English as a Second Language (ESL)

Program Strengths and Accomplishments
The population of students needing instruction in English as a Second Language continues to increase unabated. The program is committed to meeting that need while promoting inclusiveness, scholarship and achievement. Demand for ESL classes continues to grow. While maintaining the quality of instruction, recent enrollment trends indicate increased productivity and efficiency in the scheduling of courses.

Student success rates continue at high levels, consistently above division and college averages. Internal research also validates the value of ESL courses, indicating that students who successfully pass ESL 186 are significantly more likely to be successful in both English 60 and English 100 compared to those who took the English prerequisite courses. Streamlined access of ESL students to the regular English sequence was facilitated by the articulation of ESL 186 with English 100.

Other Issues Facing the Department
The program has realized a recent upswing in enrollment in all levels of courses. However, budget concerns, lack of a qualified pool of adjunct faculty and the availability of classroom space may hinder the ability of the program to continue to meet the needs of all students. Continuing development and revision of curriculum will be required as the program responds to changing student demographics, revisions to statutes and regulations impacting pedagogical practices and uncertainty in the external budgeting process.

Goals/Action Plans for the Next Three Years
- Enhance instruction to promote academic excellence and student learning.
- Provide quality academic writing/grammar expertise to our students.
- Maintain high levels of academic success, including equal access to tutorial services.
- Maintain high quality instruction.
- Provide for appropriate and effective assessment and placement.
- Provide sufficient and appropriate classes for all students, including International Students.