

PROGRAM REVIEW 2008-2011

Division: **Learning Resources: Student Success Center (SSC)**
Department or Program: **ESL Readiness (ESL)**
Name and Title of Preparer(s): **Christine Chai (ESL Readiness Coordinator)**

I. Description and Mission of the Program

Basic Skills Transfer Career/Technical Other (describe)

A. Brief description of program and mission statement

Mission Statement:

To provide immigrant, international and other students whose first language is not English with a strong foundation in English language skills that support them in their ESL writing classes. We accomplish this by applying specialized second language acquisition and teaching theory, methodology and techniques and by specifically instructing and creating activities and lessons for small group instruction in a student-centered environment.

The *ESL Readiness Program*, one of the nine programs integrated within the Student Success Center (SSC), serves all students who take English as a Second Language courses. It offers 1/2-unit lab classes (ESL 225 & ESL 226) required of all ESL students who place into the 4-unit ESL 253 (High Intermediate Grammar & Writing) and 5-unit ESL 273 (Introduction to the Essay) courses. These co-requisite lab courses provide further support and necessary practice in grammar, mechanics, and paragraph structure to enhance what is taught in their writing classes to further promote their success in acquiring English academic skills. In addition to offering ESL 225 and ESL 226, we also offer 3 elective courses for lower and advanced-level students seeking further practice in grammar, listening and speaking.

Much of the actual instructional work in the ESL Readiness program is performed by Teaching Assistants (hereinafter referred to as TAs). As in other SSC programs, students depend on the work of TAs. These classified hourly employees facilitate learning for students in individual and small group settings and are regular members of the classified bargaining unit at De Anza. Working up to 16 hours weekly, they provide excellent attention to students at a very low cost to the district. Up to 47 TAs have worked in ESL and other SSC programs, but their numbers are down to only 33 because of the current hiring freeze. In the ESL Readiness program, we currently have 13 TAs and 1 coordinator teaching approximately anywhere from 40 to 50 sections per quarter.

B. Summary of the program's main strengths

- ESL TAs are carefully trained MATESOL graduate students, who enhance their classroom training by teaching the lab classes. In fact, ESL Readiness provides a kind of de facto teacher-training program and allays us with universities; an attribute that most community colleges cannot claim. Readiness also develops a pool of potential De Anza ESL faculty where, in fact, many former TAs from readiness have gone on to teach in the ESL Department.
- ESL Readiness has growth possibilities, for example, by offering a proposed new class: ESL 264, to support the 4-unit low advanced writing and grammar course, ESL 263.
- Enrollment and WSCH have steadily increased in the last year from AY2005-06 at 1,101 students and 1,202 hours respectively, to 1,202 students and 1,254 hours respectively in AY2007-08.

- ESL Readiness has an overall success rate of 84% in fiscal year 2007-08, an increase from 72% three years ago; higher than the average college success rate at 79%. The program has also maintained an average of 93% retention rate, also higher than the college total of 90%, in the past three years.
- ESL Readiness has strong ties and connections with other services on campus such as other Student Success Center programs (Listening and Speaking Lab, Writing and Reading Center, Tutorial Center), counseling, testing, and registration.
- ESL Readiness coordinator organizes norming sessions for portfolios to ensure fair assessment of student work.

C. A summary of the program's main areas for improvement

- The hiring freeze on TAs makes it virtually impossible to provide extra services for specialized programs since there are not enough TAs to facilitate the classes the lab offers each quarter. With increasing enrollment, WSCH and productivity, we need more TAs to accommodate the demands and needs of our growing student population. In fact, for spring quarter, 2009, we are unable to offer any evening or Monday lab classes -- critical times for students, especially working students, due to limited TAs.
- Without funding, we will be unable to offer the proposed ESL 264 class. As mentioned previously, ESL 264 would be a co-requisite with ESL 263, focusing on much needed practice with summary and paraphrasing skills. By offering this lab course, this would make ESL parallel with EWRT, which would heighten the program's integrity and retention. Currently, we have no lab space or TAs to teach this lab course.

D. Expected outcomes

In accordance with the ESL Department, at the completion of the ESL Program, including ESL Readiness, students will be able to:

As a learner:

- Demonstrate understanding of and respect for diverse cultures.
- Independently use college resources to expand learning effectiveness.

As a speaker:

- Produce comprehensible spoken English for a variety of academic, personal, and vocational purposes.

As a listener:

- Listen effectively in a variety of academic, personal and vocational situations.

As a reader:

- Demonstrate comprehension by responding fluently to text in critical, creative, and personal ways.

As a writer:

- Produce standard academic writing at the college-entry level.
- Write on a variety of topics with level-appropriate correctness, clarity and detail.
- Demonstrate critical thinking and original thought.

II. Retention and Growth

A. Access, growth, and retention for all students

Over the past three fiscal years, our enrollment is up from 1,101 to 1,197 students in AY 2007-08, and our retention has remained steady at an average high of 93%.

B. Access, growth and retention for targeted populations

<u>2007-2008</u>	Number	Percentage	Retention
African Ancestry	29	2	90%
Filipino/a	11	1	82%
Latino/a	71	6	96%

<u>2006-2007</u>	Number	Percentage	Retention
African Ancestry	16	1	88%
Filipino/a	8	1	65%
Latino/a	68	6	90%

<u>2005-2006</u>	Number	Percentage	Retention
African Ancestry	20	2	95%
Filipino/a	15	1	80%
Latino/a	62	6	90%

As these numbers show, our access, growth and retention for the three targeted groups has improved from AY2005-06 to AY2007-08.

C. How the program addresses the basic skills needs of De Anza students

Addressing the basic skills needs of students is the foundation of the ESL Program, and therefore, the ESL Readiness Program. The De Anza Basic Skills Assessment Tool Executive Summary already states that: *“Specialized programs in Language Arts (such as ESL....)....implement effective curricula for their particular disciplines. Tutoring and **learning labs are an integral part of such their success.**”*

The ESL program directly employs the following Effective Practices as determined by the Basic Skills Initiative:

- Orientation, assessment, and placement are mandatory for all new students.
- Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- Curricula and practices that have proven to be effective within specific disciplines are employed.
- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth
- Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- A high degree of structure is provided in developmental education courses.
- Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- Developmental education faculty routinely share instructional strategies.
- Faculty and advisors closely monitor student performance.
- Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

III. Student Equity

A. What progress or achievement has the program made toward decreasing the student equity gap?

ESL Readiness is a necessary component of programs that support lessening the student equity gap. In fiscal year 2007-08, the success rate for Black students increased at 69%, up from 65% in 2005-06.

However, the success rate for Latino/a students in 2007-08 was 72%, slightly down from 73% in 2005-06. And for Filipino/a students, their success rate was 64% in 2007-08, as compared to 67% in 2005-06.

B. In what ways will the program continue working toward achieving these goals?

- Continue discussions within the ESL Department and Readiness Program to agree upon consistent standards and expectations in accordance with varied ESL course levels.
- Continue discussions within the ESL Department and Readiness Program on how to better serve the targeted populations to promote their success. One such way is to work with specialized organizations and programs on campus (LEAD, Puente, San Kofa, the AAPI IMPACT grant), continue close relations with counselors for their guidance and assistance, and maintain close relations with student support programs such as the Listening and Speaking Lab, Writing and Reading Center, and the Tutorial Center.

C. What challenges exist in the program in reaching such goals?

The most pressing challenge facing ESL Readiness is the hiring freeze set against hiring qualified TAs to facilitate lab courses. All of our TAs are highly trained in TESOL pedagogy and are, in fact, MATESOL students or graduates who often go on to be hired to teach in the ESL Department. Also, the development of any new labs that might continue to aid in the development and success of our students will not be possible without lifting the hiring freeze of TAs.

IV. Budget Limitations

A. Limited Funding and Critical Resources

The TA hiring freeze needs to be lifted to serve nearly **1,200** students each year who require co-requisite ESL labs. Special emphasis on targeted populations is critical to the retention and success of these students. Any further limitations on hiring will result in closed sections.

There is also concern that ESL Readiness will lose release time for its Coordinator. This would be incredibly difficult for the success of the program if the coordinator is expected to teach a full load in addition to spending full-time in the lab, conducting weekly trainings, meetings and portfolio normings with RTAs and ESL instructors, as well as continue to improve existing curricula and create new courses that would help improve the success and retention of our students, specifically our targeted students.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced.

Consequences to the students and the college would be:

- No (or a significant decrease in) ESL Readiness lab courses while demand is sharply increasing.
- No necessary training on methods and materials for RTAs.
- No training on meeting the needs of targeted populations.
- Not being able to create, reach agreement, and norm standards and learning outcomes.
- No time for coordinators to handle individual student and RTA requests and problems.
- No regular trainings and meetings.