered easily; rather, they should be questions that stimulate discussion.

Summarizer
Summarize the main events that happened for the part of the story that the assignment focuses on. Include any details that you feel are important. This should be paragraph form, with at least 100 words and no more than 250 words for all chapters that were assigned.

Literary Luminary
Choose at least two passages from the reading selection. These passages may be chosen because you find them interesting, humorous, or notable in some way. Write the page number and the first line of the paragraph of the passages that you choose. You do not have to re-type the entire passage. For each selection, explain in detail and specifically why you chose that particular passage.

Each member of the group has the responsibility to identify new vocabulary and respond to journal questions.

Vocabulary
Choose five vocabulary words for each assigned chapter from the vocabulary list. List the page number. Write the following: the sentence from the book with the vocabulary word underlined, the meaning based on the context, the part of speech and related word forms, and synonyms. Follow the format provided in the example.

Journal
Respond to a journal question posted in Canvas. If more than one chapter has been assigned, you may choose which question to respond to. Type the question and then respond. Your response must include some reference to what is happening in the chapter. Your journal entries must be in paragraph form with at 150 words.

During the in-class reading circle, the sharing of each group member's work is facilitated by the group discussion leader. After the reading circle experience, all group members submit their work to their instructor for evaluation. At the beginning of the semester, all components of the reading circle assignment are thoroughly explained and exemplified, as shown here.

In Bobbie Felix's ESL 106R, she asks her students to consider the parallels between events in the class novel *The Kite Runner* and current events. At first, some students feel that the novel is too foreign and removed from their own lives, but once they begin to compare components of the story to events in the world today or to experiences in their own lives, they begin to see the parallels and engagement is increased. This activity also ties into the other class readings on immigration, discrimination, and governmental preferential policies.

Student engagement as well as instructor collaboration are also enhanced through thematic module development for the department's Project Success links, which comprise literacy and communication courses at levels one and two and grammar and writing classes and reading and vocabulary development courses at levels three through six. The focus of each module is on contextualized learning on themes of high interest and importance to student success at college and in the community to include civics and social justice, health and fitness, the environment, and technology. They provide students with an intensive language learning experience, and the instructors enjoy working collaboratively with their peers to relate content and develop lessons to address the specific language needs of their students and support each other's classes. It is a primary goal of the GC ESL faculty to continue the development of thematic modules not only to assist students with the improvement of their reading, writing, listening, and speaking skills through these collaborative educational links but also to work toward zero textbook cost.

Collaboration on lessons on timely themes also occurs for standardized midterm and final assessments. At the department's professional development meeting during flex week, instructors meet by level to share reading/writing and listening/speaking materials and agree upon those that will be used to develop shared assessments for that semester. Once developed, these mini-module assessments are included in the level's assessment bank. In recent years, topics have comprised *happiness, vegetarianism, sustainable agriculture, women in STEM*, *overpopulation*, *diversity and the economy*, and *political asylum*.

Mark Poupard
ESL 106
Moloka'i, Chapters 1-2
September 12, 2017

I. Reading Circle Role: Summarizer
Chapter 1 provides the background for the story. Rachel is a young Hawaiian girl and her family lives a relatively peaceful life in Honolulu. Rachel's father, a sailor, always brings her dolls when he returns from foreign countries. In chapter 2, Rachel's Uncle Pono is arrested for being a leper and is sent to a special hospital. At about the same time, Rachel has a fight with her sister and her mother notices a blemish on Rachel's leg, which scares her. However, she fears sending her to a doctor because if it is leprosy, Rachel will be taken away. She also cannot go to a kahuna because it is against her religion. Ultimately, they take her to Henry's father who performs a traditional ceremony and they discover that Rachel has the wrong name. They are hopeful that using her new name will make her healthy again.

II. Vocabulary
Chapter 1
1. *The king had* <u>succumbed</u>, *it was now known, to a haole sickness called Bright's Disease*
   Page: 13
   Meaning: To become very ill or die from an illness
   Part of Speech: verb (no related forms)
   Synonyms: pass away, die

III. Journal, Chapter 2
In Chapter 2, we learn that Rachel was not given the name that she was supposed to have, according to her grandfather and father. How important do you think names are?

I guess I never really thought about names. In my culture, names don't seem to have a lot of significance. However, when I meet someone new and they tell me their name, I notice that I often think, "Huh, you look like a *Rachel*" or whatever name the person has. As for me, I was named after my father, which is somewhat common, but my name is also a religious name. I think this is also true for Rachel in the story. Her parents were trying to follow the new religion in Hawaii, Christianity, so they probably took a name from the Bible. However, this conflicted with the Hawaiian traditions. Her new name, Aouli, is a word from the Hawaiian language, which apparently has a lot of meaning in their culture. According to the story, with her new Hawaiian name, she should be able to get better and hopefully not have leprosy. Maybe it will, but I have to read the next chapters to find out.

Incorporating technology is yet another way the ESL faculty strive to increase student engagement. The use of online tools, apps, and other resources makes it possible for students to gain a deeper understanding of topics, collaborate with their peers, and create and share work. These tools and resources also support various learning styles. Textbooks provide online support for both students and teachers and facilitate integrated-skills lesson planning and theme-based learning. Cengage Learning, which publishes several texts used by ESL faculty, works in conjunction with National Geographic to provide amazing images, videos, stories, and online lessons and exercises. ESL faculty also favor Pearson materials, which include MyELT, an interactive online tool. In addition to e-resources that accompany course textbooks, the following is a sampling of e-technology that supports student engagement and learning in GC ESL courses.

The addition of embedded tutors in GC ESL classes has made a significant impact on student engagement and has enhanced teaching and learning through positive teacher-tutor-student collaborations. It has been such an overwhelmingly positive experience that its 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, they are excellent role models who work toward the retention, success, persistence, and overall college experience of our students. If asked to prioritize goals for the department, continuing this service, which would require a commitment to annual funding from the college, would be at the top of the list along with funding support for faculty professional development. To attest to the positive impact on learning and student engagement, the following is a sampling of feedback from ESL faculty who have worked alongside an embedded tutor.

> *Susan has been an invaluable asset to my ESL 103 class, and she has worked diligently to help all the students, but in particular the students who were struggling in the class. This has had a very positive effect. One student was failing at the midterm. However, he wanted to improve his skills and succeed, and he worked with Susan whenever he could, and in his last essay, I saw improvement in his writing skills and organization.* ~ Gere Jech-Galvin

Having an embedded tutor in my ESL 106 class has been an absolute blessing for both myself and my students. My embedded tutor, Emily, has helped tremendously in so many facets of the classroom. She is always friendly and patient with the students and has established excellent rapport with them. As teachers, we always hope that we can help all of our students equally, but with a larger class, this is often not feasible. Having an embedded tutor makes this goal much more attainable. Through her dedication, time, and unending patience, Emily has helped our students grow. After the midterm exams, several students came to me expressing concern over their progress in the class because they had not been putting forth the effort needed to succeed. I referred them to Emily, and with her help, I saw tremendous improvement on their next exam and essays. I truly believe this transformation would not have been possible without Emily. ~ Jacquelin Yang

My Spring 2017 ESL 106 with an embedded tutor earned a much higher success than my Fall ESL 106 without an embedded tutor. My ESL 096R also showed gains with the embedded tutor. Both tutors provided me the chance to give more students individualized attention every class session as there are two of us ready to answer questions that come up. Grades are significantly better this semester for many factors, but one of the biggest is having an additional presence in the classroom. ~ Brian Mark

In my Fall 2016 ESL 106/106R linked classes, I had a repeat student. She was a very quiet and shy person who didn't like to ask for help, or even talk to other students for that matter. Without my embedded tutor, Mike, she would no doubt have failed the semester. However, Mike took her under his wing early and reviewed essays and the writing process from the first assignment through the end. He reported that she not only spoke intelligently about writing academic English, but she opened up and told him stories during their sessions. This is a student who would mostly likely not have succeeded even in her second attempt in ESL 106. The dedication and commitment of the tutor made a world of difference for her. ~ Mark Poupard

Bashaer, the embedded tutor in my ESL 071, is outstanding. She is prompt, cooperative, and really devoted to helping students in my class succeed. I have her focused on tutoring certain students one-on-one, specifically five people who are struggling. They are already showing growth. I feel she will mean the difference between passing and not passing for these students. ~ Greg Laskaris

Diana was a huge asset to my ESL 081 class. For example, in class, she gave one-on-one assistance to students struggling to understand in-class assignments. This allowed the rest of the class to move at a faster pace, increasing the amount of practice they got and ensuring that they didn't get bored while waiting for a couple of students to get up to speed. It also meant that the students who were struggling were able to receive much-needed help to keep them engaged and participating, rather than getting frustrated or embarrassed and giving up. For one student in particular, I saw a huge improvement in her level of motivation and engagement as the semester continued, due to the individual attention Diana was able to give her. I consider Diana to be a crucial resource to my students to enable them to stay maximally engaged and to succeed in developing their skills so as to be ready for the next level of ESL. I very much hope that my students and I will have the opportunity to work with Diana again in the fall! ~ Victoria Thatte

David is a creative and efficient pedagogical force in my ESL 103 class. He has been a great help with getting to know the students' needs and encouraging them to push themselves to better understanding of the material. I have the most fun in my class when there are concepts that he can draw, and he uses his outstanding artistic abilities to convey the material we are studying through quick but beautiful and sometimes humorous drawings on the whiteboard. ~ Sara Ferguson

I've had a good experience working with Nada over the past two semesters in ESL 081. I've enjoyed having her in the class because I think her presence makes the students comfortable knowing that she is there as an extra source of help. She definitely increased student engagement in the classroom, for example when helping students during pair or small group work. I always looked forward to coming to class knowing she'd be there to help set the pace when it was time to get class started. The students appreciated her and her help. One or two students come to mind. Their skills were a little on the weak side. They sought Nada's help and ended up passing the class. ~ Adolf Schmuck

Another example of the department's student engagement efforts is the *The ESL Writers' Review*, which is published by ESL adjunct faculty member Brian Mark every semester. This newsletter features student writing from all levels of the program and is distributed to both faculty and students one to two times a semester. Brian provides a selected theme, which teachers at each level use to create writing assignments for their courses. Writings are then selected for submission to the newsletter. As editor, Brian makes the final decision on which writings to feature in the printed newsletter. All submitted writing is posted in the online version. Knowing that their writing will be published and read by both teachers and peers is a great incentive for students to do their best and focus on writing for a specific audience. Students are motivated by the opportunity to share their perspectives on selected topics.

Please see Standards 5.3 and 5.4 for more examples of the department's student engagement efforts.

2.4 Faculty Orientation & Academic Standards

Once new teachers have been interviewed and selected for hire, they are scheduled for a general orientation and an orientation to the course they will teach. The general orientation includes information on the hiring process, professional development requirements and opportunities, ESL and ACE program overviews, course information, facilities, and technology. A portion of what is covered is shown here.

Grossmont College ESL Department

New ESL Teacher Orientation Checklist

Hiring Packet & Network Access
- ❏ Complete the hiring packet.
  Go to http://www.gcccd.edu/formsdepot-district/default.html#P and scroll down to "Part-time Academic Hire Package." Blanca Cummings in Employment Services (blanca.cummings @gcccd.edu) will also send you an email outlining the hiring process and new faculty orientation dates.
- ❏ Attend one of the new faculty orientations. RSVP for one orientation using the schedule emailed to you. Your completed hiring packet is required at the orientation.
- ❏ 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.

Professional Development
- ❏ Required hours equal 1 PD hour for 1 instructional hour per semester.
- ❏ Faculty Professional Development Contract (Required at the start of each semester.)
  Go to http://www.grossmont.edu/faculty-staff/staffdevelop/default.aspx and select Faculty Professional Development on the side menu. Then select Professional Development Forms from the listed links. The Professional Development Contract will also be emailed to you from the ESL Department. Copies will also be available at the ESL Professional Development Meeting during Flex Week.
- ❏ ESL PD Meeting (Held the Friday before the start of the each semester.)
- ❏ Calendar of GC PD Activities
  (Go to http://www.grossmont.edu/faculty-staff/staffdevelop/Calendar.aspx.)

Program Overview & Management
- ❏ ESL Program (Go to http://www.grossmont.edu/esl/.)
- ❏ ACE Program (Go to http://www.grossmont.edu/ace/.)
- ❏ Department Chair: Helen Liesberg, 619-644-7441
- ❏ 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 070, 071, 090, and 109: Chuck Passentino, chuck.passentino@gcccd.edu
  - ❏ ESL 080 and 081: Natalia Aylett, natalia.aylett@gcccd.edu
  - ❏ ESL 096, 096L, 096R, and 100R: Helen Liesberg, helen.liesberg@gcccd.edu
  - ❏ ESL100 and 103R: Craig Carroll, craig_carroll@gcccd.edu
  - ❏ ESL 100L and 103: Sara Ferguson, sara.ferguson@gcccd.edu
  - ❏ ESL 103L and 119: Barbara Loveless, barbara.loveless@gcccd.edu
  - ❏ ESL 106 and 106R: Mark Poupard, mark.poupard@gcccd.edu
- ❏ Course outline
- ❏ Syllabus and calendar
- ❏ Student population
- ❏ Linked classes
- ❏ Shared midterm and final writing prompts
- ❏ Shared rubrics
- ❏ Essay grading calibration sessions
- ❏ Writing Portfolio
- ❏ Standardized grammar and reading finals
- ❏ Faculty Evaluation Process
- ❏ Cheating and plagiarism (See college policy).
- ❏ Book selection (Changes must be approved by chair.)
- ❏ Book orders (Use online submission at www.facultyenlight.com.)
- ❏ English Writing Center, Tutoring Center, and ESL Lab
  (Lab guidelines provided by Barbara Loveless.)
- ❏ Printing Department (Go to www.grossmont.edu/printing/.)
- ❏ WebAdvisor (Use to obtain rosters, drop students, submit grades, and more.)
- ❏ Absence Reporting Hotline: 619-668-1717
- ❏ Substitute Teachers (Contact Helen Liesberg, helen.liesberg@gcccd.edu.)

Classrooms, Supplies, & Technology
- ❏ Instructional Media Services (For assistance call 619-644-7375.)
- ❏ Dry-erase markers and other supplies (Obtain in the Printing Department.)
- ❏ Document camera
- ❏ Computer and projector
- ❏ Datalink forms (Form 25760 obtained in the Printing Department or Bookstore.)
- ❏ Datalink scoring machines.
- ❏ Class emergency (Phone numbers posted in classrooms.)
- ❏ Canvas

An in-depth orientation to the course is provided by the full-time faculty member who leads and mentors at that level. During this orientation, the course outline and student learning outcomes are reviewed as well as the scope and sequence of skills so that new teachers understand the role of their course in the overall curriculum design. The student population is discussed again and suggestions for effective student engagement strategies and classroom management are given. Teachers are informed of books

successfully used for the course. Grading categories and grade weight ranges are also shared. This ensures that grade weights for sections of the same course fall within a standard range. The new instructor is also given an overview of the standardized assessments for the course and the process for administering and grading them. The means by which student learning outcomes are reported is covered as well as the goals of the SLO assessment cycle. Sample syllabi and standard grading rubrics 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. If the course is part of a Project Success link, the goals of the learning community are discussed, and the teacher is given the contact information for the teacher with whom her/she will work. If the class has a lab component, lab activities and procedures are also reviewed. After this orientation is complete, the level leader stays in contact with the new teacher during the semester, advising and coaching when necessary.

Consistency in grading is also promoted every semester through grading calibration meetings and common finals. Calibration meetings most often take place during the 8th or 9th week of the semester to calibrate grading of standardized midterm writing tests. Teachers agree on the midterm reading and writing prompt to be used for each level, most often done during the department's professional development meeting, and they use a standard writing evaluation rubric. The department also provides common finals for the core classes. Full-time and part-time instructors at each level participate in the writing of these exams or are given the opportunity to review and provide feedback. Each section of the final exams is given a standard grade weight that the instructors have agreed upon.

Extending the success of standardization of the core ESL classes to the supplementary courses was a program review recommendation for ESL in 2004 and a department goal. To work toward attainment of this goal, the ESL faculty developed the scope and sequence of skills for reading and vocabulary development courses. Like the scope and sequence of skills for the core classes, it outlines the content of the CORs and is organized by pre-reading, reading, post-reading skills and vocabulary development strategies that are to be introduced, reviewed/expanded, or mastered. It provides recommendations for types of reading-writing and vocabulary-building assignments as well as for quizzes and exams. To help students to achieve the SLOs in reading and vocabulary development courses as well as ESL 070 and ESL 080, the faculty developed the Individualized Reading Program, or IRP. Students spend one class day each week with their instructor working on readings and comprehension exercises. Recognizing that the students in a class possess a range of reading skills and proficiency, the ESL faculty sought an effective means to provide readings at each student's individual reading level. The IRP allows students to receive targeted reading practice that matches their specific reading needs. The level of the readings adjusts as the students' proficiency improves. Consistency in content and grading is also promoted through the IRP. IRP exercises reflect the desired skills development outlined on the CORs and scope of sequence of skills. Each section of the same course utilizes the same method of delivery as well as the same set of readings, diagnostics, and exercises. In addition, scoring and grade weights for this component of the reading classes have been standardized. In addition, teachers newly assigned to a course with the IRP receive an orientation, training, and on-going support during the semester.

The Listening Speaking Course Improvement Project was conducted during the 2013-2014 academic year. The goal was to bring greater standardization across the levels and improve the articulation from one level to the next. Toward that goal, the faculty created two separate sets of products: a set of scope and sequence of skills charts for each listening and speaking course, and a set of speaking presentation assignments, grading rubrics, and videos of graded sample presentations for each course. During the

department's Fall 2013 Professional Development Meeting, all instructors in the department were asked to brainstorm to create scope and sequence of skills charts for each listening and speaking course. Using the result of this brainstorm and a follow-up meeting with instructors, Sara Ferguson drafted the scope and sequence of skills charts. She then submitted the charts for peer review by ESL instructors at the Spring 2014 Professional Development Meeting. The charts were subsequently revised and posted in the ESL Department's Blackboard container and are now in Canvas and accessible to all current and future instructors. To create common speaking presentation assignments, grading rubrics, and sample speaking presentation videos, in Spring 2014, all instructors teaching a listening and speaking course met to create or revise common speaking presentation assignments and rubrics. The teachers then administered speaking presentation assignments and video recorded those presentations. They subsequently met to calibrate the video-recorded presentations using their common speaking presentation rubrics, and the rubrics were revised as needed. Speaking presentation assignments, rubrics, and graded video samples are posted in Canvas, which is accessible to current and future ESL instructors. Videos are available on a private account on YouTube and are accessible to faculty with the username and password for the department.

2.5 Grade Distribution

The Outcomes-by-Terms-and-Comparisons table shows relative consistency in grade distribution within the program overall from fall to spring. This attests to the faculty's efforts to standardize components of the curriculum, such as midterm and final exams, rubrics, and grading categories and weights. It also reflects their work to calibrate the evaluation and grading of these standardized assessments (See Standard 2.4). As is evident, the average percentages of students earning Bs and Cs are higher in ESL compared to those of the ESBS division and college, and the achievement of As lower. These results were also shown in the department's last program review report in 2011 and reflects the rigor of GC ESL coursework and the inherent challenge of attaining the level of proficiency in another language deemed excellent by the program's learning outcome standards. The table also shows a higher percentage of Fs earned within the division and collegewide but a higher withdrawal rate in ESL. To speculate why this may be, ESL courses have a lower class maximum enrollment of 25, resulting in more one-to-one student-teacher interaction. ESL students' choosing to withdraw rather than have a D or F on their college transcripts may be the result of consultation between students and teachers prior to the drop deadline and a better understanding of the process. In addition, many ESL students participate in EOPS, whose counselors encourage students to obtain progress reports from instructors. This presents the opportunity for students not only to consult with their instructors but also with their academic counselors on the matter of withdrawing or remaining in a course.

From 2012-13 to 2014-15, success within the program was higher than the division and college averages. This was also shown in the program's 2011 report; however, starting Spring 2016, success rates were more in line with the division and college averages with a higher percentage of students earning Ds and Fs or withdrawing. Many resident immigrant students in the program have the significant challenge of trying to balance academic demands with the responsibilities of family and work, and it may be that for more of these students, the time and attention needed for the latter leave insufficient time and energy for academic success. Student support and engagement efforts have always been a priority for the program, but those efforts have increased twofold as described in Standards 2.3, 5.3, and 5.4. Efforts have increased throughout the college community as well. In addition, the program will be planning significant curricular

changes in the next academic year. Through these changes along with the collaborative efforts of the faculty to provide support and increase student engagement, we hope to make it possible for more of our students to achieve the language learning outcomes of our program.

ESL--Outcomes by Term and Comparisons

Percent Students vs **Term and Comparison** (FALL: 12, 13, 14, 15, 16; SPRING: 13, 14, 15, 16, 17; Comparisons: Division, College). Legend: W, F, D, C, B, A.
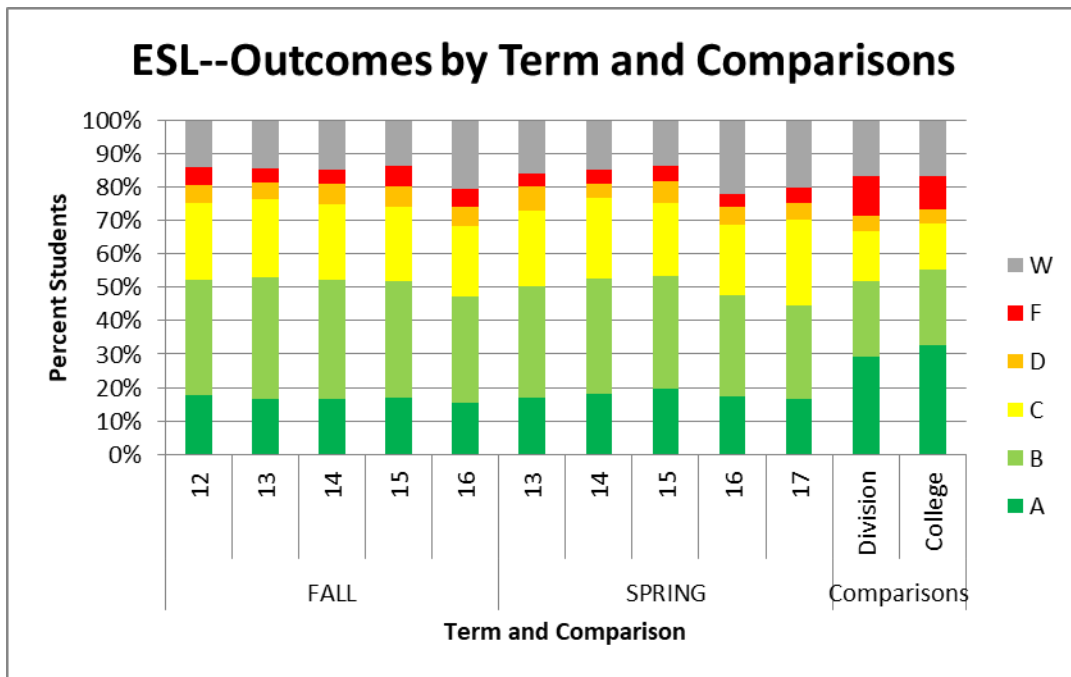
Comparing the GC ESL grade distribution data above with statewide ESL program outcomes data below is a challenge in that the state data are separated by skills and pass/no pass data are included. We might be accurate in saying that grade distribution in GC ESL coursework is closer to those in other ESL programs throughout the state, but the data differences cause less certainty.

State CC Outcomes

Percent Students vs **ESL Course Type** (Integrated, Listening/Speaking, Reading, Writing). Legend: W, NP, P, F, D, C, B, A.
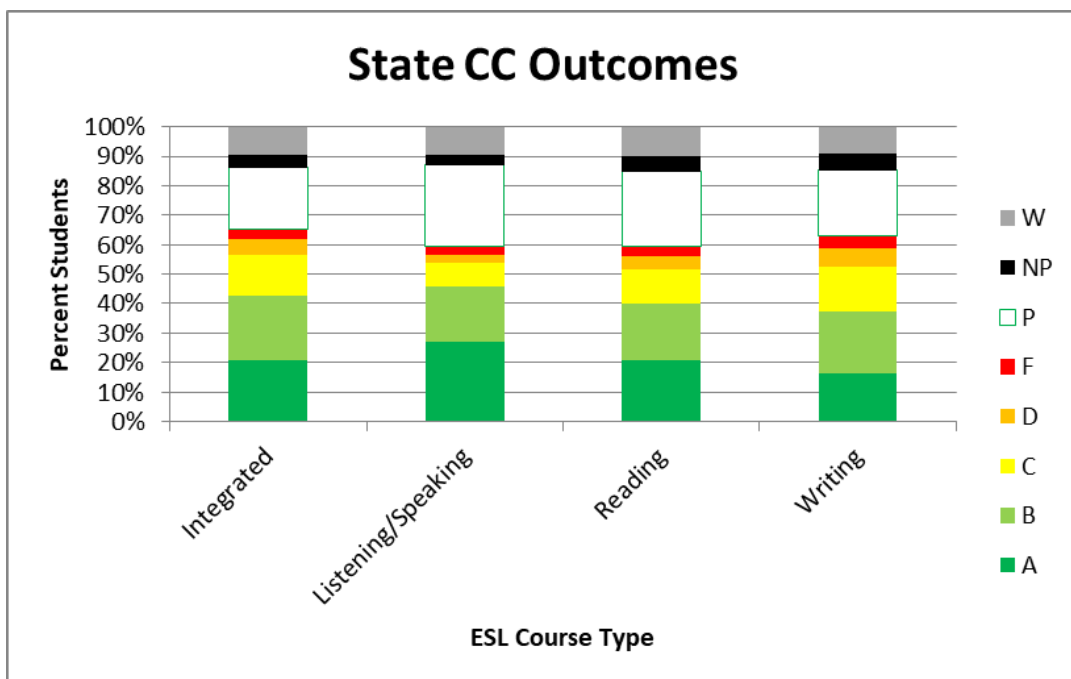
Course level grade distribution is shown in the tables below. To aid the Program Review Committee members in understanding these data, here is a visual refresher of the GC ESL curriculum sequence. ESL 070, 071, 080, 081, 096, 100, 103, 106, and 119 are the core curriculum. Supplementary "R" courses are reading and vocabulary development, and supplementary "L" courses are listening and speaking.

Level	Course No.	Course Names
7	ESL 119	English as a Second Language VII
6	ESL 106	English as a Second Language VI
	ESL 106R	Reading and Vocabulary Development VI
5	ESL 103	English as a Second Language V
	ESL 103L	Listening and Speaking V
	ESL 103R	Reading and Vocabulary Development V
4	ESL 100	English as a Second Language IV
	ESL 100L	Listening and Speaking IV
	ESL 100R	Reading and Vocabulary Development IV
3	ESL 096	English as a Second Language III
	ESL 096L	Listening and Speaking III
	ESL 096R	Reading and Vocabulary Development III
2	ESL 080	ESL II: ESL Literacy
	ESL 081	ESL II: ESL Communication
1	ESL 070	ESL I: Introduction to ESL Literacy
	ESL 071	ESL I: Introduction to ESL Communication
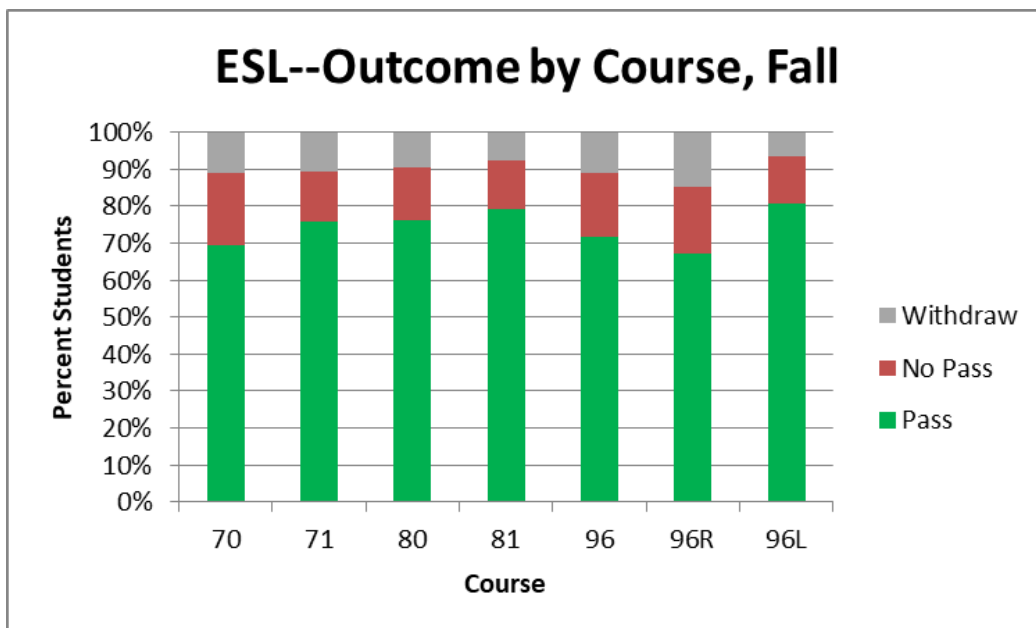
The data are for all course sections for the last five years combined. Fall and spring data are similar, so only fall data are shown. The table directly above is for ESL classes that use pass/no pass grading. ESL 070 Introduction to ESL Literacy and ESL 071 Introduction to ESL Communication are co-requisites as are ESL 080 ESL Literacy and 081 ESL Communication. They are Levels 1 and 2 of the program and provide

12-units of English instruction in all language skills. Success rates are good for these courses but lower compared to ESL 100 and higher. This is not unexpected, however, as these students have the lowest English proficiency of the students in the program, and for most, it is their first experience in U.S. college courses. As we would expect, success improves from ESL 070 to ESL 080 and from ESL 071 to ESL 081.

ESL--Outcomes by Course, Fall

A bar chart titled "ESL--Outcomes by Course, Fall" with the y-axis labeled "Percent Students" ranging from 0% to 100%, and the x-axis labeled "Course" showing courses 100, 100L, 100R, 103, 103L, 103R, 106, 106R, 119. Legend categories (stacked): W (gray), F (red), D (orange), C (yellow), B (light green), A (dark green).
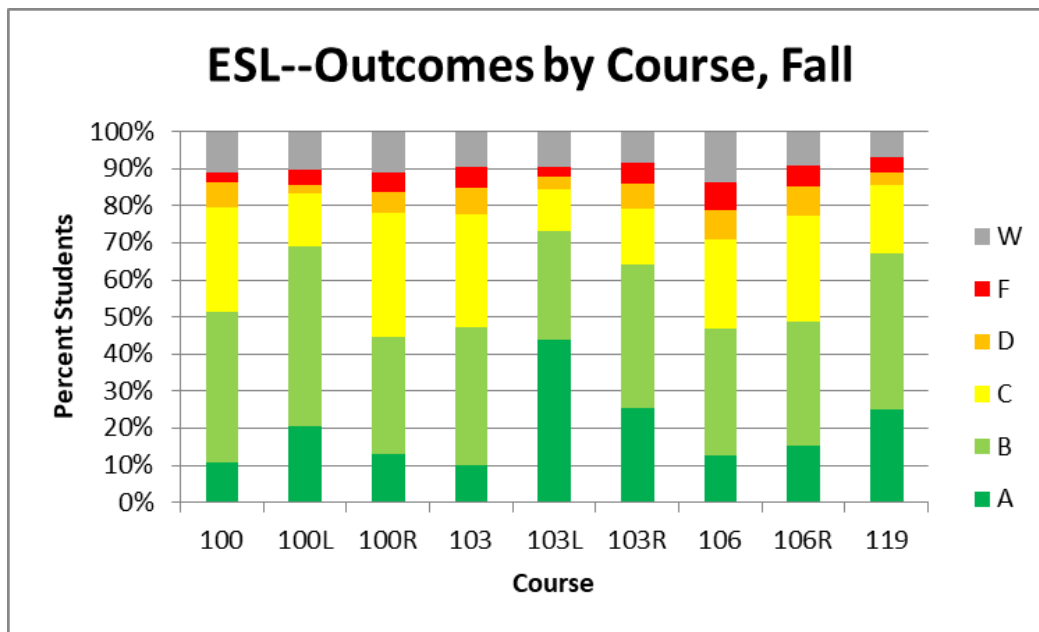
The communication courses, ESL 071 and ESL 081, have higher success than their ESL 070 and ESL 080 co-requisites, which is not surprising since for many students acquiring listening and speaking skills proves less challenging than acquiring reading and writing skills. As shown in both tables, the program's listening and speaking series, ESL 096L, 100L, and 103L, have a high success rate, with the earning of As in ESL 103L noticeably higher but still below the division and college averages. These courses provide ESL students with the opportunity to improve listening comprehension of formal and informal conversations and academic lessons. They also provide the opportunity for students to learn and practice appropriate and effective communication skills in a variety of contexts. Students also gain new vocabulary and work toward improving their English pronunciation. Rather than employing a strict grading standard that would require students to demonstrate a very high level of fluency and accuracy to pass, skills that take years of ardent practice to attain, teachers focus not only on improvement but also on students' effort and quality of work completed in their evaluation.

ESL 096 and ESL 096R are anomalies, however. This is likely attributed to several factors. ESL 080 teachers have discussed the challenge of helping their students achieve the reading SLOs. Those instructors have placed greater focus on reading skills and have seen some improvement as a result, but not all students have reached the level that would aid their subsequent success in ESL 096 and 096R. In addition, the curricular design of the core classes changes starting at the ESL 096 level with a heavier emphasis on academic reading and writing. Lastly, the difficulty level of the full-timer's ESL 096-ESL 096R cohort results has impacted success rates. GC ESL offers four sections of ESL 096 and four sections of ESL 096R, and there are three ESL 096-096R Project Success links, one of which is taught by Helen Liesberg (ESL 096) and Natalia Aylett (ESL 096R). ESL 096-096R students, as well as students at all

levels of the program, do not have equal English proficiency. Some enter at a lower proficiency than others. They are ESL 096-level students, but they are not coming in with strong skills. This occurs because students may progress to the next level having achieved an A, B, or C in the prerequisite. The course materials and amount of work required in Liesberg-Aylett ESL 096-096R cohort have proved difficult for students entering with lower English proficiency. The teachers are aware of this and are planning the modifications and additional support needed to help these students achieve the learning outcomes.

Seventy percent of ESL 106 students succeed. This is the expected success rate for the level, but the outcome is lower than it is for ESL 103 and ESL 119. This is not surprising. ESL 106 is the most challenging course in the program. Students work with longer authentic academic readings and are required to compose essays demonstrating critical analysis of those sources. They also expand their knowledge and use of English grammar, including more complex structures. Mark Poupard and Craig Carroll are teachers at this level, and through their work on the Basic Skills Partnership Grant Project, are developing materials and incorporating approaches to improve student engagement, learning, and success in ESL 106 as well as throughout the GC ESL curriculum.

ESL 119 has the highest success of the GC ESL core curriculum. ESL 119 students have advanced skills, and that a higher percentage of them perform well is expected, and because it is the last class in the ESL sequence and a prerequisite for transfer-level English, students may feel increased motivation to succeed and reach the transfer-level goal. A large part of their success is owing to the excellence of the 119 instructors. The ESL 119 cadre of teachers has remained consistent with little turnover. They collaborate on essay topics, genre-based assignments, essay rubric design and calibration, and final sentence skills exams. Barbara Loveless does outstanding work as the ESL 119 level leader. She coordinates the collaborative work done at this level and maintains the course's developmental site on Canvas (and Blackboard previously) to post lesson materials, syllabi, and communication so that they are readily available to faculty. Natalia Aylett is also a member of the ESL 119 team. Through their collaboration with fellow 119ers Annette Aagard, Ely Freedman, Emily Moore, Victoria Freeman, and Myles Marchand, lesson themes are intriguing, and their design and delivery of those lessons have increased engagement, learning, and success.

2.6 Retention and Success Rates: Online, Hybrid, and Face-to-Face

Not Applicable

2.7 Course Articulations with High Schools

Not Applicable

2.8 Articulations with Four-Year Institutions

Not Applicable

SECTION 3
STUDENT LEARNING OUTCOMES (SLOs)

3.1 SLO Revisions

At the department's Spring 2016 professional development meeting held during flex week, ESL faculty met by level to review student learning outcomes and make revisions if needed. The revisions that were made better reflected the expected learning outcomes for the course and the way in which learning outcomes were assessed. For example, former SLOs 1, 2, and 3 for ESL 096 were condensed and the language improved. The assessment used to evaluate students' attainment of these skills is an in-class writing exam administered at the end of the semester, and ESL 096 teachers use a standard rubric to assess the skills listed in the SLO.

Prior ESL 096 SLOs	Updated ESL 096 SLO
1. Compose simple, beginning-level paragraphs with some indication of a topic sentence plus supporting details.	**1.** Compose beginning-level paragraphs with a topic sentence and supporting details as well as correct grammar, sentence structure, vocabulary, and mechanics.
2. Compose simple and compound sentences using correct sentence boundaries.	
3. Correctly apply grammatical structures as listed in the core level scope and sequence of skills.	

In addition to the revision of the ESL 096 SLO for writing above, the following SLOs were added:

> **2.** Identify correct grammatical structures within sentences. (New)

> **3.** Comprehend the main idea and identify the supporting details
>   in high-beginning level texts. (New)

In regard to grammar and SLO assessments, ESL 096 students are expected to *apply* correct grammatical structures in their final writing, but they also complete a final grammar exam that evaluates their understanding of all the grammar taught during the semester. The structure of the final grammar test, however, does not ask that they apply correct grammatical structures; they must *identify* correct structures through context; therefore, SLO 2 needed to be added. In addition, ESL 096 is a grammar, reading, and writing course. Reading skills are evaluated, but there was no SLO for reading. Thus, SLO 3 was added. The above is one example of the types of SLO revisions that were made in Spring 2016. After faculty agreed on the necessary revisions, Chuck Passentino worked with Marsha Raybourn and Jennifer Carmean, the former SLO Coordinator, to update the SLOs on CORs and in TracDat.

No changes to the assessment cycle were made. It is the practice of the department faculty to assess SLOs for every section, every semester, and there is currently no plan to alter this.

3.2 Use of SLO Assessment Results for Course and Program Improvements

Based on collaborative analysis of SLO results, ESL 070, 071 (Level 1) and ESL 080, 081 (Level 2) faculty have made changes to the curriculum. Level 1 and level 2 students have been successful at achieving their writing, grammar, speaking and listening SLOs. However, beginning students have struggled to meet reading SLOs. In order to help students be more successful, instructors have discussed and implemented

changes in the way reading is taught. They have agreed on a common vocabulary corpus that all level 1 and 2 students are taught and responsible for learning. They have focused on reading by using online reading programs such as Newsela.com, Voice of America, Spotlight English and Readtheory.org. Additionally, the ESL lab is used by all ESL 070 and 080 students once a week to practice their reading skills through the Individualized Reading Program (IRP). They have made reading a priority by creating thematic modules which have reading as a starting point and focus. Grammar and writing instruction is based on the readings used in each module. In addition to explicitly teaching students reading skills (main idea, details, pronoun reference, inference, vocabulary in context, and sequence of events), instructors also assist students in the practice of test-taking skills. Instructors help students unpack reading questions, understand the answer options (in multiple-choice reading tests), and use the process of elimination if needed. In addition to boosting reading and vocabulary instruction at these levels, thematic modules have become a focus, driving faculty to work together in creating engaging theme-based course content. In addition to strengthening the program's linked courses, thematic modules connect course content to real life experience and community service. Genre-based writing instruction and assignments have also become an emphasis since Spring 2016. Lastly, two new full-time faculty members, Natalia Aylett and Mark Poupard, are now teaching at this level, and Natalia has taken on the responsibilities of Level 2 leader. Chuck Passentino, who had the responsibility of leading both Levels 1 and 2, is now able to focus his time and attention on Level 1. There are eleven part-time instructors in Levels 1 and 2, and when a new instructor joins this team, the level leader meets with the new instructor for a level orientation and training. This mentorship continues as long as the new instructor remains a part of the Level 1-2 team.

In Spring 2015, the ESL 096 80-question grammar/reading exam results were collected from all sections and an item analysis was conducted. As shown in the screenshot below, a high percentage of students had difficulty with comparative and superlative forms. Error identification questions also proved to be more challenging than multiple-choice questions, and having the ability to identify grammatical errors is an essential editing skill.

	Percent	Question	Section	Question Type	
5	Percent	Question	Section	Question Type	
6	0.71	65	Error Ident.	Superlative vs. Comparative	X: Yes, they are. In fact, my sister has
7	0.69	80	Error Ident.	Comparative vs. Superlative (*more* vs. *most*)	Y: Passing the English test is *most im*
8	0.65	16	Verbs	Question Formation: *do those new shoes cost*	How much _____ ?
9	0.62	72	Error Ident.	Superlative Form	Y: It is one of the most funniest storie
10	0.62	9	Verbs	Irregular Verb: *fell*	X: What happened to Rob's leg? Y: H
11	0.61	68	Error Ident.	Definite Article-Subsequent Mention	Y: Where does he work? Does he like
12	0.59	58	Modals	Probability (low): *may*	I heard on the weather report that it
13	0.59	73	Error Ident.	No Future in the Time Clause	X: Sure. I will pick you up after I will
14	0.59	76	Error Ident.	Infinitive after *decide*	X: Yesterday, I decided schedule an a
15	0.59	79	Error Ident.	Superlative Form	X: My uncle is the successfulest perso
16	0.56	71	Error Ident.	Simple Present vs. Present Continous (Habit)	Y: I know. She never eats junk food,
17	0.55	21	Verbs	Stative: *tastes*	Mmm. This cookie _____ delicious.
18	0.55	69	Error Ident.	Comparative Form	X: Salads are more healthier than jur

The ESL 096 teachers met during the department's professional development meeting scheduled during flex week to review the results. A few test questions were revised, and a commitment was made to bolster instruction to help students better learn the grammatical forms shown to be the most challenging and provide more opportunities for error identification and correction. For example, for Helen Liesberg and Natalia Aylett's ESL 096/096R Project Success Link, they created a thematic module centered on the three Rs, Reduce, Reuse, and Recyle, and the grammatical focus for this module was comparative and superlative forms. All of the language-learning materials were presented through this environmentally significant lens. The ESL 096 students did well on the assessment that focused on comparatives and superlatives, and analysis of the final grammar exam administered in Spring 2018 showed that one question on the comparative and superlative proved difficult compared to five from the Spring 2015 analysis. The Spring 2018 analysis also showed that the error identification questions were not more difficult than the multiple-choice questions.

In addition to curricular changes implemented as a result of SLOs, ensuring that assessment instruments are fair and reflect students' knowledge and attainment of skills and that teachers of the same course calibrate their evaluation of these assessments is essential. Therefore, an evaluation of these tools and scoring calibration meetings are a part of the department's SLO process. For example, the SLOs for ESL 100L measure listening (SLO1) and speaking (SLO2) skills. To ensure that SLO1 was being met, the faculty deemed it necessary to design a new listening final exam, which they did in 2013, and it is still in use in both sections of this course. In addition, instructors for listening and speaking courses at all levels collaborated to calibrate their measurement standards for oral presentations during the Fall 2013 and Spring 2014 academic year. Recordings were made of student oral presentations for each level and are available for all current and future instructors to calibrate their scoring on the assessment measure for SLO 2.

The ESL 103 final exam measures the three SLOs for this level (writing SLO1, grammar SLO2, and reading SLO3). The multiple-choice grammar/reading final exam has been revised several times over the past 12 semesters to ensure that it measures students' ability to identify grammatical structures and read and comprehend an adapted academic text. Instructors meet and collaborate each semester to create prompts to measure students' writing ability and calibrate their standards for scoring. When data suggested that students were not passing the grammar and reading SLOs at expected rates, instructors shared best practices in those areas, including content-based instruction, integrated skills, technology aided language learning, using cognitive learning theory to teach grammar, and creating meaningful, contextualized lessons.

The ESL 106 grammar SLO assessment is reviewed after each semester. Item analyses are run in a similar fashion to the ESL 096 process described above. The ESL 106 instructors review questions that proved challenging and assess whether or not questions need to be revised, deleted, or if a change in instruction needs to be implemented. At the ESL 106 level, students learn complex grammatical structures essential to developing fluency in the language, but because of that complexity, the ESL 106 SLO benchmark was often not reached. The ESL 106 instructors decided to take a different approach and have begun piloting a new style of test in which the students are given a student essay similar to the ones that they write. Grammatical structures are underlined within the essay, and students are asked to determine if those identified structures are accurate. If not, students indicate corrections from multiple-choice options. They are asked to revise the essay with multiple choice revisions. The hope is that this new design will make it possible for students to better demonstrate their knowledge of English grammar as it more closely mirrors the grammar they read and have to use in their essays as well as the knowledge they must use when editing. Data collection began in Spring 2018, and after results are collected for 2018-2019, the ESL 106 instructors will be able to determine if the exam is a better SLO assessment.

3.3 Resources Needed for Effective Use of the Student Learning Outcomes Assessment Cycle

The ESL Professional Development Meeting held during flex week is an optimal time for instructors to meet by level to discuss SLO data collected from the previous semester and share best practices. They discuss which SLOs were met and which ones were not. They also discuss possible changes to instruction and SLO assessment methods that might help make students more successful. When changes in instruction, curriculum, and assessment methods are needed, instructors meet during the semester to further discuss and plan how these changes are to be implemented. Changes to assessment instruments are worked on collaboratively and the development of thematic modules is also done in collaboration between instructors.

Instructors for core classes also meet two hours at midterm each semester to calibrate standards for the writing SLO. Integrated-skills modules were created to support and scaffold student learning about the topic of the writing final exam to improve SLOs. This time as well as the department's flex-week meeting fulfill professional development hours for the instructors.

The department has also had opportunities to use special project funds to compensate faculty for work time on SLO assessments and thematic module projects that went beyond the department's semester professional development meeting and calibration sessions.

Although ESL faculty has assiduously used the paper-and-pencil Grossmont College Curriculum forms to add, modify, or delete courses, it would be of great help to departments for the college to adopt an on-line curriculum management system like CurricUNET or a facsimile. City College of San Francisco, College of the Desert, Evergreen Valley College, San Mateo Community College District, San Diego Community College District, Crafton College, Ventura College, and Palomar College are just a few examples of a long list of California community colleges successfully using an on-line curriculum management system.

Faculty have expressed a need for more training in closing the loop in the assessment cycle and knowing how to use the data effectively to make changes, so more workshops conducted by the Grossmont Outcomes Assessment Task Force and the National Institute for Learning Outcomes Assessment (NILOA) would be appreciated. In addition, although we make changes to our courses and assessments based on SLO data, the data we collect should also aid us in obtaining support for our students, such as for funding for embedded tutoring.

3.4 SLOs: Evidence of Success

After implementing changes in teaching methods, curriculum, or assessment instruments, SLO data collected for the next semester is analyzed to see if in fact the changes helped student success. These results are again reviewed at the next PD meeting and a plan of action set in motion. For example, SLO data have been collected for ESL 100L each semester since the new listening and speaking final was implemented in Fall 2013, and pass rates for both SLOs have been consistently high. In ESL 103, scores have risen over time in all three SLOs from pass rates of 50-55% to pass rates in the 60s for grammar and reading and pass rates in the 80% range for writing. For ESL 106, instructors will collect data on the success of the new grammar final exam over the next several semesters. Once enough data are collected, the success of the changes will be determined.

3.5 SLOs: Ensuring Ongoing Course & Program Improvements

Analysis of SLO data collected will reflect whether or not changes made to instruction and assessments were successful. Changes that show success in meeting or exceeding SLO goals will be continued, and changes that show no improvement will be modified or deleted. The department will continue to conduct professional development meetings where faculty share best practices and create or revise exams as needed.

SECTION 4
FACILITIES AND SCHEDULING

4.1   Facilities Used by GC ESL

GC ESL offers on average 65 sections per semester. Almost all sections are held on campus in standard classrooms, with the bulk of the sections in Buildings 34, 36, 51, and 53. Classes may also be held on the El Cajon Valley High School campus when dual-enrollment sections are offered.

Spring 2018	
Building	Sections
21	2
27	1
34	8
36	21
38C	2
38F	2
41	1
51	8
52	1
53	11
54	3
55	2
100	2
108 (ECVHS)	1

In addition to standard classrooms, GC ESL utilizes computer labs for its core classes and for its reading and vocabulary development classes, almost all of which have a required one-hour lab per week. Of the 44 ESL sections with a lab component, 28 are scheduled in 70-122 (the ESL Lab). The remaining utilize 70-103 (Tech I), 70-104 (Tech II), 70-103 (BOT), 70-126 (BOT), and 55-533 (CSIS).

4.2   Are the spaces utilized by GC ESL adequate to meet the program's educational objectives?   Yes_**X**_ No___

A room optimal for language instruction would have plenty of unobstructed whiteboard space, space enough to easily rearrange chairs in a manner that leaves areas for students to walk around safely, excellent sound proofing, and user-friendly up-to-date technology. Most rooms assigned to ESL classes are adequate in the sense that teachers make the best of what they have and do not allow inadequacies to hinder them because they understand the challenge the college faces regarding room availability. However, because of the interactive nature of ESL instruction and the need for group work and movement, it is not uncommon to have one to three requests to find another classroom each semester because the rooms assigned are not conducive to the language-learning activities teachers need to facilitate. Rooms with stationary tables or those cramped with an excessive number of desks do not work well for ESL instruction. A lack of unobstructed whiteboard space and lack of or inconvenient lighting controls are also problems. Requests to change classes have been made due to poor ventilation, faulty air conditioning, or excessive dust. The accumulation of paper and other materials in lecterns, podiums, and smart carts has also been an issue. In addition, because ESL classes have a maximum enrollment of 25, several are assigned to very small classrooms; these spaces were not originally built for instruction. Rooms 53-550 and 21-257 are examples of this. Room 53-550 hosts ESL classes throughout the day but is one of the most awkward instructional spaces at the college. Room 21-257 is upstairs and has no room to maneuver. There is also no elevator access to the second level.

ESL's continuing to work to secure appropriate classroom needs was a Program Review recommendation in 2011 and in 2004. Some improvements have been made, but real improvement will not likely come until the new construction of the 500 and 300 Buildings.

The ESL Lab, 70-122, is the exception. It is the one true dedicated instructional space for ESL. It is well-designed and integral to all ESL grammar and writing and reading and vocabulary development courses. Each class has a scheduled time when students meet in the lab with their instructor and classmates. During this time, students are assigned specific tasks which reinforce lessons and provide students with additional language-learning practice. This practice may include online grammar and reading exercises, writing and editing, and other teacher-generated skill-building exercises, all with the benefit of immediate assistance from instructors.

4.3   Proactive Steps Taken for Improved Facility Use and Scheduling

The ESL Chair works with Reyna Torriente, the Master Class Scheduler, and Barbara Loveless, ESL full-time faculty member and ESL Lab Coordinator, to arrange all facility needs for the program. Reyna's never-ending work to secure classrooms and optimize room utilization is greatly appreciated. The high demand for classrooms from all departments and programs and the need to utilize rooms efficiently make her task a very challenging one. She makes every effort to fulfill requests. The optimal timeframe to offer ESL classes, particularly for students in the program's basic skills levels (ESL 070 to ESL 100, is between 8:00 am and 2:00 pm. Having classes scheduled within these hours makes it possible for many immigrant students to finish in time to take care of children at the end of their school hours or go to work. Reyna has been integral in making this happen for most of these sections in addition to scheduling rooms for the evening sections for students who have daytime work hours. For ESL 103, 106, and 119, classes are scheduled morning, afternoon, and evening. This accommodates not only resident students but also international students.

The department obtains Presidential Discretionary Reassigned Time to manage the ESL Lab. Barbara Loveless has served as the ESL Lab Coordinator for more than ten years. She works with Reyna Torriente to oversee lab scheduling and serves as liaison with IS and Instructional Media for lab equipment, software, and facility needs. Barbara develops lab procedures. In addition, she coordinates instructor training and provides trouble-shooting throughout the year. The following are additional examples of the activities she performs to ensure that ESL instructors and students are able to make the most of their lab experience.

- Develop and update informational handouts for students regarding lab procedures and hours and software use.
- Develop and update the ESL Lab Manual to serve as orientation and reference support for core ESL and reading teachers.
- Plan and provide orientations each semester as needed for new and returning ESL Core and reading teachers.
- Manage records and requests for existing software installation and upgrades by the college's Instructional Computing and Information Systems personnel.
- Schedule one-time lab visits from ESL and ACE instructors.
- Collaborate with the Supervisor of the English Writing Center to resolve issues common to both the ESL Lab and the English Writing Center.
- Coordinate lab use for ACE to accommodate its writing classes and weekly online computer-based reading programs and to assist ACE students with Grossmont College online application.
- Develop and update the Canvas training document, *The Bare Bones of Canvas*.

- Design and hold Canvas workshops targeted to help individual ESL teachers make the transition from Blackboard to Canvas.
- Compile and update a list of free Internet programs or subscription-based Internet programs to help ESL instructors what each site has to offer, including skills targeted, levels, cost, contact information, and other features.

4.4 Technological and Equipment Needs

Smart boards, or interactive whiteboards, have the potential to enhance language teaching and learning. Because teachers would be able to navigate from point to point directly at the board and not remain behind or return to the computer to manage the technology, face-to-face interaction would be improved, and teachers would be better able to focus on their students' language production. The interactive whiteboard would also make it possible for teachers to revise, underline, highlight or circle information they want to emphasize, which would help students' comprehension. This is not only possible for slides and documents teachers create; instructors could project websites and overwrite them to emphasize information beneficial to lessons. Students would also be able to step up to the screen and interact with the material and classmates as well as present projects.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1? Yes___ No _X_

As explained above, the department faculty and college scheduler work collaboratively to ensure that ESL classes are offered at times beneficial to students and that the rooms, labs, and equipment used meet the needs of instruction.

4.6 Additional Thoughts on Facilities and Scheduling

ESL adjunct faculty and five of the seven full-time faculty have their office space in Building 50. The building is long overdue for demolition, but as with classrooms, the faculty does not let the building's inadequacies hinder them in performing their job responsibilities, and at an unknown point in the future, when new construction occurs, new office space will likely be made available. Nevertheless, because this is the space in which faculty meet with students and colleagues, including prospective teachers and those in the community with whom they collaborate, such as adult school, high school, and university colleagues, the ongoing neglect of this building should be reconsidered. The building itself is quite dirty; it needs to be cleaned and painted. The bulletin boards need to be replaced and the signage needs to be significantly improved.

SECTION 5
STUDENT EQUITY AND SUCCESS

5.1 Enrollment Patterns

The tables below show enrollment data for the college and ESL program for the 2013-14 through 2016-17 academic years. ESL fall semester data show that enrollment rose along with overall college enrollment. ESL spring semester data, however, rose and then returned to 2014 numbers, while college enrollment took a slight decline. What stands out are the 2015-16 data; ESL enrollment showed a marked increase. We did not keep a record of what had occurred locally or globally during that time that explains the rise in enrollment, but department communication refers to the increase in both resident and international students. A high number of international students transferred from the ACE program to the college. Spring 2016 enrollment likely resulted from the success and persistence of students from Fall 2015, but dual enrollment, which began in Spring 2016 also contributed to the increase that semester. One example of a strategy used to manage enrollment centered on ensuring international students could enroll in an ESL core class. Because international student orientation and registration tended to occur later than resident registration, there was the risk that ESL classes would fill before the time international students could enroll. International students are required to enroll in a minimum of 12 units to maintain their visa status. To ensure that they could do this at that time, sections of ESL 103, 106, and 119 were reserved. These sections were non-FTES-bearing and were paid for out on international student funds. This also made it possible to use the department's LED allocation to offer more sections for resident students.

ESL--Enrollment by Gender
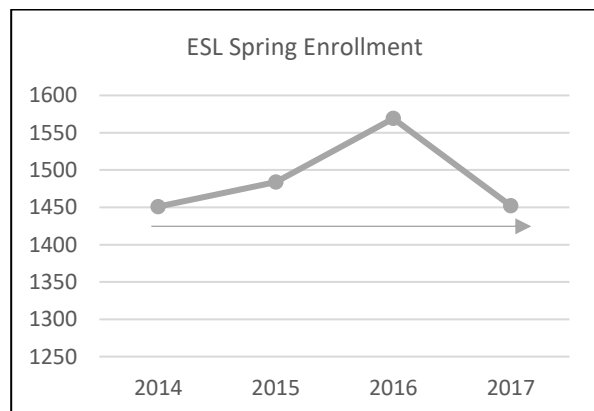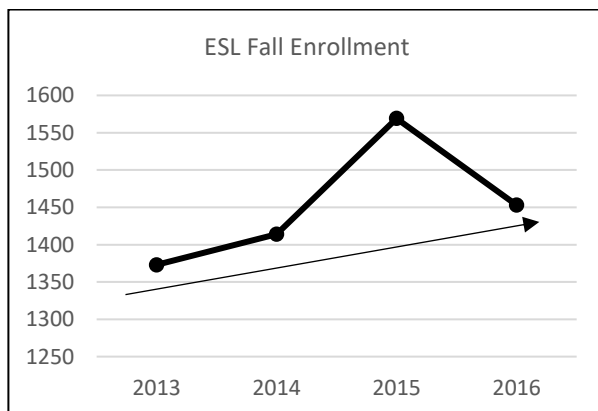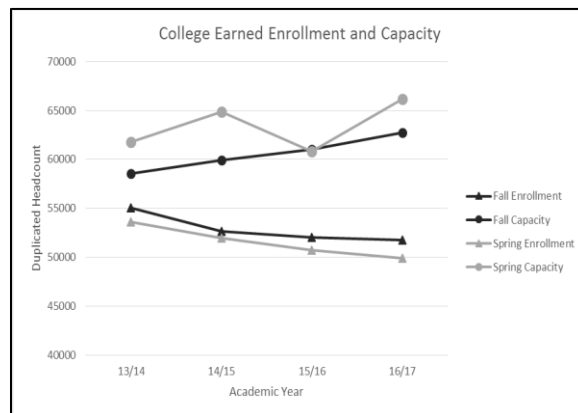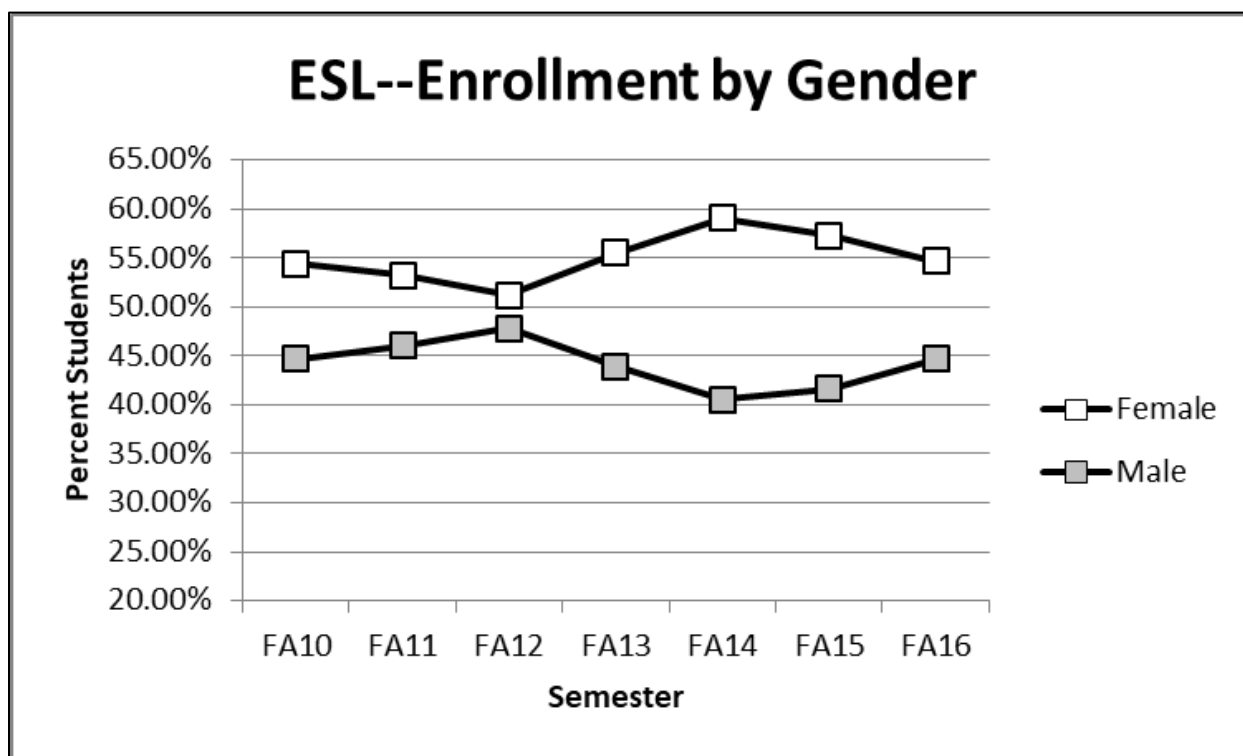
Enrollment ratios by gender in ESL varied over time. According to Bonnie Ripley, the proportions shown in the graph above are similar to college patterns on average. Women represent on average 55% of enrollment in GC ESL classes. Although the percentages are similar to the college's overall, there are reasons that may explain why this difference in enrollment exists for ESL students. A first assumption may be that particularly with immigrant families, more men have taken the responsibility to go to work, leaving little time for higher education, while women have the traditional role of managing the household and raising children. More women who have the benefit of extended family to assist with childcare or have school-age children are taking the opportunity to attend Grossmont to improve their language skills and pursue degrees or certificates. The desire to help children succeed in their studies is another motivating factor for women to gain proficiency in English. Their children are in the K-12 system and seek their mothers' help with homework and other assignments, and of course, mothers want to have the skills necessary to do this. Mothers also want to be engaged in their children's education; they attend parent-teacher meetings and also volunteer to help teachers in the classroom. Attending Grossmont is also a way for women to be connected with members of their community and strive to achieve similar goals. These students provide a great deal of support to one another, and as they succeed in their classes, their confidence and motivation to continue their studies increases. The above assumptions focus on traditional roles. However, the higher percentage of women entering college is also attributed to women's expectations throughout the world to attain a higher education and embark on a successful and rewarding career.

In terms of enrollment in ESL classes by age groups, the graph below shows that most students are in the 20-24 and 30-49 age ranges. This was also shown in the department's 2011 program review report. That data showed students from 20-24 having the lead from Fall 2006 to Spring 2009, but in Fall 2009, the program experienced a marked increase in the number of students between ages 30-49, which primarily

represented Iraqi immigrants. The prominence of older resident students in ESL classes is a distinction from age distribution collegewide; the dominant age group for the college has been 20-24 with the 19-or-less age group coming in second. The 30-49 group has decreased in ESL by about 5%, which may indicate employment opportunities taking priority over higher education. Although difficult to see due to overlapping lines, the graph also shows about a 5% increase in the youngest age group. We know from our GUHSD colleagues that they have an increase in students with lower English proficiency. ESL assessment testing at El Cajon Valley High School for dual enrollment has also shown an increase in students at low English proficiency levels. Because of the inherent time needed for students to gain college-level English proficiency, many are still in need of ESL instruction when they transfer to the college, and we are here to provide them that support.

ESL--Enrollment by Age
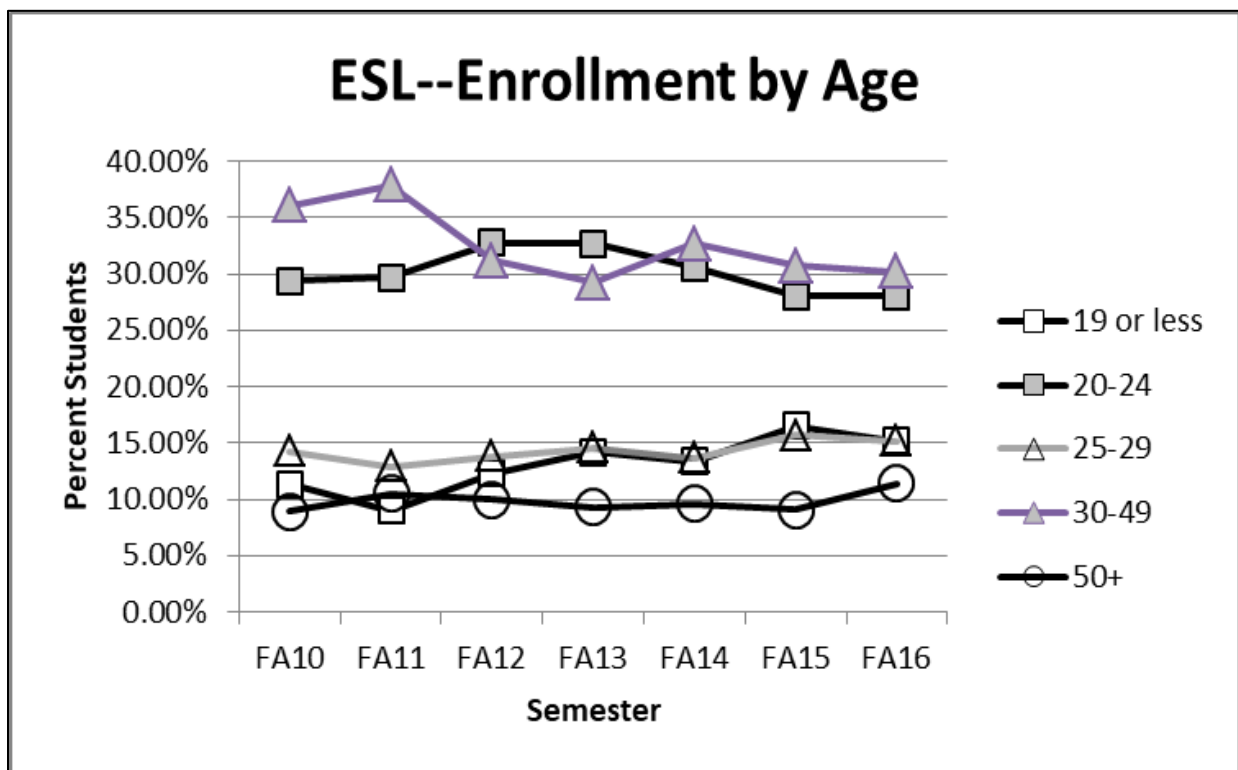
Enrollment by ethnicity is shown in the table below. Enrollment for White students has increased substantially. The category of White includes different language groups that make up ESL classes, such as Arabic, Chaldean, Kurdish, Farsi, and Russian. The increase in White students is representative of refugees from Iraq and neighboring countries. Their support system is very strong, and because of this, many receive the assistance needed to navigate the college onboarding processes and student support services.

African students may have assessed at a higher level since English instruction is very strong is some of those countries. Immigration policies for other African countries may also be a factor. The decrease in our Asian student population is similar to the decrease at the college overall. Although it is not beneficial for language acquisition, students do seek faster ways to get their English requirement completed. Some take online classes at a college out of state that equates to English 120 and apply those units. Others take classes at SDSU in Rhetoric and Writing and Linguistics and have those units transferred over. Bryan Lam,

Student Services Specialist in International Counseling, has also noticed students finding ways to have their English requirements waived. The enrollment of Hispanic students has increased at the college, but that increase is not reflected in ESL classes, and it may be that the Hispanic students coming to the college are entering with stronger English skills. Our ethnicity data do not include enrollment figures for Filipinos and Pacific Islanders. The reason for this is that the majority of these students are proficient in English. In the Philippines, for example, both Tagalog and English are official languages.

ESL--Enrollment by Ethnicity
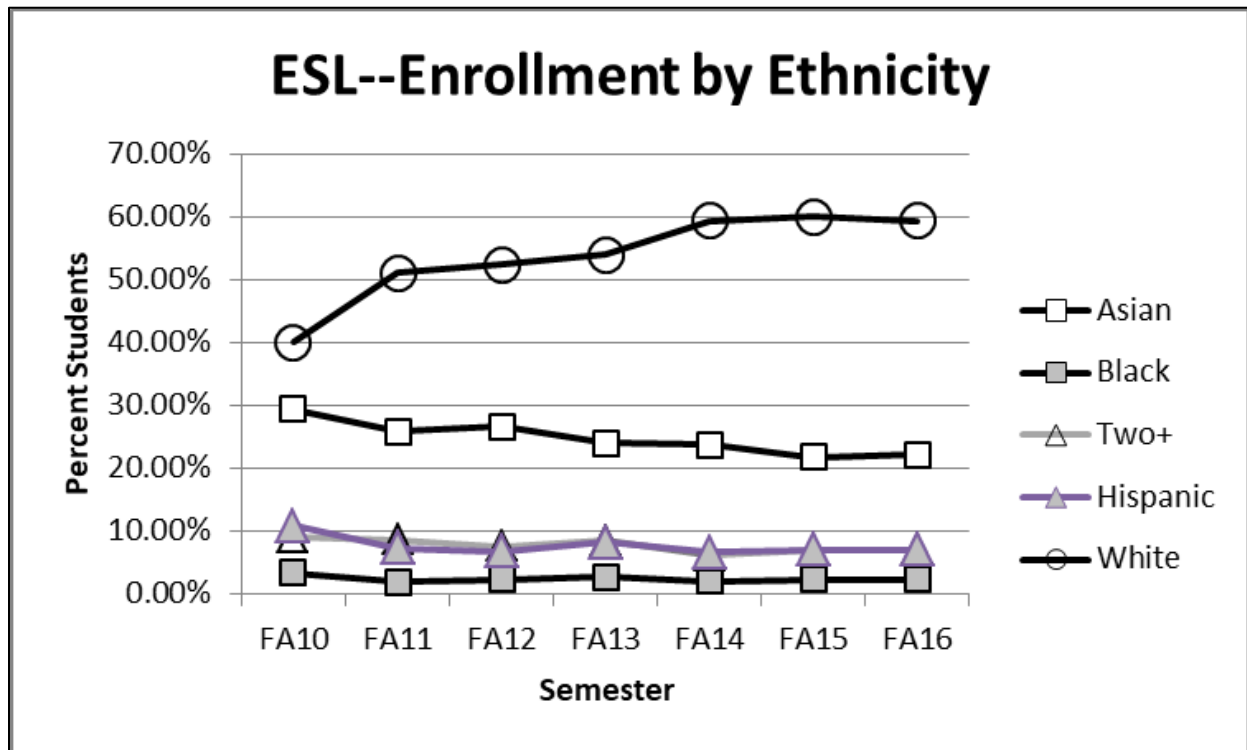
5.2   Success and Retention

The average retention rate for the ESL program for the years in the charts below is 89%. The average for the college is 84% with a target of 85%. When we reviewed the program's overall retention for the years 2002-03 through 2009-10 for our last program review, the average retention rate was above 88%, so retention in the program is high and fairly stable. Overall success in the program is also stable. The average over the years shown is 77%. This exceeds the college average of 69% and exceeds the college target of 75%. The program's high success and retention rates are evidence of the faculty's efforts to provide a supportive and engaging learning experience and of the students' commitment to gain English proficiency for their success at the college, at work, and for personal growth. High success and retention in the program may also be attributed to the international student population. Grossmont College has attained an excellent reputation for its service to international students. International students make a substantial investment to study in the U.S., and for most, improving their English proficiency and attaining a U.S. degree or certificate means better job opportunities in their native countries.

Course Success and Retention

Retention (Fall terms): Fall 2010: 91.5%, Fall 2011: 88.1%, Fall 2012: 89.9%, Fall 2013: 90.1%, Fall 2014: 91.0%, Fall 2015: 92.4%, Fall 2016: 89.0%

Success (Fall terms): Fall 2010: 81.1%, Fall 2011: 74.8%, Fall 2012: 76.4%, Fall 2013: 77.1%, Fall 2014: 79.1%, Fall 2015: 79.0%, Fall 2016: 75.5%

Course Success and Retention

Retention (Spring terms): Spring 2011: 90.0%, Spring 2012: 87.3%, Spring 2013: 89.3%, Spring 2014: 90.5%, Spring 2015: 92.2%, Spring 2016: 86.6%, Spring 2017: 87.9%

Success (Spring terms): Spring 2011: 78.0%, Spring 2012: 74.9%, Spring 2013: 76.7%, Spring 2014: 77.9%, Spring 2015: 79.6%, Spring 2016: 75.6%, Spring 2017: 75.9%

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Although overall success and retention rates for ESL are high, there is a larger gap between males and females than for the college. This may be due to employment commitments. As may be known by the Program Review Committee members, El Cajon is the second largest resettlement area of Iraqi refugees in the nation. We are now serving more Syrian refugees. Their lives have been upended and achieving financial security in the U.S. is an enormous challenge. Faculty often hear of students having difficulty finding jobs with a living wage and of students working more than one job. Some work until 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.
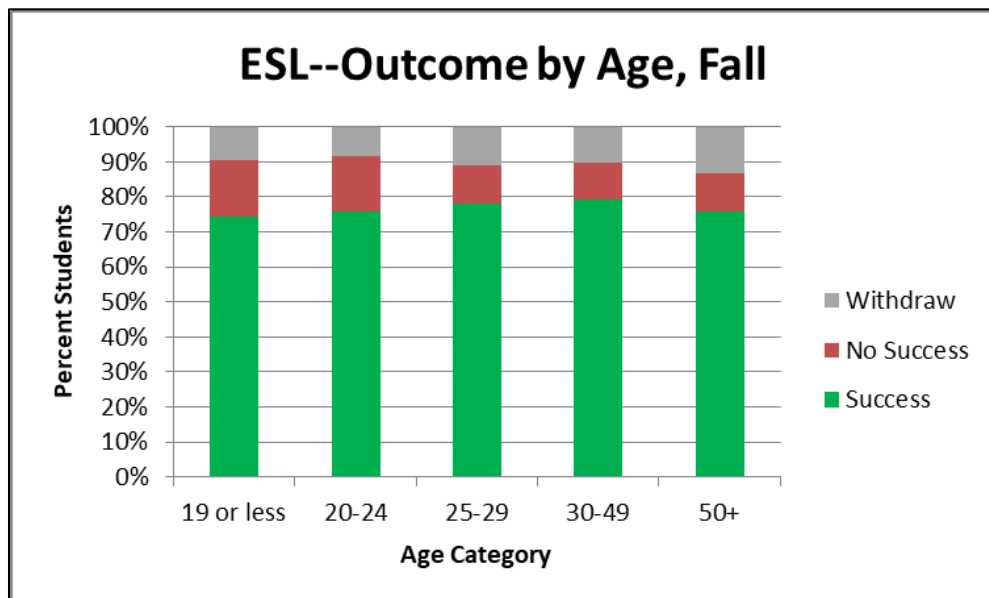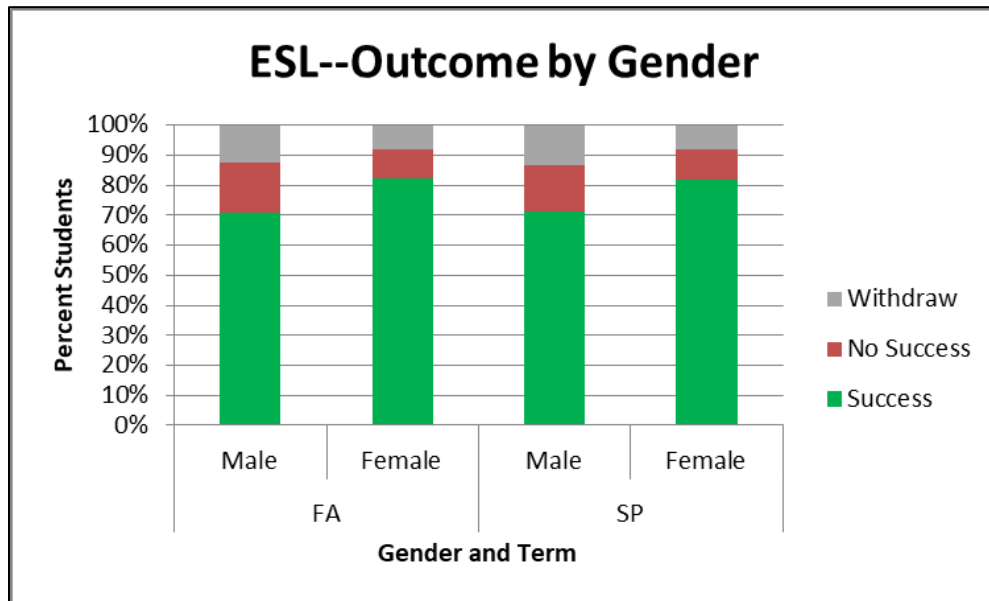
In ESL, success is similar across age groups. However, the rate for the 19-and-younger age group is lower than for the others. Most of these students are immigrants who have graduated from local high schools or are recent arrivals. Some have not had stability in their education. Many have had to move several times, change schools, and/or gone through periods without going to school at all. Because of this instability, students may lack the necessary academic foundation for success in college-level work. Many high school students entering GC ESL are not prepared for the level of rigor required of the program. These students, whom the ESL profession has identified as the 1.5 generation, may also have had instability in their early education due to war. They have developed proficiency in functional English; they can understand and use spoken English quite fluently. However, their literacy skills are low. With the goal to better prepare and guide these students, local high school EL teachers, as well as community college and four-year college instructors, collaborate through Basic Skills Partnership Grant Project to help students transition from one segment of their education to another and to achieve greater success.
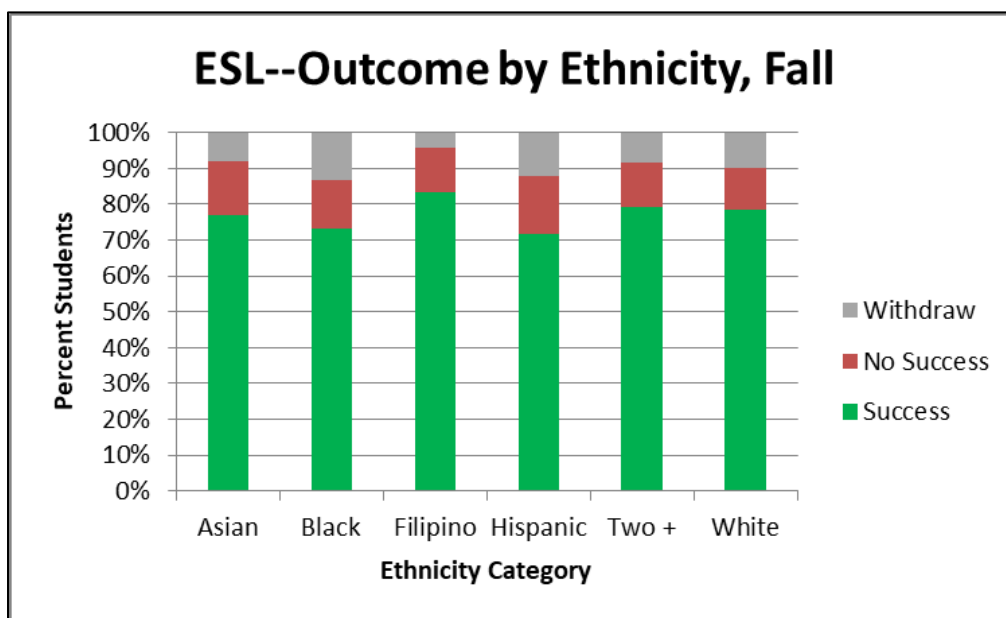
Although overall success is high for all groups, the chart above shows that Hispanic students succeed at more than a 10% lower rate than the group with the highest success rate, Filipino. It is important to note that the number of Filipino students in ESL courses is very low, so low that their data were not included in the Enrollment by Ethnicity table in Standard 5.1. As mentioned in that standard, Tagalog and English are official languages in the Philippines, and English instruction is extensive. The classroom strategies designed to help all students succeed are thoroughly described in Standards 2.3, 5.3, and 5.4. Although the success rate of Hispanic students enrolled in ESL is above 70%, the fact that it is lower compared to other groups warrants delving deeper into the data to determine how we may provide greater support.

5.3 Student Engagement: Genre, Audience, & Purpose

Writing courses often focus on standard paragraph organization, the five-paragraph essay, and process (i.e. brainstorming, outlining, drafting, and editing). Teaching students how to replicate common rhetorical models has value in the sense that it is a way for students to learn the importance of organizing ideas effectively, as opposed to writing in a stream of consciousness, and writing in an academic register. However, writing instruction that solely focuses on standard academic writing may limit students' ability to adapt their writing to other forms, of which there are many. Focusing on genre is a way to help students learn the purpose of the communication and the context, which includes the audience, the topic, and the mode of delivery. This shapes the organization and the language of the writing. Awareness of genre, audience, and purpose is a skill that students can apply to the great variety of writing opportunities they will encounter in college and in their careers.

Attending workshops at the Fall 2016 CATESOL State Conference in San Diego provided ESL faculty with new ways of incorporating a genre-based approach to teaching ESL writing. This led Sara Ferguson and Mark Poupard to raise the possibilities with the department. In addition, beginning in Summer 2017, Mark Poupard and Craig Carroll joined the Basic Skills Partnership Grant project. Participants in this project included faculty from GC ESL, GC English, SDSU Rhetoric and Writing, and SDSU Linguistics. The faculty worked on aligning the programs to prepare students for the Writing Placement Assessment (WPA) and SDSU writing program. It was discerned that for students to respond successfully to the WPA and succeed in SDSU's writing program, they needed to become socio-literate writers. In other words, they need to be aware of the values that different discourse communities have and how writers adapt their language, organization, and style to address different audiences for different purposes.

Allowing for rhetorical flexibility through genre-based assignments is also a way ESL faculty increase student engagement. For example, ESL 100 students are asked to read public service announcements (PSAs), identify the features of the genre and analyze the effectiveness of the PSA (as shown here). When students have identified the purpose and audience of their writing, the practice becomes more meaningful. They begin to see beyond the paragraph or essay and recognize writing as a way to accomplish their goals. In ESL 100, genre-based assignments are tied to social justice themes. For example, when students learned about issues related to gun regulations and the Second Amendment, they learned the postcard genre by writing postcards to their state senators. When they conducted a food drive, they learned about the sign genre by creating signs for the food drive, and the formal email request by writing an email to the ESL department faculty.

ESL 100 English as a Second Language IV

Lab Activity: Reading a Public Service Announcement (PSA)

Names of students in group:

_____   _____

Genre: Public Service Announcements (PSAs)
Audience: The person or people who are going to see or read the text.
Message: What the creator wants the audience to think or believe (the main idea).
Purpose: What the creator (writer, photographer, artist) wants the audience to DO.
Effect: Does it work well? What makes it work or not work well?

Go to the website and review the ads with your partner. Choose one ad that speaks to you and answer the questions below:
https://digitalsynopsis.com/inspiration/60-public-service-announcements-social-issue-ads/

Number and title of PSA

_____

1. Who is the audience for this ad? Consider age, gender, location, language, and other factors. In particular, think about where the ad is located and the topic of the ad. You may NOT answer "everyone!"

2. What is the message of the ad? In other words, what does the creator of the ad want the audience to think? You may quote the words in the ad, but you must also explain the message in your own words.

3. What is the purpose of the ad? In other words, what does the creator want the audience to do?

4. Is the ad effective? In other words, does it convince the audience of the message and purpose? Why or why not?

In both ESL 100 and ESL 103, students collect data about one of their themes by writing a survey and an IMRD (introduction, methods, results, discussion) report. In ESL 103, the students develop their survey on Surveymonkey.com and conduct the survey online. Students find this assignment exciting and fun because they are able to use the online application to create their own questions and explore the topic, then contact their own friends and family online to administer the survey. The topics explored in 103 are social media, meat-eating habits, and happiness. Because the audience of the survey is easy to identify and outside of

the classroom, the students are especially careful with grammar and vocabulary in writing their questions, and because they will later use the survey to write a report, students begin to explore issues of intertextuality, focusing carefully on the content and wording of their questions so they will gather useful data for their IMRD report. The IMRD report genre is commonly used in the sciences to report on a study or experiment. Learning and practicing this genre prepares students for future courses in college and deepens their understanding of one of the key paradigms of academia, the scientific method.

In Mark Poupard's ESL 106/106R, he combines technology with a writing focus on genre, audience, and purpose. For one assignment, students learn about language acquisition through readings and videos. They then write a blog post that is published online (Blogger.com). Students begin by analyzing blogs and identify their common structure. They are given a choice between two purposes and audiences (see below), and when writing their blog, they must use the format they identified, which includes citing sources following the conventions used by bloggers.

Genre: Blog	
Audience: New parents who are bilingual and are college students in the United States **Purpose**: To convince them that they need, or do not need, to raise their children to be bilingual	**Audience**: Students in other countries who will be studying English as a Second Language at Grossmont College next year **Purpose**: Advise them on learning a second language. Explain the best ways to spend their time learning the new language and explain what they should not be concerned about and why.

Mark's and Sara's inspiration to incorporate more genre-writing opportunities into the GC ESL curriculum led to a workshop held during the department's Spring 2017 professional development meeting. Now that the work of the Basic Skills Partnership Grant project has concluded, genre writing will once again be a focus for the department's Fall 2018 meeting.

5.4 Student Engagement: CSL, Interdepartmental Collaborations, & Involvement in Campus Activities

As described in Standard 2.3, instructors create thematic modules centered on current issues with the goal of preparing students for content in future courses and for productive citizenry. Some thematic strands run through the levels and correspond with the *One Campus One Theme* project. For example, the current *One Campus One Theme* is food, and lessons on homelessness and food insecurity were developed at each level. This facilitates participation in college activities organized for the project and aids instructors in incorporating community service learning, such as the Grossmont Gives Back: Month of Service volunteer opportunities, into the modules. For example, in Fall 2017, ESL 070 and 071 students organized a collection and donated 100 toiletry bags totaling 750 items to Gizmo's Kitchen. In Spring 2018, ESL 070 and 071 and ESL 100 and 100L students organized food drives for Gizmo's Kitchen and volunteered to serve dinner to the homeless at Father Joe's Kitchen.

Incorporating community service learning is not limited to the thematic module work described above. Instructors in stand-alone courses see student engagement increase when a CSL component is incorporated. The students in Sara Ferguson's ESL 100L Listening and Speaking IV have participated in a CSL project for the past three and a half years with Cathy Miller's English classes. Students from her ENGL 099, ENGL 120 or ENGL 124 volunteer to join conversation partnerships with the students in ESL 100L. The partners participate in informal cross-cultural conversations, and the ESL students write questions and conduct formal cross-cultural interviews of their English-speaking partners. Students learn about cultural relativity, assumptions and stereotypes, values, beliefs and behaviors. The ESL students then present the results of their conversations and interviews orally for their final grade. This project is popular with students and promotes student engagement because it encourages them to form friendships and community bonds with peers on campus. It gives ESL students an opportunity to practice their English skills with a skilled peer. It promotes cultural competence and awareness. It allows English students a chance to learn about their peers from other countries and cultures and practice civic responsibility with community members.

Teacher collaboration to support learning and increase engagement sprouts up in creative ways. Christine Bisera, an English teacher for Grossmont Middle College High School, and Annette Aagard, an ESL 119 instructor and teacher 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. After the interviews, the high school students wrote journalistic-style articles about the ESL 119 students and shared them via Google Drive, making it possible for the ESL 119 students to provide feedback. The success of this collaboration inspired Annette and fellow ESL 119 instructor Emily Moore to create a similar opportunity in which the students would interview their peers. For Emily's course, the assignment was for the research essay. Her students could choose from a variety of topics of things that affect the brain: nature, music, food, exercise, sleep, screens, phones, concussions. In addition to having four credible sources for their research essay, they were assigned to include one citation from the interview with an ESL 119 partner from Annette's class. They wrote and provided their interview questions based on their research topic to Emily ahead of time for her approval. Emily then forwarded those questions to Annette's class ahead of time to think about before they met with their partner. For Annette's class, the assignment was for their problem/solution essay on the topic of distracted driving, walking and cycling, and she also provided the set of interview questions to Emily's class prior to the interview date. They assigned interview partners ahead of time, and then Emily walked her group to Annette's classroom, and they matched up the partners. They gave the students 20 minutes to ask their questions of each other and take notes. Some of them used their phones to record the conversations. The teachers debriefed their classes afterwards about how the experience was and received an overwhelming response that they really enjoyed it. Both teachers then assigned students to use their notes to write a quote, paraphrase, or summary (with citation) to include in one of the body paragraphs of their respective essays.

Mark Poupard encourages participation in campus activities as part of the writing portfolio assignment in his ESL 106. Students attend events of interest to them and write a reflection on the experience. The following is the *Why*, *What*, *When*, and *How* of the assignment along with suggested activities and a sample reflection for the students.

The Grossmont College Community
ESL 106 & ESL 106R, Spring 2018
Instructor: Mark Poupard

Why? Studies show that students who are more involved in their college campus life are more likely to succeed in college. Spending all your time on campus focused on school work and ignoring everything else that goes on at the college happens a lot. This assignment is designed to get you more involved in the activities at Grossmont College so that you learn more about the college and its diverse campus, and perhaps help you find new and exciting activities that you didn't know about.

What? This semester, you are required to attend and/or participate in at least four campus events and write a brief reflection for each. Your reflection will discuss (1) when you attended (date and time), (2) where it was, (3) what it was, and (4) what you learned and/or whether you enjoyed it and why, (5) post a picture. Your reflections will be included in your portfolio. An example is posted at the end of this form.

When? Any time before the end of the semester. Your portfolio is due on the last day of class, May 29. You will need to attend all of the events before that time and write a brief reflection for each.

How? Choose four events, go, take a picture (preferably with you in it), write a brief reflection, add it to your portfolio with your picture.

Suggestions:
Here are some possible events that you may attend for this assignment. However, you are not limited to these. Any event that is run by Grossmont College will work. If you're not sure, you can ask me. Note: These activities can occur on any day or time, including the weekend; some are free and some cost money. Choose activities that interest you, are in your budget, and fit your schedule. The last link on the list is a calendar of events.

Community Service Learning
*This may include volunteering in a homeless shelter, beach clean ups, campus beautification, and others.
Click on the link for up-to-date information. https://www.grossmont.edu/campus-life/csl/default.aspx

ASGC (Associated Student of Grossmont College)
*This may include club meetings, de-stress fest, and others. Click on the link for up-to-date information.
http://asgcinc.org/

Any Club Events
*There are many, many clubs on campus. Click on the link for a full list. Examples are the International Club, Chinese Club, Arabic Club, Dreamers Movement Club, and Black Student Union.
https://www.grossmont.edu/campus-life/clubs-orgs/current-student-organizations-clubs.aspx

Stagehouse Theatre
*Attend plays at Grossmont's theater. Click on the link for up-to-date information.
https://www.grossmont.edu/campus-life/arts-culture/theater-arts/2017-2018-season.aspx

Hyde Art Gallery
Click on the link for up-to-date information. https://www.grossmont.edu/campus-life/arts-culture/hyde/default.aspx

Grossmont Symphony Orchestra and Master Chorale
*Attend any musical performance. Click on the link for up-to-date information.
https://www.grossmont.edu/campus-life/arts-culture/symphony-choral/default.aspx

Athletics
*Attend any Grossmont College sporting event. If Grossmont College is competing, you can attend. It doesn't have to be on Grossmont's campus.
http://www.grossmontgriffins.com/landing/index

YouTalk
*Meet other students from around the world. Talk about your challenges and successes as a student in the U.S. Find a place to belong. Meetings have not been scheduled for the Spring semester yet. You will receive an update soon. Or contact Natalia Aylett for more information at
Natalia.Aylett@gcccd.edu.

Food Fair
*You can present a food related topic, or you can be a judge. This is not about cooking. It's about social justice, sustainability, human health, solutions for local food issues, and food science. https://www.grossmont.edu/onecampus/food-fair.aspx

Gizmo's Kitchen
There may or may not be events for this, but if you read about it and then visit and talk to Susan Berry, she can probably give you a brief tour. Take a picture of yourself there. Be very careful not to plagiarize the website description when you write your reflection.
https://www.grossmont.edu/student-services/offices-and-services/basic-needs/gizmos-kitchen.aspx

Example Reflection

On Thursday, January 30 at 2:00 p.m., I attended the women's basketball game against Imperial Valley College in the gym at Grossmont College.

I have watched some basketball games on TV before, but I have never attended a game before. In fact, this is the first college sporting event that I have ever attended. It was exciting. Everyone was screaming and getting very involved in the game, even though they were just watching. I would definitely like to see another game.

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 meets once a week for one hour and offers students a safe space to discuss topics that interest them. Topics are discussed by students in a whole group, in small groups or pairs, or by a guest speaker who then opens 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
- 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 provide incorporate assignments and provide extra credit for doing so. Starting in Fall 2018, YouTalk will be an official student club. Students who attended regularly decided this would be the best direction to go and are eager to take on the responsibility. Officers for the club have been identified, and they have ideas for projects for the fall.

In Spring 2018, Natalia Aylett and Susan Berry, the Grossmont College Student Engagement Coordinator, collaborated on the Faces of Grossmont photography project. This project aimed to celebrate the diversity found in the student population of Grossmont College. Natalia recruited international and resident students from her classes and from YouTalk to participate. She also reached out to other GC ESL faculty to ask that they encourage their students to become involved in the project. Students were asked to wear traditional clothing from their home countries or clothing showing a modern-day look for someone who currently lives in their home country. Students were then photographed by a GC photography student, and the photos were professionally edited (See samples on the next page). The overall response from students who participated was that being part of this project made them feel included and validated as an important part of the campus, and that they felt proud to be able to showcase their culture and educate the rest of the Grossmont College community. The photos were displayed at Hyde Art Gallery and in other locations around campus.

SECTION 6
STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 College Support Services: Meeting the Needs of ESL Students

Grossmont College offers comprehensive support services provided by staff and faculty dedicated to increasing the likelihood that ESL students will achieve their educational goals. For most of the needs and challenges ESL students encounter as they navigate the requirements of college programs, there are services and well-trained personnel ready to assist, and when needs that are outside the purview of student services arise, appropriate referral processes are in place. In this sense, yes, the college's support services provide a great deal of assistance to ESL students. One area of concern does exist, however, and that is the lack of equity in orientation services. As described in Standard 1.1, Grossmont's ESL student population is highly diverse in cultural and linguistic backgrounds. Some ESL students are immigrants. Some have been in the U.S. for many years while others are recent arrivals. They include those who arrived at a young age but in whose homes another language is predominantly used. Some have completed schooling in the U.S. but have yet to achieve the English proficiency in reading and writing on

par with their native-speaking peers. Many of these students come to us from local high schools. GC ESL students also include international students studying on an F1 student visa. Of the GC ESL student population, however, only international students receive an orientation in which International Programs, Testing Center, Counseling, and ESL faculty and staff collaborate to inform, advise, and help students start their educational program on the right track. Our resident, immigrant students do not receive this service. Many years past, ESL orientation and advisement sessions were a standard part of the college's onboarding services. They were two-hour sessions. In the first hour, students were oriented to the college and ESL program by an ESL faculty member supported by bilingual ambassadors. This one-hour presentation included information about the student services available. Expectations of college students were also discussed, including college study skills, homework, and academic integrity. In the second hour, the students formed two groups. Students who placed at the ESL program's beginning levels met with the ESL faculty member. During this hour, students learned which classes they should take along with how to register using WebAdvisor. The bilingual ambassadors were invaluable during this advisement session. Students who placed at the intermediate to advanced levels met with a GC counselor to discuss other first semester classes to take in addition to ESL. Unfortunately, during California's economic crisis, this service along with many others were cut as part of cost-saving measures, and our resident ESL student population has been without an orientation designed to address their needs ever since, and when efforts were made to reinstitute them, the support could not be garnered, and the inequity has persisted.

6.2 College Support Services: Making a Difference

ESL students utilize and benefit from the student support services available at the college. The likelihood of retention and success is increased through the unique services each office provides, for example Financial Aid. Without the grant and work study opportunities made possible through this office, many ESL students would not have the financial means to attend the college. Of the excellent support services offered at Grossmont, the following stand out as those that make a significant difference for ESL students.

Tutor Request from Sara Ferguson, ESL 100 & 103
Student Name_____
Tutor Name_____ EWC_____ Tutoring Center_____
Tutor, please check to verify that the student was prepared:
The student brought the original (quiz/assignment/rough draft): YES/NO
Tutor, please help this student with:
_____
_____

Assessment Center
The ESL Placement Test is administered by Assessment Center staff, and the placement process is vital to determining which level of the program a student should begin to optimize his/her English language development. Most incoming ESL students complete this process, and when students are placed at an appropriate level, their chances for success improve. One example of how this service has aided retention and success occurred when a non-native speaker opted to take the English Placement Test rather than the ESL Placement Test. The student was placed in an English course for which he was not linguistically prepared. The teacher recognized the problem after administering reading and writing diagnostics. The teacher contacted the ESL Chair, who worked with the student and Assessment Center staff to readily reassess the student's English skills and place him into an ESL course, in which he subsequently succeeded. The Assessment Center staff understand the importance of making placement determinations quickly in this type of situation and will schedule individual assessments for students rather than have them wait until the next group testing session. The above student was fortunate in that the problem was remedied quickly at the start of the semester and little instruction time was lost. Non-native speakers who opt for an English course but who would be better served by being in ESL may drop or fail to pass the English class and wait to begin ESL the following semester. This type of problem can result when students do not have appropriate advisement.

Extended Opportunity Programs & Services (EOPS)

EOPS assists students who are economically and educationally disadvantaged, and the services provided by this program have been invaluable to GC ESL students. Although the number of ESL students served by EOPS is unknown, the impression from communication with students and EOPS counselors is that the number is high. These services include educational planning and advising with counselors, priority registration, EOPS grant, and textbook account. One way in which EOPS services aid retention and success is through progress reports. These reports give teachers and students the opportunity to discuss their progress in the class. Teachers indicate the students' current grade and note areas needing improvement, including low test scores, missing assignments, and attendance. Students also discuss the progress reports with their EOPS counselors, who provide additional support by reinforcing to the students what it takes to be successful and advising them of additional student support services.

English Writing Center

The English Writing Center is heavily utilized by ESL students because tutors directly support class instruction by conducting individualized editing sessions essential for students' success in the ESL writing assignments. They meet with tutors to improve the grammatical accuracy, organization, word choice, sentence structure, and mechanics in their writing. In addition, many ESL students enroll in the ENGL 061-064 Writing Skills series. These one-unit courses provide students with the individualized attention they need to learn and improve sentence writing as well as paragraph and essay writing including organization, cohesion, and editing skills. One way in which EWC supports student success is through instructor referrals. For example, after quizzes in Sara Ferguson's class, she provides feedback sheets, which students may take to a tutor to review and practice areas needing improvement. Any student who visits a tutor and brings back the signed feedback sheet from either EWC or the Tutoring Center may retake a different version of the quiz for a higher grade. Most students take this opportunity, and most earn a higher grade when they re-take the quiz. This starts their semester with a positive outlook about tutors and asking for help to prepare for exams.

International Student Support Services

Our colleagues in International Programs, including Bryan Lam, Narges Heidari, Mika Miller, and Yumiko Hudson, do phenomenal work. All GC ESL international students utilize the admissions, orientation, and counseling services provided by the above individuals. They work with Mika and Yumiko, who guide them through the admissions process and continue to serve as resource personnel on the immigration requirements to maintain their visa status. Bryan Lam organizes comprehensive orientations prior to the start of the spring and fall semesters. He also serves as the advisor for the International Club and organizes special events and activities to promote student engagement. Narges Heidari is the ESL Department's Counseling Center liaison and assists ESL faculty and students with academic matters. Natalia Aylett noted that three of her former students who made use of the services provided by the international student office had been given the chance to work and volunteer for them, or they had been helped to get connected to on campus job opportunities. Several of the students who attended YouTalk also mentioned how much they enjoyed the activities this office planned for them. They felt welcomed to the campus, and they felt like this office cared about helping them make social connections with other international and American students. Natalia had been walking on campus next to international students before and had witnessed Bryan Lam recognize each student and greet them by name, which showed the care and attention any student would appreciate.

Accessibility Resource Center (ARC)

At the start of each semester, ESL instructors make students aware of ARC and the support services the program provides to students with learning and/or physical disabilities. This information is provided on all syllabi and discussed in class. During the semester, ESL instructors may also refer students to ARC. This occurs when students experience an injury that impairs their mobility. It also occurs when students' low

performance in a class may be due to factors unrelated to proper academic study and time management; when students appear genuinely to be making the effort to succeed but are unable to obtain passing scores, the possibility of a learning disability may be the cause, and a referral for testing may be made.

Once ARC faculty have evaluated students and determined that accommodations are needed to help improve the students' chances for success, they work with ESL instructors to assure that reasonable accommodations are provided, such as additional time for class tests. Over the years, Sara Ferguson has had hearing impaired students in her ESL 100L Listening and Speaking IV, which is a significant challenge. To support these students, she has them take tests at the ARC testing center, where they can listen to the text being tested at a higher volume with no outside noise distractions. Last semester, one of Natalia Aylett's ESL 119 students struggled to complete assessments within the required time due to his disability. She made arrangement for him to complete all major assessments at ARC with time and a half, and he was able to succeed in the course.

Tutoring Center

With the support of Keith Turner and prior Learning Assistance Center specialists and their coordination efforts with Craig Carroll, ESL students are receiving greater support from the Tutoring Center. Through the interview and training process Craig has developed, qualified tutors are selected and better prepared to assist non-native speakers. Tutors are coached on the parameters of a typical tutorial and then participate in situational role-plays involving authentic ESL student writing. After this initial practice, a debriefing occurs. Tutors are provided a tutor training handbook and are given access to reflection materials essential for developing a consistent approach. They learn about different kinds of learners and their motivations. Tutors also participate in a workshop on how to successfully intervene in the academic life of a specific kind of struggling student and collaboratively develop principles of intervention for all students. They also learn ways to connect students with campus resources in ways that encourage engagement and retention. Throughout the semester, Craig continues to serve as an advisor and seasoned tutors serve as mentors for recently hired tutors. Because of this comprehensive training process and ongoing support, ESL students are reaping the benefits of tutoring at the center like never before. Natalia Aylett provided an example of Tutoring Center services' making a difference for two of her ESL 080 students. In Fall 2017, these two students were at risk of not passing and began getting tutoring on a weekly basis, and because of it, they were able to achieve the learning outcomes for the course and pass the class.

6.3 College Support Services: Supporting Faculty

For the most part, *yes*, college support services adequately support ESL faculty. Faculty support services tend to pull through and provide teachers the assistance they need, and areas that need improvement are likely due to the heavy workload on individuals or the challenges they face when trying to make processes more efficient. The Printing Department is outstanding. Under the leadership of Holly Phan and Ricardo Macias, the Printing Department crew makes every effort to have instructional materials prepared as requested and ready when faculty need them. We can't say enough words of praise and support for Reyna Torriente, who has an incredibly challenging job as scheduler and is likely the hardest working person on campus. Genie Montoya and MaryAnn Landry are the most helpful, resourceful, and patient individuals to work with. They respond quickly to questions. They know how things work and are ready and willing to provide assistance. Janet Gelb and Dawn Heuft have also provided excellent support for Canvas.

Processes that need improvement are those for research and funding requests. It should not be so

challenging to have research conducted for departments and programs, and it seems that the extent to which priority is being given to research for program review is limiting the research that is accomplished for other purposes. We are approaching a new academic year and the process for funding requests for special projects is unknown, and the last opportunity to submit a request for funding for Spring 2018 occurred when faculty had not yet returned to campus and little time was given to apply. Professional development funding should be budgeted so that funds are available for activities that are scheduled in the fall and spring. At the start of the Fall 2017, ESL faculty had already planned to attend a conference in April 2018; however, they could not submit PD funding requests until the conference materials were available. Those materials became available at the start of the Spring 2018 semester. ESL faculty readily prepared and submitted requests for PD funds, but they were all denied and returned because funds were exhausted and no notice had gone out indicating that those funds were running low. The professional development of faculty is of utmost importance and having funds available for fall and spring activities is essential to make that happen.

SECTION 7
ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

Faculty	Activity/Committee	Year(s)
Natalia Aylett	**East Region Adult Education (ERAE) ESL Program Area Council (PAC)**	Fall 2016 to Present
	• Collaboration with Grossmont Adult school, Grossmont College, and Cuyamaca College instructors to ensure students experience a successful transition from adult school to the colleges.	
	Refresh Fridays/What's Hap	Fall 2016 to Present
	• Learning about campus services available to students and how faculty can refer students to them	
	Community Service Learning (CSL) FIG	Fall 2016 to Spring 2017
	• Training in curriculum development for community service-based learning	
	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	Spring 2017
	• Training in successful creation of CSL- based content for linked courses.	
	YouTalk	Fall 2017 to Present
	• Creating a space for students to socialize, improve language skills, and engage with other members of the larger college student body	
	Basic Skills Partnership Grant Project	Fall 2017
	• Collaboration with the high school district and SDSU to ensure that high school students entering college and then transferring to the university experience successful transitions between institutions.	
	California Acceleration Project (CAP) Conference	Fall 2017
	• Training on the AB 705 requirements and implications for ESL	
	CATESOL San Diego Regional Conference	Spring 2018
	• Served as a volunteer. CATESOL invests in the professional development of ESL educators in the state.	

Sara Ferguson	**Community Service Learning (CSL) FIG**	2013 to 2018
	• Attends and presents at CSL meetings. • Develops and implements CSL projects for ESL 100 and ESL 100L.	
	Planning and Resources Council	2016 to Present
	• Serves as AFT representative. • Contributes to decisions regarding budgeting of resources for college.	
	AFT Union Vice-President	2016 to Present
	• Represents faculty and staff in union.	
	CATESOL San Diego Regional Conference Print and Publicity Chair	Spring 2015
	• Helped organize regional CATESOL conference held at GC. • Developed and coordinated the printed material.	
	EWC Tutor Presentations	Fall 2015
	• Presented professional development workshops for EWC tutors.	
	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	2017
	• Collaborated with colleagues to create modules for use in linked core/reading classes.	
	CATESOL State Conference	2013, 2016
	• Presented "Identifying and Assessing Cultural SLO's" (2013) • Gained information and inspiration about genre approach and innovative feedback methods. Shared with ESL department. (2016)	
	ESL Professional Development Week Workshop	Fall 2013
	• Presented "Helping Nonnative Students succeed" with other members of the ESL department.	
	ESL Professional Development Week Panel Presentation	Fall 2016
	• Collaborated with ERAE grant manager Ute Matchke to present an informative panel titled **"** Adult Education Block Grant: What is it? And how can it benefit our students?"	
	East Region Adult Education Presentation	Fall 2017
	• With other members of ERAE, presented "Teaching English Language Learners," a best practices workshop for consortium members.	
	Peer Reviewer MERLOT	Summer 2018 to Present
	• Review Open Educational Resources on OER Collection Merlot.org.	
	Peer Mentor, University of San Diego Master's Program	Spring 2018
	• Mentored graduate student preparing to earn master's in Linguistics from USD.	
	East Region Adult Education (ERAE) ESL Program Area Council (PAC) Chair	2015 to Present
	• Collaboration with Grossmont Adult school, Grossmont College, and Cuyamaca College instructors to ensure students experience a successful transition from adult school to the colleges.	

Mark Poupard	**Basic Skills Partnership Grant Project**	2017 to Present
	• This project has provided our department with indispensable insights into the role of genre, audience, and purpose in developing literate writers. It also has provided a clear view of the expectations of the GC English department and at SDSU, which is vital to helping us prepare our students.	
	Faculty Staffing Committee	2017 to Present
	• Represented the English, Behavioral and Social Science Division. • Reviewed and evaluated all faculty staffing proposals.	
	Community Service Learning Partnership with ENGL 124	2017 to Present
	• Students in ESL 106 have reported in their reflections that this project has helped them to prepare for future English class, and it has helped them improve their listening and speaking English while working in groups and with partners in ENG 124.	
	California Acceleration Project (CAP) Conference	2018
	• This conference allowed our department to remain up to date regarding changes due to AB 705 and to meet and confer with faculty at other California community colleges.	
	California Acceleration Project One-Day Conference at Cuyamaca College	Fall 2017
	• This conference was a good introduction to CAP, but otherwise, it was not particularly beneficial. The activities that were discussed and presented on are already widely utilized in the field of ESL and have been for decades.	
	One Campus – One Theme	Spring 2017
	• Helped to create criteria for One Campus – One Theme on food.	
	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	Spring 2013, Spring 2017
	• This conference was highly beneficial in allowing team teachers the opportunity to develop joint lessons plans on the same theme.	
	CATESOL San Diego Regional Conference	2012, 2014, 2015, 2016
	• Regional CATESOL conferences are always a great way to learn what is new in the field and to learn new approaches to teaching language and update existing approaches.	
	CATESOL State Conference	2016, 2014, 2013, 2010
	• State CATESOL conferences offer the benefits of the regional conferences, but with the added benefit of attending presentations from many of the leaders of the field in California and Nevada.	
	One-Day Learner Centered Teaching Conference at Palomar College	2014, 2015
	• This conference provided new strategies for maintaining a learner centered classroom, which leads to better instruction and better language learning.	

Craig Carroll	**Tutoring Task Force**	2016 to 2018
	• Explored most fiscally efficient tutoring practices in EWC, Math Study Center, Anatomy, and the Tutoring Center. Developed a Tutoring Handbook with updated Title 9 standards.	
	Title V Steering Committee	2015-2017
	• Stakeholders in English and Math shared peer mentoring and accelerated learning practices. Focused on providing academic and emotional support to low-income Hispanic students in East County.	
	Student Success and Equity Taskforce	2017
	• Stakeholders from across campus worked together to examine successful guided learning pathways from colleges across the United States and developed plans for SSSP, Equity, and Basic Skills funds to support disproportionally impacted student populations in closing academic gaps.	
	Five-Day Experiential Learning Institute (FELI)	2017
	• Dialogues and role-play practice using Diego Navarro's tested learning interventions from ACE. Developed positive communicative relationships with stakeholders throughout Grossmont College. Amplified my understanding of non-cognitive factors in student success. Used approaches and techniques the following semesters with success. Attended one reunion session to work with Dr. Mike Reese and Dr. Cindi Harris in a subgroup and to participate in the larger dialogue.	
	Basic Skills Partnership Grant Project	2017 to 2018
	• Gained valuable perspectives on new writing pedagogies used at SDSU and at the local high schools. Learned best practices from peers throughout the region. Gained a much deeper perspective of vertical integration for GC ESL and GC English. Began using the genre, audience, purpose approach in my classes, specifically ESL 106.	
	Intraregional Conference at CSUSM	October 2017
	• Changes coming to CCs in California. Represented Grossmont College at the daylong dialogue. Learned data-supported best practices in embedded tutoring from MiraCosta College and Imperial Valley College. Extensive dialogue with Sally Cox on GCCCD ESL.	
	Tutor Expo	2016
	• Best Practices in Tutoring from regional experts. Gained insights leading to the expansion of the embedded tutoring program for GC ESL.	
	ESL Tutoring Coordinator	2015 to 2018
	• Developed new interview questions. Interviewed prospective tutors for the TC. Led trainings for TC tutors. Developed training materials. Developed training handbook. Liaison between instructors and embedded tutors. Consulted with tutors during unlimited office hours. Led trainings for embedded tutors. Managed Blackboard for tutors. Managed twitter account for tutors. Performed accounting for tutors during 2017. Represented GC ESL on Tutoring Task Force. Coordinated video series and creation of YouTube channel.	
	Consulting with Ute Maschke and Mary Graham	2017 to 2018
	• Consultation centered on developing a vertical alignment between Grossmont Adult Schools and GCCCD with respect to embedded tutoring, specifically for ESL.	
	YouTalk	2017 to 2018
	• Led one session. Participated in year-end session and dropped in on other sessions. Strongly encouraged student participation both semesters because peer connections are one of the crucial factors of student success.	

	ReFresh Fridays	2015 to Present
	- Attended semester-length seminar on David Shenk's The Genius in All of Us: New Insights into Genetics, Talent, and IQ. - Learned new growth-oriented learning perspectives. Dialogued with faculty and classified staff from across campus.	
	CATESOL San Diego Regional Conference Exhibits Coordinator	2015
	- Acted as liaison for all publishers and exhibit presenters at the March 7, 2015, conference. - Led to positive relationships with Cengage publishing representative Nichol Clark and Longman Pearson representative Cambria Dorado. Nichol contributed an abundance of potential materials when Chuck Passentino and I met weekly to develop a new organizational framework to revive the Non-Credit ESL program for GCCCD.	
Chuck Passentino	**East Region Adult Education (ERAE) ESL Program Area Council (PAC)**	Fall 2016 to Present
	- Advocated for and established educational counseling positions in adult education. - Developed and institutionalized the ESL pathway maps between adult education and the community colleges. - Conducted peer observations and evaluations of ERAE ESL instructors teaching at the lowest proficiency. - Did presentations on development of writing and speaking rubrics as well as effective assessment models used to test reading, writing, speaking, listening, and grammar. - Conducted alignment activities such as rubric development and calibration meetings with ERAE ESL instructors teaching at the lowest proficiency level.	
	East County Education Alliance: Got Plans?	Fall 2015
	Presented a workshop to perspective Grossmont College students coming from local high schools on Grossmont College ESL and the importance of mastering college-level English.	
	CATESOL San Diego Regional Conference	2000 to 2015
	Along with a panel of four other veteran ESL teachers, presented to perspective ESL teachers on how to get a job in ESL in the county as a K-12, adult school, community college, private school, or university ESL teacher.	
	CATESOL San Diego Regional Conference Facilities Chair	Spring 2015
	Served as facilities chair for the San Diego Regional CATESOL Conference hosted by Grossmont College. Responsible for securing all school facilities necessary for the conference, including parking and all directional signage.	
	University of San Diego TESOL, Literacy, and Culture Program	Spring 2017, Spring 2018
	Served as a capstone panelist, evaluating the research projects presented by USD master candidates.	
	Student Success and Equity Taskforce	Spring 2018 to Present
	Collaborating with the chair and other full-time colleagues, collectively composed the Goal Development Worksheet for GC ESL, which articulates the current and future instructional needs, namely funding of our successful embedded tutoring program for beginning students and more.	

	Basic Skills Committee	2014 to 2017
	- Represented GC ESL. - Successfully advocated for funding of additional simplified readers for the Individualized Reading Program for ESL 070, 080, and 096 classes. - Successfully advocated for funding of ESL embedded tutors in all the beginning levels, and then staffed, trained, and managed the burgeoning group of tutors.	
	Tenure Review Committees	2014 to 2016 & 2016 to Present
	- Served as a tenure committee member for new full-time ESL faculty members Craig Carroll. Currently serving on the TRCs for Mark Poupard and Natalia Aylett. - Review and discuss professional development and program goals, observe classes and hold meetings to discuss observations, and compose evaluations.	
	Faculty Staffing Committee	Fall 2016
	- Represented the English, Behavioral and Social Science Division. - Made recommendations to change the selection rubric. - Reviewed and evaluated all faculty staffing proposals. - Successfully advocated for Mark Poupard to become a member of the committee representing the ESBS Division.	
Helen Liesberg	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	Spring 2014, Spring 2016
	- The Institutes for Innovative Design and Practice are great opportunities for faculty who are part of a learning community to attend workshops and work collaboratively to design lessons for linked courses. - These conferences have also been invaluable in providing excellent ideas for professional development opportunities to share will all ESL faculty during the department's flex week meeting.	
	California Learning Communities Leadership Meetings	Fall 2016, Fall 2017
	The focus of this component of the CLCC is to aid department chairs and learning-community coordinators with the management of and best practices in linked course offerings.	
	CATESOL San Diego Regional Conference Program Chair	Spring 2015
	- The CATESOL San Diego Regional is hosted by one of the community colleges in the region every spring. The Spring 2015 conference was held at Grossmont College and coordinated by GC ESL faculty. - These conferences are one of the primary ways K-12, adult school, college, and university faculty who teach non-native speakers gather and share innovative ideas and best practices.	
	California Acceleration Project (CAP) Summer Institute	2016, 2018
	- CAP institutes present data supporting increased student success rates for college English and math programs that implemented accelerated curriculum. In addition, effective lesson planning for accelerated programs as well as effective placement practices are also covered. - Only recently (Summer 2018) has the ESL component of these institutes been more informative. This will likely continue to improve as more ESL programs modify curriculum to fulfill AB 705 requirements and subsequently have more data and strategies to share.	

Grossmont College Council of Chairs & Coordinators	Fall 2013 to Present
• Per the charge of the council, participate in discussions on matters related to departmental procedures involving scheduling, planning processes, student learning outcomes, and more.	
Grossmont College Academic Senate	Fall 2013 to Present
• Stay abreast of academic matters that affect the college, departments, and faculty, and advocate for the interests of those involved. • Participate in shared governance.	
Tenure Review Committees	2014 to 2016, 2013 to 2017
• Served as a tenure committee member for new full-time ESL faculty members Craig Carroll and Sara Ferguson; reviewed and discussed their goals, observed their classes, and composed evaluations.	
East County Education Alliance	Fall 2014 to Present
• Collaborate with GUHSD faculty and staff to coordinate and offer GC ESL dual enrollment section at the El Cajon Valley High School campus. • Participated in the Fall 2017 Got Plans? College and Career Fair held at Grossmont College. Set up a booth featuring the GC ESL department.	
Grossmont College Enrollment Strategies Subcommittee	Fall 2015
• Served as an ESL/ESBS Division representative to help provide greater departmental representation the Enrollment Strategies Committee.	
Grossmont College Hiring Committees	Fall 2015, Spring 2016
• Served as a member of the selection committees for the CalWORKs Counselor in Fall 2015 and the full-time ESL faculty positions in Spring 2016.	
Common Assessment Initiative (CAI) Meetings	2016
• The goal of the Common Assessment Initiative was to create an assessment tool for math, English, and ESL that would be used at all California Community Colleges. There were very positive aspects for students and the CCCs to use a common instrument as part of a multiple-measures assessment process. However, validity studies conducted on the exam proved that it had significant bias and funding and development eventually ceased. There is currently talk of continuing the development of the ESL component of the exam.	
GC ESL Program Presentations & Workshops	Fall, 2013, Spring 2014, Fall 2014
• The GC ESL full-time faculty have conducted flex-week workshops and presentations to the GCCCD Governing Board. • These presentations provide an overview of the ESL student population, curriculum, program SLOs, faculty qualifications and experience, best practices, and support services. • Presentations, such as the one for SDICCCA interns and GC faculty in other departments, includes a hands-on workshop centered on addressing non-native speaker errors in writing.	

Barbara Loveless	**Grossmont College Hiring Committees**	Fall 2012, Spring 2013, Spring 2016
	• Received training for, developed interview protocol, conducted interviews, and selected candidates for Dean of English and Social & Behavioral Sciences. • Developed interview protocol, conducted interviews, and selected candidates for ESL positions in 2013 and 2016.	
	Academic Senate Member	Fall 2006 to Present
	• Serve as senator and attend Senate meetings twice a month. • Communicate shared governance issues to other ESL department faculty.	
	Council of Chairs and Coordinators	Spring 2011 to present
	• Represent the ACE program as academic coordinator. • Participate in council discussions regarding topics such as policies, communication, student success and engagement.	
	Accreditation Self-Study and Site Visit Coordinator	Fall 2011-14; Spring 2018 to present
	• Successfully organized, wrote, and edited a self-study for ACE accreditation through the CEA. ACE received its first accreditation in Spring 2015. • Planned and executed the accreditation site visit in Fall 2014. • The self-study for ACE's reaccreditation (anticipated Spring 2020), is now being written and is due June 2019. The site visit will be in Fall 2019.	
	International Committee	2011 to present
	• This committee meets sporadically to discuss concerns of the international student population regarding immigration procedures, assessments, and coordinator of ACE with the college credit program	
	ESL Professional Development Week Workshop	Fall 2013
	• With other members of the ESL department, we presented information about ESL: who are students are in terms of origin and needs, classes we offer, and how to best communicate with them.	
	CATESOL San Diego Regional Conference Co-Chair	Fall 2014 to Spring 2015
	• The CATESOL San Diego Regional Conference is hosted by one of the community colleges in the region every spring. The Spring 2015 conference was held at Grossmont College and coordinated by GC ESL faculty. • My duties involved holding organizational and work meetings, following up with committee chairs, overseeing general coordination of the conference, and ensuring follow-up documentation post-conference was submitted.	
	Curriculum Committee	Spring 2014 to Fall 2017
	• Attended weekly meetings to review and discuss campus-wide curriculum proposals and updates. • Discussion topics included state-mandated curriculum consistency, clear expression, and exit/entry requirements and coordination.	

	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	Spring 2015
	• Attended the conference to learn more about learning communities as we had just begun offering a linked ESL 119 and COMM 122. • Worked with COMM 122 instructor to plan linked activities for our classes.	
	Tenure Committees / Tenure Committee Chair	Fall 2013-Spring 2016, Fall 2016 to Present
	• Served as tenure committee member for new full-time ESL faculty, Sara Ferguson; observed her classes, composed evaluation, and discussed her standing with other tenure committee members. • Serve as tenure committee chair for Fall 2016 ESL hire, Natalia Aylett. Coordinate meetings with dean and other tenure committee members, observe and evaluate Natalia, and make recommendations in a meeting at the end of the Fall semester.	

7.1 Activities Contributing Most to Student Success

The above table is a selection of the activities in which the GC ESL full-time faculty participate. The GC ESL adjunct faculty are involved in an even broader range of professional development opportunities because of the many connections they have at community colleges in the region, and the GC ESL department and students benefit from their collective insights and expertise. All of the above experiences contribute toward professional growth, which ultimately contribute toward better teaching and increased learning, but for each teacher, certain experiences were more impactful. Here are a few of their reflections.

Craig Carroll

The Tutor Expo helped me see the future of assisted learning and develop important aspects of our embedded tutoring program, which led to greater instructor happiness, and in turn, enhanced student success.

CSL participation has been extremely valuable to my quality of instruction and student engagement. Hosting the CATESOL conference provided professional development opportunities to the greater ESL community in SD county, and promoted GC ESL and our campus and community to the ESL community.

Sara Ferguson

Natalia Aylett

My participation in the East Regional Adult Education PAC and the Basic Skills Partnership Grant have probably been the most valuable to me as an ESL instructor. Through informational meetings and projects, both of these have allowed me to become more aware of what is needed in order for students to experience a seamless transition between the Adult School, Grossmont College, and four-year universities.

The state CATESOL conferences, the California Learning Communities Consortium, and the 1-Day Learner Centered Teaching Conference were the most beneficial in terms of influencing how I teach in the classroom. The CSL partnership with ENG 124 has been extremely beneficial for my students.


Mark Poupard

Barbara Loveless

Although my involvement with accreditation through CEA has been for the ACE program (a not-for-credit intensive English language program), it has been very beneficial for me to experience the planning, developing, executing, and then reflecting on a program – the complete cycle – in order to ensure student success. I have grown not only as a program administrator but also as a professor because this same cycle is one that I implement in each ESL class I teach to help me maintain course rigor and student engagement.

The above represents my service to the GC ESL students and faculty beyond what I do within our department. Each position I have held has equal value; each has been essential in contributing to the success of our students and teachers.
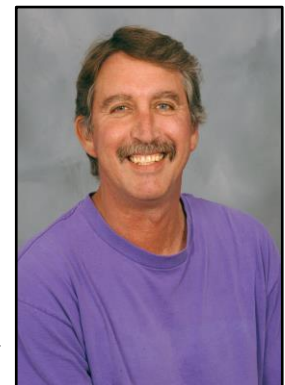
Chuck Passentino

> For me, the greatest benefit to our students has been the addition of more full-time faculty. Thus, serving on our department's full-time faculty hiring committees has had the greatest value. Having Sara, Craig, Mark, and Natalia on the GC ESL team has meant greater support for our adjunct faculty, broader department representation and student advocacy on campus and in the community, and outstanding instructional ideas, and I am eager to make it possible for more of our adjunct instructors to become full-time teachers. Second on my list is the Institute for Innovative Design and Practice. These retreats create the space for faculty teams to design integrative learning experiences for students, but in addition, they provide great ideas to share with all faculty at our department's professional development meeting.

Helen Liesberg

7.2 Reflection on the Department's Activities

GC ESL focuses on creation of relevant curriculum and the implementation of teaching techniques that will best aid student success. Our department is not only focused on what it can do for 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. The ESL department is also concerned with meeting students' needs that go beyond the classroom and encourages students to engage socially with others and to serve their communities. 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. GC ESL is *all in* in every meaningful way that connects 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. Each colleague does admirable work articulately representing the attitudes and interests of our students and faculty in so many ways.

7.3 Sufficiency of Faculty Professional Development Needs

As the table above shows, GC ESL faculty have had excellent professional development opportunities, ones that continue to inspire them to stay current and creative. They have been of such benefit that greater funding toward PD opportunities is warranted. Funds offered through the Office of Professional Development have been very helpful but become exhausted quickly, and the process to apply for other funding sources remains a mystery. As a result, GC ESL faculty have missed out on attending regional and state CATESOL conferences, the Institute for Innovative Design and Practice, and 3CSN tutoring conferences, conferences which have proven to be of great value. In addition to local and state conferences, our department would benefit greatly if we could send a small group of instructors to the annual TESOL conference and the American Association for Applied Linguistics (AAAL) conference held at different locations in the U.S. each spring. Both conferences provide presentations on recent research in the fields of Applied Linguistics and teaching English to students of other language and are the ultimate PD experience for ESL teachers; however, travel costs to attend these events well exceed the $500 limit offered through the Office of Professional Development.

SECTION 8
FISCAL AND HUMAN RESOURCES

8.1 GC ESL Enrollment Patterns

Enrollment and efficiency are stable. In the years shown, we experienced a drop in efficiency and an increase in FTEF during spring semesters. College data showed the same pattern. In ESL, the reason for this is that in the spring, we offered second eight-week classes for incoming international students, such as those transferring in from ACE. In the years in the table, ACE offered five eight-week sessions a year. Students who successfully completed ACE's Winter and Fall I sessions transferred to Grossmont mid-semester and enrolled in second eight-week classes, and no matter the number of students, we have an agreement with ACE to provide ESL courses to transferring students. This is not only essential for their language improvement goals but required for their visa status. International students from the Kanda Institute of Foreign Languages, with which the college has an articulation agreement, enrolled in the spring and also took our second eight-week courses. In addition, in Spring 2016 and Spring 2017, we offered dual enrollment sections at El Cajon Valley High School. The second eight-week sections and the dual enrollment sections had small class sizes. These courses were in place to accommodate international students, and dual enrollment was a special project we were trying to get off the ground. ACE has since changed the length of its sessions from eight-weeks to 14 weeks, and when students are eligible to transfer to the college, they begin at the start of the semester. As a result, the ESL Department no longer has a need to offer second eight-week sessions. In addition, students from the Kanda Institute are eligible to enroll in ENGL 120. Some Kanda students would enroll in second eight-week ESL sections for additional language support, but these courses did not fulfill a requirement for them. Lastly, as mentioned earlier, the future of ESL sections for dual enrollment is unknown. With these low-enrolled courses no longer on the schedule, spring fill rates are likely to become similar to fall rates.

ESL	FA12	FA13	FA14	FA15	FA16
Earned Enroll	1,425	1,373	1,414	1,596	1,453
Max Enroll	1,423	1,525	1,520	1,750	1,763
% Fill	**100.14**	**90.03**	**93.03**	**91.20**	**82.42**
Earned WSCH	5346.00	5,583.00	6,289.60	8,275.40	6,839.10
Total FTEF	19.99	21.19	21.56	24.19	25.22
Earned WSCH/FTEF	**267.43**	**263.47**	**291.73**	**342.10**	**271.18**
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	1,402	1,451	1,484	1,569	1,452
Max Enroll	1,547	1,624	1,725	1,750	1,649
% Fill	**90.63**	**89.35**	**86.03**	**89.66**	**88.05**
Earned WSCH	5550.00	6,237.80	6,429.80	7,960.37	7,252.90
Total FTEF	21.59	22.09	23.36	25.92	25.72
Earned WSCH/FTEF	**257.06**	**282.38**	**275.25**	**307.11**	**281.99**

Efficiency dropped to an unusual 82% in Fall 2016. As discussed in Standard 5.1, enrolled spiked in Fall 2015 and Spring 2016. We anticipated similar enrollment in Fall 2016 and offered the same number of sections, but enrollment went back to numbers in line with Fall 2012 to Spring 2015, and as a result, section enrollment decreased. Offerings were adjusted for Spring 2017 and the fill rate moved back up.

The class maximum for ESL courses is 25, and that is stated in the collective bargaining agreement. The lower class max supports language learning in all skill areas 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 lesson design requires collaboration. 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 non-native speaker errors in sentence-structure, word choice, and grammar, which are time-consuming to address effectively and score consistently.

8.2 Earned WSCH, FTEF, and Earned WSCH/FTEF Patterns

WSCH to FTEF in ESL will not reach the college average or target because of the 25-student class maximum explained above. Of the ESL course offerings, there are those that tend to have low enrollment, such as those discussed in Standard 8.1. In addition to these, ESL 090 American Pronunciation I and ESL 109 American Pronunciation II also fall into this category. Their importance in the program is explained in Standard 1.1. Enrollment in ESL 090 competes with enrollment in ESL 096L Listening and Speaking III. Enrollment in ESL 090 increased in 2017-2018, and we hope this will be a trend. ESL 109 consistently fills to about 60% capacity. The recent enrollment increase in ESL 090 and the continued lower enrollment in ESL 109 are likely due to the English proficiency of the students and the availability of other level-appropriate courses. Students who are at the ESL 090 level need to enroll in primarily ESL courses; courses in other departments that are appropriate for their English proficiency are extremely limited. Students at the ESL 109 level have a great variety of courses in which to enroll. These courses fulfill GE or major requirements, while ESL 109 is an elective. The department makes every effort to balance its overall efficiency. Whether or not to go above the 25 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 above that max, and doing so has helped to keep overall program efficiency higher.

8.3. ESL Department Budget

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. Line items in our budget for print subscriptions and instructor resources that accompany online programs and are available at a cost would support student learning and success. A department allocation for professional development and travel would be outstanding. However, the one line item our students would benefit from the most would be for embedded tutoring. Having a standard amount allocated for this valuable service annually would ensure consistent and timely service.

8.4 Financial Support Outside the College Budget

GC ESL does not receive financial support or subsidy outside of the college budget. However, faculty do participate in and have received compensation for grant projects, such as the East Region Adult Education (ERAE) project and the Basic Skills Partnership Grant project, which are described in Standards 5.3 and 9.1. The work of the ERAE is expected to continue, but it is anticipated that the work of the BSPG will last one more academic year.

8.5 Roles and Responsibilities of Full-Time and Part-Time ESL Faculty

Full-time ESL faculty oversee the curriculum and functions of the ESL department and ACE program. They determine the curriculum design, write course outlines of record, and make modifications, additions, and deletions based on the needs of the student population. The full-timers also set the schedule of course offerings and have the responsibility to monitor enrollment and run the program efficiently. They participate in the hiring, tenure review, and evaluation processes for full-time and part-time faculty. The ESL full-timers also provide leadership for the levels of the program. They provide orientation to courses for new faculty and provide continued support and mentorship. They coordinate professional development and course level meetings. They participate in shared governance and serve as members of Academic Senate, Council of Chairs and Coordinators, AFT, and other college committees, such as Curriculum and Faculty Staffing. They are department liaisons to local high school EL programs and adult education.

The GC ESL part-time faculty are very talented, dedicated teachers who bring added enthusiasm and excellent ideas to all that they participate in. They are integral to the selection of course textbooks and online resources, the writing of SLOs and the SLO assessment process, including the writing of standardized exams. They represent the program and division and advocate on college committees, and they promote the professional development of colleagues by conducting presentations and workshops.

8.6 Faculty Staffing

The department has had the great benefit of achieving seven full-time faculty positions per our 2011 Program Review Recommendations, but an additional full-time faculty member is needed. ESL is a comparatively large department, and by discipline, it may have the fourth or fifth highest number of adjunct faculty. The average ratio of full-time to part-time faculty in ESL is almost 1:5. Full-timers Sara Ferguson, Craig Carroll, Mark Poupard, and Natalia teach slightly overload (103% to 106%). Chuck Passentino's teaching load is at 140%. Helen Liesberg's current load is 112%. Her teaching load is 63.3%. The remainder is reassigned time for department chair responsibilities. Barbara Loveless also has a 63.3% teaching load with reassigned time to serve as ACE Academic Coordinator and for ESL Lab coordination. Even with the addition of the two new full-time faculty positions in Fall 2016, the percentage of adjunct faculty needed to maintain course offerings remains high.

ESL					
	FA12	*FA13*	*FA14*	*FA15*	*FA16*
FT Faculty Count	4	4	4	5	7
PT Faculty Count	34	36	38	38	32
Full-Time FTEF	2.97	3.73	3.53	4.60	6.66
X-Pay FTEF	0.40	0.00	0.40	0.40	0.40
Part-Time FTEF	16.63	17.46	17.63	19.19	18.16
Total FTEF	19.99	21.19	21.56	24.19	25.22
FT Percent	**16.9%**	**17.6%**	**18.2%**	**20.7%**	**28.0%**
Permanent RT	0.90	0.80	0.80	1.04	0.99
Temporary RT					

GC ESL now has an affiliation agreement with USD's Department of TESOL, Literacy, and Culture, and through that agreement, GC ESL faculty provide mentorship and internship opportunities for students in USD's teacher-training program. In terms of staffing, this affiliation has been extremely helpful in that graduating students are eager and available to begin working, and through their connections with their peers, they refer other prospective teachers. USD's graduates come to us with excellent education and training; however, their teaching experiences are limited. They do not yet have comprehensive teaching experience in all skills at all levels. Many have been teaching assistants at community colleges, but few have had a class of their own equivalent to a community college course. This requires a great deal of training and mentoring on the part of the full-timers.

8.7 Justification for Additional Full-Time Faculty

The hiring of an additional full-time ESL faculty member would increase the time the department could devote to improving curriculum, advocating for ESL students, and serving the college and community. It would also allow greater opportunities to work with adjunct instructors to enhance instruction, increase student engagement, and maintain program standards.

The GC ESL faculty are called upon not only to maintain a high-quality program at the college but also to work with faculty and administrators in English Learner programs at local high schools. An additional full-time ESL faculty member would strengthen our outreach efforts in the community and aid us in accomplishing the goals of the East County Education Alliance (ECEA). As stated in the Student Equity Plan, the ECEA ESL/EL Council is charged with improving the alignment of high school and college courses and transitions to the college. Goals to achieve include 1) developing a dual enrollment program to provide the opportunity for EL students in the GUHSD to enroll in ESL courses at Grossmont College that satisfy both high school graduation and college requirements while earning college credit, 2) increasing GC ESL outreach activities and improving messaging to high schools students and their parents by, and 3) collecting and analyzing data on transferring high school students to determine if an articulation agreement is possible. As mentioned earlier, accomplishing these goals has proved challenging.

8.8 ESL Non-Faculty Positions: Embedded Tutors

Since Fall 2012, the ESL Department has had embedded tutors. It started out with a few tutors Chuck Passentino hired through College Work Study, and that positive experience motivated him to present an embedded tutoring proposal to the Basic Skills Committee, and he received support to hire more. Craig Carroll subsequently took charge of embedded tutoring and with support from Student Equity and WIOA grew the program. During this time, the department also continued to hire tutors with College Work Study and CalWORKs. Starting Fall 2018, however, the department no longer has the funding to maintain the full embedded tutoring program it had developed and is limited to hiring students with College Work Study.

8.8 The Role and Responsibilities of ESL Embedded Tutors

ESL embedded serve as peer models of perseverance and success. They are the teacher's partner and the students' partner and serve as a bridge of communication and compassion between the teacher's high expectations and the expectations of the students. The six goals of ESL embedded tutoring are to:

1. Promote independence in learning.
2. Personalize instruction.
3. Facilitate tutee insights into learning and learning processes.
4. Provide a student perspective on learning and school success.
5. Respect individual differences.
6. Fulfill tutor responsibilities.

ESL embedded tutor responsibilities include:

- Promoting the activities the teacher has planned for the students.
- Following the day's agenda and the teacher's instructions on how to help during each activity.
- Walking around the class to help students who are reluctant or unable to ask questions and joining in groups as an advanced participant when needed.
- Reassuring students and understanding that everyone has a different way of learning.
- Being a positive role model in the ESL class and showing the students what being an excellent student involves.
- Being patient and polite with the students.
- Being professional and respectful with the teacher.
- Getting to know the class culture well.
- Encouraging student engagement.

SECTION 9
SUMMARY OF RECOMMENDATIONS

9.1 Program Strengths

The department's most valuable outreach work has been through the East Region Adult Education (ERAE) partnership. GC ESL began working with ERAE in Spring 2015 under the Adult Education Board Grant. Sara Ferguson and ESL adjunct faculty member Michele Weaver joined the ESL Program Area Council (PAC). They advocated for counseling positions in adult education, and Michele wrote the employment description of these positions. In response to this advocacy, decisions were made to hire transition specialists at ERAE to help students find their path from adult education to community college and careers. In November 2016, Sara Ferguson began serving as chair of the ESL PAC and was joined by Chuck Passentino and Natalia Aylett. The PAC worked with faculty and administrators in Adult Education and at Cuyamaca College to create seamless pathways for students. ESL PAC accomplishments and activities include the creation of ESL pathway maps, professional development such as peer observations and presentations, staff and faculty education and promotion of ESL programs at adult education and community college, advocacy for new courses and programs, and alignment activities such as rubric development and calibration meetings. The ESL department will continue to collaborate with ERAE project teams and work groups on alignment and acceleration, professional development, engagement with workforce and other partners, student engagement, and data collection and analysis.

GC ESL faculty have always made student engagement a high priority since the strategies and activities that increase student engagement are highly conducive to language learning. There is so much buy-in to enhance student engagement among the GC ESL faculty that when the We're-All-In campaign was initiated at the college, ESL faculty participation was overwhelming. For years, student engagement strategies have also been a focus of professional development through the department and CATESOL both at the regional and state levels. The strategies described in Standards 2.3, 5.3, and 5.4 are just a sampling of those employed in ESL classes, and the faculty are highly motivated to continue to seek ways to support learning and success.

We're-All-In Trophies for
Greatest Program Participation

The retention data provided for this report show retention rates in GC ESL classes ranging from 86% to 92%. These higher retention rates were reflected in the years reviewed for the department's 2011 report as well. They exceed both the college average and the college target, and the faculty will continue to make every effort to support students so that have successful class experiences.
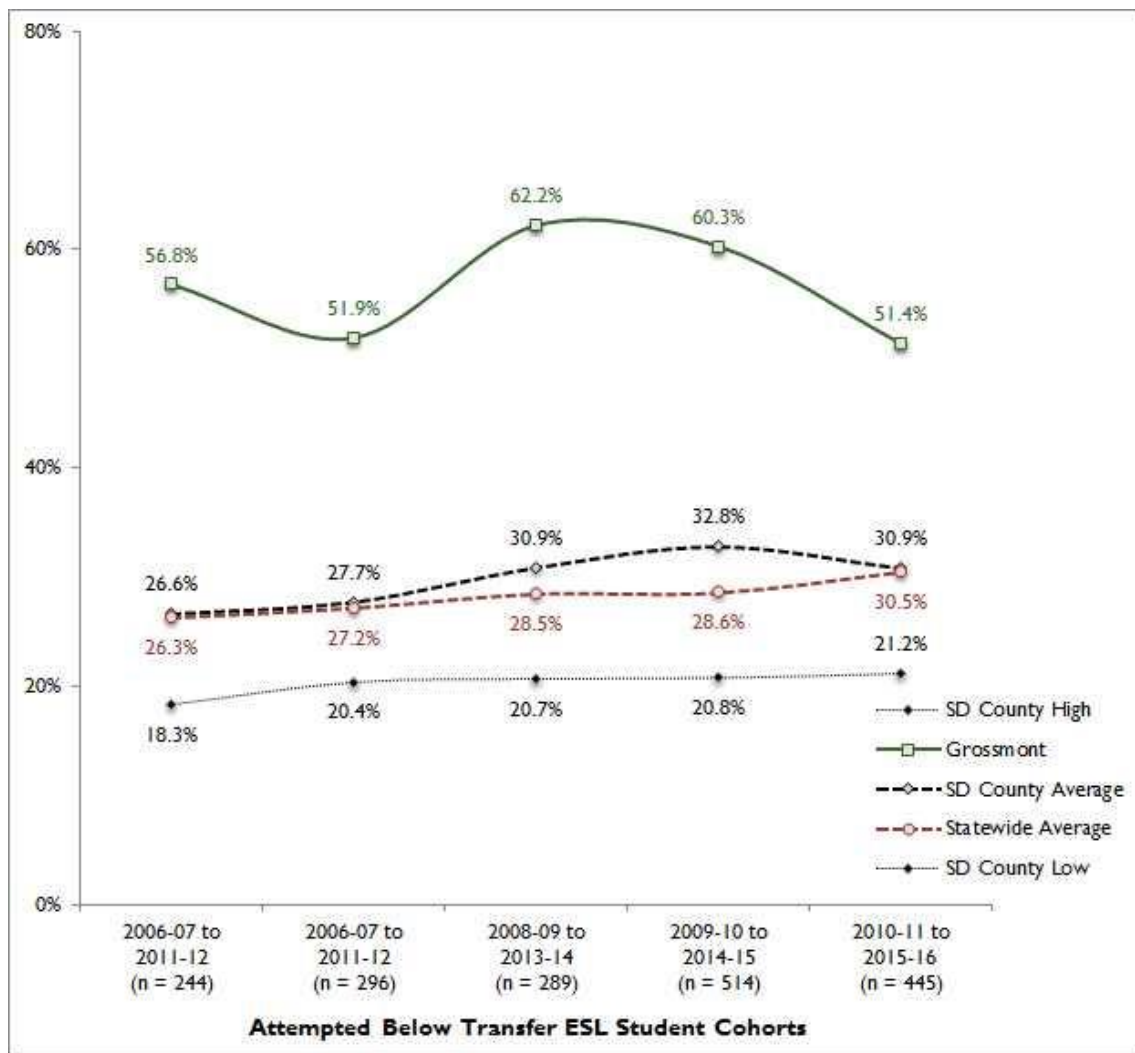
9.2 Program Weaknesses

Messaging to students through brochures, the department website, and orientation presentations needs significant revision. Current messaging is informative, but it could do a much better job of inspiring students to pursue their English instruction through our program. English is viewed by some students as a requirement that they must get through and get through quickly, but particularly for non-native speakers, it's essential that they understand not only the academic but the life-long value of improving accuracy and fluency in their written and spoken language and becoming proficient readers. Therefore, when the department redesigns its curriculum in the coming academic year, outreach materials will be redesigned with this focus in mind. Successful dual enrollment offerings at ECVHS would also improve outreach; however, as mentioned earlier, difficulties with coordination impedes potential progressive development of this program for ESL.

More funding for professional development would contribute to enhancing student engagement in our program. GC ESL has a large faculty, and the teachers enjoy participating in professional development activities, and they are very good when it comes to bringing learned strategies back to the classroom as well as sharing successful strategies with colleagues. The funding provided by the Office of Professional Development has been very helpful, but as mentioned earlier in this report, it is also quite limited for the number of full-time and part-time faculty at the college.

The program needs support to continue the development of integrated thematic units and tried and true services to our students. The thematic units will become significant components of the program's new curriculum and help us work toward developing open educational resources and having zero textbook cost. One of the services we strongly wish to continue providing is embedded tutoring. Embedding tutors in our classrooms had been encouraged as a successful student engagement strategy by student success leaders at the college. Craig Carroll picked up the torch, worked diligently to establish the program, and created one of the most positive and rewarding experiences the program has had for students and faculty, but then, support was taken away. It is an unsound practice to call upon faculty to devote time and energy to find ways to increase student engagement with the goal of improving retention and success, and after doing so and establishing a successful service, take support away. Securing funding for embedded tutoring is one of our program recommendations below, but what we mean by securing is not to obtain short-lived funding. It is highly important to us to begin offering embedding tutoring as soon as possible, and we want to be secure in knowing that this successful service will have support every academic year.

9.3 Concerns

The redesign of the GC ESL curriculum to comply with AB 705 is weighing heavily on the faculty, but we are prepared for the challenge. GC ESL has seen some success. As shown in the graph below, GC ESL Scorecard results (which is up at 55.1% for the 2011-12 to 2016-17 cohort) are well above the county and state averages. These results are also seventh highest of 114 community colleges. This was achieved through the current curriculum because its design serves the language-learning needs of the non-native speakers in our community well. It is designed as it is because of the learners that we have, and we now have to change a design that works. Taking components of the curriculum away will have a significant impact, potentially a negative one, on language acquisition and as a result retention and success.

Figure data points:
- 80%, 60%, 40%, 20%, 0% (y-axis)
- Grossmont: 56.8%, 51.9%, 62.2%, 60.3%, 51.4%
- SD County Average: 26.6%, 27.7%, 30.9%, 32.8%, 30.9%
- Statewide Average: 26.3%, 27.2%, 28.5%, 28.6%, 30.5%
- SD County Low: 18.3%, 20.4%, 20.7%, 20.8%, 21.2%
- x-axis: 2006-07 to 2011-12 (n = 244), 2006-07 to 2011-12 (n = 296), 2008-09 to 2013-14 (n = 289), 2009-10 to 2014-15 (n = 514), 2010-11 to 2015-16 (n = 445)
- Attempted Below Transfer ESL Student Cohorts

Legend:
- SD County High
- Grossmont
- SD County Average
- Statewide Average
- SD County Low

9.4 Program Recommendations

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

2. Develop an assessment and placement process for the new curriculum.

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

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

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

6. Secure funding to support faculty professional development.

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.
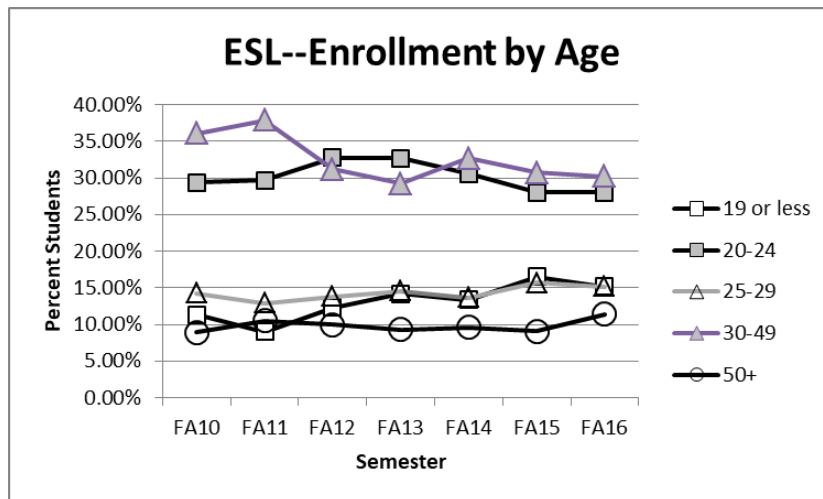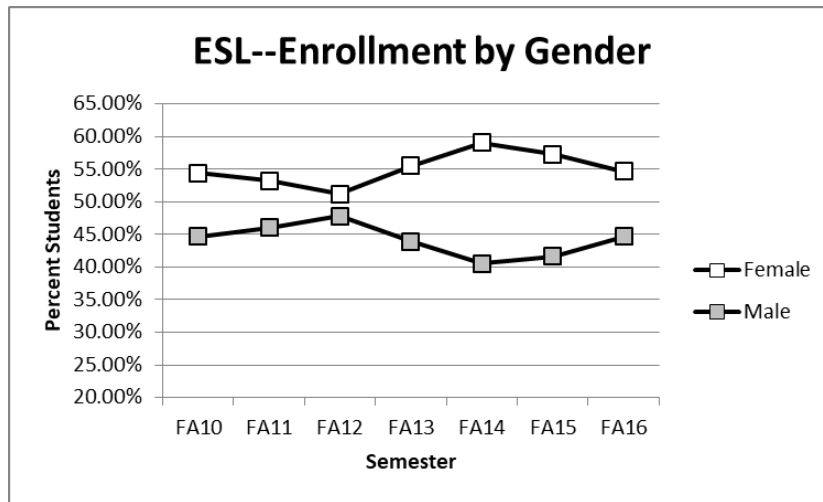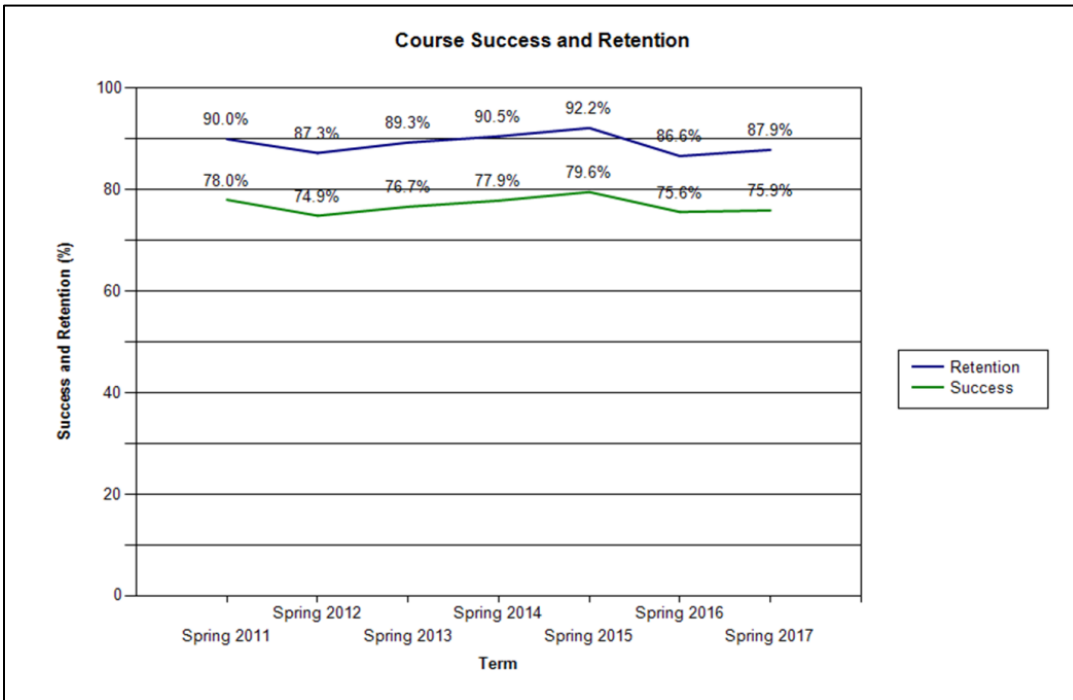
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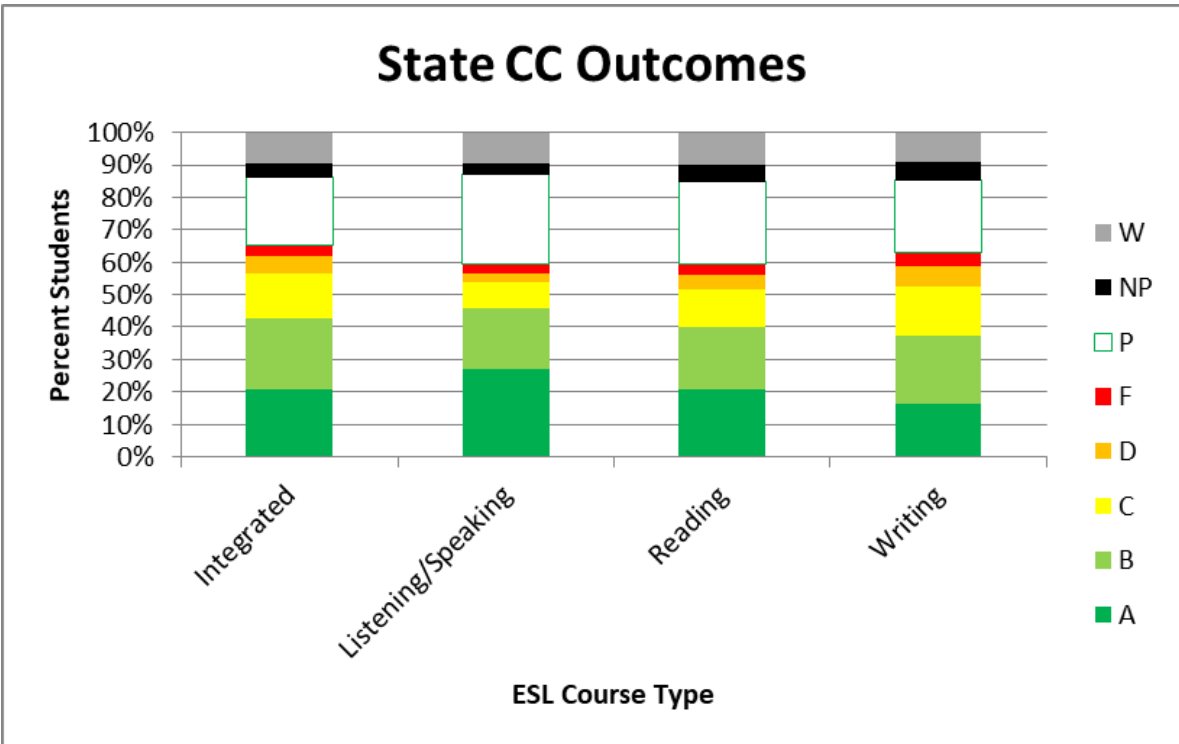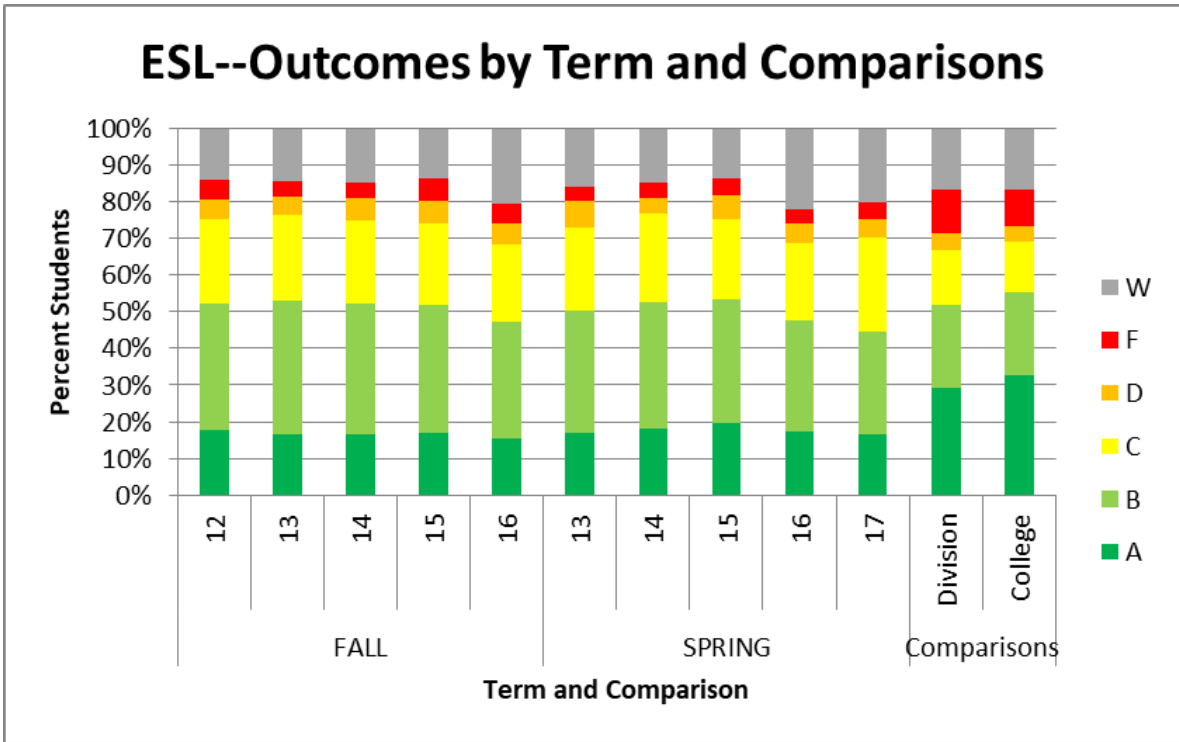
ESL--Outcome by Course, Fall
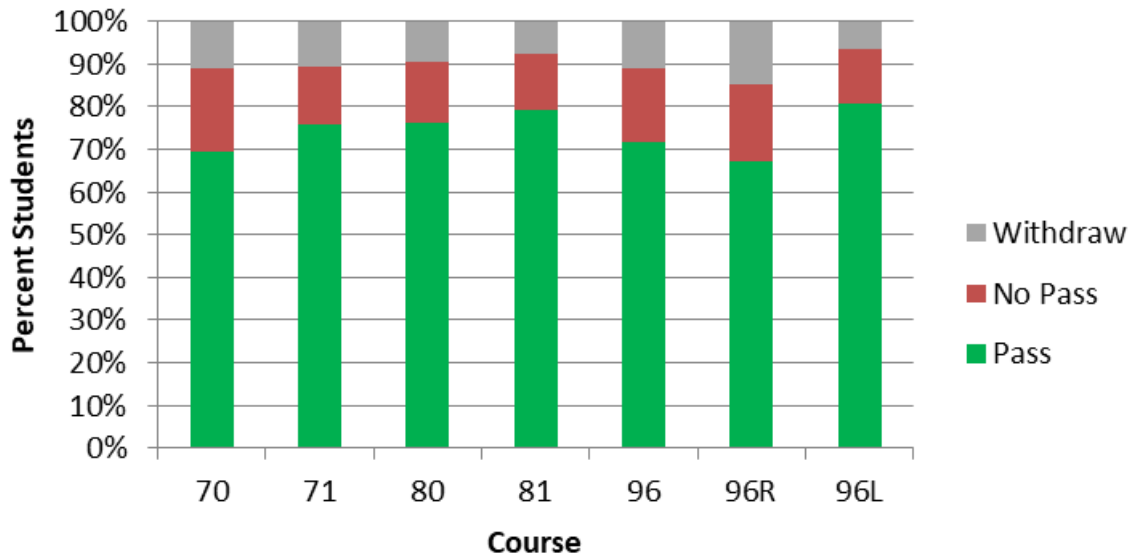
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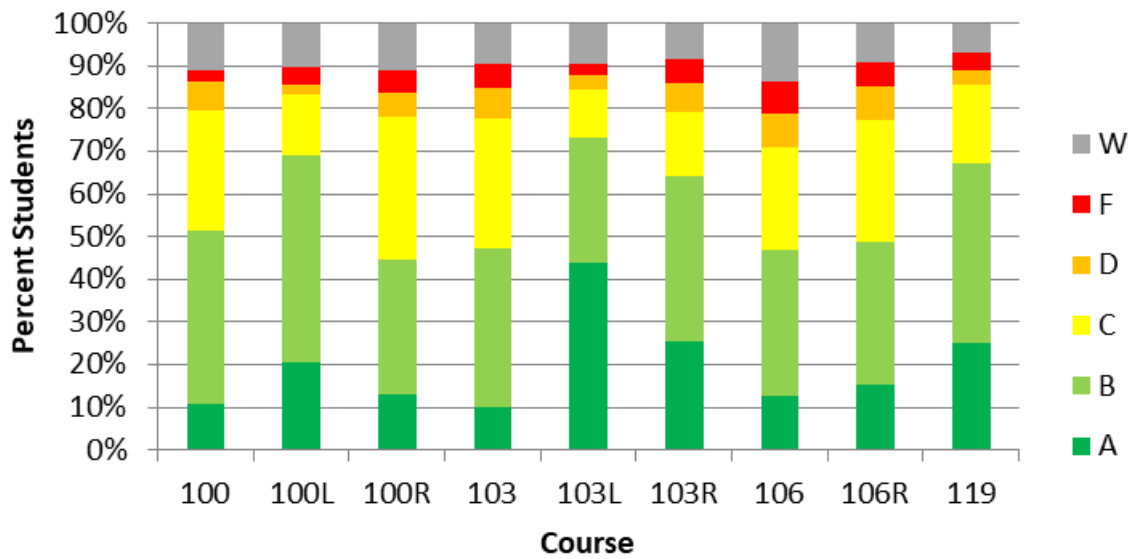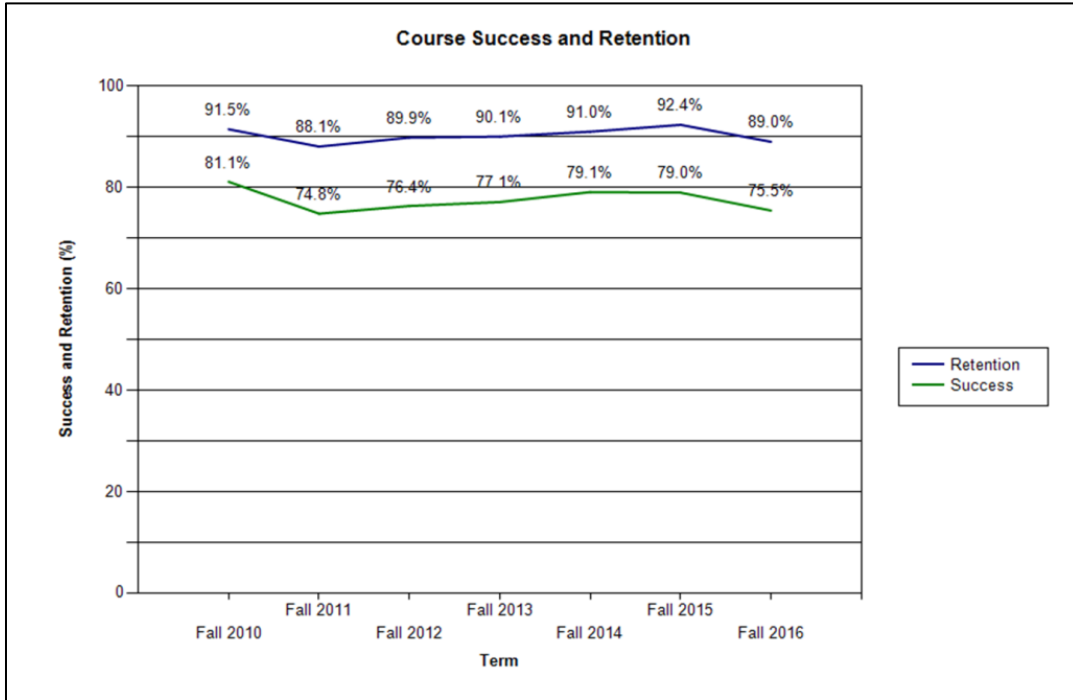
APPENDIX 2
Enrollment Data

ESL--Enrollment by Gender

ESL--Enrollment by Age
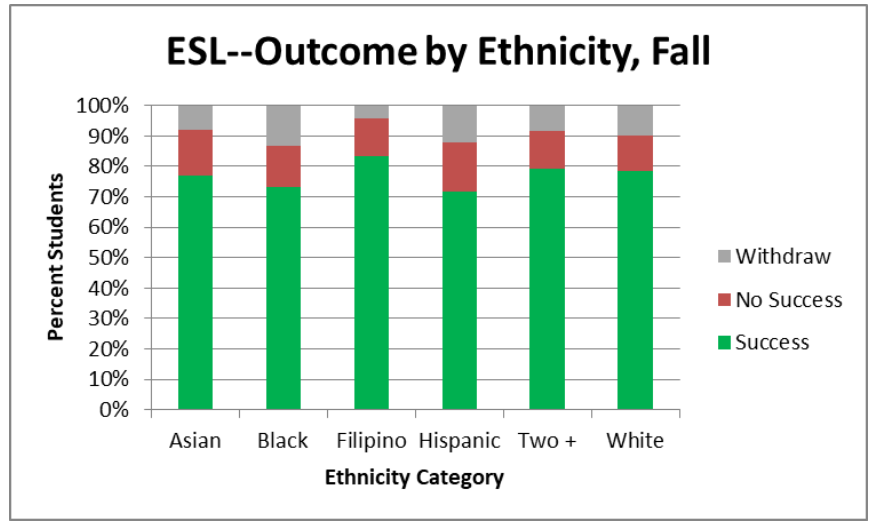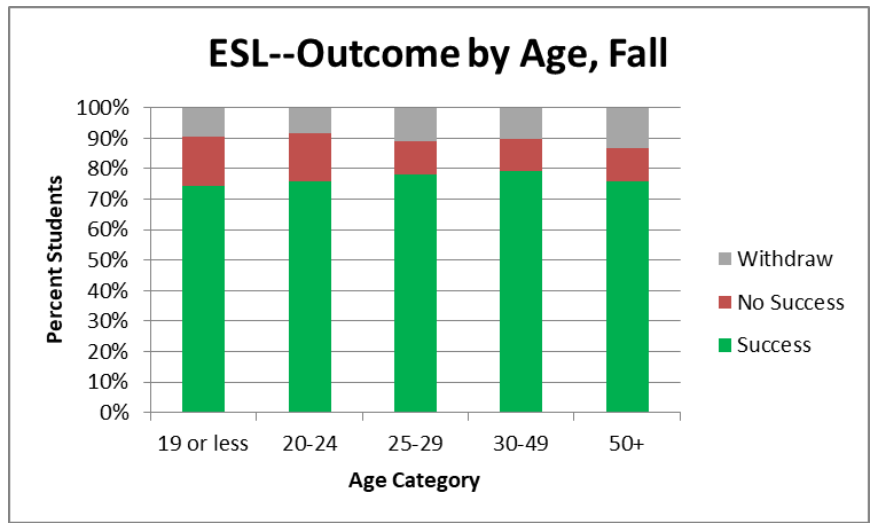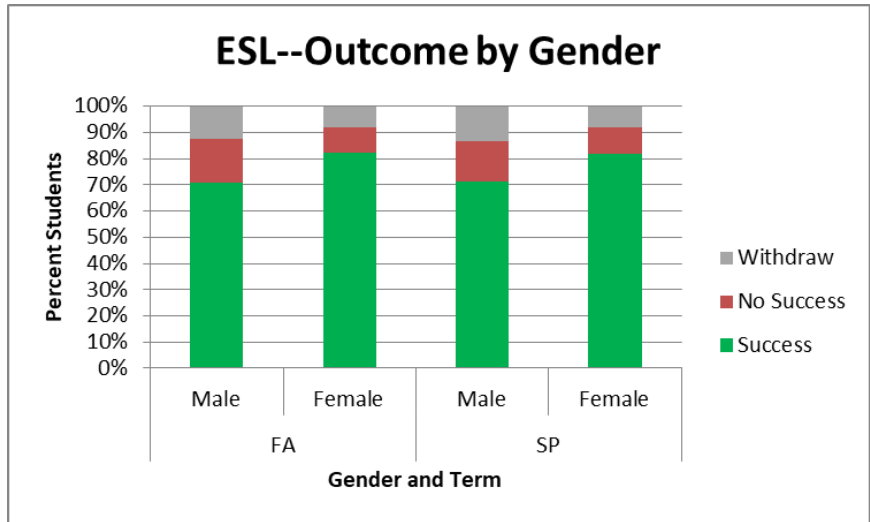

ESL--Enrollment by Ethnicity
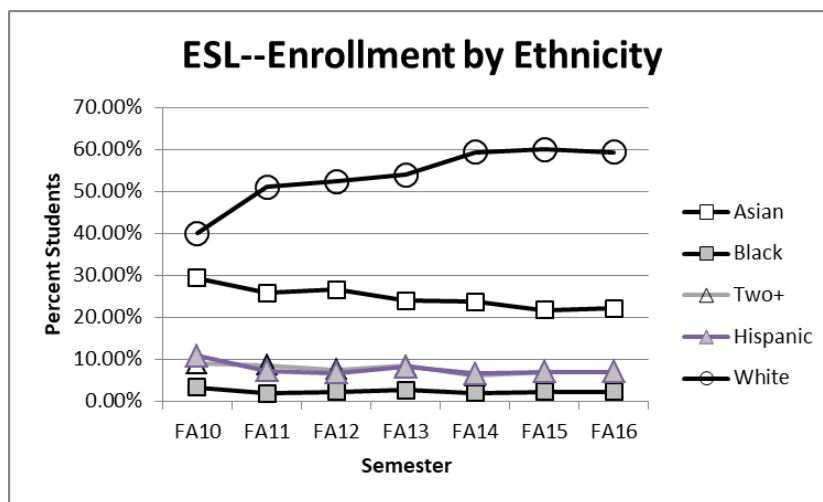
APPENDIX 3
Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%
College Targets: Success 75% and Retention 85%

Course Success and Retention

Term	Retention	Success
Fall 2010	91.5%	81.1%
Fall 2011	88.1%	74.8%
Fall 2012	89.9%	76.4%
Fall 2013	90.1%	77.1%
Fall 2014	91.0%	79.1%
Fall 2015	92.4%	79.0%
Fall 2016	89.0%	75.5%

Course Success and Retention

Term	Retention	Success
Spring 2011	90.0%	78.0%
Spring 2012	87.3%	74.9%
Spring 2013	89.3%	76.7%
Spring 2014	90.5%	77.9%
Spring 2015	92.2%	79.6%
Spring 2016	86.6%	75.6%
Spring 2017	87.9%	75.9%

ESL--Outcome by Gender

ESL--Outcome by Age, Fall

ESL--Outcome by Ethnicity, Fall

APPENDIX 4
ESL Course Outlines, SLO Assessment Report, & Library Resources

ESL Course Outlines Governing Board Review Dates

ESL 070	May 2015
ESL 071	May 2015
ESL 080	May 2015
ESL 081	May 2015
ESL 090	May 2010
ESL 096	May 2016
ESL 096L	December 2013
ESL 096R	December 2012
ESL 100	May 2016
ESL 100L	May 2016
ESL 100R	May 2016
ESL 103	May 2016
ESL 103L	December 2013
ESL 103R	May 2016
ESL 106	May 2016
ESL 106R	May 2016
ESL 108	May 2016
ESL 109	May 2010
ESL 119	May 2016
ESL 119R	May 2015

The GC ESL Department does not have articulation agreements.

Review of SLO Assessment Reporting for ESL
Spring 2018 Program Review
By Joan Ahrens, SLO Coordinator, 3/6/18

SLO Cycles to be Included in this report:
- Fall 2009 – Spring 2015 (TracDat will only have assessment results from 2012 on.)*
- Fall 2015 – Spring 2021 (All assessment results should be in TracDat up through Spring 2017.)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

ESL Information

For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
ESL 071	3	No results posted. The six-year plan indicates the course SLOs will be assessed continuously.
ESL 081	3	No results posted. The six-year plan indicates the course SLOs will be assessed continuously.
ESL 096R – Not on your 6-yr plan. When was course added?	2-9	Results are posted for SLO #1, but they are not posted for SLOs #2-9. We need update the six-year plan and add this info to TracDat.
ESL 100L – Not on your 6-yr plan. Was 100 split into 100L and 100R?	3	Assessments are up to date for SLO #1 and #2. No results posted for SLO#3. Assessment dates needed for SLO #3. Will you be assessing continuously?
ESL 100R – Not on your 6-yr plan. Was 100 split into 100L and 100R?	2-8	Assessments are up to date for SLO #1. No results posted for SLOs # 2-8. Assessment dates needed for SLO #2-8. Will you be assessing continuously?
ESL 103R – Not on your 6-yr plan.	2-8	Assessments are up to date for SLO #1. No results posted for SLOs # 2-8. Assessment dates needed for SLO #2-8. Will you be assessing continuously?
ESL 106R – Not on your 6-yr plan	2-7	Assessments are up to date for SLO #1 .No results posted for SLOs # 2-7. Assessment dates needed for SLO #2-7. Will you be assessing continuously?
ESL 119 – Not on your 6-yr plan	1-3	It looks like you've been assessing regularly. Current through Fall 2017
ESL 119R – Not on your 6-yr plan	1 & 2	No results posted on TracDat.

Library Resources for English as a Second Language (ESL)

Books

Grossmont's library owns 49 titles under the subject heading of "Second Language Acquisition," 42 of which are electronic books. The library also owns 123 foreign language dictionaries, 25 of which are electronic and 98 of which are print. There are also 90 simplified (or easy) readers, all in print form.

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the approximately $28,000 annual library book budget. The allocation allows for a book budget of $231.00 in ESL this year.

There are also two online reference book collections that contain hundreds of entries about English as a Second Language. These collections, or databases, are called "Gale Virtual Reference Library" and "Credo."

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals

Most of the ESL journals/articles are in electronic format, within library periodical databases. This allows for keyword and subject searching, and anytime, anywhere access.

There are a number of multi-disciplinary databases with lots of articles on ESL. For instance, Academic Search Premier and General OneFile offer access to thousands of articles in the subject area.

DVDs, Media

The library owns a number of streaming video databases that cover all topics, including the databases *Films on Demand, Intelecom*, and *Swank*.

April 2018

English as a Second Language Department
Program Review Follow-up Questions (Fall 2018)

Standard 1.1
Do you have data that supports the claim that "students who have completed the highest level…are well prepared to enter and succeed in ENGL 120"?

The data that we have are provided through the California Community College Student Success Scorecard. The scorecard provides the percentage of ESL students who successfully complete ENGL 120 during the cohort years. Our results are referenced under Standard 9.3 on page 67 of our program review report, and a chart is shown on page 68. As mentioned on page 67, our scorecard result for the 2011-12 to 2016-17 cohort is up to 55.1%, which is the highest in the region and the seventh highest in the state.

Preparing our students for the reading and writing requirements in their content-based classes as well as in ENGL 120 is a primary goal of the department. A way for us to achieve that goal is by knowing the general education courses many of our students take and the various reading/writing tasks required in those classes. This semester, we are gathering this information. Mark Poupard is leading the research. Google Forms is being utilized to administer an anonymous questionnaire to students in the three highest levels of the program: ESL 103, 106, and 119. These questions focus on the students' backgrounds (e.g. ethnicity, first language, other languages spoken), major of study, U.S. high school and/or elementary school attendance, the total number of units taken, as well as the demands of their non-ESL classes in terms of reading, writing, speaking, and listening and how the students perceive the difficulty of these classes. Having this information can help us in many ways. For instance, knowing the major language groups can help the GC ESL department tailor language instruction. Knowing the students' majors can help in selecting themes of interest, as well as in selecting genres of writing assignments. Also, knowing students' perceptions of their strengths and weaknesses in reading and writing helps the department to understand how best to cater instruction to the needs of the students. In addition to the above data, students who are being asked to provide examples of their writing assignment in their non-ESL classes so that they can be analyzed for genre, audience, and purpose, as well as other aspects. This also allows instructors to determine areas that might need to be addressed in ESL that currently are not, and also to ascertain which genres might be most beneficial to assign for the students to write in. Results of these studies will be shared with the GC ESL department faculty as a whole.

Standard 1.1
Where do most students start in the sequence and are there different populations in the lower versus higher levels of courses?

Data showing the number of students who place at each level are not provided by the college. We would like to know this information as well but would need support to obtain it. Our resident students are enrolled in all levels of the program. International students,

however, are primarily enrolled in ESL 103, ESL 106, and ESL 119, which are the high-intermediate to advanced levels. As mentioned below, international students have a language proficiency requirement that resident students do not have, and that is the reason most place in the upper levels. To enroll at Grossmont, international students much take the Test of English as a Foreign Language (TOEFL) or other standardized English proficiency exam accepted by the college and achieve a minimum score. There are test waivers, but they require successful completion of intermediate to advanced ESL coursework at an intensive English language program. International students may also take the ESL placement test and be approved to enroll if they place at the ESL 103 level or higher.

Standard 2.1
Considering AB705 what curricular changes are planned?

Beginning Fall 2019, GC ESL will comprise five levels of new courses shown in the table below. Our current curriculum will no longer be offered.

Sequence (Semester)	Proficiency	Core Integrated Skills Course (6 Units)	Supplementary Course (3 Units)	Supplementary Course (3 Units)
1	Beginning	ESL 085 Literacy and Communication	ESL 085R Reading and Vocabulary for College and Everyday Life	ESL 085L Understanding and Speaking American English in College and Everyday Life
2	Intermediate	ESL 095 Introduction to Academic English	ESL 095G Essential Grammar for Written and Spoken Communication	ESL 095P Sounds and Rhythms of American English
3	Advanced	ESL 105 Rhetoric for Academic Success		
4	High-Advanced	ESL 115 Academic Discourse through U.S. Cultures		
5	College Level	ESL 125 College Rhetoric		

As you know, this change is driven by the AB 705 requirement to reduce the time it takes for students to complete our sequence of classes, and we are taking this as an opportunity to move our curriculum in a new direction. Inspired by the work of the Basic Skills Partnership Grant project, which included high school faculty, GC English and ESL faculty, and SDSU faculty, the program's courses will have a stronger focus on genre, audience, and purpose and greater integration of reading, listening, speaking, and writing, which will better prepare students for assignments in content-based courses at GC and at the CSUs. We will also move toward greater use of faculty-generated thematic modules and open educational resources.

Because students will have the increased challenge of attaining the academic standards in all language skills in a shorter time, support and engagement will be increased through embedded tutoring and tutoring at the ESL Lab and a first-year experience that includes orientation, presenters from student services and educational departments, peer mentoring, and flipped-classroom lessons.

In addition to reducing the number of levels in the curriculum, we are pursuing GE status for the two new advanced courses. It is the hope that ESL 115 will fulfill CSU Area C2 and IGETC Area 3B (Humanities) and that ESL 125 will fulfill CSU Area A2 and IGETC Area 1A (Written Communication). ESL programs in the state have already accomplished these goals, and more are currently in the process.

Responses to Follow-up Questions:

Standard 2.1
Will the department be deleting ESL 117 & 117R?

Yes ESL 117 and ESL 117R will be deleted. These courses were developed for the current, seven-level program.

Standard 2.2
Please expand on what you mean by "in science and math, what is learned builds on itself, but language learning does not build on itself"?

This quote is a fragment of the following sentence: "In science and math, what is learned builds on itself, but language learning does not build on itself, it *expands* with every morpheme, phrase, and clause, with every speech act performed, and with every sentence, paragraph, and paper written."

What is meant is that science and math learning builds on itself as the curriculum design reflects. When studying math or science, what is learned builds upon a defined hierarchical sequence: arithmetic, algebra, geometry, trigonometry, calculus, and higher mathematics. Science provides perfectly analogous sequenced hierarchies in the curriculum design of the physical, biological, and social sciences. Language learning and curriculum design are not hierarchical. Language learning in sequenced language courses is more parallel. Learners expand their knowledge and use of the language by broadening it through increased exposure to various communities and linguistic challenges. A simple example would be a word such as "run." "Run for office" isn't necessarily more complex than "run the dishwasher" or "run to work" or "run the jewels" or "run your mouth." Acquisition and learning of each depends on sustained exposure to community-specific, context-specific communicative practices. The Grossmont College ESL curriculum and andragogy facilitate and enhance expanding the students' knowledge of the language as well as sharpening students' language skills as they gain mastery of English.

Standard 2.4
Is there anything that changed in your faculty, the student population, or your course offerings that can explain the increase in withdrawals in 16/17?

During 2015-2016, international student enrollment was higher than usual. Because of this and their requirement to enroll full-time, enrollment in ESL courses spiked. International students enter our program at a higher level since they have a language-proficiency requirement that many demonstrate through the Test of English as a Foreign Language (TOEFL). Because most international students enter our advanced levels, those who enrolled during 2015-2016 very likely completed their ESL coursework in that time frame. International student enrollment went back to regular numbers the following academic year.

Standard 3.2
Do you have any PSLOs? If so, what are your plans to align course SLOs to PSLOs to ISLOs?

Yes, we have PSLOs. We recently completed the course outlines of record for our new curriculum, which was a time-consuming, meticulous, collaborative process. Through the end of this academic year, ESL faculty teams will write the thematic modules for the new curriculum. During this time, we will rewrite the PSLOs, ensuring that they support the ISLOs, and create a new six-year SLO plan. In addition, we will create a new scope of sequence of skills, the document provided to ESL faculty to show how skills are sequenced over the levels to promote consistency within levels. Our scope and sequence of skills is described on page 13 of our program review report. We have a great deal of essential work to complete this academic year.

Standard 3.5
How is SLO data shared between instructors? Tell us more about norming meetings. Please consider sharing your grading rubrics.

At the department's professional development meeting held each semester during flex-week, faculty participate in breakout sessions by course level. During this time, student learning outcome data are reviewed. Our responses to Standards 3.1 and 3.2 provide examples of the discussions and decisions that occur in regard to SLO assessment and results during this meeting.

A description of ESL norming, or calibration, meetings is provided on page 21 of our program review report. The purpose of these meetings is to promote consistency in standards of writing and grading for each course. These meetings are usually scheduled during the 8th or 9th week of the semester to calibrate grading of standardized midterm writing tests. Prior to the meeting, teachers agree on the midterm reading and writing prompt to be used for each level. This decision is often made at the department's professional development meeting during flex week, but the decision may also be made through email communication and the sharing of recommended readings and writing prompts. Each level uses a standard writing evaluation rubric. The faculty agree on the number of student writing samples to evaluate. For example, the seven ESL 106

teachers may decide to score three midterm essays from each 106 section. They bring these writings to the norming session. The essays do not show a grade, and they are not marked with feedback from the instructor. After all of the essays are evaluated by each instructor using the standard rubric, the discussion begins. If faculty score essays differently, they review their evaluation of content, organization, sentence structure, grammar, and mechanics and come to an agreement on the correct evaluation based on the standards for writing for the course, and then they will use this standard when scoring all midterm essays. At the norming session, faculty may also decide to score a few essays, discuss their evaluations to determine what is needed for all to agree on scoring and then proceed to complete a couple more and repeat the process. This is particularly helpful when a level has a new faculty member. It gives him or her the chance to learn scoring expectations for the level before completing his or her evaluation of all of the writing samples.

Standard 4.2
What tutoring is offered to ESL students? How is a tutor selected?

GC Tutorial Services and the English Writing Center have served our students for many years and continue to do so. Previously, embedded tutors assisted nearly all ESL teachers who requested this essential support for their students' language learning. For example, all 16 ESL 070, 071, 080, and 081 sections had embedded tutors; all appreciated the in-class help embedded tutors provided as well as the extra-class tutorials they held with our students. The tutorials made the difference between our students' passing and not passing in many cases. In all cases, classes with an embedded had a value-added experience learning English. Sadly, we currently only have a few Cal Works and Work Study tutors, so our highly trained and experienced tutors are working successfully elsewhere. We are currently working with administration to restore funding of embedded tutors through the Student Success and Equity Task Force.

Tutors come to us through referrals from Work Study, CalWorks, Tutorial Services, and ESL teacher recommendations. We interview the student tutors and determine the best assignment based on their skill level. Embedded tutors then are trained throughout the semester by the assigned teachers. We also have a group training session at midterm time.

Standard 5.3
Since your students don't have great computer skills, going with a ZTC strategy with a lot of work in Canvas means they may struggle more. What is your plan for making this work?

ESL students have the general computer skills needed to use Canvas and open educational resources effectively. As a student population, they are not lacking in this regard. For those who need support, we provide clear, detailed instructions on handouts, which we go through with them in class. Our tutors are also very helpful in

providing assistance, and we provide hands-on training in the ESL Lab. Our students became proficient Blackboard users very quickly, and they are showing the same skill with Canvas.

Standard 5.1
What differences are there in older versus younger populations of students in terms of which course levels they start at and how far they go through the sequence?
Data showing how age groups place in the ESL sequence and how well they persist are not provided by the college. As mentioned for Standard 1.1 above, we would like to have these data but would need support to obtain them.

Standard 5.2
Please tell us more about the Basic Skills Partnership Grant Project

Beginning in Summer 2017, Mark Poupard and Craig Carroll joined the Basic Skills Partnership Grant project. Participants in this project included faculty from GC ESL, GC English, SDSU Rhetoric and Writing, SDSU Linguistics, and local high schools. The faculty reviewed course outlines of record for classes in GC's writing program (ESL 119, ENG 99, ENG 110, ENG 120, ENG 124) and SDSU's writing program (RWS 100, 200, and 305W as well as LING 100, 200, and 305W, the ESL counterparts), and reviewed prompts and sample writings for SDSU's Writing Placement Assessment (WPA). All of this was done to align the programs from high school through community college and lower-division at SDSU and to prepare students for the WPA and upper-division SDSU writing program. Participating faculty also were embedded in SDSU writing classes in October 2017 to observe how the course objectives were being realized in the classroom setting, and then to report back to the whole group.

It was discerned that for students to respond successfully to the WPA and succeed in SDSU's writing program, they needed to become socio-literate writers. In other words, they need to be aware of the values that different discourse communities have and how writers adapt their language, organization, and style to address different audiences for different purposes. As a result, in Spring 2018 the BSPG project meetings were focused on the three pillars of genre, audience, and purpose in order that the participating faculty could strengthen their knowledge of these three concepts and begin to develop new lessons and materials that focus on these concepts. The Spring 2018 semester ended with a symposium at the Mission Trails Visitor Center in which numerous faculty from this project presented on materials that they had developed during this semester so that all participants could further their knowledge of how to apply these concepts in their classes.

Standard 6.1
What are the orientation needs for the recent immigrant ESL students?

An orientation for ESL students needs to provide an overview of the ESL course sequence of classes and the language instruction provided in each course. Students would greatly benefit by understanding the interactive nature of ESL classes, the importance of effective study skills, and expectations for out-of-class assignments. Their

understanding of the rules for academic integrity is also essential. The orientation would need to include the student support services provided by the college. As described on page 47 of our report, our department was unable to bring back resident student orientations. One way we have decided to provide this support to our students is by developing a first-year experience. We will develop and pilot it at the ESL 085 and ESL 096 levels. These courses will be part of our new curriculum. In addition to providing the information above, during this first year, we will incorporate learning opportunities to ensure our students have much needed knowledge and experience to promote their success. They will include community service learning, tutoring workshops, student services presentations (e.g. Career Center, Peer Mentor Program), an introduction to flipped-classroom design, YouTalk club participation, and teacher-student conferencing. We are very excited about incorporating a first-year experience into our program and hope to improve and build upon it as we see opportunities arise.

Standard 7.1
Please share some examples from your extensive adjunct faculty professional development.

Faculty	Activity/Committee	Year(s)
Kimberly Johnson	Level-One Curriculum Team	2016 to Present
	• Created thematic lesson plans that are very meaningful to our students' lives.	
	CSL Project	2017 to Present
	• This project has been extremely beneficial to our students because it teaches them meaningful lessons about our community's needs. It also allows students to participate in on-campus and off-campus community service activities.	
	Active Learner Leaders Conference (ALL)	2018
	• Explored challenges and solutions regarding, teaching, learning and leading. • Gathered best practices and new approaches from colleagues.	
	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	2017
	• This conference allowed team teachers to create thematic lessons while presenting many new ideas and approaches to teaching the content.	
	CATESOL San Diego Regional Conference	2102, 2016
	• CATESOL conferences provide an opportunity to learn new approaches to teaching in the field. It's also a great way to meet other professionals and share ideas.	

Brittany Zemlick	**Basic Skills Partnership Grant Project**	February 2018 to present
	• This project has provided our department with indispensable insights into the role of genre, audience, and purpose in developing literate writers. It also has provided a clear view of the expectations of the GC English department and at SDSU, which is vital to helping us prepare our students. This project has also provided me with valuable guidance in designing and developing lessons that will support my students in their future studies.	
	CATESOL San Diego Regional Conference	Spring 2018
	• I had the opportunity to participate on a panel of ESL employers to provide direction for instructors as they search for jobs. I was also able to participate in valuable professional development sessions which have continued to add to and improve my teaching.	
	Hiring Committee	Spring 2018
	• I was able to contribute the fair process of interviewing candidates for an important administrative position at Grossmont College.	
	CATESOL San Diego Chapter Mini Conference attendance and coordination	Fall 2017 and 2018
	• We were able to provide an opportunity for local instructors to connect, share ideas, and support each other in developing their teaching skills.	
	Basic Needs Task Force	Fall 2017 to present
	• This task force is helping to retain students who are at risk of dropping out by connecting them with staff and services to meet their basic nutrition and housing needs.	
Duc Le	**Basic Skills Partnership Grant Symposium**	2018
	• This event provided practical training and knowledge on how to incorporate genre, audience, and purpose into our activities and coursework. Such experience will better enable instructors to prepare students for the work in transfer-level writing courses at Grossmont and beyond.	
	San Diego Area Writing Project Conferences	2016-2018
	• These conferences were amazing experiences in learning exciting and innovative methods in teaching various aspects of writing (such as making writing more creative, non-written extensions of writing, etc.).	
	Multicultural Education Conference in Anaheim	2017
	• At this event, instructors learned about a variety of topics in the fields of language learning and teaching, ESL, writing, and culture in the field of academia. This conference provided instructors the opportunity to work with those in other subjects to improve cultural awareness in schools.	
	San Diego Regional CATESOL Conferences	2015-2018

	• These events are small, but impactful ways to connect with others in the field of ESL. Instructors can get updated on recent trends and research.	
	Tutor Expo 2017	2017
	• This event was a wonderful way to learn how educational professionals (instructors, coordinators, and administrators) are supporting classrooms with tutors. Breakouts helped show how to equitably embed tutors into classrooms and provide continuous support to students from non-traditional backgrounds.	
Victoria Thatte	ESL Writers' Review Editor	Spring 2013-Spring 2015
	• Provided a venue for ESL students to showcase their work and develop pride in the results of their learning efforts.	
	Attended CATESOL Conference	2013, 2015
	• Learned many new and updated teaching techniques to help students learn, retain, and apply material.	
	CATESOL Regional Conference Planning Committee	2015
	• Helped organize a conference located at Grossmont where ESL educators could share teaching methods and techniques.	
Tina-Marie Parker	Basic Skills Partnership Grant Project	Fall 2017-Present
	• This has allowed me to delve deeper into how to teach awareness and use of genre, audience, and purpose in text that students are both exposed to and produce. It has given me the opportunity to understand how these concepts are taught at various levels and identify how to approach it at the level I am currently teaching.	
	San Diego Area Writer's Project Workshops	Spring and Fall 2017, 2018
	• The workshops at these conferences focus on the use of mentor texts – both for overall written organization and sentence-level structures. It has allowed me to introduce new ways of using mentors into the classroom. It has also given me more tools for teaching vocabulary and reading.	
	Midterm Essay Norming Sessions	2017, 2018
	• This allows the teachers in ESL 103 to maintain consistent and high standards for students across class sections.	
	AVID Conference: Intersection of Equity and Pedagogy	2018
	• This day-long conference provided insights on the experience of various minority student groups on campus and how to best support them.	
	Introduction to Teaching with Canvas	2018 (presently happening)
	• This five-week course provides information on how to teach online classes at Grossmont College using Canvas. Although I am not currently teaching an online course, it gives insight into how to best utilize Canvas in my face-to-face classes so that it is clear, easy to use, and accessible.	

Áurea Oliveira	Canvas Online Faculty Certification	2018 to present
	• This certification prepares faculty for use of the learning management system, Canvas, by teaching online instructional techniques that promote student learning and providing tools for course design with effective pedagogy. These techniques are applicable not only in web-enhanced courses but also in hybrid or online courses.	
	Outcomes Assessment Workshop	2018
	• This workshop provided valuable information on the process of integrating direct and indirect assessment measures into curricula. Course assignments can be used as embedded assessments when aligned with SLOs. There should be transparency on why assignments are created, what students need to learn, for what they need these assignments, and how these assignments connect with their courses. Research has shown that this transparency makes students more successful in acquiring the targeted skills.	
	Basic Skills Partnership Grant Project	2018
	• This project informed faculty on the importance of teaching genre, audience and purpose to develop writing literacy among our students. Applications to teaching were also discussed and practiced in the classroom.	
	Using Google+ in Education Webinar	2016
	• As a real-life sharing resource on the internet, Google+ has great education potential. Key features of Google+ such as Circles, Google Messenger, and Instant Upload facilitate student/teacher collaboration and student engagement inside and outside of the classroom.	
	Integrating Social Media Management in the Classroom Webinar	2016
	• This webinar focused on how to embed social media on learning management systems such as Canvas or Blackboard. Using social management tools in these systems allow educators to better integrate social media in the classroom and making students feel connected in real-time.	
Leah Cooper	**Basic Skills Partnership Grant Project**	2018
	• Participation in this project prepared me for the change in our curriculum to a focus on genre, audience, and purpose in all four language skills (reading, writing, listening and speaking) at the various levels. With insight from SDSU English instructors, participants learned valuable tools and shared best practices, as well as instructional ideas, for creating engaging lessons that will prepare our students for the rigors of transfer-level English and college English.	
	Program Review Committee	2017 to Present
	• Currently represent the Division of English, Social and Behavioral Sciences. The committee reviews all college programs and makes recommendations for change and commendations for best practices. • Being a member of Program Review has been a valuable experience from the perspective of how a college is run efficiently and effectively, as well as from the perspective of an instructor given the many types of programs and best practices that I have the opportunity to review.	

	California Acceleration Project (CAP) Conference	2018
	• I attended this conference on behalf of the ESL department to learn more about the upcoming changes required of our department due to AB 705. Not only did we learn about the research driving this new law, but we also learned what other community colleges around the state are doing to comply with the law. In addition, coordinators provided some practical examples in hands-on workshops of how an instructor might apply new methods in the classroom to address some of the issues the new law will inevitably lead to.	
	Institute for Innovative Design and Practice hosted by the California Learning Communities Consortium (CLCC)	2017
	• This conference was a working opportunity for instructors from our department to collaborate on themed modules to be used in our classes and share student engagement techniques, ideas and best practices. We returned from this conference with actual units that were used in the classroom immediately.	
	CATESOL San Diego Regional Conference	2011-2017
	• I attend the SD Regional CATESOL conference every year to hear about the latest issues involving our student population, share best practices, learn practical strategies from my fellow ESL instructors, and explore new approaches in language teaching.	

Standard 8.1

Can you tell us more about students from the Kanda Institute? How is it they are eligible for ENG 120? How is the ACE program doing with enrollment? How is it funded?

We wish we could tell you more about the students from the Kanda Institute and the coursework they complete at Kanda in order to enroll in ENGL 120 at Grossmont, but we have to refer you to those who wrote and maintain the college's articulation agreement with Kanda. GC ESL was not involved in establishing that agreement. ENGL 120 may also be an error. The students may actually be eligible to enroll in ENGL 124.

ACE continues to experience low enrollment, a trend that most other intensive English programs in the U.S. are experiencing. Since Summer 2017 until Fall 2018 (5 sessions), the average student count is 9.2. This decline is due to stricter immigration policies, increased global competition with language schools, and a new placement requirement for transfer students that makes it easier for them to matriculate directly into the credit ESL program without having to take ACE first. ACE has responded to these factors by increasing its marketing efforts, developing better and more relationships with agents, and taking advantage of viral marketing techniques, like increased Facebook and Twitter presence and "Tell-a-Friend" campaigns. ACE is also considering a 5% tuition increase to be implemented in 2019. ACE is funded solely by student tuition; however, with the low enrollments and increased costs for accreditation, we do not have a healthy budgetary balance. Grossmont College President, Nabil Abu-Gazaleh, is aware of ACE's financial situation, and recognizing both the cultural and monetary value our students bring to the college once they matriculate, he has assured us that costs will be covered.

Standard 8.2
How do students find out about the pronunciation classes?

Students find out about our pronunciation classes through international student orientation, their academic counselors, and in-class announcements. ESL faculty present at international student orientations, and during this presentation, enrollment in ESL 109 is encouraged. ESL 090 is not part of this presentation because most international students need the higher-proficiency level course. In addition, the ESL sequence of classes, which includes the pronunciation courses, is in the International Student Handbook.

Academic counselors use the ESL educational planning form to assist students to make ESL course selections, and this form includes ESL 090 and ESL 109. ESL faculty also inform students about these courses through in-class announcements as well as announcements through Canvas and provide the courses' promotional flier.

Standard 8.8
How many embedded tutors are still working in the department? What is your plan for seeking funding to continue embedded tutors?

We have only two embedded tutors and two teaching assistants this semester.

On November 1, we submitted the rationale for ESL embedded tutoring below to the Student Success and Equity Task Force. We will create a plan and budget, and we hope to begin providing embedded again starting Spring 2019.

In order to adhere to AB 705, the GC ESL department is streamlining its program. This requires reducing our levels from seven to five. This reduction of levels necessitates embedded tutors to attend ESL classes and meet with students outside of class. It also necessitates having "drop in" tutors available for students to visit on an as needed basis. These are the goals set forth by the Student Success and Equity Task Force that GC ESL tutors will help to achieve:

Goal: Reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from basic skills sequences.

- **How ESL tutors help realize this goal**: In order to reduce the time it takes ESL students to complete college-level coursework, the GC ESL department is reducing its sequence from seven semesters to five. Without embedded tutors and out-of-class tutors, this reduction will not be possible without decreasing success rates and persistence semester to semester, as well as increasing equity gaps and the percentage of students on academic and/or progress probation.

Goal: Increase success rates and decrease equity gaps in 12 high enrolled gateway courses.

- **How ESL tutors help realize this goal**: With the reduction of ESL levels from seven to five, and the reduction of supplemental courses, GC ESL students will have less time to develop their academic English language skills. They will be placed more quickly in nonESL classes without the language skills that they need. They need linguistic equity. Embedded ESL tutors and out-of-class tutors will help close this equity gap, thereby increasing success rates.

Goal: Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester.

- How ESL tutors help realize this goal: With the reduction of ESL levels from seven to five, and the reduction of supplemental courses, GC ESL students will receive instruction that is much more intense. Embedded tutors will provide individualized support that an instructor alone cannot provide, thereby decreasing the number of students being placed on academic and/or progress probation, while increasing persistence semester to semester. Furthermore, out-of-class tutors will provide added contact time for the students to use their developing language skills while also receiving more individualized support, thereby decreasing the number of students being placed on academic and/or progress probation, while increasing persistence semester to semester

GROSSMONT COLLEGE
FALL 2018 **ENGLISH AS A SECOND LANGUAGE**

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PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION
</div>

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. **Student Engagement Strategies- A Model Program** for well-structured and relevant in-class activities to both engage students and build skills at same time including:
   a. work group activities (Team-Based Learning)
   b. reading circles
   c. thematic modules
   d. standardized assessments
   e. incorporating technology
   f. embedded tutors
   g. *Writer's Review* a newsletter published each semester that features student's writing from all levels and distributed to faculty and students
2. Making all developed materials available online (Canvas) and commitment to ZTC
3. Regular and meaningful dialogue about SLO data and using it to inform changes in instruction and consistent across levels (courses) including adjunct faculty
4. Coordinating instructor training/trouble shooting to ensure an engaging lab experience for both instructors and students
5. Extensive work with the Tutoring Center in comprehensive training and support for tutors (Craig) to ensure quality tutoring services for ESL students
6. For participation in a broad range of on- and off-campus activities by both full-time and adjunct faculty that enhance student success and engagement
7. For ongoing commitment to student success through curriculum development, collaboration with high schools and universities and advocating for the ESL community
8. For inclusion of adjunct faculty in ongoing dept. dialogues, SLO process, curriculum development, and professional development opportunities

The Committee recommends the following:

1. Update input on SLO data and/or course outlines in Trak Dat
2. Pursue funding for embedded tutoring
3. Develop and enact strategies to better meet the needs of and support success of Black and Hispanic students

_____
College President

_____
Program or Department Chair

_____
Academic Program Review Chair

ESL

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	82.4	271.2	88.1	282.0
2015-16	91.2	342.1	89.7	307.1
2014-15	93.0	291.7	86.0	275.2
2013-14	90.0	263.5	89.3	282.4
2012-13	100.1	267.4	90.6	257.1