

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

English as a Second Language
Moreno Valley College
2011

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Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

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Table of Contents

A.	Mission and Relationship to the College	3
B.	History	3
C.	Data and Environmental Scan	4
D.	Programs and Curriculum	6
E.	Student Outcomes Assessment	7
F.	Collaboration with Other Units	7
G.	Outreach	7
H.	Long Term Major Resource Planning	8
I.	Summary	8
J.	Recommendations to the Program Review Committee.....	9

Appendix A – ESL Course Chart

Appendix B - English as a Second Language – Special Topic Courses

Appendix C - ESL Student Questionnaire

Appendix D- Course Placements

Appendix E- Rubrics ESL 51-55

Appendix F - ESL 55 Common Final Test Bank Summary

Appendix G - Scoring Rubric: ESL 55 Common Final

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A. Mission and Relationship to the College(s)

ESL Mission Statement

The English as a Second Language Program in the Riverside Community College District serves the diverse student population of the surrounding communities-- Norco, Moreno Valley, and Riverside-- as well as international students by providing affordable education in academic English to students limited in their English proficiency. Through a variety of credit classes, ESL offers instruction in the many language skills necessary to succeed academically at the college level or to gain more proficiency for employment or job advancement. The ESL program promotes self-reliance, cross-cultural awareness, and critical and independent thinking through three constituent colleges.

B. History

In the beginning, ESL was not a separate discipline of the English and Speech Communication Department. As a result, the first program review for the discipline was produced in 2002. Since 2002, the ESL discipline has been restructuring and building up the ESL program to meet the needs of underserved and underrepresented student populations in the District. Due to the changes within the English Discipline curriculum and changes to the graduation requirements, the ESL discipline has had to realign its writing curriculum. We have also realigned the ESL reading/vocabulary courses with the Student Learning Outcomes (SLO) of the Reading discipline's courses. In the academic year 2010-2011, the ACCJC granted independent status to Moreno Valley College and Norco College creating a three- college system within the district. Norco College and Moreno Valley College are in the process of developing an intensive ESL program.

2007-2011 update

Program staffing has shrunk from eight to six full-time faculty members teaching an average of 7.517 FTE per semester. In the same time period (from Fall to Fall), student enrollment in ESL courses decreased by 17% from 888 to 737 after hitting a high of over 1,000 students in 2005. We believe that our enrollment numbers were affected by an overall downturn in community college enrollment statewide due to a cut in the number of sections offered. Nevertheless, overall efficiency has increased in ESL courses.

The following chart briefly summarizes comparative changes from 2007-2011 in the areas of curriculum (number of different ESL courses offered by the college), number of part-time ESL faculty, number of students served per semester, and number of sections offered district-wide and on a per-college basis. All course offerings have decreased due to state-wide cuts. The number of part-time faculty teaching classes has increased due to full-time faculty reassigned time. The FTEF in 2007 was 743.73 and decreased to 721.21 in 2009 (latest figures available). At the same time, the efficiency level, 508.63 for 2007 and 588.13 for 2009, increased significantly.

Areas/Loci of Growth in ESL Discipline

	<u>2007</u>	<u>2011</u>	<u>% Change (2007-2011)</u>
Number of separate courses offered (total from each college)	36	28	-22%
Number of part-time faculty teaching ESL classes	16	20	+25%
Number of students enrolled in ESL classes, academic year	2943	2442	-17%
Number of sections of ESL offered (total), fall semester	68	51	-25%
Number of sections Riverside City College	47	37	-21%
Number of sections Moreno Valley College	14	8	-42%
Number of sections Norco College	7	6	-14%

There were no recommendations in the unit’s 2007 report.

C. Data Analysis and Environmental Scan

In 2007, as the economy took a downturn, many new students enrolled in RCCD ESL classes. Many of these new students were not prepared for the rigor of academic classes. As a result, although enrollment increased, both the retention and success rates decreased. In 2008 and 2009 as enrollment decreased, due to reduced class offerings, success and retention rates increased. In 2009 (latest data available), the success rate was 71.1% and the retention rate was 88.3%. Since 2000, the retention rate has decreased approximately 6.5%; however, the success rate has increased almost 8%. The discipline revised the ESL course SLOs to better align with the English department SLOs for smoother student matriculation. The discipline instituted a writing sample in the first week of classes to verify correct course placement.

Table 1.5

ARCC Report 2011 Riverside Community College District

	<u>2005-2006 to 2007-2008</u>	<u>2006-2007 to 2008-2009</u>	<u>2007-2008 to 2009-2010</u>
ESL Improvement Rate	46.1%	45.2%	48.9%

Conclusions from the Environmental Scan data:

A 2010 program survey stated that 1 in 7 ESL students were international, with the rest being citizens or permanent residents/refugees. Among this latter group, a “surprisingly high eighty-two percent had high school degrees.” This is a clear indication of inadequate language competency of generation 1.5 students (those who grew up in immigrant families and are “between the languages.”) These students have not acquired adequate language skills in K-12, which led to their placement into ESL classes; this fact is no longer a surprise for ESL instructors. According to the survey, the population of **potential ESL students** will continue to grow rapidly in RCCD’s area which means that enrollment demand in ESL at Moreno Valley will continue to grow, but, unfortunately, an increasing number of students will be turned away due to lack of classes.

Strengths

All offered ESL sections have high efficiency, and some fill to the full capacity and more. Moreno Valley has one full-time instructor, and four dedicated part-time faculty. All part-time faculty participate in assessment projects. Each semester, two of them provide help (6-8 hrs./week) to ESL students in the Writing center.

Our program is popular among future ESL instructors. In the years 2010-2011, two graduates from TESOL program at CalState San Bernardino have accomplished their observation of ESL class requirements.

Weaknesses

At this point, ESL course offerings at the Moreno Valley College are constantly decreasing due to District fiscal matters. In the last three years, the ESL program has lost almost **60 %** of sections and does not have enough course offerings to maintain the program. For Spring 2012 **only 5 sections** are offered (ESL 51-55). No ESL classes are offered in Winter 2012. The current situation puts ESL program at Moreno Valley in actual jeopardy.

Accomplishments

In spite of the difficulties, the ESL faculty is trying their best to keep the program and to serve the ESL population in Moreno Valley. One of the ways to “do more with less” within the budget constraints is to apply technological advances. Therefore,

- Most ESL sections are web-enhanced;
- Two one-unit classes, ESL-90D (Verb Tenses) and ESL-90H (Phrases and Clauses) have been created in the online format and are going to be offered in Spring 2012;
- ESL-55 has been created in the format of Learning Communities (paired with Early Childhood Education and Community Interpreting); however, these classes have not been offered due to limited class offerings;
- Instructors are actively using ILA format to help students on an individual basis.

D. Programs and Curriculum

The sequence of interrelated courses in Grammar/Writing, Reading/Vocabulary, and Oral Skills was designed by the ESL Discipline to provide students with the well-rounded language skills necessary for mainstreaming into English 50, as well as cognitive, study skills, and critical thinking skills essential for success in college-level transfer courses. However, the program at Moreno Valley now offers only five levels of core courses in academic Writing and Grammar skills (ESL 51-55.) Unfortunately, a three-level sequence of recommended co-requisite courses in Reading and Vocabulary (ESL 71-73) and Oral Skills (ESL 91-93) have not been offered due to recent budget cuts. In addition, the ESL program at the Moreno Valley College is facing the loss of the lower level core courses (writing/grammar ESL 51, ESL52) as a result of financial constraints.

Revisions: ESL 51-55 have been approved by discipline and department. They were sent forward to the technical review committee of Curriculum Committee, who recommended that the revised PTESL cut scores be put in place prior to implementing the new course sequence. Therefore, these courses are pending completion of the PTESL revision, validation of new cut scores, and approval of the curriculum committee. The course outlines of record currently on CurricuNet reflect the old CORs. However, the SLOs, text books, and assignments have been updated for all courses.

Course Outlines of Record and Date Last Reviewed:

- * ESL 51 Basic Writing and Grammar—April, 2007 (pending courses approved in 2010)
- * ESL 52 Low-Intermediate Writing/Grammar—April, 2007 (pending courses approved in 2010)
- * ESL 53 Intermediate Writing/ Grammar—April, 2007(pending courses approved in 2010)
- * ESL 54 High-Intermediate Writing/Grammar—April, 2007(pending courses approved in 2010)
- * ESL 55 Advanced Writing/Grammar—April, 2007(pending courses approved in 2010)
- ESL 65 American Classroom Culture—February 17, 2011
- ESL 71 Basic Reading/Vocabulary—February 17, 2011
- ESL 72 Intermediate Reading/Vocabulary—February 17, 2011
- ESL 73 High-Intermediate Reading/Vocabulary—February 17, 2011
- ESL 90A Improving Note Taking in College Classes—February 17, 2011
- ESL 90C Preposition Review—February 17, 2011
- ESL 90D Verb Tense Review—April, 2007
- ESL 90E Academic Vocabulary—February 17, 2011
- ESL 90G Mastering Articles: A, An, and The—February 17, 2011
- ESL 90H Phrases and Clauses—April, 2007
- ESL 90I Punctuation Review—February 17, 2011
- ESL 90J Spelling Review—February 17, 2011
- ESL 90K Introduction to Using the Internet—February 17, 2011

E. Student Outcomes Assessment

Placement and/or admission to ESL 52-55 is decided by PTESL, the mandatory test upon enrollment. (see Appendix A). The PTESL is currently being computerized for greater accuracy in placement and ease of testing. In this academic year, the Discipline has been working on adding reading, vocabulary, and writing sections to it. Hopefully, the new computerized version of the test will be available in the next academic year.

The placement percentages for each level (ESL 51-55) are broken down in Appendix D, ESL Course Placements for 2008-2010.

Assessment Projects:

The English as a Second Language discipline has engaged in several ongoing, district-wide assessment projects since spring 2005: rubric development and first-week writing samples for ESL 51, 52, 53, 54, and 55; and the ESL 54 & ESL 55 Common Final Projects. SLOs are regularly assessed for any ESL course offered. Assessment has led to significant changes in how instructors approach teaching the courses.

F. Collaboration with other Units

The ESL discipline has been maintaining dialogue with the English and Reading disciplines for better alignment of course offerings. The ESL faculty is active in providing counseling, information, and in-service workshops to other units in the college which deal frequently with non-native speakers of English. The following activities occur on an ongoing basis:

- Coordination with department chairs and/or assistant chairs in scheduling ESL courses;
- Regular observation and mentoring of part-time faculty;
- In Moreno Valley, two projects have been started through a Basic Skills grant. The first one is Supplemental Instruction for ESL students available in the Writing Center and facilitated by part-time ESL faculty. This project has assisted ESL students in improving their basic language skills and has had a positive impact on SLOs, especially at the beginning/intermediate levels. The second project has dealt with the search for ESL software and library materials for supplemental ESL instruction;

G. Outreach

In Moreno Valley College, community ESL orientations and ESL One-Stop orientations have become extremely valuable, not only in obtaining the current information about the demographics but also in projecting the future needs for class offerings and scheduling.

H. Long Term Major Resource Planning

The Writing and Reading Center provides limited resources for ESL students to receive one-on-one instructional support for their classes. There are no ESL tutors in the WRC, and ESL part-time faculty are available only several hours a week. Additional instructional support is provided through ILA only.

I. Summary

Recently, Institutional Research finished the “ESL Sequence Completion Patterns, 2000-2010.” The data in the report confirmed the faculty’s observations over the years that there are basically two different types of students in our courses.

At the lower levels are those students just beginning to learn English. The overall sequence completion rate (from ESL 51 to ESL 55) is 3.7% . The pass rate for students in ESL 51 is also the lowest of all the courses – 55%. This confirms the anecdotal information that the majority of students at the lower level have the goal of improving their language skills for personal or professional reasons. These personal goals may require that they progress through only one or two levels of ESL before they achieve the goal. Since their goals are undefined, they are difficult to measure. Only a few of the younger students in the lower levels seem to be seeking a college degree.

After discussion regarding this distinction between student goals at these different entry points and the change in repeatability that will occur in Summer 2012, the discipline has concluded that it would be best for students to provide **ESL 51 and possibly ESL 52 in a non-credit format**. This would allow students entering this course sequence to repeat the courses to fulfill non-academic goals while shortening the “pipeline” of the academic sequence. This would also provide an area for students to develop their academic language skills when they are not ready for the rigors of the academic program.

On the other hand, those students who test into ESL 53 or higher usually have specific goals that include a certificate or degree from an institution of higher learning. The higher the entry level, the higher the completion rate. From ESL 53 to ESL 55, the completion rate is 25%. The pass rate for the students in ESL 53 was between 74% and 86% depending on the semester. Those students who started our program at ESL 54 had a completion rate of 49.7% and course pass rates in the 80 percentiles.

According to Dr. Koh’s December 8, 2009 report , studying the success of ESL students matriculating to English 50 between Spring 06-08, students who enrolled in subsequent courses had high pass rates. However, the number of students who chose not to enroll in the subsequent courses decreased as the level of courses increased. (i.e. 58 students enrolled in ESL 54 (46 of the 58 passed), 25 of those who passed enrolled in ESL 55 (21 of the 25 passed), 8 out of the 21 who passed enrolled in English 50 (7 of the 8 passed), 3 of the 7 who passed enrolled in English 1A (3 of 3 passed).

With this in mind, the discipline would like to shorten the sequence of academic courses that students must take to progress to certificate or degree completion. A first step in doing this is to create a locally approved certificate program for ESL students completing a series of ESL courses. This would create a motivation for students to complete the sequence, take reading courses that will help them when they enroll in English 50/English 1A and give them documentation of their coursework completion for the workplace.

Where we are as a Discipline in 2011 depends upon the District's vision in regard to the growing second language community in Riverside County. The ESL Discipline desires to be of service to the non-native English speaking community in terms of facilitating equality of access and enabling parity of success in ESL students' particular choice of vocational, transfer, certificate, special program, and/or career plans. The discipline also wishes:

- to serve the District as an information resource for second-language issues;
- to serve vocational, transfer, and special programs/faculty as an information resource and support program;
- to provide assistance as needed to Student Services, Counseling, and matriculation programs and staff in matters related to ESL students/programs.

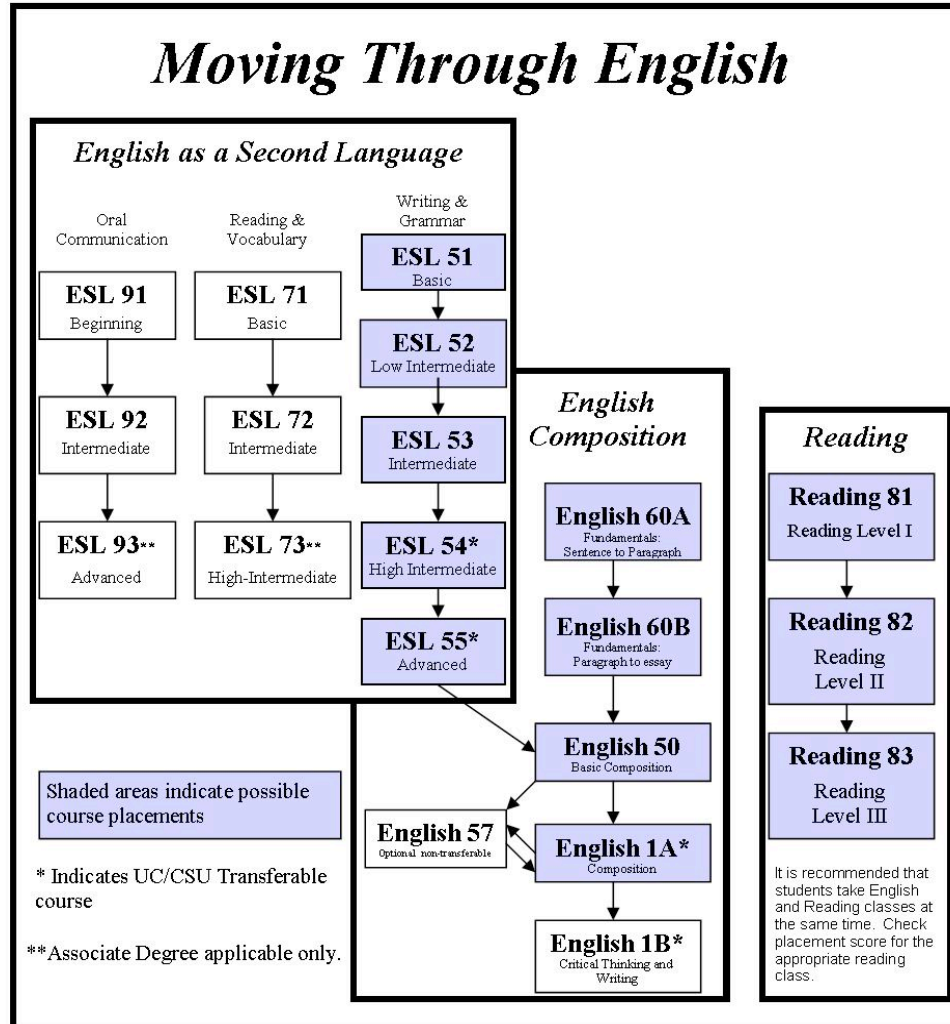
In order to reach its goals, the Discipline needs assistance in the following areas:

- allocate budget to continue offering a full range of courses;
- continue outreach activities in local high schools and adult schools provide training for tutors with an emphasis on ESL.

ESL students are a population that faces many challenges, and quite often these challenges prevent them from being fully involved in the whole range of college activities. The ESL Discipline is constantly working on raising awareness of special/particular needs of ESL students across College/disciplines among non-ESL faculty, counselors, admissions staff, and administrative personnel. This mission is closely connected with developing a **Comprehensive Enrollment Management Plan**. We believe that even after three colleges have become independent, the ESL Discipline needs to focus on the integrity in planning, directing, and coordination.

J. Recommendations to the Program Review Committee

(None at this time)



Appendix B

ENGLISH AS A SECOND LANGUAGE - SPECIAL TOPIC COURSES

ESL 90A **Outlining and Note-taking for College Classes I 1 unit**

This course teaches students how to listen to lectures and organize their notes in order to improve their grades.

ESL 90C **Preposition Review 1 unit**

This course reviews prepositions with lectures and practice exercises. Phrasal verbs (which use prepositions) and idioms that include prepositions will also be studied.

ESL 90D **Verb Tense Review (will be offered in an online format in Spring 2012) 2 units**

This course will review all the basic verb tenses regularly used in academic English.

ESL 90G **Mastering Articles: A, An, and The 1 unit**

This course provides a review of and practice with using articles.

ESL 90H **Phrases and Clauses (will be offered in an online format in Spring 2012) 1 unit**

This course provides instruction and practice in writing well-structured sentences by learning how to use phrases and clauses with proper punctuation.

ESL 90I **Punctuation Review 1 unit**

This course covers all of the rules and applications of punctuation in order to improve the students' understanding and use of punctuation.

ESL 90J **Spelling Review 1 unit**

This course reviews the basic spelling rules in English as well as the exceptions to those rules. It also covers the most common problem words.

ESL 90K **Introduction to Using the Internet 1 unit**

This course is designed to familiarize students with the functions of the internet including using search engines, email, uploading, downloading, and how to participate in on-line class.

Appendix C



ESL Student Questionnaire

All of this information is confidential (private), and the answers are optional (you can choose to answer or not).

General Information Questions

1. What is your native language?

If you do not speak one of these languages, leave this question blank and go to question 2.

a. Spanish b. Vietnamese c. Japanese d. Korean e. Chinese (any dialect)

2. What is your native language group? **Leave this question blank if you answered the question above.**

- a. Middle Eastern (Farsi, Arabic, Hebrew, etc.)
- b. Eastern European (Russian, Polish, Armenian, Turkish, etc.)
- c. Western European (French, German, Italian, Portuguese, etc.)
- d. Southeast Asian (Indonesian, Hindi, Urdu, Malay, Cambodian, etc.)
- e. Another language (African, Polynesian, etc.)

3. How many hours per week do you work at your job(s)?

- a. 0 hours --I don't have a job.
- b. 1-20 hours (part time)
- c. 21-39 hours (part time)
- d. 40 hours (full-time)
- e. More than 40 hours per week

4. What is your age?

- a. 16- 21 b. 22 - 29 c. 30 - 39 d. 40 - 49 e. 50 or older

5. How long have you studied English in your life (in school or with a tutor or private teacher, etc.)?

- a. 0 - 6 months b. 6 months - 2 years c. 3 - 5 years d. 6 - 8 years e. 9 or more years

6. How long have you been living in the United States?

- a. 0 - 6 months b. 6 months - 2 years c. 3 - 5 years d. 6 - 10 years e. 11 or more years

7. What is the highest level of school you had completed before starting classes at RCC? (If less than elementary school, leave this question blank.)

- a. Elementary (primary school)
- b. Junior high (middle school)
- c. High school (secondary school)
- d. Some college, not finished
- e. Completed a college degree

8. How many years did you attend **American** high school?
- a. I didn't attend American high school b. Less than one year c. 1 - 2 years d. 2 - 3 years
e. 4 years
9. What do you plan to do in the future? If you have no plan for college classes after studying ESL, leave this question blank. Otherwise, please choose one answer.
- a. Get a certificate from RCC—Career and Technical Education (Early Childhood Education, Cosmetology, Welding, Automotive, Dental Assistant) b. Get an AA degree from RCC
c. Transfer to a university or other college d. College classes for my current job
e. College classes to improve my English
10. What kind of fees are you paying for your classes? **Pick one or more answers.**
- a. I am paying international fees. c. I have a scholarship.
b. I am paying California resident fees. d. I have some financial aid
11. How many units of college classes in other areas (non-ESL) are you taking this semester?
- a. 1/2 - 1 unit b. 2 - 5 units c. 6 - 9 units d. 12 or more units e. None

Technology Questions

12. Do you need to improve your typing to do your college work?
- a. Yes b. No
13. How often do you use the Internet?
- a. Never b. rarely c. Often d. Every day

Resource Questions

14. Have you met with an RCC counselor to develop a student educational plan?
- a. Yes b. No c. I plan to meet with a counselor next semester.

If you have used these resources, please indicate how helpful they were.

If you have *NOT* used these resources, skip that question.

15. ESL Lab in the Writing Center
- a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
16. Directed Learning Activities in the ESL Lab
- a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
17. Computer programs in the ESL Lab
- a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful

18. Instructor conferences in the ESL Lab
a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
19. The **main** Writing and Reading Center (WRC)
a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
20. Instructor conferences in the **main** Writing and Reading Center
a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
21. Tutoring in the **main** Writing and Reading Center
a. Very helpful b. Helpful c. Somewhat helpful c. Not helpful
22. What would be the best time for you to use the ESL Lab?
a. 8:00 a.m. -11:00 a.m. b. 11:00 a. m. -2:00 p.m. c. 2:00 p.m.- 5:00 p.m. d. evening
23. How did you hear about RCC's ESL program?
a. Class schedule or advertisement. b. My friends told me
24. Have the ESL courses you have taken at RCC helped you understand American culture, especially in the college environment?
a. A lot b. Some c. A little d. Not at all

THANK YOU FOR GIVING US THIS INFORMATION!

Appendix D

Course Placements for 3/1/10 through 9/1/10 FTCS* that enrolled in Fall 2010											
District					Moreno Valley		Norco		Riverside		
ESL	Assessed		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		
ESL 51	42	6.4%	12	4.2%	1	1.9%	4	8.5%	7	3.8%	
ESL 52	110	16.8%	33	11.5%	8	14.8%	7	14.9%	18	9.7%	
ESL 53	141	21.6%	60	20.9%	8	14.8%	10	21.3%	42	22.6%	
ESL 54	144	22.1%	84	29.3%	12	22.2%	13	27.7%	59	31.7%	
ESL 55	216	33.1%	98	34.1%	25	46.3%	13	27.7%	60	32.3%	
Total:	653	100.0%	287	100.0%	54	100.0%	47	100.0%	186	100.0%	

Course Placements for 3/1/09 through 9/1/09 FTCS* that enrolled in Fall 2009											
District					Moreno Valley		Norco		Riverside		
ESL	Assessed		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		
ESL 51	49	5.3%	20	4.7%	5	6.8%	2	2.9%	13	4.3%	
ESL 52	124	13.5%	44	10.4%	6	8.1%	17	24.3%	25	8.3%	
ESL 53	138	15.0%	67	15.9%	11	14.9%	6	8.6%	53	17.6%	
ESL 54	187	20.4%	102	24.2%	12	16.2%	18	25.7%	77	25.6%	
ESL 55	420	45.8%	189	44.8%	40	54.1%	27	38.6%	133	44.2%	
Total:	918	100.0%	422	100.0%	74	100.0%	70	100.0%	301	100.0%	

Course Placements for 3/1/08 through 9/1/08 FTCS* that enrolled in Fall 2008											
District					Moreno Valley		Norco		Riverside		
ESL	Assessed		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		Assessed and Enrolled		
ESL 51	92	9.4%	35	7.9%	13	11.9%	6	10.5%	16	5.3%	
ESL 52	122	12.5%	38	8.6%	14	12.8%	5	8.8%	20	6.6%	
ESL 53	147	15.1%	51	11.6%	11	10.1%	11	19.3%	33	10.9%	
ESL 54	183	18.8%	85	19.3%	15	13.8%	7	12.3%	68	22.4%	
ESL 55	430	44.1%	232	52.6%	56	51.4%	28	49.1%	166	54.8%	
Total:	974	100.0%	441	100.0%	109	100.0%	57	100.0%	303	100.0%	