

Program Review Comprehensive Report



Program Review - Instructional: English as a Second Language

Supplemental Reports and Attachments

2014 - 2017

NCB ENTERED

[2014_17_ESL_CurriculumRPT.pdf](#)

[2014_17_ESL_SuccessEfficiencyRetentionRPT.pdf](#)

[2014-17_INSTRUCTION_ESL_ResourceRequests.xlsx](#)

[2014-17_ESL_SLO_DISCIPLINE.pdf](#)

Program Trends and Updates

2014 - 2017

No

No

No

No

N/A

N/A

N/A

The ESL Discipline needs to provide ongoing assessment of transitioning ESL students to transfer level English 1A and develop a mechanism to bridge the gap between ESL 55 and English 1A.

N/A

N/A

N/A

All COR's are current.

RCCD-ESL Position Statement on AB 705

Spring 2018

AB 705, signed by the Governor on October 13, 2017, took effect on January 1, 2018 with three key guiding principles (CCC, 2018). First, this bill mandates that a community college district "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe" (AB 705, p. 91). It is important to note that this one-year timeframe does not apply to the ESL discipline. According to AB 705, "instruction in English as a second

language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above" (CCC 2018, p.3). Moreover, legislative advisory group is currently working on defining AB 705's implementation for ESL students. Second, the bill requires that a community college district use multiple measures (e.g. high school coursework, high school grades, high school grade point average or other assessments or combinations thereof) in the placement of students into English and math to optimize student success in completing transfer requirements. Third, the implementation timeline for Spring 2018, Fall 2018 and Spring 2019 stipulates specific responses by all California community colleges.

The RCCD-ESL Discipline has delineated the actions taken collectively to address AB 705. The RCCD-ESL Discipline has engaged in the following areas, echoing AB 705 implementation guidelines. In Spring 2018, the RCCD-ESL Discipline was mindful of the importance in utilizing high school data central to assessment and placement process. However, when such information was not available, the RCCD-ESL Discipline continued with the process of validating the Proficiency Test of English as a Second Language (PTESL) through the California Chancellor's Office. The PTESL had undergone a thorough cultural bias study as well as tests in the areas of content validity, construct validity, criterion-related, and face validity. As a result, the RCCD ESL Discipline promotes multiple measures, including the PTESL, for appropriate placement. During Spring 2018, district-wide Discipline engaged in professional workshops to promote student learning and acceleration in current courses. The Discipline has also engaged in discussions in curricular shifts in ESL and contacted other colleges regarding the implementation of AB 705. Furthermore, the Discipline initiated curricular exploration and development consistent with the spirit of AB 705 to promote accelerated learning and transfer-level preparation.

Therefore, the RCCD-ESL Discipline will continue to engage in the following activities:

1. Research best practices and other institutions' ESL course offerings and strategies in response to AB 705.
 2. Create non-credit to support existing academic courses and career pathways.
 3. Provide ongoing assessment of transitioning ESL students to transfer level English 1A.
 4. Develop a mechanism to bridge the gap between ESL 55 and English 1A.
 5. Work with English Discipline to develop activities and resources for ESL students in English 1A and co-requisite English 91. This may entail workshops with the English Discipline faculty to recognize non-native speaker's language acquisition within English courses and share strategies for addressing those areas.
 6. Revise course outlines for ESL 53, 54, and 55 to incorporate essential skills such as reading, vocabulary development, and oral skills.
 7. Continue with MMAP and PTESL for most appropriate placement.
 8. Research and follow the forthcoming best practices/recommendations of the AB 705 ESL Advisory Group.
- assessment is ongoing. However, some assessment results cannot be entered because SLO's listed for some classes here are old and need to be updated in the system.

Program Goal: Goal #1

Respond to AB 705

In Progress

Increase student achievement and success

Goal 2 Objective 1:

Activities

Research best practices and other institutions' ESL course offerings and strategies in response to AB 705.
Research and follow the forthcoming best practices/recommendations of the AB 705 ESL Advisory Group.
Revise course outlines for ESL 53, 54, and 55 to incorporate essential skills such as reading, vocabulary development, and oral skills (Active)

Program Goal: Goal #2

Participate in ABOUT Students Consortium (AB86) at district and college levels by collaborating in ESL work groups and working with administration and adult schools to implement the strategies from the Plan.

In Progress

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2014 - 2017

Increase student achievement

Strengthen student learning
Create community partnerships

Goal 1 Objective 9: , Goal 1 Objective 10: , Goal 2

Objective 1: , Goal 2 Objective 2: , Goal 2 Objective 3: , Goal 2 Objective 4: , Goal 2 Objective 5: , Goal 2 Objective 6: , Goal 3 Objective 1: , Goal 3 Objective 2: , Goal 3 Objective 3: , Goal 3 Objective 4: , Goal 3 Objective 5: , Goal 4 Objective 1: , Goal 4 Objective 2: , Goal 4 Objective 3:

Activities

Meet with ESL colleagues from adult school (Active)

Align the process of student transitioning from adult school to college (Active)

Program Goal: Goal # 3

Continue to assess courses

In Progress

2014 - 2017

Increase student achievement and success

Strengthen student Learning

Activities

Keep more detailed records on how the assessment informs teaching (Active)

Program Goal: Goal # 4

Maintain communication with adjunct faculty

In Progress

Strengthen our commitment to our employees

Activities

Include adjunct faculty in decision-making process

Invite adjunct faculty to ESL meetings and grading/assessment sessions. (Active)