

San Diego Continuing Education ESL Program Review

Part I: Annual Review of Data Form A

Continuing Education – Program Review Comments and Narrative Description

FOR FACULTY USE

Program: English as a Second Language (ESL)

Discipline: English as a Second Language (ESL)

Academic Year: 2007-08

A. Please review your program data (Form A)

1. Comment on Annual Summary Data Table – What are the factors that have resulted in growth or decline in the following areas?

- FTES/CE total: The ESL Program produced 39% of CE's FTES in 2007-2008.
- Program Cost/ CE Total: The ESL Program utilized 37% of CE's total budget during 2007-2008.
- Enrollment/ CE total: The ESL Program generated 30% of all CE's enrollment for the 2007-2008 year.
- Retention/ CE Total: 28% of ESL learners persisted for more than 50% of the duration of their courses.
- Certificates Awarded/ CE Total: NA (data not collected)
- High School Diplomas Awarded/ CE Total: NA

Comments: The ESL Program was cost effective for the 2007-08 school year. The program made 39% of the total FTES but utilized only 37% of the total budget. The percentage of enrollment (30%) compared to the percentage of FTES (39%) for the ESL Program demonstrates better than average retention. The percentages of learners completing different thresholds are misleading since the ESL courses are open-entry/ open-exit. Learners often attend a certain number of hours, drop out for a variety of reasons, e.g. job schedule changes, moved to the next level, and enroll in the same course at a different time slot or enroll in the next level class before the semester is over.

Learners such as these may be categorized as completing only 25% of the course, yet are persisting in the program by attending another class or level. Another measure of retention could be taken from our level completion data from our standardized CASAS testing results. Of the total number of students tested, 75% had paired scores, a 6% increase over the previous year. Since the tests are only administered 4 times a year, students need to remain in the program to get paired scores. In the year 2007-2008, the percentages of students who completed levels according to their pre-post test scores are as follows:

- Beginning Literacy – 72%
- Beginning Low – 80%
- Beginning High – 73%
- Intermediate Low – 63%
- Intermediate High – 63%
- Advanced – 33%

B. Continuing Education Total Data Comparison

1. Comment on percentage change from prior year(s) – What are the factors that have resulted in greater changes in the following areas?

FTES/CE total: The ESL Program produced the following percentage of FTES:

- 2003-2004: 43%
- 2004-2005: 39.3%
- 2005-2006: 42%
- 2006-2007: 42%
- 2007-2008: 39%

Cost/ CE Total:

- 2003-2004: data not collected
- 2004-2005: 39%
- 2005-2006: 39.08%
- 2006-2007: 40.29%
- 2007-2008: 37%

Retention/CE total: ESL rates have varied by a maximum of 1-2% over the last 5 years.

ESL Enrollment/ CE total:

- 2003-2004: 31%
- 2004-2005: 32%
- 2005-2006: 31%
- 2006-2007: 31%
- 2007-2008: 30%

Certificates Awarded/CE Total: N/A

High School Diplomas Awarded/CE Total: N/A

Comments: In general, there have been few significant changes in the ESL data for the past several years. The percentage of program cost compared to overall CE cost has fluctuated no more than 3.29%. This past year, 2007-2008, the cost was actually the lowest in the last 5 years. Retention rates have also stayed almost the same for the last 5 years, using the district measure. However, looking at other measures, e.g. CASAS test score results and comparing FTES with unduplicated enrollments, retention or persistence has steadily improved over the last few years. In the year 2007-2008, the decline in ESL enrollment (unduplicated) was -13.4%, but the decline in FTES was only -5.25%. This demonstrates persistence. Fewer students have been attending more hours. In general the rise and fall of ESL enrollments is very dependent on economic and political conditions in our community. For example, in 2007-2008, a depressed economy, particularly in the construction industry and restrictive immigration policies were factors in the declining enrollment for this year.

C. Summary Narrative – Description of discipline or programs

The English as a Second Language (ESL) Program comprises approximately 40% of the Instructional hours attended in SDCE. The program consists of approximately 170 classes. As of the Fall semester, 2009, the program included 153 faculty members- 116 adjunct instructors and 37 contract instructors (24% of the total number of instructors). The classes, offered at six campuses (and numerous off site locations) throughout the city of San Diego, are generally open entry/open exit. Students may enter at any time, are allowed to progress at their own rates, and are advanced to the next level of instruction as rapidly as they are ready. The open entry/exit program serves working adults with unstable work schedules who are often not able to attend classes on a set schedule. To serve students with more regular schedules, the Mid City Campus, Miramar campus, and Centre City campus have some classes with managed enrollment, in which classes have scheduled beginning and ending dates. The length of time spent in the program is dependent upon each student's needs, interests, and goals, as well as their educational background, motivation, and number of hours spent per week in class. At most sites, three-hour classes are offered mornings and afternoons five days a week and evenings four days a week. Some ESL/Citizenship classes are also offered on Saturdays. We also offer family literacy ESL classes through the Community Based English Tutoring Program (CBET), which is co-sponsored by our district and the San Diego Unified School District. These classes are offered primarily at elementary schools in San Diego. The San Diego Unified School District provides free babysitting for those adults attending these CBET ESL classes. Other classes offered in the ESL program include Vocational ESL (VESL), VESL for Personal Caregivers, ESL for computers, pronunciation, grammar, conversation and writing.

ESL students are placed into classes according to their language proficiency levels determined by a short placement test. The seven levels range from beginning ESL literacy to advanced high. Student progress is monitored through both informal assessment and formal assessment tools. Standardized pre-post testing is administered

each year using the Comprehensive Adult Student Assessment System (CASAS) reading tests. Student Learning Outcome writing assessments are also administered to monitor level completion in writing skills. Through the EL Civics program, students also participate in performance based assessment tasks in speaking and writing.