1. Department Goals - Current Progress: SLO Assessment:

The ESL Department continues to work on SLO assessment as an ongoing process. All department faculty are involved in the process and making progress towards these goals.

Curriculum
The ESL Department is rewriting curriculum in response to AB 705. Horizontal compression at each level from level 30 to 320: integrating the 4 unit Reading and Writing courses into a 6 level Reading and Writing course; adding a 3-unit grammar course at each level; and changing the Listening Speaking course from 4 units to 3 units.

Vertical compression of ESL levels 20 and 30 and in this way reduce path for ESL students from 6 semesters to 5 semesters.

ESL Labs
The ESL Department continues to use the Pearson Interactive Software. However, finding appropriate software and materials for the ESL 90, 91, 92 courses is challenging. The ESL Department is exploring various options for enhancing the ESL lab offerings to support the new acceleration (AB 705) model.

2. Department Goals - Future: Goal #1
Increase successful course completion and fall to spring retention rates by excelling in teaching and learning.

Resources (staffing, funding, training, etc.) required to meet this goal:
Continued access to the LRC and computer lab at RCC, peer-mentors, tutoring, lower class caps.
(FLC Strategic Plan: III, IV LRCCD Strategic Plan: A, B)

Goal #2
Focus on pedagogy beyond the classroom by identifying, disseminating, and providing training for teaching and learning strategies that enhance the learning environment and promote college and/or community engagement by faculty, staff, and students. FLC Strategic Plan: VII LRCCD Strategic Plan: A

Resources (staffing, funding, training, etc.) required to meet this goal:
Funding to attend conferences, reassigned / sabbatical leave.

Goal #3
Work on finding a better assessment tool approved by the State, using multiple measures and guided self-placement in an effort to more accurately place students in the appropriate level. Currently, Accuplacer is the only available instrument used for ESL placement in conjunction with a 35-minute writing sample.

Resources (staffing, funding, training, etc.) required to meet this goal:
Time for ESL faculty to meet and liaise with ESL faculty from sister colleges.

Goal #4
In light of AB 705 and the recommendation that ESL students progress to transfer level courses within a three-year period, complete and implement new curriculum for accelerated course offerings, work with Counseling and Student Services to inform students of the changes.

Resources (staffing, funding, training, etc.) required to meet this goal:

Faculty re-assigned time for planning, curriculum development, piloting, and training.
Time and compensation for ESL faculty to meet and liaise with ESL faculty from sister colleges and attend statewide workshops and conferences.

Goal #5
Strengthen the transition of ESL students from Adult School to community college ESL courses through continued work on the CAERC alignment project. And, strengthen and support the transition of students from the ESL classes to English classes.

Resources (staffing, funding, training, etc.) required to meet this goal:

Time and (district) compensation for ESL faculty to meet and liaise with ESL faculty from sister colleges and adult schools.

3. Special or Long Term Projects: Priority is being given to curriculum development and SLO assessment. Implementation of accelerated courses will be a yearlong process starting in Fall 2020.

We will also continue to work on the CAERC project involving Adult Education and Community College Basic Skills.

ESL offerings at FLC in summer 2020
4. Department/Discipline Plans - Curriculum and Course Sequencing: The department is not revising any of our current course offerings as we plan to delete courses once the new curriculum is adopted in Fall 2020 - Spring 2021

New Curriculum:
The ESL Department is working on the acceleration initiative in order to comply with state-mandated AB705 for Fall 2020. Current curriculum development is in process, in draft form, tech review, or first reading

The following tables show the transition from our current traditional course offerings to the new accelerated model.

### Traditional Path

| List/Speak | ESLL 20 | ESLL 30 | ESLL 40 | ESLL 50 | ESLL 310 | ESLL 320 | COM 301/331 |
| Reading    | ESR 20  | ESR 30  | ESR 40  | ESR 50  | ESR 310  | ESR 320  | ENGRD 312  |
| Writing    | ESLW20  | ESLW30  | ESLW40  | ESLW50  | ESLW310  | ESLW320  | ENGWR 300  |
| Grammar    | ESLG51  | ESLG 310| ESLG 320|        |          |          |       |

### Accelerated Path (course numbering will change as we develop and align curriculum through the district)

| Listening/Speaking | ESLL 31 | ESLL 41 | ESLL 51 | ESLL 310 | ESLL320 | COMM301/331 |
| Reading/Writing    | ESL 37  | ESL 47  | ESL 55  | ESL 315  | ESL 325  | ENGRWR 300 (+33) |
| Grammar            | ESLG 31 | ESLG 41 | ESLG 51 | ESLG 310 | ESLG 325 |

The department continues to explore independent learning opportunities through lab courses such as Spelling and Vocabulary. The ESL Department is also exploring the possibility of making all labs 0.5 credits and removing the one credit option completely.

While there is still student interest in ESL classes offered in the Placerville area, it has been decided that the ESL class offerings at the El Dorado Center will be discontinued. There is a limited demand for ESL classes at the Folsom main campus, so classes have not been offered there for the past two years. The greatest need for ESL courses at this time is in the Rancho Cordova area due to the concentration of immigrants in that area. The ESL department’s priority for the immediate future is to focus its efforts on aligning ESL course offerings at RCC with current initiatives such as acceleration, pathways, and meta-majors.

Given these considerations, access to classroom space at the Rancho Cordova Center is vital to the survival and growth of the
ESL program and to the department’s ability to serve the students in its service area.

One section of ESL class offering has been approved for Summer 2020. This will be the first time ESL classes are being offered in the summer at Folsom Lake College. In support of AB 705, this effort is an attempt to encourage students to move towards a reasonable completion rate in order to meet their educational goals in a more timely manner. With this new option, students now have an additional avenue to complete their ESL classes and begin taking general education classes sooner than later. The plan is to offer ESL W320 - a hybrid class - in Summer 2020 as this is the last level in the ESL writing program, which would allow students to begin taking general education classes in Fall 2020. The rationale is that students at the level 320 level would likely have the computer skills to assist them in completing this class successfully, and they would also be motivated to complete their last level of ESL writing class before exiting the ESL program.

5. Program Development & Revision: Not applicable since ESL is not a program

6. Percent of SLOs assessed: Out of 24 ESL classes in the catalog SLOs have been assessed in 16 of them; This is 67% of all classes.

7. Course SLOs - Synopsis: Completed SLO assessments are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLW</td>
<td>20</td>
<td>F 17</td>
</tr>
<tr>
<td>ESLW</td>
<td>30</td>
<td>F 17</td>
</tr>
<tr>
<td>ESLW</td>
<td>40</td>
<td>S 18</td>
</tr>
<tr>
<td>ESLW</td>
<td>50</td>
<td>F 17</td>
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<tr>
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<td>S 18</td>
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<td>F 15</td>
</tr>
<tr>
<td>ESL</td>
<td>92</td>
<td>F 15</td>
</tr>
</tbody>
</table>

8. Course SLOs - Strategies for Improvement/Maintenance: SLOs currently being assessed Fall 2019: ESLL 20, ESLL 30, ESLL 40, ESLL 50
SLOs to be assessed Spring 2020: ESLG 50, ESLG 310, ESLG 320

9. Program SLOs - Synopsis: N/A

N/A

10. Program SLOs - Strategies for Improvement/Maintenance: NEW

11. Improving Course and Program Success Rates - Data Analysis: The average success rate among ESL students across the past 5 years is 79%; with a range of 71.6% to 89.1%. The average retention rate among ESL students across the past 5 years is 90.8%, with a range of 88.7% to 96.8%. The ESL success rates and retention rates are both above the college averages.


The five year average for productivity is 436.25

12. Improving Course and Program Success Rates - Strategies and Resources Needed: The ESL department acknowledges the impact of the work that tutors, peer-mentors, the Instructional Assistant, and the ESL Instructor of Record do with our ESL students and the role it plays in maintaining and increasing student success.

The department would like to see:
- continued tutoring hours for the higher level ESL courses
- continued peer-mentoring and tutoring support
- availability of embedded tutoring in ESL classes
- dedicated computer classroom or a set of laptops or notebooks available for student use.
- continued access to classroom space at the Rancho Cordova Center
- the opportunity to offer classes at the FLC main campus
Learning Skills tutoring services, embedded-tutoring, RWC, Library, IA, and other services are critical to student success in ESL department classes and labs. We would like to see:

- Increased tutoring hours—especially to support students at the 310 and 320 levels
- Continued and increased funding for the peer-mentor and embedded tutoring programs
- Student Success Workshops offered at RCC at times that would fit with ESL students’ schedules

Online modalities
We will continue to use the hybrid/online modality for ESL R320 and ESL W320 with 75% face to face and 25% online and ESL G320 and G320 with 50% face to face and 50% hybrid for Spring and Fall 2020 at which point we will transition to the new accelerated curriculum.

Technology:
- The ESL department could use a dedicated computer classroom to allow instructors to schedule their classes on a regular basis. Many of our ESL textbooks come with online e workbooks. While students can work independently on these materials in the LRC, we believe it would be more effective to have a language-dedicated lab.
- Many students in ESL courses have problems logging onto computers, understanding the technology of today, and typing assignments and papers for class. The lowest and most basic BUSTEC courses are too advanced for this demographic. There is a need to create a basic level ESL BUSTEC course to help students gain a basic level of computer and technology knowledge. This knowledge will help them in all of their subsequent classes as well as helping them feel more comfortable using the online resources FLC provides. The need has been determined by ESL faculty, BUSTEC faculty, and classified staff working in the Rancho Cordova Learning Resource Center.

Transparency and timeliness in grading.
N/A

Workshops
We hope to see continued offerings of supplemental workshops at the Rancho Cordova Center. We will be working with departments at FLC to offer Student Success workshops at times that fit with the ESL class schedule at RCC.

What resources does your department require to implement strategies identified above?
Continued Learning Skills funding for tutoring
Reassigned time for faculty involved in curriculum development for acceleration and AB705 compliance in ESL classes

13. Suggestions for Improving the ADP/PR process: