

December 6, 2016

Dear CSM President Mike Claire,

Academic Senate Governing Council would like to formally share with you a pressing concern that has come before us—the need to directly address the effects of the international student program on the most impacted program at CSM: the ESL department.

The District's emphasis on the implementation and development of an international program has caused strain on our ESL department. Specifically, the department is not prepared to handle the influx of international students. That is, we do not have the "supply" of FT ESL faculty to meet the "demand" from international students.

We are delighted that the international program is growing, and we welcome these students into our academic community. We want them to succeed.

However, every semester, as the department adds classes for incoming international students, ESL faculty scramble to find adjuncts to teach those courses. Simply put, adjunct faculty are hard to come by. In Spring 2017, one class has yet to be staffed in spite of consistent efforts to staff it. This, then, creates a situation where international students are recruited by our district, but CSM is not able to fill their most important academic needs.

It only makes fair sense--for both faculty and students--that the District support this increased effort in recruitment/development of an international program with additional resources at our college to match the demand. There are a plethora of reasons why the best and most effective support should come in the form of FT faculty; but beyond these, let it be noted that aside from the increased international program workload, our ESL program is *already stretched to the breaking point*. Currently, the faculty cannot meet the needs of the growing numbers of international students *and* the very different needs of resident ESL students. Thus, if the District is truly committed to student success, this crisis should be directly and proactively addressed.

Moreover, we believe the ESL department should not have to compete for FT faculty resources with other departments, when much of the strain on ESL derives directly from a separate District endeavor.

We invite you to take a look at the attached data, and to confer further with ESL faculty and the Language Arts Dean on the specific quantitative impact at issue. Our understanding is that 95% of all incoming international students take at least one ESL course.

Lastly, while the ESL department is the most impacted department at the moment, we urge you to consider creating a concrete college-wide plan, in collaboration with the District, for increased staffing and resources that other departments will need, as these international students move beyond ESL and across the campus.

We want the international program to be a true and meaningful success, and we appreciate you giving serious thought to these concerns.

CSM's Governing Council
CSM Academic Senate

Sept. 23, 2016 ESL Needs Analysis Meeting

1. Student Demographic Shift

Fall 2011-Spring 2016:

38%+ of our ESL resident population
has been replaced with international students

	Not Enrolled in ISP		Enrolled in ISP		Total	
	Count	%	Count	%	Count	%
Fall 2016	262	44.0%	333	56.0%	595	100.00%
Spring 2016	280	55.1%	228	44.9%	508	100.00%
Fall 2015	300	58.5%	213	41.5%	513	100.00%
Spring 2015	323	66.5%	163	33.5%	486	100.00%
Fall 2014	388	72.7%	146	27.3%	534	100.00%
Spring 2014	378	77.0%	113	23.0%	491	100.00%
Fall 2013	398	79.9%	100	20.1%	498	100.00%
Spring 2013	426	87.5%	61	12.5%	487	100.00%
Fall 2012	448	88.5%	58	11.5%	506	100.00%
Spring 2012	454	91.0%	45	9.0%	499	100.00%
Fall 2011	471	92.7%	37	7.3%	508	100.00%

PRIE data, pulled 9/21/16

2. Enrollment Impacts

Lower-level, night, conversation and reading courses
are being replaced with higher-level writing courses

Fall 2011-Spring 2016:

- 29 fall sections → 28 fall sections
- 27 spring sections → 25 spring sections
- courses cut: ESL 825, 855, 845 (level 1s); nighttime 826, nighttime 856, nighttime 846 (level 2s), nighttime 857, nighttime 847 (level 3s)
- sections added, Fall 2011-Fall 2016:
 - ESL 400: 2 → 3
 - ESL 828: 3 (-1) → 7 (+1)
 - ESL 827: 2 → 5 (+1)

3. Services Gap

In Fall 2016:

**32% of our ESL students not formally attached to services,
all of them resident ESL students**

	Not Enrolled in ISP		Enrolled in ISP		Total	
	Count	%	Count	%	Count	%
Fall 2016	262	44.0%	333	56.0%	595	100.00%

EOPS ESL enrollment: Fall 2011-14 between 9-12%

44% non-ISP students - 12% in EOPS = 32%

International Student Enrollment Increase:

Semester	New	Continuing	Total Students	% increase from previous semester
Spring 2012		105	105	
Fall 2012	50	88	138	31%
Spring 2013	31	113	144	4%
Fall 2013	93	98	191	33%
Spring 2014	57	166	223	17%
Fall 2014	115	177	292	31%
Spring 2015	94	240	334	14%
Fall 2015	171	247	418	25%
Spring 2016	150	360	510	22%
Fall 2016	277	370	647	27%
Estimates	Spring 2017	194	737	14%
	Fall 2017	361	921	25%
	Spring 2018	276	773	14%
	Fall 2018	514	797	25%

Estimated New International Student Placement

	Historical Placement Results for Incoming International Students	Spring 2017 Estimated 194 New Student Enrollment	Fall 2017 Estimated 361 New Student Enrollment	Spring 2018 Estimated 276 New Student Enrollment	Fall 2018 Estimated 514 New Student Enrollment
ESL 826	13%	25	47	36	67
ESL 827	39%	76	141	108	200
ESL 828	35%	68	126	97	180
ESL 400	9%	17	32	25	46