Instructional Program Review Report
Sierra College, 2019-2020

Department/Program Name:	English as a Second Language
Date Submitted:	<u>February 15, 2020</u>
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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) **<u>Relevancy</u>: This section assesses the program's significance to students, the college, and the community.**

    1a) To provide context for the information that follows, describe the basic functions of your program.

    The ESL Program:

- serves immigrant, documented and undocumented, international, and generation 1.5 students; a diverse group of students, many who are members of "at risk" student populations.
- is a complex, multi-level program of offers courses that provide instruction focused on integrated skills: writing, grammar, reading & vocabulary building, listening & speaking, pronunciation, and language for technology.
- teaches academic language and emphasizes critical thinking to prepare non-native English speakers to take mainstream degree, transfer, and certificate program courses at Sierra College.
- offers the ESL Certificate of Academic Preparedness (ECAP) skills certificate for students completing the advanced courses.
- provides noncredit offerings to an underserved population including undocumented students and delays students' need to access use of financial aid

    1b) How does your program support the District Mission, Vison Statement, and Core Values, quoted below?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

The ESL Program promotes equity at Sierra College by offering comprehensive English language instruction at a range of levels to immigrant and non-resident students in order to reduce achievement gaps. The variety of levels and skills meet needs that vary greatly due to a wide range of educational experience students have had previously. The ESL Program specifically fulfills the Sierra College mission because the program is an inclusive and safe program designed to support a marginalized cohort of students in achieving success. Additionally, the program meets the Core Values of being an inclusive and equitable community by providing critical language skills and American academic and social/cultural skills that allow students to participate further in the local community and economy.

1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

The ESL Program supports all four ISLOs with equity since its curriculum is designed to meet gaps in skills and knowledge which are necessary for students to achieve their educational and career goals. The accelerated curriculum which began implementation in fall 2017 clearly focuses on these:

- Communication – ESL courses provide instruction in all major language skills, reading, writing, listening, and speaking, which are critical to communication in all aspects of daily life to students: career, college, and community. Additional courses such as Pronunciation and Grammar provide instruction that support both comprehension and production in these major skills.
- Technology and Information Competency – The ESL curriculum incorporates technology skills as a common strand in all courses and levels to promote students' ability to use current technology to increase likelihood of success and completion of educational goals and expand opportunity for career. Increased usage of authentic materials for language instruction (e.g., current articles from national media) as opposed to textbooks advances student achievement in information literacy.
- Critical and Creative Thinking – The ESL curriculum incorporates critical thinking at all levels and language skills, from Novice to Pre-college. Even in the earliest courses, students read, evaluate, and respond to relevant, current topics from racism and

immigration policies to neuroplasticity. This updated focus respects the intellectual reality of our student population's lives and previous educational experiences and encourages them to use language skills in a relevant way.

- Citizenship – The updated curriculum uses American History, Culture, and Social Justice as content to teach language skills. By using these topics, students gain an understanding of important issues of the past and present so that they are prepared to participate actively as members of their local and larger community.

1d) Program offerings align with which of the following mission categories; check all that apply:

☒ Transfer ☒ Career ☒ Technical Education ☒ AA/AS/T/Certificates
☒ Basic Skills ☒ Personal ☒ Development/Enrichment. ☒ Lifelong Learning

Please analyze your department's performance in supporting the mission categories marked in 1c above. Provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. Relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.
- Degrees, certificates, and/or licenses your department has generated:
  - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

Language is a foundation, so it is often not the goal itself; therefore, the ESL Department prepares our students with language skills to move into degree, certificate, and transfer programs as well as for citizenship and community involvement.

- Aside from a small number of international students, students are immigrants. ESL department is composed 100% of a marginalized group of students. However, data, as collected by the college, does reflect this high need population.
- Data according to Race and Ethnicity shows nearly half of department population as white. This "white" classification does not give the college the information it needs to help these students. It does not reflect the wide range of Eastern, Middle Eastern, and European descents. For the department and the college, a more useful piece of data is language background.
- Not having relevant data leads the college to not include this marginalized population when developing programs and supports across the college. All non-native speakers, whether classified as white, Asian, Hispanic/Latino, are, by the very nature of not being fluent in English, disadvantaged and lacking in fundamental skills for success. It cannot be stated strongly enough that all research shows that language acquisition of a second language (English) is not served by English courses designed for native-speakers, even those with support (designed for native speakers).

- The percentage of students in ESL department receiving Financial Aid is 52% versus 44% for the college as a whole. This indicates that this group overall should be identified as needing increased support.
- While data shows that students who complete the ESL program are successful outside of ESL, 7% of students who begin at the lowest level progress through to completion degree, certificate, or transfer. This is an area of opportunity to address equity and close an achieve gap for non-native speakers.

Because data from the DSR is not necessarily relevant, the department seeks out other information with the assistance of the Research Office.

The Research Office conducted a small focus group with four students in fall semester, 2019, who had moved from ESL to English 1A. These students identified their challenges:
- as lacking a sense of belonging in the 1A and other non-ESL courses;
- an inability to keep up with fast-spoken lectures and group discussions;
- ESL courses weren't engaging them deeply enough in context of more challenging readings;
- they need more work with APA , MLA, and research;
- they need more time, more practice, and more resources; and
- they discussed the tension they felt between their need to advance in their coursework (due to goals, desire to transfer, and financial aid) and their desire to become fluent in English.

A survey to English 1A faculty about the non-native speakers (NNS) in their classes was conducted after the fall 2019 semester, English faculty noted ESL students need:
- more experience working with longer texts;
- to better self-advocate; and
- may need more help with the online research module.

Some faculty noticed students' discomfort and "anxiety" in the classroom. All faculty noted the essential need for ESL program and that students should consider the value of taking ESL courses.

A. Certificates

    a. The ESL Certificate of Academic Preparedness (ECAP) is a skills certificate awarded when a student completes all of the highest-level courses offered in the credit program. The attainment of this certificate indicates a student is prepared with the language and academic skills to be successful in college level coursework. Students also use this evidence for career readiness. While this certificate indicates a great accomplishment, if students select this certificate as their educational goal in CCCApply, they are not eligible for Financial Aid. This has a negative impact on students' desire to earn this.

ECAP Certificates Awarded				
2014-15	2015-16	2016-17	2017-18	2018-19
14	10	5	17	14

The program plans to develop achievement certificates which include pathways to education and career goals, which would also allow students access to financial aid while pursuing their certificates.

b. ESL Intermediate-High Certificate of Competency of Writing and Reading Skills
ESL Intermediate-High Certificate of Competency of Oral Skills

The ESL Department began offering noncredit courses in spring 2017. Since initially launching one novice course, it has incrementally rolled out noncredit versions (also called "mirrored" versions) of all courses in the basic skills levels with the complete offerings available fall 2019. In fall 2019, the department submitted two Certificates of Competency skills certificates which will document the educational achievement of students who do not wish to continue with ESL instruction. They fulfill a requirement for the college to receive the maximum apportionment for noncredit courses as part of the Career Development and College Preparation program. The certificates are currently under review at the Chancellor's office. The plan is to auto award these certificates once they are available.

B. The Student Equity Plan includes key opportunities for the ESL department to address equity (items in italics are directly from the Student Equity Plan):

- *Access: Successful Enrollment*
  - *Equity-minded website, and marketing materials (for ex. Visually Inclusive website, multi-lingual, etc.).* The ESL Department has requested that language barriers be addressed in various venues (e.g., AB705 meetings, Interest Area Meetings, comments to Guided Pathways Student Completion and Equity Strategic Plan). In December 2019, the department met with the Marketing Director and Manager to begin initial discussions. The following actions are in progress:
    i. Student survey to understand how and where students receive information about language instruction to improve information and communication about the program.
    ii. Review website for compliance with required AB705 language.

  - *Better onboarding process (Checklists, hard to keep attention, orientation doesn't really speak to programs (EOPS, Financial Aid, RISE, Payment process, etc.)* The ESL Program has advised that needs of non-native speakers should be addressed in various venues (e.g., AB705 meetings, Interest Area Meetings, meeting with stakeholders including administrators, comments to Guided Pathways Student Completion and Equity Strategic Plan). Both lack of assessment and placement processes using recognized best practices as well as language accessibility are barriers. While the program has offered suggestions for improvement and requested to be involved in creation of supports and programs for onboarding, at this time, the department's input has not been incorporated.

- *Retention Fall to Spring. Goal to increase from 72% retention to 80% by 2021-2022.* ESL 3-year average is 88.5 versus District 86.8 per DSR.
  - Activities:
    i. *Integrate career development in student services and instructional activities to connect college and career.* ESL has integrated career content and skills into accelerated curriculum design. Over the past several years, ESL courses have used the Career and Transfer Center as a resource with a) equity-minded workshops that use accessible language for non-native speakers, b) class visits by Career Center specialists to the lower

and intermediate level classes to help students identify pathways after ESL, and c) as a source for career-related writing assignments. This year, however, the Career Center has indicated it will no longer provide class visits. This change will lead to a gap in supporting this equity goal.

  ii. *Explore academic support improvements for Math, English & ESL.*
    a) ESL worked with the Writing Center to provide two sentence-level workshops specifically designed for non-native English speakers in fall 2019. Both workshops were well attended and there are plans to offer again in spring 2020.
    b) In response to both the Student Focus Group and English 1A instructor survey, ESL Faculty will work with the Tutor Center Coordinator in spring 2020 to identify additional supports for non-native speakers in ESL, English, and across the curriculum as resources allow.

  iii. *Auto award/ auto petition students who are eligible for a degree or certificate.* Department will investigate whether ECAP can be auto awarded. Two new noncredit Intermediate High skills certificates have been submitted to the Chancellor' office for approval. Auto award will be initiated once approved.

– *Messaging/communications for students with accessibility needs.* The ESL Department believes "accessibility" includes appropriate language (either modified English or other languages, e.g., Spanish, Russian). The ESL Department has requested to address both in various venues (e.g., AB705 meetings, Interest Area Meetings, comments to Guided Pathways Student Completion and Equity Strategic Plan). While the program has offered suggestions for improvement and requested to be involved in creation of supports and programs for onboarding, at this time, these language barriers have not been adequately addressed.

- *Completion of transfer level of math and English*
  - *AB 705 Implementation across English and Math transfer courses. As applicable apply/implement AB705 guidelines to ESL.* The college has focused heavily on implementation of AB705 related to English and Math. Major points for ESL include the following:
    - i. The ESL Department revised its curriculum to meet the AB705 requirements that ESL instruction will maximize the probability that the student will enter and complete degree and transfer requirements in English within three years (5 semesters). (see attached program flowchart)
    - ii. One novice level course which is noncredit only.
    - iii. Three levels of basic skills which may be taken as either credit or noncredit.
    - iv. Two transfer levels.
    - v. In fall 2019, an accelerated option at the highest level (ESL 25C) was added. This allows a student to complete the credit program in 4 semesters.

C. ESL Department is a strong user of the Tutor Center resources and PASS Peer in particular. Data from fall 2019 indicates students who did not use the Tutor Center had a success rate of 68% and those who did use had a 77% success rate (the data includes PASS Peer and other tutoring programs).

Fall 2019, 28 ESL class sections used PASS peers. Students in ESL classes spent approximately 1800 hours in PASS peer group tutoring sessions this fall. The Tutor Center indicates that usage has increased since the ESL classes moved into the LRC, especially among the lower level courses. The ESL department's participation in the PASS peer program for the past 7 years has been very beneficial to students and has added to the diversity of the students and tutors the Sierra

College Tutor Center sees.   The Tutor Center hopes to continue to coordinate with ESL faculty to advertise the benefits of tutoring for and by ESL students.

Acad_Year	Tutor Center												Total		
	2018-19														
TERM_CODE	201860			201880			201940			Total			Total		
hasTC_ALL_Desc	Head count	%CT Pct Of Total	Success Rate	Headc ount	%CT Pct Of Total	Success Rate	Headc ount	%CT Pct Of Total	Success Rate	Headc ount	%CT Pct Of Total	Success Rate	Headc ount	%CT Pct Of Total	Success Rate
No TC	16	48.48%	0.25	232	57.00%	0.71	199	52.51%	0.67	365	64.49%	0.68	365	64.49%	0.68
Yes TC	17	51.52%	0.65	175	43.00%	0.77	180	47.49%	0.77	285	50.35%	0.77	285	50.35%	0.77
Total	33	100.00%	0.45	407	100.00%	0.74	379	100.00%	0.72	566	100.00%	0.73	566	100.00%	0.73

D. Equity Goal

The specific needs of non-native speakers have not been incorporated when interventions, programs, and processes for student support have been developed. The department seeks to be involved in groups that work on these issues. The lack of enough full-time faculty to serve on Senate, committees, and workgroups has had a negative impact on the ability of these needs to be addressed.

Students in the ESL Program are non-native English speakers. In general, they are a marginalized group whose language, educational, and social/emotional needs are often not understood by the college community at large. The way the college has used disproportionately impacted or historically underrepresented groups in creating its equity plan and equity work usually leaves this group out because the individuals are from many different racial and ethnic groups which do not align into categories that are a priority for the college, and the group is relatively small.

E. Guided Pathways/IA Impact

Non-native speakers in ESL classes are at a disadvantage because they are not receiving support from the support teams related to their current coursework and plan.

Initially, when it appeared that the IA plan would include counselors and support specialists who would work closely with departments within the IA, the department felt this would strengthen support for students taking a series of ESL courses. Language acquisition is a complex process, and the program itself is complex in levels and skills to meet varying student needs. Having dedicated counseling and support staff who were well versed in this area and with whom department faculty could work closely to provide language related guidance was viewed positively as meeting an equity gap.

However, the plan has not been implemented as anticipated. Because most students actually select a major other than ESL because 1) they are thinking of their long-term goals, and 2) they do not receive financial aid if the ESL skills certificate is selected as the educational goal, many students in the ESL program are actually a part of a different IA. Therefore, they are directed by various institutional systems not to the Language and Literature IA team, but to another IA team, even if their plan is to take nothing but ESL courses for several semesters or years.

The department struggles to find avenues to educate, inform, and assist in development of interventions to support non-native speakers who are currently in the ESL program and those who are taking courses in all areas of the college.

e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service. Please include specific data and examples when these are available and relevant to the analysis.

The ESL Program
- produces many current and former ESL students to work on campus in Student Services (Success Center, Student Engagement Centers, Tutor Center, Testing Center, the Hub, A&R), greatly adding to both diversity and support for all students.
- contributes significantly to the diversity of the college. We serve immigrant and international students from over 20 countries. 100% of those students are from diverse backgrounds.
- contributes largely to the annual People & Culture Days event which celebrates diversity and educates the campus and community population about a variety of cultures, traditions, and international issues. The ESL Program has helped organize the event since its beginning in 2002.
- has two ESL instructors that lead the International Life Club and Talk Time, opportunities for facilitating intercultural interaction and leadership skill development.
- is a prominent contributor to Latina/o/x activities including Hispanic Heritage Month, La Semana Latina, Cesar Chavez Higher Education Speaker Series, and Undocumented Student Center events.

2) **Currency**: **This category assesses the currency of program curricula and instruction as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Describe any developments in your program's curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

- ESL Program will complete Curriculum Review in 2020/21. It last completed Curriculum Review in spring 2017 at which time it implemented a complete overhaul of the program.
- The focus is accelerated, integrated, contextualized curriculum. This was rolled out in phases with all levels offered in spring 2018.
- This revised curriculum was in response to analysis of student success and retention rates; the department used best practices guidance from California Acceleration Project and the RP Group to inform its planning.
- New CSLOs were developed to reflect the data collected by surveys, focus groups, faculty retreats including adjunct faculty, research, and site visits of other accelerated models.
- Additionally, this accelerated program aligned with guidance from AB705 and was in place well before the deadline of fall 2020.
- Analysis of student success, in writing particularly, has taken place during Planning and Assessment and department meetings over the past 3 years. The department found that while some areas, such as critical thinking, improved with the integrated skills design, SLOs indicated students struggled in other areas, particularly writing.

- Without dedicated grammar courses, many students lacked fundamental language structure to express their ideas in a coherent way. To address this need, a new novice-high level grammar course was developed and offered fall 2019 (ESL 512G). Further, to support those students needing continued instruction in this area, curriculum for two additional levels of dedicated grammar courses will be offered beginning fall 2020 (ESL 522G and ESL 532G).
- All of the highest level ESL courses are now being offered as hybrids. Minimizing time on campus allows students at this level in the program to fit in some of their major coursework more easily.
- In response to AB705 changes that encourage students accelerating to English 1A, a new, intensive advanced writing course, 25C has been offered that reduces by 1 semester the pathway to transfer-level English.
- Enrollments indicate students are very attracted to the accelerated option of ESL 25C; however, preliminary evidence suggests that this may be too fast for success in English 1A. The department will need to monitor this carefully and use data to consider which courses to offer and/or supports that might be needed outside of the classroom to support success.
- Data continues to shows that the higher the level of ESL completion, the more successful students are in subsequent non-ESL coursework.
- Focus group data indicates that students need more processing time, and this is something to consider in future course offerings and curriculum development. Additionally, students need more support with research and integration of subject matter. This is an opportunity for department faculty to work with both the English department and Support Services.
- In addition to the first noncredit course (ESL 800), all courses from Novice High through Intermediate High are now offered as either credit or noncredit in a mirrored fashion. This has greatly expanded the opportunity for students to take necessary courses for language instruction and save any financial aid for further coursework either in higher-level credit ESL or courses outside the program for certificates/degrees.
- In fall 2019, two noncredit Intermediate High Certificates for both Oral Skills and Writing/Reading skills went through Curriculum. Students whose goals include reaching intermediate level language skills for vocational or community needs and do not have plans for further college study may receive recognition and show completion with these certificates.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcome, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

- The department has spent a great deal of time and energy in revising the curriculum related to the integration of reading and writing but had not revised the department-wide the final assessment to reflect this revised curriculum and CLOs. During 2019, the department made revisions, incorporating a reading passage and adjusting the rubric to reflect level appropriate reading skills. The most recent department writing exam identified a need for clarification of curriculum/CSLOs and training to teach language in an integrated way using authentic materials.

- Analysis of CSLOs for the C courses has indicated that many students needed additional and more focused grammar instruction than the newly revised curriculum offered. To address this need, a new novice-high level grammar course began being offered fall 2019 (ESL 512G). Further, to support those students needing continued instruction in this area, curriculum for two additional levels of grammar courses will be offered beginning fall 2020 (ESL 522G and ESL 532G). This

change is in line with the trend that most ESL program in the state have followed when incorporated an accelerated model.

- The large-unit courses became barriers to students in terms of scheduling and workload. On average, there is a higher percentage of non-traditional students in ESL than college-wide. They are also more likely to have a family. The department revised the oral skills classes to three units. This, along with providing dedicated grammar classes of three units, will allow students to be able to take the courses they need and fit them into schedule that works with their job and family demands more easily.

- An important note on the adjustment to the O classes and the new grammar classes of three units: these grammar and revised oral skills classes continue to integrate skills and contextualize language learning. Faculty need training so that they do not revert to the former, non-contextualized and non-integrated skills methods.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

Because assessment is a natural component of a leveled language program, The ESL Department has collected data via SLAS for every course every semester. However, the workload and management of recording so many CSLOs for a great variety of courses took away from focusing on closing the loop on key areas in the program. Therefore, beginning with this new cycle, F19 – S25, the department will complete the minimum requirements of recording assessments for each course once each 3 years. The department will instead prioritize one aspect, writing CSLOS, and record and analyze those same CSLOS every year for the next three years. The time is right for this focus as the department plans to re-evaluate the department writing exam/portfolio process spring 2020. In this way, we can manage our resources better and zero in on making adjustments, as needed, to either teaching, curriculum, assessment, or a combination. After this, the department will re-evaluate and determine whether to focus on another area. This most likely would be oral skills.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts, including Flex activities, serve to improve teaching, learning and scholarship.

The transition from the traditional, separate skills program to the new program was rolled out over a period of several years. During this time, the department simultaneously added noncredit courses and hybrid courses at the upper levels. This could only have been accomplished because the entire department, both FT and PT faculty, invest heavily of their time in continually updating their skills and knowledge related to teaching English as a Second Language, current trends, and research in pedagogy (acceleration and integration of skills), legislative changes that impact curriculum (AB705), technology (flipping classes), and overall focus on equity.

The ESL department maintains strong participation by PT faculty in Planning and Assessments meetings, optional flex meetings devoted to reviewing and revising the departmental writing exam process, and college opportunities such as Friday Forum. A sample of the breadth and depth of professional development that the faculty have completed the past three years follows.

Full-time Faculty
Annual National Conference on Race and Ethnicity

Equity and Inclusion Faculty Certificate Series Sierra Equity and Inclusion Retreat CAP Community of Practice, Riverside The RP Group Navigating and Networking, Through AB705 Implementation CATESOL State Conference in Santa Clara Reading Apprenticeship Conference and Workshops
Part-time Faculty
Annual National Conference on Race and Ethnicity Equity and Inclusion Faculty Certificate Series Sierra College SC4 Teaching Men of Color in Community College CATESOL State Conference in San Jose CATESOL State Conference in Anaheim CATESOL State Conference in Santa Clara Reading Apprenticeship Training Acceleration Conference, Sacramento Acceleration Conference, Skyline College Acceleration Workshop, American River College Acceleration English/ESL Workshop, Porterville College Acceleration English/ESL Workshop, Emeryville CAP Community of Practice, Riverside

Teaching the revised curriculum effectively has proven to be a challenge for faculty. The greatest needs are for learning how to successfully teach skills in an integrated fashion and teach grammar in context and with authentic materials. The focus on authentic materials and movement away from textbooks is particularly difficult for adjunct faculty who have limited time, teach at other colleges whose curriculum is not integrated, and do not have consistent course assignments. Professional development in these areas is necessary so that the curriculum is taught as designed. We have requested support for an all-day workshop for all FT and PT faculty to focus on these needs. In December 2019, we received approval with financial support for PT faculty to attend. The department is in the planning stages for the all day workshop to take place on April 17, 2020.

    2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

Effectiveness: **This section assesses the effectiveness of the program in light of traditional measurements.**

    3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

As relevant, please address your program's role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

ESL 3-year average retention is 88.5% versus District 86.8%. A key to this result is strong and caring relationships students and faculty build in ESL. Faculty guide and encourage students, not just in language acquisition, but also in life beyond ESL. ESL faculty understand that ESL students, even in the best of circumstances, face trauma in moving to a new country and beginning a new life. Additionally, the department has a long-serving, compassionate, and helpful IA to whom many students turn for assistance in navigating college.

ESL Success 3-year-average was 72.4%. This is an increase since the last two program reviews, 70% in 2013/14 and 71% 2016/17. This upward trend is promising, but still below District Success rate of 74.4%.

A major factor contributing to lower success is many ESL students begin coursework at the college unfamiliar with American academic expectations. Once courses begin, they discover that they are unprepared or unable to dedicate the time necessary to complete coursework demands (Carnegie unit). To address this, 1-unit Skills for Success courses were developed that are co-requisites for the core Writing/Reading courses. These courses support students with additional, focused language skills instruction, introduction to college resources, and student skills for success.

Additionally, the ESL student population is significantly older than the district-wide. This presents particular challenges related to college readiness, health issues, family demands, and technology ability.

Age Range	District	ESL
18-20	38%	8%
21-24	24%	10%
25-29	13%	11%
30-39	11%	28%
40-49	5%	24%
50-59	3%	12%
60 and over	1%	5%

Supports such as Tutoring, PASS Peers, and workshops make a difference as earlier data from the Tutoring Center demonstrate. In addition to offering a High Novice ESL Technology course, the department has worked with the Tutor Center to add Canvas use tutoring to improve technology skills are and increase likelihood of success. Continuing to identify and build supports is key to improving success.

The department uses portfolio process, department-wide final writing exam in order to enable a smooth and consistent progression that ensures students are ready for each new level. Because this exam focused solely on writing, it became outdated and failed to reflect the program changes we made to integrate reading and writing into one C (Composition) course: 510C, 520C, 530C, & 20C. FT and PT faculty met twice to discuss and determine the assessment criteria and reading selection process for integrating reading into the department-wide Final Exam. This new process was initiated spring 2019. Further analysis after fall 2019 recognized the need for 1) clarification of the process and CSLOs, 2) additional training in teaching reading and writing in an integrated way, and 3) re-evaluation of the departmental process to exam if it still meets the needs of the program and with a view toward equity.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program's role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

The following information explains ESL enrollment numbers:

- The program has seen a decline in overall enrollment over the past 4 years from an enrollment of 909 in fall 2016 at Rocklin to 737 in fall 2018. While this is worrisome, this is indicative of ESL enrollments across the State. Outside factors such as strong economy that leads people to work and political climate that causes fear by some immigrants to attend college are some factors related to this decline.
- One section of Vocational ESL had served the community at the Truckee campus for many years. After spring 2018, the program lost its instructor and has not been offered because the department has not had the resources to support recruitment in this area.
- ESL was offered at NCC for the first time in fall 2017. Initial outreach to launch this program was provided by FT faculty. The college was not able to sustain this community outreach and after 3 semesters, insufficient enrollment lead to it no longer being offered.
- Most ESL classes are capped at 25 and at 18 for the entry-level course for pedagogical reasons. For this reason, the ESL Program cannot match the average productivity of lecture-based classes.
- The addition of noncredit courses has led to the expansion of evening program. The program is now offering seven courses (2 sections of 800). This is growth from just three in spring 2017.
- While interest in noncredit has grown, online registration only (no paper applications) is an obstacle. Many colleges offered a simple, paper enrollment process for noncredit. A simple registration process would greatly expand access to the local community.
- Change in TOEFL score requirements and loss of a dedicated International Office has led to reduced numbers of International Students.
- Political and social climate related to immigrants impacts non-native students' feelings of safety with unknown consequences for attendance and participation in institutions including community college.

- The Undocu Center has been an important ally to non-native speakers in the community, not just undocumented students. The staff at this resource understand that helping the entire family supports student success. The staff at the Undocu Center routinely include information and guidance in obtaining language skills through the Sierra College ESL program, especially its noncredit offerings.
- The program seeks to work with the Marketing Department and Outreach Department to development a comprehensive plan to educate both in the community and on campus about the program, but does not have enough faculty to dedicate to this important task.

c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

ESL Department faculty support equity on the campus by serving as EEO reps on hiring committees, completing Undocu Ally training, equity trainings, including the Equity and Inclusion Faculty Certificate Series, and serving on equity focused committees and workgroups.

Most importantly, the ESL Department serves non-native English speakers. They are a marginalized group with very specific needs that must be addressed to truly provide an equitable learning environment for all. Supports throughout the college, from onboarding to basic information and resources which are linguistically accessible and culturally response to, this student group, are necessary to maximize success. The Department will continue to advocate, as human resources allow, for this population to be included in the District's equity plans and work in keeping with Sierra College's Mission Statement and Core Values.

NEW SECTION

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

The department will:

- Evaluate retention and success of three newer aspects of the program and make recommendations for improvements needed:
    – noncredit versus credit versions of the same class
    – hybrid classes vs completely on ground classes
    – the accelerated advanced course ESL 25C versus ESL 20C + ESL 30C

- Develop with the LRC supports for non-native speakers in upper-level ESL, English 1A, and across the curriculum.
- Continue to explore online programs to replace the previous software that provided important practice and reinforcement of language skills.

- Increase transition of students from ESL to non-ESL:
  - This is critical as the college and system-wide push to accelerated leads students to want to move through the ESL program quickly or not complete it at all before continuing in their certificate or major field of study. However, data consistently shows that students are more successful in those areas when they have completed the program through the highest levels. Educating the campus about this, to best guide students requires constant communication with student services and other departments.
- Increase institution-wide awareness and understanding of ESL program
  - Resource permitting, we will continue to meet with on-campus groups (i.e. Student Services, ASSC, the Hub, etc.) and with counselors and other faculty to educate and inform about non-native speakers.
- One of the most critical aspects of AB705/AB1805 is development of a current and approved assessment and placement process. The process should be one that serves this marginalized group to ensure most accurate placement in either ESL or English using best practices. Finding a way forward within the institution has proven most challenging as systems have been designed without ESL faculty input.
- The ESL and English departments have just recently begun discussions about how to collaborate to support non-native speakers. Two ESL faculty and one English Dept. faculty will attend a California Acceleration Project workshop in February 2020 to facilitate this work.
- The ESL Department works with Research to try to obtain relevant data and analysis that is not in the DSR, but that would be informative about success of non-native students within ESL and beyond.

4) Resources: **This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

The ESL Program's 3-year goals in terms of effectiveness, relevance, and currency follow:
Effectiveness:
- Implement all aspects of AB705/AB1805 guidance related to ESL. The curricular requirements have been met. Key aspects to be addressed include:
  - Develop a current and approved assessment and placement process; the current process and tools are set to expire, but no clear path has been identified.
  - Inform Students of the Right to Access Transfer-level Coursework and Credit ESL.
  - Collaborate with English department to support non-native speakers in that program.

- The department has determined that better, dedicated instruction in integration of skills and contextualized grammar is necessary. An important goal of the ESL program is to conduct focused professional development, so that all instructors have the necessary skills and knowledge to teach this aspect of the curriculum. The department has received funding and support for an all day workshop, so this will be critical to move the department toward delivering instruction that way the curriculum is designed. Ongoing professional development will be critical because faculty have taught in a former curriculum and methods for many years, and changing, developing materials, lessons, and syllabi is quite challenging.

- The department will review and possibly revise the departmental writing exam/portfolio process. This process was implemented many years ago and has served the students and program well. However, the writing curriculum has changed significantly. Although the department has thoughtfully made adjustments to the process to better reflect the revised curriculum recently, the department will review more deeply the purpose, validity, and relevancy of our current exam process in order that it best align with equity and our program goals.
- Collaborate with the Learning Center to develop ongoing supports for non-native speakers. The college-wide focus on acceleration and the impact of AB705 is just beginning. ESL students are eager to enter English 1A more quickly than ever before. The department's language acquisition expertise is needed to identify and develop supportive measures to improve success for non-native speakers in the accelerated higher level of ESL program, in English 1A, and in courses across the campus.
- Increase appropriate sections to the growing evening program. While the department now offers the full range of courses in the basic skills levels and those courses have consistently solid enrollments, the department must be careful not to expand too quickly and dilute the fill-rates, or worse, cause courses to be cancelled due to low enrollment.
- Reintroduce a class or classes at the Truckee campus.
- Refine our SLAS assessment plan to focus on specific area so that we are better able to close the loop.

Relevancy:

Providing non-native speakers with appropriate language support is an equity issue and critical for eliminating the achievement gap of this marginalized group.

- An important goal of the ESL Program is to raise awareness among students, faculty, and staff at the college of the relevance of strong academic language skills and the importance of ESL classes for non-native speakers.
    – Work closely with the Language and Literature Counselor and Counselor Liaison to share data and information that will help this critical department have full information to support students.
    – Participate at least annually in Counselor, PT Counselor, and Transition Counselor Trainings to keep all counselors up-to-date on changes to the program and respond to questions and issues that arise.
    – There is little data from which to draw conclusions, but analysis of English 1A pass rates by ESL students by their highest ESL level course, consistent with past performance, finds the higher the ESL level completed, the better the performance in English 1A.

	Eng 1A Pass/Fail	SUBJ_CRSE_NO ENGL 0001A		SUBJ_CRSE_NO ENGL 0001A		SUBJ_CRSE_NO ENGL 0001A		SUBJ_CRSE_NO ENGL 0001A		SUBJ_CRSE_NO ENGL 0001A	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
ESL 0081.0S	fail	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
ESL 0081.2P	pass	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ESL 0530S	fail	3	75.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
ESL 0530S	pass	1	25.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
ESL 1120C	fail	2	25.0%	0	0.0%	0	0.0%	1	100.0%	1	14.3%
ESL 1120C	pass	6	75.0%	0	0.0%	0	0.0%	0	0.0%	6	85.7%
ESL 1124P	pass	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
ESL 1125G	fail	4	25.0%	0	0.0%	1	50.0%	0	0.0%	3	23.1%
ESL 1125G	pass	12	75.0%	1	100.0%	1	50.0%	0	0.0%	10	76.9%
ESL 1125L	pass	4	100.0%	1	100.0%	0	0.0%	1	100.0%	2	100.0%
ESL 1130C	fail	6	11.5%	0	0.0%	2	6.9%	0	0.0%	4	20.0%
ESL 1130C	pass	46	88.5%	0	0.0%	27	93.1%	3	100.0%	16	80.0%

- Additionally, a goal of the ESL Program is to provide training across campus in best practices for both language and cultural needs of this racially and ethnically diverse population in various venues and with various modalities.
  - New Faculty Academy
  - Presentations to Departments and Division meetings
  - POD-created quick videos

- A goal of the ESL Program is to assist the college in including language needs and supports in its communal equity lens as programs and processes are developed. There are many initiatives and opportunities where language, which is a critical skill to success in college and career, should be addressed:
  - Sierra Connect
  - Student onboarding
  - Marketing materials

Currency
- The current certificate offered at the advanced Academic level is the ESL Certificate of Academic Preparedness does not qualify students for financial aid. A priority for the department is to either revise the certificate or develop a new certificate that meets the criteria.
- The noncredit Intermediate-High skills certificates will be available to students beginning in fall 2020. The department will development credit versions of these certificates in the coming year.
- The department will perform Curriculum Review in 2020/21.
- With decisions relating to AB705 for ESL still uncertain in important areas such as assessment tools, the department must stay abreast of guidance released from the Chancellor's office and work closely with college departments to ensure compliance.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

- With recent upgrades to the ESL computers, we lost access to good language software programs that were used in classes and were available to students during opening lab times. The department has not found online resources that are good substitutions. It will continue to investigate viable internet-based options to support language skills and bring those forward through either ePAR or division requests, depending on cost.
- Multiple whiteboards are needed in ESL classrooms. Current rooms in the LRC do not have enough space for more than a couple of students to write at the board. Having boards on different walls allows students to spread out and be actively involved in classroom activities.

Facilities:

The greatest need for the department is classrooms with enough space to support active learning. Language acquisition requires students to work together in pairs and groups. For many years, the ESL classes were held in temporary rooms. Although there were issues related to HVAC and skunks, they were generally large enough and had sufficient whiteboard space. With the start of construction on campus, the classes have been moved to small and narrow rooms in the LRC. These rooms do not allow students to move or arrange themselves in groups because they are so crammed with desks.

Staff:

A FT position was approved in December 2019. This position will replace the retirement of an experienced instructor, Kaye Foster. This will bring the department back to 5 FT positions with 13 PT positions.

Originally, the department had a coordinator with 80%, then 60% release. The coordinator was able to perform significant outreach to ELL programs at our feeder districts, coordinate and support the needs of International students, conduct "in reach" on the campus to education, and collaborate with Student Services program about non-native speakers' needs. The Coordinator position was replaced with a department chair position with 40% release. Since that time, the overall enrollment has dropped to the point that the FTEF has been below the threshold to provide 40%. For the past several years, the department chair's release has only been 20%. This FTEF driven criteria does not reflect the workload of the department chair. Besides needing to complete the same duties as other departments such as Scheduling and Program Review, the ESL Department chair has a complicated role. ESL is often impacted by statewide initiatives such as the Common Assessment Initiative, Basic Skills Initiative, AB705, AB1805, guidance to provide more noncredit, and changes CB 21 and CB 26 codes. The department has not been able to keep up and currently finds itself not completing or working on projects that need attention such as an updated assessment and placement process.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X		X	Equity of students	

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities/future directions, and challenges.

Strengths

A strength is a dedicated and longstanding faculty body. Our part-time faculty group is immensely knowledgeable and experienced. The have tremendous insight with many having served Sierra for over 10 years. The adjunct faculty actively participate in departmental initiatives such as revision of curriculum and development of standard assessments such as the writing exam/portfolio process. Additionally, because many of our part-time faculty teach at other institutions, they share information, ideas, and best practices they have found outside of Sierra. They stay current in pedagogy by their attendance at regional and statewide conferences, often at their own expense or supported by other institutions at which they work.

Our Instructional Aid is a critical support to both faculty and students. She is an extremely devoted individual who makes every attempt to give students the support they need to be successful in the program and on the campus. Students know her by name and find her to be a valuable resource in navigating the many barriers they encounter on campus.

Opportunities

Development of supports for non-native speakers with the Learning Center. Based on information collected from a student focus group and survey of English 1A instructors about non-native speakers' needs, the department will work with the Learning Center to design and implement additional supports for non-native speakers.

Curriculum Review 20/21. We have made dramatic changes to our curriculum over the past few years. First, the department completely revised the program to reflect current pedagogy and research to be an accelerated program with the integrated skills model. Then, based on analysis of CLOs, the department has just recently revised some of the courses (O and S) to focus on highest priority subskills and added dedicated grammar courses to fill specific language needs for some students. After having taught this new program for a few years, the department recognizes that there is too much content in some courses and some fine-tuning is necessary. Curriculum review will be an opportunity to make those necessary changes at one time.

Develop Additional Certificates. The ESL Certificate of Academic Preparedness (ECAP) is a skills certificate is awarded when a student completes all of the highest-level courses offered in the credit program. Beginning in fall 2020, the department will offer two noncredit intermediate-high skills certificates. The program plans to develop achievement certificates that include pathways to education and career goals, which would also allow students access to financial aid while pursuing their certificates.

Departmental Writing Exam. This presents both a challenge and opportunity. The writing curriculum has changed significantly with the new accelerated program. Although the department has thoughtfully made adjustments to the process to better reflect the revised curriculum recently, the department will review more deeply the purpose, validity, and relevancy of our current exam process in order that it best align with equity and our program goals. It will be a challenge to come to a consensus and make any significant change, if determined to be necessary, when a process is already in place. This is an opportunity to look at an important part of our program with fresh eyes with both an equity lens and a sense of meeting the needs of today's curriculum.

Challenges:

Data. The college does not collect data that identifies whether a student's first language is other than English.   This is extremely relevant as it relates to appropriate placement of new students and ongoing success/retention goals. Additionally, this data is relevant to not only students who enroll in ESL, but the hundreds of students taking classes in non-ESL courses. Without this data, the college cannot identify if language may be one factor in retention and success, so the college cannot make informed decisions about appropriate supports or mitigation.
T
AB705/AB1805 Implementation
- As previously stated, the curricular requirements have been met. However, data relating to success of this new curriculum must be collected and analyzed for effectiveness. Then, it may be necessary to make further modifications to curriculum or develop other supports.
- The college implemented in 2019 a placement process that assigns students to English 1A with Support if they have less than 4 years of high school. This would apply to nearly all non-native English speakers. A work around is that Counselors attempt to identify possible non-native speakers through the onboarding process and then advise them to take ESL assessment. The impact of this new process is unknown. However, this process needs further evaluation and ESL faculty should be involved in the development of this.
- Other key aspects that have yet be addressed include:
  - Develop a current and approved assessment and placement process; the current process and tools are set to expire, but no clear path has been identified
  - Inform Students of the Right to Access Transfer-level Coursework and Credit ESL
  - Collaboration with English department to support non-native speakers in that program

Interest Areas/Guided Pathways. Since the college will not direct ESL students to the Language and Literature Interest Area if they have already identified their long-term goal after ESL coursework, the department must find ways to collaborate across all interest areas to help all support specialists and counselors be familiar with an integral aspect of student success–the English language and how fluency and knowledge manifest and don't manifest themselves.

5b) How has this report integrated the views and perspectives of stakeholders in the program?

The long-time IA for the department gave input directly and her knowledge based on close working relationships all instructors, especially adjunct, and her interaction with students is reflected throughout the report. Jennie Longmire, a former ESL instructor of many years and the Tutor Center lead, provided data and input about the Tutor Center and Pass Peers. This report encapsulates discussions held by both FT faculty, PT faculty, and the department IA over the past three years at Planning and Assessment meetings and Departmental Flex meetings. Additionally, FT faculty meet monthly to analyze and then plan for the activities that will lead to success and retention for students in the program. The FT

collaboratively prioritize the work of the department as there is not enough time to address all the ongoing work specific to ESL student needs, special projects determined by legislative mandates, and advocacy and education across the campus for equity for non-native English speakers. These priorities are reflected in the report.