

Instruction—2024-2025

Section 1: Program Information

Catalog Description

The English as a Second Language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both personal and academic purposes. The ESL program also introduces international students to American culture and customs. Courses range from pre-collegiate (non-degree-applicable). ENG 101 Reading and Composition for ESL students has been disabled due to the fact that students wished to take ENGLISH 101, which is transferrable. We are in the process of potentially creating a class for ESL Credit students to take ENGLISH 101, which will be transferrable to other colleges. It will satisfy the writing competency and the general education requirement for the associate degree.

Faculty/Staff – List all faculty members: Adjuncts Wood Lam and Anya Frammolino have taught in our program Levels, 3-5. Full time faculty member Cynthia Cross has taught Level 5 classes and ENGLISH 101E classes.

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

The ESL Program works to help Non-Native speakers acquire the English skills that they need to be successful in future endeavors—whether that includes a job or an AA degree. In Credit ESL, we work to help students with grammar and composition, as well as reading and speaking. Our program is an integrated skills program. Our classes prepare students for transition into mainstream English programs, and our goal is to help students achieve strong writing skills so that they will be successful in all classes in their future. Although we do not have any certificate programs, our classes are aimed to give students the skills they need in English. Our students themselves are ethnically diverse, and this creates a positive learning environment in which students embrace diversity and add to it at the same time.

Section 3: Course Curriculum

Curriculum Table (prepopulated, noneditable)

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

The ESL Program and each class’s COR has been reviewed by the curriculum committee within the past six years. The entire ESL Program was changed due to AB705. The ESL Program went from four levels to

three levels, and the total number of units per class was changed. The prerequisites have changed and students now self-place into their levels in accordance with AB705.

Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education.

ESL is not currently tied to CalGETC, but we could be if we create an ENGLISH 101 Class specifically for ESL students. At that point, we would look at CalGETC. I would consider creating such a class important to ESL students to ensure a smooth transition into Native Speaker English classes.

- **Class Formats**—In 2022, the Dean of Language Arts at the time, Nickawanna Shaw, decided to make all ESL courses six-week classes. The ESL classes were staggered throughout the 16 week term at intervals that did not overlap or coordinate with each other. The structure of the classes made the days extremely long. All of the 3A, 4A, and 5A classes are five-unit classes, and the 3A, 4A, and 5A classes are three-unit classes, so every ESL student taking both the grammar and the writing components had to take classes from 10AM-3:30 PM with a mere 20 minute break for lunch. This led students to daily cognitive overload, and there was not a break long enough to really be of use to the students. It takes at least 10 minutes to get to the cafeteria on campus from the SS Building. This fast, 6 week pace, also was much too fast for our students to be successful. We didn't have enough time to prepare our students for class objectives. Students needed more time to hone their skills, and having the class shortened by two weeks was extremely detrimental. The result was that we had high failure/repeat levels. The effects were at all class levels from 3-5, but particularly at Level 5A, we did not have enough time to help our students write strong, successful essays. We had to endure this situation for two years. With the new dean, Kim Orlijian, we are working to restore our program back to the 8 week program we originally had in place. Having 8 weeks gives the students more time to be successful. Hopefully, we will see more student success in the future as we give the students more time to practice and achieve their goals. The return to 8 week classes will occur in Spring 2025.

The modalities in place currently are HYBRIDS. We teach students twice a week in person with the classes also using an online component each week.

- We do not believe that there are any limitations preventing timely progress toward educational goal attainment. However, adding an ENGLISH 101 class for ESL students would be a great addition to the program. We deactivated the ESL 101 class because students wanted to have a class that was transferrable to other campuses. It would be helpful for ESL students to have a class designed to help them be successful, while giving them transferrable credit. Having this class would enhance course and program completion.

Section 4: Student Success Data

Power BI Dashboard

<https://app.powerbi.com/view?r=eyJrljoiNWw1NmRkOGQ0OTIhMC00NzZiLTNmNjctNWw1YTE4ZTA1MzM3liwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWw1LTdhYTcxNTIyMGZkYyIsImMiOiJz9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

Write about any notable equity gaps in performance-- Our ESL students don't qualify for any financial aid programs or assistance. I don't know about any equity programs for our students. We also don't have any certificate programs, so there is not much to say.

How does your program compare with college-wide data?

- First, let me say that the data packets that we get for our ESL Department always seem to be strange/off track for some aspects of ESL. For example, on page two of the packet, looking at ethnicities, it says that the department had 5 white students in 2023. I find this strange and confusing. What does this mean? All of the students in level 5A were international students. I don't think we had any resident students, and I don't know who/what is considered white? I don't know that we had any European students or students that were considered White. I personally did not see a single white student. Our program is currently made up of mostly international students that do not associate with being Caucasian. There may have been a few residents, but having 5 white students seems unlikely to me. I'm not sure that this is the data that the ESL program needs. In the past we have had similar data that said we had African American students. The only student I had that was Black was years ago, I had an African student from France. But he wasn't African American. ESL Data packets would be more effective with country specific information. Where did our students come from each term and what were the levels of success? In what levels were students most successful? This data might even help to point us in new directions of possible outreach. Having country specific data might help us more than ethnicity data, which appears to be off track/not useful.
- According to this packet, ESL had 100% retention in Fall 2022, but in Fall 2023, it dropped to 97%, but that is still higher than the campus average. Retention isn't the problem for ESL students. They have a unit requirement in order to maintain their visa, so student retention is always pretty high. But in 2023, our success rates really fell. In Fall 2022, our success rates were 92%, but in Fall 2023, they fell to 60%. But, in 2022, our enrollment was extremely low. In Fall 2023, we had more students, but our success rate really dropped. The campus wide success rate at that time was 74%, but ESL had a 60% success rate. Part of the reason for this drop in success for ESL might have been that we have been having students self-place into classes to comply with AB705. Students naturally want to place in higher level classes in an effort to save money and to try and pass classes that they feel that they can pass. But, in 2023, our program also was changed to a fast-paced 6 week program from a slower 8 week program. We discovered that 6 week classes were too fast. Many students did not pass their classes—not because they did not make any progress, but because they needed more time to practice and hone their new skills. Six weeks was just too short of a time to foster success. So, this could account for the low pass rate, which was higher the year before (in Fall 2022.)
- What potential obstacles or barriers do students face?

One concern we see with the implementation of AB705 is student self-placement. Students are placing themselves into higher class levels than their current skills are. This is troubling because students may not be ready or have the skills for the level of class that they are taking. For example, in Level 5A, which is a composition writing class, students are taking the class without having a firm grasp of paragraph writing. This is problematic because the instructors have to spend a lot of time working on paragraph writing—and this prevents them from reaching the goals of the class: Essay writing. Ordinarily, in an essay writing class, the instructor would spend a day or two reviewing paragraph writing. But this misplacement of students and their skills means that instructors are having to spend two to three weeks on paragraph writing, because students cannot write an essay without first having to have the skill of writing a strong paragraph. So, we are realizing that student self-placement is affecting our classes and the content of what we are teaching. We cannot get to our class goals if students are not placed correctly. So we are currently looking at ways in which to get our students to self-place more accurately. We need to be able to reach our class goals/SLOs, but it has been a challenge when students arrive underprepared. This causes students to have to retake classes, and ultimately affects our success levels.

What opportunities are available to address these barriers?

The ESL Department, the new dean Kim Orlijian, and the International Center are starting to meet more regularly to address this problem of self-placement, and to find solutions for this problem. The ultimate goal is to have better student placement so that students are able to complete their work and to stop placement into classes that are too difficult for the students. We need students to place themselves at their proper level, which will help with student success. When students take classes above their skill level, they often end up having to repeat the class. Finding strong, effective placement tools is one objective of the program.

Links to Guided Pathways and DEIA+

Credit ESL is not currently listed on the Guided Pathways.

Section 5: Program-Level Student Learning Outcome Assessment --

Program Learning Outcomes

English as a Second Language Program SLO Set

English as a Second Language Program SLO 1

Read analytically and critically at the college level; write in grammatically correct English with clarity and fluency; listen actively and speak articulately.

Mapping

SLO Goals: 1. Communication

English as a Second Language Program SLO 2

Research and synthesize information on topics using library and Internet sources; analyze and self-correct grammatical, semantic, and lexical errors.

Mapping

SLO Goals: 3. Creative, Critical and Analytical Thinking

English as a Second Language Program SLO 3

Participate appropriately in an American college classroom by demonstrating cultural awareness, personal responsibility, and ethical behavior.

Mapping

SLO Goals: 4. Community/Global Consciousness and Responsibility

Degree/Certificate/Skill Award Learning Outcomes:

Our ESL Program does not have Certificate programs.

No outcome sets attached

2020-2030 EFMP GOALS (EFMP GOALS DEFINED FOR THE PROGRAM)

No outcome sets attached

Section 6: Assessment and Planning

Past Recommendations and Goals ([prepopulated, noneditable](#)) See previous reports for the list of goals.

Summary of Past Recommendations and Goals:

Describe the progress made on your recommendations and goals from the last comprehensive program review.

1. Goal #1--We were not successful in getting a new full-time faculty member.
2. Goal #2--There has been no adequate funding to allow faculty members to attend the TESOL International Conference in years. This is truly disheartening, stagnating, and sad. Does anyone care about instructors staying current in their field or Faculty Development?
3. Goal #3—Working with adjunct instructors was made more difficult with the restructuring of the ESL Program by Dean Nickawanna Shaw. Each level of the ESL Program started on different dates throughout the semester. Classes were held on Mondays and Wednesdays for Level 5 Classes, and Levels 3 & 4 were held on Tuesdays and Thursdays. There was no continuity between the levels, and it was difficult to reach out to instructors. I was able to meet with one of

the adjuncts twice, but that was it. We met to discuss the change of the program from 8 weeks to six weeks, and we tried to overcome other challenges that came up in the discussion. So

communication between the instructors was made more difficult by the separation of the various ESL Levels. There were few to no common days/times to meet. It was less than ideal.

4. Goal #4—This was also hampered by the situation mentioned in Goal 3. We were not very successful in communication/ meeting due to the fragmenting of the ESL Program.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

One strength is being perceptive. We have been able to see that the move to a 6 week ESL Program wasn't helpful to our students or to our faculty members. So, advocating for a move back to our original program is a great start towards getting our classes back on track, which will eventually improve our student success. Another strength is persistence. We have been handling our departmental work each year, despite being just one full time faculty member and two adjunct instructors. Even though we feel invisible to the administration, we have persisted through the changes of deans, the random changes to our program, and global changes that have diminished our program. We remain hopeful that we can once again expand. Just restoring our program back to 8 weeks has been an accomplishment. It brings more stability to our program and it's helpful to our students.

Overall Weaknesses: In what ways does your program need to improve?

Our program has the potential to generate a large amount of funds for Citrus College. In years past, the ESL department generated 4-7 million annually dollars for the school. However, at that time, the ESL Department was well-supported. It had three full time faculty members, an ESL Program director, a part time secretary, and a dean with a background in ESL. Credit ESL was a priority.

These days, the department has dwindled to one lone full time ESL instructor. There is no one else to help with departmental issues, and even though the department has asked for an additional full-time instructor for a decade, there has been no movement from the administration to support the Credit ESL Department. That concern, combined with a decrease in outreach for international students has led to a significant decline in our international student population. So, what used to be our strength (a robust international student population) and a strong Credit ESL Department with administrative support for the faculty members, has pretty much been decimated.

Our weakness is that we are dwindling as a department. I cannot say it enough. Our lack of ability to grow is our major weakness. It is hard to look to the future when we lack support, funding, and even a basic acknowledgement of these issues from the administration. Funding is needed for faculty to attend ESL Conferences, which should be a normal part of a healthy academic environment. Funding has NOT been made available to our department. Conference attending has NOT been supported, nor does it seem to be a priority. Our need for additional full and part-time faculty members is very real. Every goal we have is tied to growth and student success, but our goals are directly connected to hiring qualified, motivated instructors, staying current in the field, and finding ways to GROW the department. The more we GROW the program, the more exciting

things we can offer our students. That then fuels our student enrollment. Until then, we will continue to barely exist. Being offered the support to re-grow our department would be very appreciated.

Growth and being connected to other ESL departments globally must be established. Outreach to new countries should be supported to ensure growth. Help must be given to what remains of the program! A one-person department cannot thrive, and being asked to reflect on future growth without being offered any real help does not feel productive, helpful, or fair. Some acknowledgement of this difficult situation by the college would be welcomed and really appreciated by the department!!

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

ESL isn't directly involved in DEIA+, but we contribute to diversity & belonging.

Having international students adds to the rich diversity of Citrus College, and it should be a point of pride for the college. Sponsoring and increasing international exchange only benefits the college in that it increases diversity, and international students pay nearly three times the amount in tuition than regular residents pay. Allowing for more outreach possibilities would ultimately increase the number of international students on our campus. Also, reaching out and creating relationships with colleges in other countries would foster exchanges and benefit our college.

The ESL credit department instructors work hard to make our students feel included in their classes and as students at Citrus College. We work with the International Center to remind students of upcoming events, and we are starting to work with the International Student Center to help guide and complete enrollment of classes, since the process can be overwhelming. Instructors work to intervene when we feel that students are going through some sort of crisis. (For example, last semester we had a student in our ESL classes that seemed very depressed. We worked with the international center and the Student Health Center to connect him to a counselor to try to ascertain what the concern was and to see how we could best help the student.)

NEW Recommendations and Goals for 2024-2025: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

1. Professional Development is needed: The funding for instructors to attend the International TESOL (Teaching English to Students of Other Languages) Conference in Spring 2025. This is absolutely critical! TESOL is the largest ESL Conference in the USA, and instructors from around the world attend this conference. It is multifaceted: It is a great way to network internationally and to create exchanges (to potentially enhance our ESL Program.) It's also a place to see what's new in pedagogy, to participate in the Technology exchanges and advancements, and to work one-on-one with publishers. Our instructors need to stay current in all of these areas. Being offered financial support to attend TESOL in Spring 2025 would be greatly appreciated. Instructors need to be current in their field, and this conference is the best place to do that.

2. Increase the number of Full-Time Faculty members. This has been a perennial goal. We did not file for FNIC this year because we were told that there would be no hires, but it is the 10th year that our department has indicated that this is a crucial departmental need. Our department needs the support of the Administration. We cannot flourish in a one-person department. There is no acknowledgement that the administration hears what is being communicated year after year in these Program Reviews. If we can add faculty members, we have a chance of growing.
3. Increasing the connection between the International Center and the Credit ESL Department is critical. This is already starting to happen, but it needs to continue to work on placement needs, enrollment, and potential new classes, and connection between counselors and ESL students. This also includes placement concerns and bringing back completion certificates for the ESL Program completion. We are already beginning the process.
4. Increasing the connection between full time faculty and adjunct faculty. This is two-fold: First, it involves reviewing adjunct faculty instruction. By observing the classes of part time faculty, we can communicate about pedagogy, classroom instruction, activities, and so on. Second, this connection also includes SLO data collection, observations, and methodologies. Such discussions can help instructors to troubleshoot potential problems and can ensure that the SLOs are being met. This connection can be made by meeting at least once per semester or academic year. We plan to observe adjunct instructors in Fall 2024 and in Spring 2025.
5. Increasing the number of International Students Exchanges & Increasing relationships to other colleges around the world is necessary. This will lead to an increased international student population on campus, and it will help generate more revenue to our college. Establishing new partnerships with colleges in other countries would significantly help our program. This is also clearly tied to our first goal—being supported to go to TESOL International. Presently there is an opportunity to connect with a school in Osaka, Japan. Years ago, instructors were allowed to travel abroad in order to enlarge our outreach. We would welcome the opportunity to travel to colleges abroad to foster connections between Citrus and other international schools. Such connections would expand our ESL program. If workers in the International Center are being allowed to travel to expand the International Student population, then instructors should be encouraged to do the same. We would appreciate the opportunity to do so.
6. Find new ways to help our students complete their AA degree. A few years ago, we had nearly ten international students complete their AA Degree. That was a larger number than in years past. Students come to the US for a variety of reasons, but if we can find a way to work with the International Center, then maybe we can work together to advertise AA completion opportunities. Also, though, this relies on funding to help advertise our program. The college could support this endeavor through the publishing of flyers, through advertising, and by sponsoring functions for international students.
7. Grow the number of class offerings so as to attract more students. This could be by offering more CREDIT ESL classes each semester, or it could be by offering electives. It also could be by expanding ESL to connect to other certificate programs on campus. ESL Credit classes could be connected to vocational programs. Increasing our ESL course offerings would help to expand our program. We

would be willing to return to offering electives and potential vocational ESL. We just need more ESL faculty members to help support the offering of these classes.

8. Create an ENG 101 specifically for ESL students. Elsewhere the need for an ENG 101 class for ESL students was discussed. We used to have an ESL 101 class, but we disabled it because students were not taking it because it was not transferrable. Since that time, ESL students have taken random ENG 101 classes with a high failure rate. Having a dedicated ENG 101 for ESL students will ensure that students finish 5A and immediately go into ENG 101 with the same ESL instructor as 5A. This will create a learning community, and students will be more successful. This class would increase success rates of ESL students in English 101. The full-time faculty member is eager to create this class to replace our defunct ESL 101 class.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

1. Professional Development is needed: The funding for instructors to attend the International TESOL (Teaching English to Students of Other Languages) Conference in Spring 2025. This is absolutely critical! TESOL is the largest ESL Conference in the USA, and instructors from around the world attend this conference. It is multifaceted: It is a great way to network internationally and to create exchanges (to potentially enhance our ESL Program.) It's also a place to see what's new in pedagogy, to participate in the Technology exchanges, and to work one-on-one with publishers. Our instructors need to stay current in all of these areas. This is the #1 Goal, but it affects every other goal we have. It is tied to offering excellence to our students by keeping instructors current in pedagogy! Please allocate some funding for our department for conference attending! We have been asking for years, and it is disappointing to be ignored. Our faculty would like to attend TESOL 2025 PLEASE!
2. Increase the number of Full-Time Faculty members AND ESL Adjuncts. This has been a perennial goal. We did not file for FNIC this year because we were told that there would be no hires, but it is the 10th year that our department has said that it is a departmental need. No one hears this plea. We also need help in the area of ESL adjuncts in order to rise above the bare minimum of Credit ESL Classes being offered.
3. Funding for instructors to help with outreach. Whether that includes funding for international funding for instructors to go and meet faculty in other countries who are trying to establish international exchanges, or whether it means funding for advertising, flyers, or international student functions, we need to have support. At present, we cannot do anything. The department has no funding, has no manpower, and we are not supported or encouraged to grow. We are not able to grow. I would love to see a prosperous future for our department.

4. It would be helpful to our ESL program to have additional adjunct instructors. We are currently working bare bones, with only two adjunct instructors. This means that we are understaffed in terms of growth. Our department used to offer two full version of the ESL Program each year. This means that we had sections 3A, 4A, and 5A offered both in the first 8 weeks and in the second 8 weeks. Currently, we can't even offer that because we don't have enough instructors. It is necessary to increase our pool of instructors so that we CAN offer more classes. We cannot increase the program size if we are so limited in our classes. Students will look to other campuses like Mt. Sac and Chaffey if we have few classes and limited offerings. Citrus College needs to offer more classes. We used to also offer ESL elective classes. Without extra instructors, we cannot grow the program again! This ties into Goal #7.