

# Skyline College

## English for Speakers of Other Languages

### Program Review

### Executive Summary



### Short Summary of Findings

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The ESOL department is a service department to all of Skyline College, providing language teaching to students who will enroll in other departments on campus as well as providing learning opportunities to those with non-academic goals. The department liaises with other entities on campus and has been involved in many past, current, and upcoming grant projects and collaborations. As the ESOL department works more and more closely with outreach and enrollment efforts, its faculty have become concerned with limited access of ESL students to college, and the department would like to find solutions to enrollment barriers that ESL students face.

The department has seen changes in enrollment over the years and now sees an increase of 20% in load over the last year. The department is growing in scope; three new courses have been written (total 24 in department), and four courses are being offered off-campus in collaborations with high schools and community organizations. However, the department has lost, rather than gained, faculty over the last ten years; it is a primary goal to hire more faculty as soon as possible in order to capitalize on the current burst of growth and further develop the program.

The student population has shifted and the ESOL department is in the process of analyzing that change in an effort to increase enrollment. The higher head counts in the upper levels of the program may show that newer immigrants who arrive with low levels of English have more stresses in their lives that impact their ability to study. In addition to "traditional" ESL students, the department is seeing large numbers of "Generation 1.5" students (foreign-born youths with some US high school education) and is struggling to meet their needs. The ESOL department has to further examine the many different demographics that now comprise its population, and it must realign and revise its curriculum to better meet these students' needs.

The ESOL department is progressive in securing grants and creating projects for departmental improvement. The department instituted ESL tutoring at the Learning Center, which has been extremely successful, and the ESL Supplement Lab has been refurbished and is serving students at far above its capacity. Among the department's goals for the upcoming years is the creation of an ESL/Foreign Language Lab for use both as a classroom and as a student drop-in language learning. Such a lab would increase enrollment, improve teaching methods, and raise language proficiency. The ESOL department has been concerned with facilities and access to technology for teaching. It is hoped that the move back into Building 8 will alleviate these concerns.

Finally, the department is up to speed with the creation of Student Learning Outcomes for all courses as well as the creation of a mission statement, program goals, and program outcomes. All courses in the department are in the process of undergoing review, and discussions on the implementation of Student Learning Outcomes and Assessment are yielding positive results.

### Three Strengths of the Program

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Garrett Nicol

*Full-Time Faculty Signatures*  
  
Leigh Anne Sippel

Submitted on: October 2, 2006

- The ESOL department continues to be proactive in finding ways to better meet the needs of its community. New courses have been written in response to community requests, concurrent enrollment courses are being offered in response to high school requests, and curriculum and materials have been created in the Learning Center for use by ESL students.
- The ESOL department is well-regarded by students; the Fall 2006 survey showed an overwhelming satisfaction with our services.
- The department's retention and success rates track those of the College as a whole, and Hispanic students in the upper ESOL courses have higher retention and success rates than Hispanics college-wide. This aids us in our goal to become an HSI (Hispanic-Serving Institution).

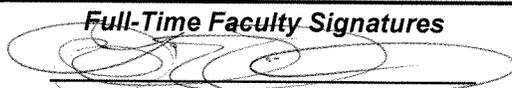
### **Three Suggestions for Improvement**

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- The ESOL department needs to fully embrace technology in teaching. Specifically, the ESOL department needs a state-of-the-art language lab useful for teaching and drop-in by students.
- The ESOL department needs to be active in mediating issues that impact opportunities for students. Such issues include enrollment barriers due to transportation, language, and access to courses.
- The ESOL department needs to engage in course realignment and revision to meet our growing understanding of demographic needs and enrollment trends.

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**PROGRAM REVIEW SELF STUDY**

PART A: Overview of Program

**1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.**

The ESOL program exists to further the opportunities of speakers of languages other than English. This is reflected in the department's Mission Statement, which is as follows:

"The ESOL department aims to develop English linguistic competence in speakers of other languages to enable them to enter into or continue with academic college study, to pursue vocational certificates or enhance their careers, or to attain personal enrichment goals."

The ESOL Department program goals also contribute to the mission of the College and District in that they aim to prepare students for study in academic, vocational, or other pursuits. The Department's program goals are as follows:

"Students who complete the ESOL program can:

- write at a college level and at a level sufficient for most vocational tasks.
- read at a college level and at a level sufficient for most vocational tasks.
- speak intelligibly and communicate information that can be understood by an average native speaker.
- comprehend and act upon aural information in academic and vocational settings.
- demonstrate adequate familiarity with U.S. language and culture."

Being truly the servant of all non-native English speakers who would desire better English to complete their goals, the ESOL Department has developed program outcomes that reflect our diverse population and its needs. The ESOL Department program outcomes are as follows:

"The ESOL Program provides instruction to students with varying goals who may enter and exit the program at any point.

By completion of the ESOL program, students who desire to learn English for academic college study will be able to write, read, speak, and comprehend English at a the Advanced-High or Advanced-Superior level according to the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>).

Students who desire to learn English to pursue vocational certificates, enhance their careers, or attain personal enrichment goals can gain the English proficiency to be able to write, read, speak, and comprehend English at the Intermediate-High (or higher) level according to the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>).

**2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.**

Academically, the ESOL department has potential to impact every program on campus in that it provides students with the necessary language skills to enable them to take courses at the College. With a strong ESOL department and several sections at each level offered, a steady stream of students can fill courses in every department on campus. The English department, in particular, depends upon the ESOL department to impart necessary skills to students intending to go on to further study, as do vocational and academic departments all over campus.

As a watershed department, it is natural that the ESOL department connect with other departments in collaborative ways in order to turn out greater numbers of proficient English speakers and writers. To this

end, we must communicate regularly with the campus to share our department's goals and services. Such collaborations are in the works and they include:

- Planned collaborations with CITD on the BAILCBO grant for creating a Logistics degree offered at Skyline. ESOL has been implicated in the success of this grant.
- Discussions between ESOL and the Office Technologies department regarding Word and Office courses for ESL students. The courses had been dropped due to low enrollment, but the need remains great, so the two departments are looking at ways that these courses can be improved and reinstated.
- Assistance to the Gateway program for the Biotech classes, where the ESOL department served as a consultant to help create good pathways for Gateway ESL students.
- Participation in the "Super Saturday" enrollment events in 2005 and 2006, and close work with Admissions & Records, Assessment, and Counseling to increase outreach to the community.
- Participation in discussions over Student Learning Outcomes (SLO) discussions in the Language Arts division. This has produced great opportunities for ESOL, English, Reading, and Foreign Language to share concerns and improve offerings.
- Discussions with the Foreign Language department about the creation of a Foreign Language center for use by Foreign Language and ESL students, and research into technology that would serve this purpose.
- Collaboration on a grant for supplemental instruction in which a supplemental instruction tutor was hired by the TLC and worked with ESL students to increase pass rates in critical courses.
- Offering of ESOL courses at local high schools to streamline the pathway of high school students into Skyline College.
- Discussions with faculty from Early Childhood Education program, Computer Office Technologies program, Automotive Technology program, and other programs to increase enrollment in our classes.
- Initiation of ESL tutoring at the TLC, which supports students in ESL and non-ESL classes. This initiative has also given rise to very popular conversation groups to complement the language-sharing groups at the TLC.

In this way, the ESOL department is taking its place as a service department, ready and willing to help all departments meet the challenges of educating a non-native English population. At the same time, the department is collaborating with many areas on campus to help increase enrollment to the college.

The ESOL department needs to work first and foremost with the Admissions & Records, Counseling, and Assessment areas of the College in order to ensure that we are reaching out to our population and serving them adequately. The ESOL department collaborated with all of these entities in two Super Saturday enrollment events; in this collaboration, it became evident that the more communication and alignment of goals we commit to, the better the outcome. Currently, ESL students experience many unnecessary barriers to enrollment. First of all, the enrollment process uses complex language and often requires students to use Websmart, and many non-native speakers are not linguistically competent enough to do this; secondly, the enrollment process has many steps that cannot be completed in one day, and transportation and family issues impact ESL students more heavily than they do traditional students since ESL students tend to be older and less affluent than traditional students; thirdly, ESL students are sensitive about revealing information regarding residency and legal status, and the focus on such information is intimidating to them; and finally, many ESL students are not focused on matriculation (many have degrees already), so the intense focus on matriculation and stipulations for getting financial aid do not attend to the ESL student's needs. Furthermore, the applications for financial aid are rather complex and confusing even for a native speaker; many ESL students at orientations do not read the packets and cannot follow the very complicated instructions; in this way, they are unable to get financial aid. The ESOL department needs to be at the forefront of a movement to mitigate these barriers and increase outreach to potential ESL students, so it is vital that we work together to find ways to ease the pathway into college for these students.

**3. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

This program does not currently have an advisory board, but it may be beneficial to create one. Such a board should ideally include members from the community (adult education or occupational programs) as well as academic personnel.

**4. Explain how this program meets the needs of our diverse community.**

According to QuickFacts from the US Census Bureau, 33.3% of San Mateo County residents are foreign-born, and 41% speak a language other than English in the home. This statistic indicates that the ESOL department does indeed serve a great need in the community. People who “top out” of adult school and who need higher language skills, and people who wish to get degrees or certificates from English-speaking colleges depend on the ESOL program’s ability to provide enough courses at convenient times and with sufficient support resources available. Likewise, people who need specific skills such as business English, note taking, technical writing, and vocational language need to be able to access courses to fine-tune their skills, and the department would like to grow in this area.

The ESOL department has been approached by members of the community with requests to offer courses for specific populations; for example, businesses want specialized Vocational ESL courses taught at their workplace, and the Community Learning Center wants college courses offered at their location. We have, in fact, created two special courses in English conversation and are offering them at the CLC to very high enrollment; however, the department does not have sufficient resources to respond to business requests. Business ESL is a potentially stable income as well as a good method of community and public relations, so it would be in ESOL’s best interest to hire more faculty so as to be able to provide this service. Currently we are waitlisting and even turning away potential applicants to our program, and this can have a detrimental effect on our growth.

Concurrent enrollment is another way that ESOL is meeting the needs of the community. The department is piloting two courses at Jefferson High School in Daly City and will likely continue to do so. In addition, ESOL may collaborate on Jumpstart or the First Year Experience program in order to better serve high school students with ESL learning needs.

According to the Fall 2006 ESOL department survey, students are overwhelmingly pleased with the efforts and offerings of the ESOL department. The department scored consistently high (avg. 70% marking “Agree” or “Strongly Agree”) on questions such as “I believe the ESOL department classes are of high quality,” and “The instructors in the ESOL program give me the help I need so I can be successful.” The department’s teachers are clearly well-regarded by students, and students have much loyalty to the department as evidenced by the numbers of family members who attend upon referral. The ESL Supplement Lab is also a positive service that ESL students have identified; the Spring 2006 survey of the ESL lab found that 100% of the students who used it found it to be beneficial to their language learning.

The ESOL department has had trouble finding the ideal schedule for offering its large courses (those that meet for nine hours per week). A survey was given to current and potential students and the results indicate that 65% of the respondents have jobs (ESOL Dept Survey 06). The same survey also indicated that, while 30% of the respondents liked the 9-hour/week course format, 44% would prefer three hours per week, either in a one-day (12%), two-day (23%) or three-day (9%) schedule format. Also, 21% indicated that Saturday would be a good day to come to class. The department needs to look at scheduling to try to better meet the needs of the community in that regard.

**5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**

Curriculum:

Since our last program review in 2000, we have implemented a number of the changes mentioned as future tasks. We have developed an integrated class (ESOL 800) which is below the level of our existing series. This course has yet to be taught, but it is in the catalogue and is ready to go whenever sufficient numbers of students are present. We have developed and taught elective courses in Accent Reduction (ESOL 855), Reading for Conversation (ESOL 824), Listening for Writing (ESOL 823), and Grammar (ESOL 875). We have offered classes off-campus at Half Moon Bay and at the Chestnut Center in South San Francisco. We have instituted a new placement test, the LOEP, which is computer-based for greater student access. More recently, we wrote three new courses for 2006: Reading and Composition Practice for ESL (ESOL 890), Basic Conversational English (ESOL 801), and Pre-Intermediate Conversational English (ESL 802). We are also working on renaming our existing courses to better reflect their level and expectations. Finally, we revised the lab course, English as a Second Language Supplement (ENGL 655) to reflect an ESOL title: ESOL 655.

#### Outreach:

The department is working closely with Admission and Records to recruit new students and to streamline the placement and enrollment process. For example, we were involved in two "Super Saturdays" during spring semester. One faculty member has had part of her load detailed to the role of ESOL coordinator, a portion of whose duties is outreach. The ESOL department has concerns about how ESOL is marketed and how the College can improve the ESL student experience upon applying, registering, and enrolling at Skyline. We are working with various entities on campus to explore solutions to this. In addition, we have initiated a new series of courses at the Community Learning Center of South San Francisco which allows us to reach into that community and help to establish a pathway from adult learning into Skyline College. We have also piloted courses at a local high school, Jefferson High School, where we are offering ESOL 840-level coursework and ESOL 400 coursework.

#### Faculty:

Two of the three tenured faculty have retired leaving one veteran and one who started at Skyline in August 2005. This puts the ESOL department at two fewer full-time faculty than in 1990. The department is fortunate to have a number of highly qualified adjuncts. However, as most of them would prefer fulltime employment, we are likely to lose them to other colleges in the near future. It is difficult for the department to expand its offerings and revitalize its curriculum under these circumstances. Yet, in order to compete in a changing world, Skyline will have to attract a greater number of the 41% of county residents who are in need of English and offer them appropriate courses for their abilities and needs. It is therefore vital that we be able to increase our full-time faculty by at least one more instructor in the next year.

#### The Learning Center and ESL Supplement Lab:

A dedicated space was created for the ESL Supplement Lab in the Learning Center; it has three computers, a teacher's desk, some magazines, books, and handouts, and one small table for study. The room is small and often crowded, but it is well-regarded by all students who use it. It has served as the keystone for conversation groups, ESL tutoring, and general support for ESL students. However, its location at the back of the lab renders it difficult to find and challenging to supervise. It is hoped that this lab can be moved into a larger space with more computers and more study room for students; perhaps it can even be incorporated into the new plans for the ESL/Foreign Language Lab whose plans are being currently laid. Meanwhile, there has been a focused and increased faculty presence in the ESL Supplement Lab at the Learning Center, and this has produced excellent results; students now know when a qualified ESL professional will be present to assist them with their work. Hourly ESL tutors have been hired and are well-established in the lab – it is hoped that funding can continue to provide this very necessary service. These tutors offer conversation groups and assist students in using the materials in the ESL Supplement Lab.

New materials have been added to the ESL Lab. The materials are either installed on computers or require that a CD be checked out at the Media Services desk. The materials include:

- Understanding and Using English Grammar CD Rom pack
- Tense Buster 2001 CD Rom pack

- Study Skills Success CD Rom pack
- Houghton Mifflin Grammar-Vocabulary-Reading suite
- Reactions! Reading software
- Fish Trek – articles software
- Pronunciation Power 1 & 2 voice-recognition pronunciation software
- Oxford Picture Dictionary Interactive vocabulary CD Rom
- Everwrite composition software

In addition, the ESL Lab maintains three bookshelves of ESL textbooks that are for use by students who need reference and extra practice. It is hoped that, when the ESL Lab does move to a larger space, there will also be a space large enough to control media and materials.

#### PART B: Curriculum

**1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).**

The ESOL program consists of four core courses plus a composition course. The four core courses break down into eight when the program is offered in the evening, and there are additional supplemental courses as well. The courses attempt to meet the needs of a broad population, and there is still more work to be done to better meet those needs. All courses are in the process of undergoing review and are being revised with Student Learning Outcomes. The Assessment piece of the Student Learning Outcomes Assessment Cycle is in the process of being constructed at present.

**ESOL 810** is the first course in the sequence; in the evening, 810 is split into **811** (first half) and **812** (second half). The level of this course corresponds to the level of Novice – High of the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>). The course teaches all four skills: listening, speaking, reading, and writing. The grammar of all of these skills is fused into the skill practice. This course meets the needs of students who are emerging from adult school and who wish to gain higher proficiency.

**ESOL 820** is the second course in the sequence; in the evening, 820 is split into **821** (first half) and **822** (second half). The level of this course corresponds to the level of Intermediate – Low of the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>). The course teaches all four skills: listening, speaking, reading, and writing. The grammar of all of these skills is fused into the skill practice. This course meets the needs of students who have attained the skill set of ESOL 810 either by course completion or placement on the ESL placement test.

**ESOL 830** is the second course in the sequence; in the evening, 830 is split into **831** (first half) and **832** (second half). The level of this course corresponds to the level of Intermediate – Mid of the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>). The course teaches all four skills: listening, speaking, reading, and writing. The grammar of all of these skills is fused into the skill practice. This course meets the needs of students who have attained the skill set of ESOL 820 either by course completion or placement on the ESL placement test and who are planning on academic study.

**ESOL 840** is the second course in the sequence; in the evening, 840 is split into **841** (first half) and **842** (second half). The level of this course corresponds to the level of Intermediate – High of the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>). The course teaches all four skills: listening, speaking, reading, and writing. The grammar of all of these skills is fused into the skill practice. This course meets the needs of students who have attained the skill set of ESOL 830 either by course completion or placement on the ESL placement test and who are planning on continuing academic study.

**ESOL 400** is the transitional course at the top of the core sequence. This course used to be transferable as part of the Area 2 requirements for the CSU, but it has been dropped from Area 2 as of Spring 2007; however, it remains transferable. The level of this course corresponds to the level of Advanced of the CATESOL Second Language Proficiency Descriptors (<http://www.catesol.org/pathways.pdf>). The course focuses only on reading and writing and some grammar review. Introduction to literature and research is done here. Students who complete ESOL 400 are eligible for ENGL100.

There are two new conversation courses that have been added just this year: **ESOL 801 Basic Conversational English** and **ESOL 802 Pre-Intermediate Conversational English**. These courses are currently being offered in the community in response to specific requests, and they are designed to further conversational skills for low level students.

The remaining courses in the curriculum are supplemental and aimed at providing skills to students preparing for academic study. They are as follows:

**ESOL 823** – Listening for Writing Intermediate, and **ESOL 843** Listening for Writing Advanced. These courses were designed to help students forge links between what they hear and what they write. It is unclear if the courses will continue in their present forms as they have never had a full enrollment.

**ESOL 824** – Reading for Conversation Intermediate, and **ESOL 844** Reading for Conversation Advanced. These courses were designed to familiarize students with icons of American literary and cultural reference such as the tales of Uncle Remus and legends of Billy the Kid. It is unclear if the courses will continue in their present forms as they have never had a full enrollment.

**ESOL 855 – Accent Reduction**. This very popular course helps students to hear their own accent and improve their pronunciation. This course has no level, and this will likely be remedied when the core evening courses undergo their revision.

**ESOL 875 – Grammar for Non-Native Speakers**. This grammar course is designed to be a grammar review course, but it has no level and so remains at about an intermediate level of instruction. This will likely be remedied when leveled grammar courses are created.

**ESOL 880 – Vocational ESL**. This course is designed to be flexible to fit with any workplace-related request for Vocational ESL. It has yet to be taught.

**ESOL 890 – Reading and Composition Practice**. This is a new course designed to give students at the 840 level or higher some further practice in reading and composition before attempting ESOL 400. It is also a good alternative for students who passed ESOL 400 with a C and need more skills. It is non-transferable.

***State how the program has remained current in the discipline(s).***

Faculty members are members of field organizations such as Teachers of English to Speakers of Other Languages (TESOL) and California Teachers of English to Speakers of Other Languages (CATESOL) and we attend conferences regularly. In addition, we keep ourselves current through attendance of conferences with Intersegmental Major Preparation Articulated Curriculum (IMPAC) and conferences and workshops at our local university, San Francisco State.

***If the student population has changed, state how the program is addressing these changes.***

The demographics of San Mateo County have changed in the last six years, and there are now more immigrants who are English Language Learners; in addition, we are seeing an increase of “Generation 1.5” students who are foreign-born but who have attended high schools in the U.S. and whose needs differ from those of traditional ESL students. Currently, there is no way to separately serve these various

populations, so it is clear that we need to review our curriculum and our students' needs to improve our service to them.

The Fall 2006 ESOL department survey of Skyline ESOL and potential (not yet enrolled) students indicated that 40% were working up to 35 hours per week, and 25% were working more than 35 hours per week, which totals 65% who are working as well as coming to school. In addition, the educational level of entering students appears to be lower than it was in the past; the same survey indicated that 73% of our students have no higher education level than a high school diploma. Those with higher education continue to thrive in our academic-focused program; however, those with less education struggle to manage the rigor of our coursework. Our students seem to have many stresses on their daily lives; the largest appears to be "finding enough time to spend on my homework," followed by "transportation" and "having enough money to buy books and pay college fees." The responses are included here:

**What is the biggest problem you have that sometimes interferes with your study of English at Skyline or any other school? (100% responding)**

Frequency	Choice	Percent
33	Transportation (waiting for the bus, sharing a car, etc.)	20%
16	Finding someone to take care of children while I study.	10%
5	Convincing my family that my study is important.	3%
25	Changes in my job schedule that make it hard for me to come to class.	16%
53	Finding enough time to spend on my homework.	33%
31	Having enough money to buy books and pay college fees.	19%
47	Nothing - I have no special problems that interfere with my study of ESL or English.	29%

In light of these facts, we must look hard at our program and see how we can help mediate these issues that impact opportunities for ESL students. One idea is to look at the times at which we offer ESL classes, and the format in which we offer them. Currently, the program consists of daily attended, nine-hour-per-week classes which give integrated instruction in listening, speaking, reading, writing, and grammar, and this limits our ability to schedule them to either 8:00 or 11:00 in the morning. 63% of our students indicate that 8:00 – 12:00 noon is prime time for them. However, students who are unable to come every day for nine hours per week at those morning times are unable to enroll in the day program at all. If we were to separate our offering, we could provide an intensive academic track similar to our current day program for students intending to pursue a degree while also offering shorter, separate-skill classes for students who are simply trying to improve their English and do not have time for an integrated class and/or need to brush up skills before continuing their education. Such a change would correspond with our findings from our survey, as 51% of our students indicated they wanted to transfer, 20% indicated they desired an AA/AS or certificate from Skyline, and 25% indicated they wanted to study English to improve it for personal reasons. We also need to take into consideration the number of students who, on the same survey, said they preferred the 9-hour/weekly classes (30%) versus those who preferred shorter ones (44%).

**4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.**

All core courses (ESOL 810, ESOL 820, ESOL 830, ESOL 840, and ESOL 400) have been reviewed and revised with Student Learning Outcomes. Texts have been recommended and a department book list is in the making. In addition, ENGL 655 (English as a Second Language Supplement) has been revised to reflect an ESOL title: ESOL 655. Furthermore, three new courses have been written: ESOL 890, ESOL 801, and ESOL 802.

The courses in the evening program (ESOL 811/812, ESOL 821/822, ESOL 831/832, and ESOL 841/842) are scheduled next to be reviewed. They must first be brought up to the same level as the day program with respect to Student Learning Outcomes, and secondly, they must be rearranged in a different time format to better accommodate the evening students' needs. See section #6 below for more details regarding the ESOL evening program.

The ancillary courses will be the last priority for review following the intense re-crafting of the evening program. These courses include: ESOL 823 (Listening for Writing Intermediate), ESOL 824 (Reading for Conversation Intermediate), ESOL 843 (Listening for Writing Advanced), ESOL 844 (Reading for Conversation Advanced), ESOL 855 (Accent Reduction), ESOL 875 (Grammar for Non-Native Speakers), and ESOL 880 (Vocational ESL). These courses will be reviewed last because the revision of the evening program may incorporate some of these courses.

**5. If external accreditation or certification is required, please state the certifying agency and status of the program.**

There is no external accreditation or certification for this program.

**6. Discuss plans for future review and program modification.**

Courses Taught in ESOL and Other Departments:

The last program review (2000) mentioned that, "because the ESL program has not been allowed to expand to meet student needs, other classes have become de facto ESL classes." In fact, in response to the historic lack of ESOL faculty, some of the skills taught in typical college ESL programs throughout the country have, at Skyline, been parceled out to other departments; this segmentation of ESL coursework causes several difficulties for the ESOL department. First, there is difficulty in maintaining solid enrollment because two aspects of English language teaching (Reading and Speaking) are being taught out of our own department; to students who cannot see the difference, it would appear that they can get the same instruction for three hours per week as they could for nine, which is not the case. [To clarify the difference, Reading for ESL has a linguistic mastery focus and teaches skills to gain meaning through language, while Reading for native speakers assumes oral proficiency in the language; likewise, Speaking for ESL focuses on linguistic strategies, vocabulary, and expression while Speaking for native speakers focuses on voice and articulation]. In this manner, our division is effectively sending students out of our department to get instruction from non-ESL departments rather than keeping them within the ESOL program, a practice which may have contributed to ESOL's decreasing enrollment. Secondly, there is difficulty in coordinating a unified approach to language teaching aligned with methodologies and best practices in the TESOL field (i.e., listening comprehension paired with contextualized speaking, or a lexical focus as a framework for reading). The ESOL department feels that any teaching of ESL students should be done under its own auspices much like the teaching of Spanish is not done by non-Spanish departments. It is vital that the ESOL department be able to teach its students in all aspects of second-language acquisition: reading comprehension and fluency, written language, speaking and conversation strategies, oral intelligibility, grammatical knowledge and proficiency, aural comprehension, vocabulary, and expectations of American culture and academic behavior. The ESOL department would like to investigate how to build its program and refine its offering along the model of Cañada College's ESL Institute (this model had an ESL coordinator who aligned the day program with the evening program, coordinated part-time faculty, and ensured breadth of instruction in each program). In so doing, we hope to create more parity across levels within our own college and our sister colleges, ensure more unity in teaching from class to class, and strengthen our program.

The ESOL Evening Program:

The last program review indicated that "the evening program closely matches the day program," but that has changed in response to enrollment. Currently the evening program does not match the day program. Each level of the evening program has been split into two four-hour per week courses (i.e., the day course ESOL 810 becomes the two evening courses ESOL 811 & 812). This format results in one hour less of contact teaching than the day program provides, and evening students must make up the hour in the learning center. The make-up hour has become confusing due to the addition of Hours by

Arrangement, a policy by which all courses are required to do one hour per week outside of class time. The result is that ESOL evening students have a lot more out-of-class work put upon them than day students have, and they lose one hour per week of classroom teaching; as most of these students are working parents, this is a difficult and cumbersome assignment. The ESOL department would like to investigate revising its evening program to better match the day program by breaking up the nine hour per week course into three three-hour per week courses that attend to particular skills. Instead of two courses that present all four skills split into semester halves, the courses will address Grammar and Writing, Reading and Vocabulary, and Listening and Speaking as three separate skill areas.

#### PART C: Faculty and Staff

**1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.**

Several initiatives have been created through the Learning Center. First, a Trustees' grant, ESL Vocab Lab: A model for supplementary instruction," was written in May of 2004 and has been implemented consistently since its inception. This grant helped develop a vocabulary course that runs through the Learning Center and utilizes computer software in the ESL Supplement Lab. Furthermore, a PFE grant, "Structured Skill Improvement for ESL Students," was written in 2005 and implemented over 2005-2006. This grant purchased software and paid for weekly hours of ESL tutoring; these hours helped to establish the need and presence for ESL tutoring, resulting in its ability to be continued today. In addition, the ESL Supplement Lab has been entirely renovated; diagnostics have been created and students receive a program of study upon entrance into the lab course, ESOL 655. The program of study outlines areas for students to build skills, and students work at their own pace towards these goals, asking for guidance and reevaluation as they progress. Finally, the Learning Center director wrote a grant for Supplemental Instruction in Spring of 2006. This grant focused on certain courses, among them ESL, and a Supplemental Instruction tutor was hired to closely work with students in and out of class to increase their success.

In the ESOL department, several projects have also gone forward. Collaboration took place for the creation of an "Hours by Arrangement" folder modeled on the ones for English and Reading. This folder helps to regulate and simplify the HBA requirement for ESL students and teachers. Also, three new courses were written in Fall 2006 as well as one that was revised and one that was put forth as an experimental course. Two of these courses were written in response to requests from the community for conversation instruction, and one course was written to better serve students who enter ESOL 400 or ENGL 100 with less preparation than needed. Together, they represent a commitment to serving students in the best way possible.

**2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).**

The orientation process for new full-time faculty is the standard Skyline College orientation process; as yet, there is limited orientation from the ESOL department itself. However, there is a strong mentorship program in the entire Language Arts division whereby adjunct instructors are paired with experienced full-time instructors. There is a limited orientation process for new part-time ESOL faculty, and it needs great modification. In the past, the orientation book for English was used for ESOL, and the department is considering modifying it to fit ESOL and posting it to the web for greater accessibility. Combined with this project would be the creation of a book list for ESOL, which is also in the works. Also, our part-time pool struggles with maintaining email accounts at several campuses and does not always use district email; the department is looking at ways to resolve some communication issues and to increase remote communication as well as face-to-face discussion time.

ESL tutoring is a new offering and has been very successful. ESL tutors complete the same tutor training program as all other tutors in the Learning Center, but in addition, they complete a separate ESL tutoring module that discusses methods for tutors to avoid editing student papers and to focus on improvement of

language skills. ESL tutors also conduct conversation groups and have access to many materials to assist their preparations for these groups. Furthermore, ESL tutors have direct access to ESL instructors and can ask for advice as well as receive observations and guidance.

**3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.**

The ESOL department has a rich pool of faculty, but sadly, has few sections to offer them each semester. Over time, valuable and talented faculty leave to find full-time positions due to senior adjuncts getting priority over limited sections. However, San Francisco State University has provided several new instructors to take sections that open up experimentally or on short notice, and this resource has proved to be a good method of getting quality faculty for our program.

PART D: Facilities, Equipment, Materials and Maintenance

**1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.**

Facilities:

The last program review found that "Facilities present major problems: lack of classrooms at prime time, poor acoustics, cramped classroom space, poor ventilation, chalk dust, and wear and tear." While these comments were made regarding Building 8, which is being renovated and promises to be much improved, the above issues continue to prevail at the current swing space of Pacific Heights. Classrooms that have good heating and cooling systems, that do not echo, and that can comfortably seat the maximum number of students while being insulated from ambient hallway and spillover noise are paramount to a quality language learning experience.

The ESL Supplement Lab in the Learning Center:

The ESL Supplement Lab in the Learning Center continues to grow and is well regarded by students, who gave very positive feedback on a survey given in Spring 2006. There are now over fifty students who use the ESL lab six days per week. Students are fond of the space and are dedicated to maintaining it as a student-centered location where learning can flourish. The room, which has been decorated and furnished to make a comfortable and welcoming environment, can safely hold only eight people, and as such is often so crowded that users are forced to study in other areas of the learning center. The changes to legislation regarding use of learning centers has helped to increase the number of students who enroll in the ESL lab, so it will be necessary to be able to accommodate more and more students. The materials owned by the ESL department are on reserve in the Media Center, which provides secure control and checks materials out to students. The ESOL department looks forward to a computerized check-out process that will replace the current pen-and-paper process and that is streamlined and convenient.

Equipment:

The ESOL department teaches the skills of listening, speaking, reading and writing in English to speakers of other languages. As such, it is vital that the department be able to use the tools necessary for the highest quality teaching possible. The department makes use of portable tape/CD players, campus media carts, and computer labs to assist the process of making language learning an interactive and meaningful experience. The department owns one portable tape/CD player for the purpose of playing audio portions of media packages that come with teaching materials, and additional equipment is available through the media center.

Equipment maintenance:

While the current equipment that the department owns does not require maintenance, the department relies on equipment in the Media Center and the Learning Center, and the age and maintenance of that equipment varies. Students of the ESL lab are assigned materials for which they must use this equipment, and they have commented there are occasional difficulties with it. This is discussed further in Part D.3, Technology.

Materials:

The Language Arts division and the Learning Center have been generous in providing occasional funding for the purchase of materials to be used in the Learning Center for the ESL Computer Lab course, ENGL 655. To date, the ESOL department owns the following materials:

\*\*\*Computer Software: Alania English Mastery CD ROM program; Focus On Grammar CD ROM program; Understanding & Using English Grammar CD ROM program; Houghton Mifflin Grammar, Reading, and Vocabulary computer suite; North American Idioms computer program; Everwrite computer program; Pronunciation Power 1 & 2 interactive computer program; Oxford Picture Dictionary Interactive CD ROM program; Fish Trek computer program; Digital Keys for Writers computer program; Study Skills Success computer program.

\*\*\*Texts:

The Ins and Outs of Prepositions (text); Academic Vocabulary 1, 2, 3, & 4 (text); Kaleidoscope Reading & Writing Series 1, 2, 3, & 4 (text); Great Sentences, Great Paragraphs, Great Essays series (text); Think About Editing (text); Composition Practice 1 & 2 (text).

\*\*\*Text/Audio packages:

Interactions 1 & 2/Mosaic 1 & 2 (Listening/Speaking text/audio packages); New Grammar in Action (text/audio); WorldView 2 (text/audio).

**2. List projected needs.**

Facilities:

ESOL courses need classrooms that do not echo (because of the need for multiple group speaking activities and amplified audio media). The rooms need to be sizeable to allow for ease of movement and group formation, which is a standard that more ESL teaching methodologies follow. It is hoped that these conditions will be met when the department moves back into Building 8.

The ESL Supplement Lab in the Learning Center

The ESL Supplement Lab in the Learning Center is thriving in its own dedicated space and would further grow and assist students if it were to be placed in a larger, more accessible space. It is in need of at least three more computers, more tables, adequate storage space, and separation of areas to accommodate both loud and quiet activities (i.e., tutoring or speaking practice versus quiet study). One consideration is to combine it with the creation of an ESL/Foreign Language Lab that can accommodate teaching as well as tutoring and drop-in self-study; however, the location of the ESL Supplement Lab now in the Learning Center is good for campus visibility, so remaining in Building 5 has benefits that are also under consideration. It is vital that the ESL Supplement Lab have a defined space with walls to preserve the delicate student-centered culture that is currently flourishing so strongly in it now. The space either needs to have access to the Media Center (for secure storage of books and software) or its own media storage capacity with staff to control and secure it.

Equipment:

An accessible locker or a common office area is necessary to make needed ESL teaching items accessible to teachers such as tape players, a class set of dictionaries, language game boards and materials, and tools and supplies for creating teaching materials. It is hoped that the space dedicated to adjuncts in the new Building 8 space will be sufficient for these needs.

Equipment maintenance:

The current department equipment does not require maintenance. However, students of the ESL Supplement Lab are required to use tape/CD players in the Media Center, and many students have commented that there are occasional difficulties using this equipment. This issue is further discussed in part D.3, Technology.

Equipment maintenance will be a large concern when the ESL/Foreign Language lab is created; such a space needs dedicated support and security measures to ensure hassle-free access and reliability of technology.

**Materials:**

The amount of materials that the ESOL department provides to the ESL Supplement Lab is growing commensurate with the growth of the lab itself. The next area of growth is to make available text/audio or video packages that can further assist self-paced learning of English.

**3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.**

**Technology in the Classroom:**

Some teachers do utilize technology in the form of class writing projects and software programs to train students in editing, and at the Chestnut Center, teachers have close proximity to computers and can use them to enhance their teaching. However, technology is not fully integrated at the main College's ESOL program; because of historic difficulties in accessing and getting support for technology, many teachers are still teaching with traditional methods. This has put Skyline's ESOL department far behind other colleges in our area who have been able to modernize and increase learning. Changes to the Media Services department have been gratefully appreciated, especially in the swing space of Pacific Heights, where technical support had been difficult to receive. The ESOL looks forward to the transition back into the newly renovated Building 8 where we have learned that all classrooms will be modernized for full integration of technology in the classroom. It is hoped that, with an increase in the technology infrastructure, our faculty will be able to modernize our teaching according to the level that our field has attained. It is vital that we be able to present to our students an up-to-date learning experience and be able to help them prepare for a job future that will expect fluency and familiarity with technology.

**Technology Beyond the Classroom – An ESL/Foreign Language Lab:**

The current trend in language learning is the increased use of language labs where classes can be taught in an interactive environment, students can take listening and speaking exams efficiently, teachers can manage groups and speaking tasks with ease, media can be presented easily, and students can access materials to practice their language use outside of the classroom. The ESOL department is completely unable to provide a true "Language Lab" environment; this is most critical in the need for students to gain valuable listening and speaking practice via audio and visual materials. The only way students can access such materials is to use tapes in the media center; however, much of the Media Center equipment is aging and ESL students have a hard time comprehending audio materials on machines with low volume and poor mechanization. Headphones are old and have poor sound or are worn and broken, which negatively impacts a student's will to study on his/her own. As a result, many ESOL faculty no longer make use of the listening portions of student media packets, making them "recommended" but not "required." Allowing the limits of technology to mediate pedagogy results in a poor outcome; in this way, students are losing vital skills in listening comprehension and speaking accuracy.

Skyline College needs to move forward in the creation of a language lab to be used by ESOL and Foreign Language that can provide state-of-the-art integration of technology and high-quality language learning to our students. Such technology can include Digital Whiteboard technology, integrated digital language labs, and more resources for students to study via computer software and audio/visual media. The language lab should have sufficient computer stations for a full class plus an instructor's station where the media is controlled and learning tasks are initiated. There should also be sufficient small, soundproofed study areas where tutors can meet with groups or where individuals can study on their own without impacting the activity of the classroom, and vice versa. The room should be spacious, clean, professional-looking, and comfortable. It should be prominently situated, in close proximity to library and other learning resources, and should have a secure, staffed library of materials for students to use to further language mastery. Hassle-free access, availability of staff and materials, and reliability of technical support will be primary concerns in the design of this new center; in addition, flexibility of space

use (classroom use versus presentation use versus drop-in access), user-friendliness of the systems within the space, and ease of upgrade and replacement of materials will be considered carefully.

**4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

The ESOL program receives no support from industry.

**PART E: Budget Request**

**1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?**

**ESOL Coordinator:**

The ESOL department is witnessing a shift in student population that now includes highly-educated learners, Generation 1.5 high school graduates, and learners with questionable literacy in their first languages. Despite this varied population, the ESOL department has not been able to offer the number of courses needed at ideal times to meet this population's needs. In Summer of 2006, only two ESOL courses were offered at all, and they were only at the top level; beginning and intermediate students had no options to study. It is therefore becoming increasingly evident that an ESOL coordinator is badly needed. Such a position could help to increase outreach to the community, detail appropriate courses to appropriate locations to target specific populations, and set a pathway for effective development and growth of the ESOL department. A 20% position was funded temporarily for Fall of 2006, and it is anticipated that the position will be well worth the investment, necessitating continued funding of such a position.

**New Faculty Hires:**

It is absolutely vital that the ESOL department be able to hire two full-time teachers in the next two years. With one full-time teacher retired as of Spring 2006, it falls upon the two remaining faculty to develop and maintain a twenty-five course offering, integrate a twelve-member part-time pool, and ensure that our students are being adequately prepared for academic, vocational, and personal endeavors at the College.

**An ESL/Foreign Language Lab:**

The ESOL and the Foreign Language departments are united in the need for a state-of-the-art language lab. Such a lab needs a dedicated space to create a community for language learners; it also needs a coordinator to maintain a quality learning environment that operates in accordance with pedagogical needs, and it needs support staff and materials storage as well as sufficient computers for a classroom session. The ESOL department is particularly interested in the economical and pedagogically flexible Digital Whiteboard technology (a large, touch-screen, projection system on which files can be physically manipulated for greater ease in teaching). The lab absolutely requires good sound projection and acoustics for the teaching of listening and speaking.

**The ESL Supplement Lab:**

In the short term, the ESOL department needs to be able to purchase at least three more computers for its already straining ESL lab. The current number of three computers was not enough for the fifty-plus students who used the lab in Spring, nor will it be enough for the projected increase of students who will use the lab in coming semesters. These computers need regular maintenance and supervision and need to be outfitted with headphones, voice-recognition, and other media applications.

**2. If appropriate, discuss methods the program could share resources with other programs in the College and District.**

The ESOL department is already in discussion with the Foreign Language department regarding sharing resources within a dedicated ESL/Foreign Language Lab; this is a logical partnership for both departments since we are engaged in the task of teaching a foreign language utilizing listening, speaking,

reading, and writing. If a language lab is set up properly, its projection system could be useful for any writing class, making collaboration with the English department a possibility.

ESOL tutoring was piloted in Fall of 2005 and proved to be a welcome addition. The training of an ESOL tutor is somewhat more complex than that of a content area tutor because the ESOL tutor must have an understanding of Second Language Acquisition theory and practice as well as experience with language analysis. Without this, the tutor would only be able to point out errors in language use, but unable to help the student avoid such errors in the future. An ideal ESOL tutor possesses, at the very least, a certificate in TESL or TEFL, or has extended experience working in ESL under the mentorship of ESL faculty, and the ESOL department has been fortunate to find a certification program, Transworld Teachers, from whom to get such certificated individuals; San Francisco State University also has several students who are always looking for part-time work as part of their student teaching practice. This resource could be shared with the Speech, Reading, and English departments which routinely assist second-language speakers, but whose tutors do not necessarily have adequate training in second language issues.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

**Weekly Student Contact Hours – WSCH**

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2002	2003	2004
WSCH ESOL	3422	2520	2293
WSCH ENGL 400	834	552	522

**Please comment on program enrollment and expected trends.**

	<b>F2001</b>	<b>F2002</b>	<b>1 yr % gain/ loss</b>	<b>F2003</b>	<b>1 yr % gain/ loss</b>	<b>% gain/ loss from F2001</b>	<b>F2004</b>	<b>1 yr % gain/ loss</b>	<b>% gain/ loss from F2001</b>
<b>ESOL WSCH</b>	2646	3422	<b>29%</b>	2520	-36%	<b>-5%</b>	2293	-9%	<b>-13%</b>
<b>ENGL 400 WSCH</b>	400	834	<b>109%</b>	552	-51%	<b>38%</b>	522	-5%	<b>31%</b>
<b>ESOL+ ENGL 400 WSCH</b>	3046	4256	<b>40%</b>	3072	-39%	<b>1%</b>	2815	-8%	<b>-8%</b>
<b>ENGL WSCH</b>	6954	8710	<b>25%</b>	8444	-3%	<b>21%</b>	8385	-1%	<b>21%</b>
<b>Sky College WSCH</b>	89680	101657	<b>13%</b>	93706	-8%	<b>4%</b>	91377	-2%	<b>2%</b>
<b>ESOL sections</b>	12	17	<b>42%</b>	11	-55%	<b>-8%</b>	12	9%	<b>0%</b>
<b>ENGL 400 sections</b>	3	5	<b>67%</b>	3	-67%	<b>0%</b>	4	33%	<b>33%</b>
<b>ENGL sections</b>	83	81	<b>-2%</b>	74	-9%	<b>-11%</b>	74	0%	<b>-11%</b>
<b>Sky sections</b>	978	1042	<b>7%</b>	833	-25%	<b>-15%</b>	837	0%	<b>-14%</b>

WSCH = Weekly Student Contact Hours  
ENGL 400 became ESOL 400 as of Fall  
2005

Fall 2001 WTC/9-11

Fall 2003, Fees increased from \$11 to \$18, sections reduced

Fall 2004: Fees increased from \$18 to \$26  
(\$170 nonresident)

Probably as a result of the area's post 9/11 loss of jobs, the ESL department experienced an exceptional surge in census count in Fall of 2002. For the core ESOL, this increase was similar to the enrollment increase in native speaker classes, but for ESOL 400, the increase was proportionally 4 times greater than the enrollment increase in the native

speaker English classes. One year after a 439 ESOL student head count in the fall of the 9/11 year 2001, ESL enrollment headcount jumped from 439 to 587 the next fall of 2002. This was a peak in what had been a fairly stable flow of ESL students over the previous decade. After the enrollment peak in the fall of 2002, the state increased fees and the college reduced sections. The increase in fees and decrease in sections is most likely the cause for the fall 2003 ESOL census drop down to 400 students, which, although an exceptional one-year decline, is more in line with the numbers of students in the middle 1990s. The department tracks students in semester-end writing assessments, and the chart at the end of this worksheet shows how the semester-end numbers have returned to those of the middle 1990s after the numbers peaked in 2003. It should be noted that the department has always included ENGL 400 in its ESL tracking, but sometimes in the past we couldn't be sure if ENGL 400 was included in district and college enrollment reports. As of the Fall of 2005, in part in order to avoid this problem in the future, the faculty changed the program designator from ENGL 400 to ESOL 400.

At the end of September, 2006, we retrieved the most recent enrollment figures.

	F2001	F2002	1 yr % gain/loss	F2003	1 yr % gain/loss	% gain/loss from F2001	F2004	1 yr % gain/loss	% gain/loss from F2001	F2005	1 yr % gain/loss	% gain/loss from 2001	F2006	1 yr % gain/loss	% gain/loss from 2001
ESOL WSCH	2646	3422	29%	2520	-36%	-5%	2293	-9%	-13%	2609	-7%	-14%	3137	20%	3%
ENGL 400 WSCH	400	834	109%	552	-51%	38%	522	-5%	31%						
ESOL FTES	88.2	114.07		84			76.43			86.97			104.56		
ENGL 400 FTES	13.33	27.8		18.4			17.4								
ESOL + ENGL 400 FTES	101.5	141.87		102.4			93.83			86.97			104.56		
ESOL+ ENGL 400 WSCH	3046	4256	40%	3072	-39%	1%	2815	-8%	-8%	2609	-7%	-14%	3137	20%	3%
ESOL FTEF	5.13	6.73		4.60			4.67			6.33			6.40		
ENGL 400 FTEF	1.00	1.67		1.00			1.33								
ESOL + ENGL 400 FTEF	6.13	8.40		5.60			6.00			6.33			6.40		
ESOL +ENGL 400 Load	497	507		549			469			412			490		
ENGL WSCH	6954	8710	25%	8444	-3%	21%	8385	-1%	21%	8538	2%	23%	9918	16%	43%
Sky College WSCH	89680	101657	13%	93706	-8%	4%	91377	-2%	2%	90160			93651	3.9%	4.4%
ESOL sections	12	17	42%	11	-55%	-8%	12	9%	0%	16			18		
ENGL 400 sections	3	5	67%	3	-67%	0%	4	33%	33%						
ENGL sections	83	81	-2%	74	-9%	-11%	74	0%	-11%	82			81		
Sky sections	978	1042	7%	833	-25%	-15%	837	0%	-14%						
WSCH = Weekly Student Contact Hours															
ENGL 400 became ESOL 400 as of Fall 2005															
FTES= Fulltime equivalent students at first census (Fall 2006 figures retrieved 9/28/06 from Office of Planning website)															
Fall 2001 WTC/9-11															
Fall 2003, Fees increased from \$11 to \$18, sections reduced															
Fall 2004: Fees increased from \$18 to \$26															

After a dismal three three years, all signs point to an ESOOL enrollment turn around. The college's most recently published ESL data from September 28, 2006, show that enrollments have returned to a level 3 percent beyond the pre 9/11 level of 2001. The new classes in Jefferson high school have contributed FTES, and we continue to experience a stronger demand at the upper levels compared to the lower levels. In fall of 2006 we had to cancel an entry level ESOL 810 because of low enrollment, so in response we have started an experimental Saturday class at the Community Learning Center. This class has robust enrollment and has helped bring our numbers up.

Looking at the published enrollment demographics broken down by gender, language groups, and ages, there does not seem to be any demographic shift in ESL students that could account for the peaks and drops in enrollment. In spring of 1997, 20% of Skyline students came from Asian countries, while from fall 2000 through fall 2004 the percentage of Asian ESL students varied slightly around 35%. The percentage of Hispanic students before during and after the spike in numbers varied between 49% in fall of 2000 and 51% in fall 2004. It does appear that the drop in Hispanics was more serious than for Asians. From fall 2000 to fall 2001 the percentage of Hispanics increased by 36% and then decreased the next year by 45%. In contrast, the Asian increase was 23% but then the decrease was just 17%. But if we compare the relative rates of student loss over the two years after the peak, the Hispanics have returned a bit and the Asians have continued to shrink so that the drop since the fall 2002 peak is somewhat more comparable: 43% for Hispanics and 35% for Asians.

Additional evidence that the state-wide fee increases and section cut backs are what led to the reduction in students comes from our neighboring colleges to the north and south who have reported in e-mail interest groups similar reductions in ESL students along the same time line.

For the Skyline ESL department, the drop in numbers has been a spur to increase the marketing of the program, and the faculty are participating actively with counselors and administrators in "Fresh Look" educational master planning as well as outreach activities to local high schools and adult schools. One interpretation of the enrollment trends is that service area nonnative English students have gotten the message that the transfer-level ESOL 400 (the former ENGL 400) is a time/cost effective path to a BA degree and that at this level the alternatives are few. For our lower-level core ESOL courses, however, when students have faced fee increases and reductions in sections, the viable alternative was to continue working while taking drop-in, non-graded courses at the adult schools free of charge.

### ***FTE and WSCH/FTE (LOAD)***

Report the previous 3 Fall semesters with the most recent on the right

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	2002	2003	2004	2005
ESOL FTEF	6.73	4.60	4.67	6.33
ESOL Load	508	548	491	412

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ENGL 400 FTEF	1.67	1.00	1.33	
ENGL 400 Load	500	552	392	
ESOL + ENGL 400 FTEF	8.40	5.60	6.00	6.33
ESOL + ENGL 400 Load	507	549	469	412

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### **Please comment on the comparison of this program to College trends.**

A measure of productivity is the number of students divided by the numbers of teachers. The college goal is to achieve a productivity load of 525 weekly student contact hours per full-time equivalent faculty. At the peak of enrollment and faculty hiring in fall 2002, the ESL teachers came close, at 507, and then exceeded the goal during the enrollment and staff cut backs of 2003. When the state increased fees again in fall 2003, the department continued to experience declines in enrollment, but increases in faculty reductions would have threatened the integrity of the program. The result was a slight increase in faculty together with a continued decrease in students so that by fall 2004, the ESOL Department productivity was down to a load of 469. This same fall 2004 semester the English Department load was 491 and for the college the load was 596. Looking back, the ESOL Department loads in 1997, 1998, and 1999 were, respectively, 426, 416, and 420. The most recent data from Fall 2006 show an increase in load to 474, signs that the ESOL department and our dean have taken steps to manage our post 9/11 ESOL enrollment instability.

### ***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

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ESOL Retention	2002	2003	2004
	85%	85%	86%
ESOL Success	69%	75%	63%

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ENGL 400 Retention	93%	85%	91%
ENGL 400 Success	82%	79%	81%

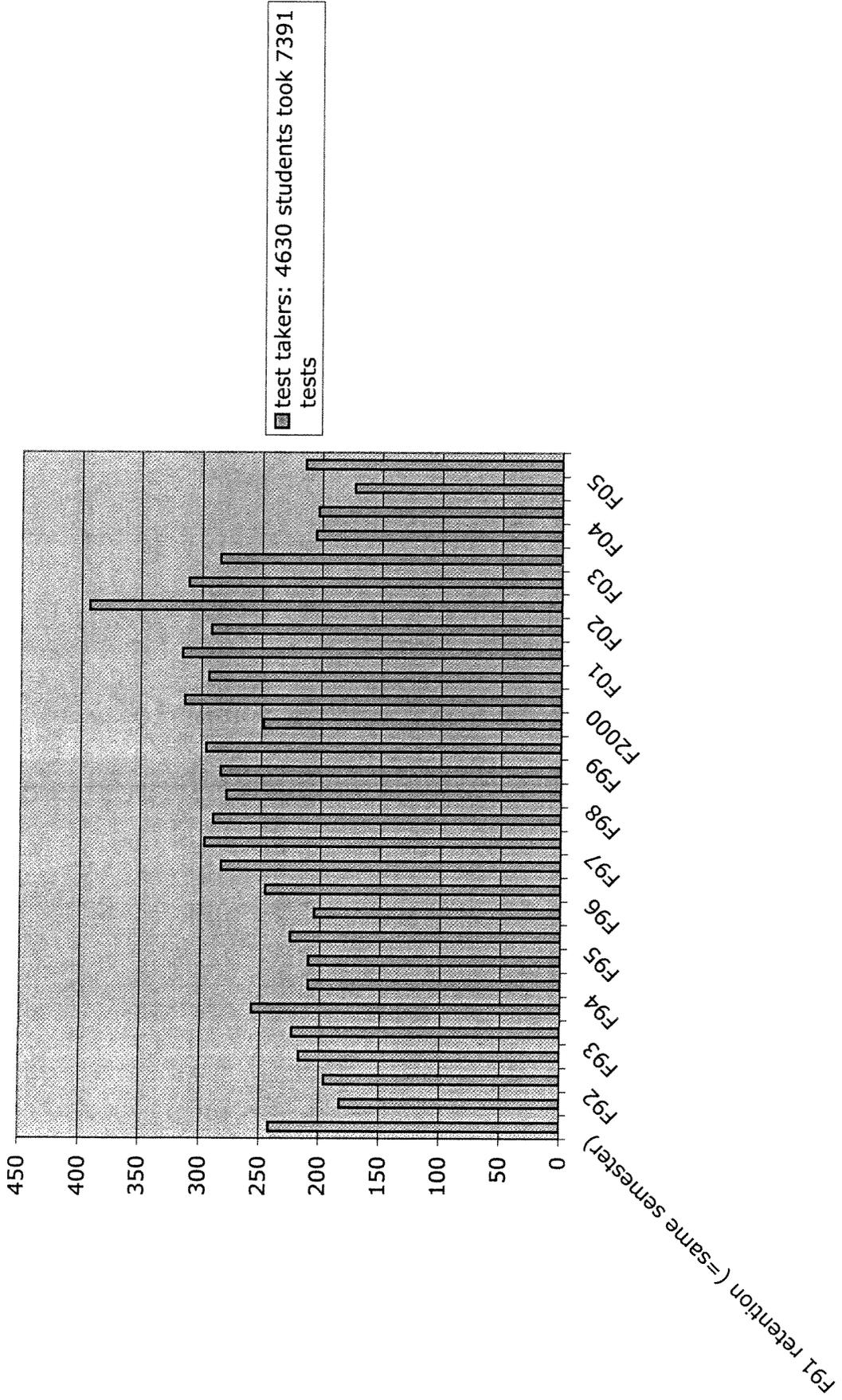
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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

Working with the data years supplied to us by the Office of Planning, in the years 2002, 2003, and 2004, the ESOL and ENGL 400 retention rate combined averages for all language groups were similar to or higher than the college-wide rates of 84%, 83%, and 85% for the respective years. The lowest A/B/C/CR success rate for the ESOL and ENGL 400 classes was 63% in 2004 for the ESOL classes. This same year for the college, the success rate was a somewhat higher 68%, while for other years, such as 2003, the ESOL success rate of 75% and the ENGL 400 success rate of 79% exceeded the college average of 69% for those years. While college-wide the Hispanic success rate has remained fairly steady at more or less 65% from 2002 to 2004, the success rate for Spanish speakers in ENGL 400 has been steady at 75% for several years and hit 81% in fall 2002. During this period in the lower-level core ESOL classes, however, with Spanish speaker success rates hovering at 61 / 62 %, these lower level Spanish speakers underperformed compared to the college as a whole and especially compared to the ENGL 400 Spanish speakers. The explanation for why the Spanish-speaking 400 students succeed at a higher rate than their lower-level ESOL classmates may be that with the community college open entry policy, students who test in at the lower levels may find it harder to succeed because they are less prepared with study skills. It could be that the placement test and course prerequisites pre-screen ENGL 400 Spanish speakers for study skills and that this is reflected in their higher rates of success. On the other hand, the student placements for lower level Spanish speakers could be more based on street- and job-acquired English performance, so that these lower level Spanish speakers arrive at Skyline somewhat weaker in formal academic study skills.

In light of these numbers, the ESL Department is exploring implementing a 2-level ESL study skills class, possibly in the form of Learning Center modules. Together with an increase in grammar-class electives, with a major push to update and increase Learning Center 655 computer-based offerings, and with hiring and training ESL tutors in ESL techniques, the program plans to increase the avenues of success for all of Skyline ESL students and especially the Spanish speakers.

# Skyline ESL Semester-End Test Takers Fall 1992-Fall 2005





## Program Review Course Outline & Prerequisite Checklist

Discipline: ESOL

Semester: Fall 2006

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

**Column 1:** What is the course prefix and number?

**Column 2:** What is the course title?

**Column 3:** What date was the course outline last reviewed or updated?

**Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.

**Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.

**Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.

**Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CS U	UC & CSU			
ESOL 400	English Composition for Non-Native Speakers	2006	x	x		Prerequisite: ESOL 840, or 841 + 842, or placement as indicated by ESL placement testing and other measures as necessary, or equivalent	yes
ESOL 840	English for Speakers of Other Languages IV	2006				Recommendation: ESOL 830, or 831 + 832, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 841	English for Speakers of Other Languages IV (1 <sup>st</sup> half)	2006				Recommendation: ESOL 830, or 831 + 832, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 842	English for Speakers of Other Languages IV (2 <sup>nd</sup> half)	2006				Recommendation: ESOL 830, or 831 + 832, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 830	English for Speakers of Other Languages III	2006				Recommendation: ESOL 820, or 821 + 822, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 831	English for Speakers of Other Languages III (1 <sup>st</sup> half)	2006				Recommendation: ESOL 820, or 821 + 822, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 832	English for Speakers of Other Languages III (2 <sup>nd</sup> half)	2006				Recommendation: ESOL 820, or 821 + 822, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 820	English for Speakers of Other Languages II	2006				Recommendation: ESOL 810, or 811 + 812, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 821	English for Speakers of Other Languages II (1 <sup>st</sup> half)	2006				Recommendation: ESOL 810, or 811 + 812, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 822	English for Speakers of Other Languages II (2 <sup>nd</sup> half)	2006				Recommendation: ESOL 810, or 811 + 812, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 810	English for Speakers of Other Languages I	2006				Recommendation: Placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 811	English for Speakers of Other Languages I (1 <sup>st</sup> half)	2006				Recommendation: Placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 812	English for Speakers of Other Languages I (2 <sup>nd</sup> half)	2006				Recommendation: Placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 823	Listening for Writing	in progress				Recommendation: ESOL 810, or 811 + 812, or placement as indicated by ESL placement testing and other measures as necessary	yes
ESOL 824	English for Speakers of Other Languages: Reading for Conversation	in progress				Recommendation: ESOL 810, or 811 + 812, or placement as indicated by ESL placement testing and other	yes



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**Skyline College Program Review**  
**Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**



Garry Nicol



Leigh Anne Sippel

**Date Submitted:** October 5, 2006

**Division Dean:**



*(Additional faculty signature lines may be added to this form as needed.)*

