PROGRAM REVIEW AND PLANNING
Approved 9/2/08 Governing Council

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Department or Program: English as a Second Language   **3/23/09**
Division: Language Arts Division

I. **DESCRIPTION OF PROGRAM** *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

Department or Program: English as a Second Language
Division: Language Arts

I. DESCRIPTION OF PROGRAM

The curriculum of College of San Mateo's English as a Second Language department includes grammar and writing courses (Levels I-IV and a transferable course—ESL 400), comprehension and vocabulary (reading) courses (Levels I-III), and conversation and listening courses (Levels I-IV). In addition, supplemental courses are offered some semesters. The following is a detailed list of course offerings:

ESL Grammar and Writing

    400 **Composition for Non-Native Speakers**
    825 **Writing for Non-Native Speakers I**
    826 **Writing for Non-Native Speakers II**
    827 **Writing for Non-Native Speakers III**
    828 **Writing for Non-Native Speakers IV**
    898 **Comprehensive Grammar Review**
    850 ***Writing Workshop**

ESL Comprehension and Vocabulary

    855 Reading for Non-Native Speakers I
    856 Reading for Non-Native Speakers II
    857 Reading for Non-Native Speakers III
    895 *Individualized Reading Improvement For Non-Native Speakers
    896 * Essential Vocabulary For Non-Native Speakers of English (Level I)
    897 *Vocabulary For Non-Native Speakers of English (Level II)

ESL Conversation and Listening
    845 Conversation for Non-Native Speakers I
    846 Conversation for Non-Native Speakers II
    847 Conversation for Non-Native Speakers III
    848 Conversation for Non-Native Speakers IV
    891 Accent Reduction for Non-Native Speakers
    849 *Conversation Workshop

ESL Supplemental Courses
    881   ESL for Parents
    880   ESL For the Workplace (Experimental course)

*Lab-only courses
Over the past three academic years, both the number of sections and the classifications of courses have remained consistent. The number of sections offered was as follows:

Fall 2005/Spring 2006   **77**

Fall 2006/Spring 2007   **75**

Fall 2007/Spring 2008   **74**

As evidenced by the classifications below, CSM's ESL courses provide students with a basic-skills focused curriculum that includes a limited transferable component.

	2005/2006	**2006/2007**	**2007/2008**
Vocational Education	0%	0%	0%
Transferable	8%	7%	8%
Degree Applicable	0%	0%	0%
Basic Skills	92%	93%	92%

Program Review Section 1: DESCRIPTION
Numbers of Course Sections: Fall 2005-Spring 2008

Course #	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Net Change
400	3	3	2	3	3	3	0
825	2	2	3	3	2	2	0
826	4	3	2	3	2	2	-2
827	4	5	3	4	4	4	0
828	4	4	4	4	4	4	0
898	0	2	2	1	2	1	+1
855	2	2	2	2	2	2	0
856	3	3	2	3	2	2	-1
857	3	3	3	3	3	3	0
845	2	2	2	2	3	3	+1
846	2	2	2	2	2	3	+1
847	2	3	2	3	2	3	0
848	1	2	2	2	2	2	+1
891	1	1	1	2	1	1	0
881	1	0	0	0	0	0	-1

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

As of **Fall '08**, **14 of 15 ESL course SLOs** and **1 of 5 ESL lab-course SLOs** have been assessed. (See attached "Summary of Work and Dates Completed" chart below.) Most courses were assessed via in-class and out-of –class exams based on a department-approved rubric for each course level in each skill area. Instructors tabulated exam results and assessed their correlation with the SLOs. Based on these data, most of the ESL courses have implemented some minor changes.

In the **ESL Writing courses (ESL 825-828 & 400)**, the majority of students were able to write an academic paragraph/essay with reasonable development, organization, mechanics, and level appropriate vocabulary at the end of the semester. However, based on the

assessment data, some minor changes were implemented. Changes include but are not limited to adding clarity to the course rubric; teaching more proofreading strategies and time management strategies for in-class writing tasks; devoting more time to modeling appropriate paraphrasing, summarizing and quoting skills; emphasizing the consequences of plagiarism; and teaching word forms sequentially in all course levels.

In the **ESL Listening and Speaking courses (ESL 845-848)**, the majority of the students were able to converse, discuss, and/or give opinions about a variety of contemporary issues using level appropriate vocabulary and expressions at the end of the semester. Intermediate and advanced students were able to participate in role plays, presentations, and/or debates. They were also able to listen to and demonstrate understanding of main ideas and details in academic lectures. Based on the assessment data, the success rate is high in all levels at the end of the semester; therefore, the recommendation is to continue the use of current exams and rubrics for each course level.

In the **ESL Reading courses (ESL 855-857),** the majority of the students were able to infer the meanings of unknown words which are surrounded by "taught" context clues contained in level-appropriate reading passages. In the advanced level, students were able to identify the main idea and supporting details of a level-appropriate reading passage. They were also able to distinguish fact, inference, and opinion in a level-appropriate reading passage. Based on the assessment data, there was a 85% success rate in all reading levels; therefore, the recommendation is to continue the use of current exams and rubrics for each course level.

In the **ESL Supplementary Courses (ESL 891 & 898),** the majority of the students were able to improve significantly in their pronunciation and grammar skills. In 891, the faculty recommended no modification to SLO1 based on the assessment data. In 898, the faculty recommended that evaluations of students should be given after each completed unit instead of a complete evaluation at the end of the semester.

In the **ESL Lab Components**, faculty will assess the SLOs for ESL 850 (Writing Center), ESL 895-897 (Reading Lab Courses) and the Read/ESL Center (Listening/Speaking) in S'09. ESL 849 (Conversation Workshop) was assessed in F'08 and the faculty recommended that students who enroll in the course but do not intend to complete it should be dropped before the official drop date.

Note: All current ESL Course SLOs are listed on our CSM website:
    collegeofsanmateo.edu/sloac/slos_course/esl/index.asp

ESL Department SLOs: Summary of Work & Timeline

ESL Department SLOs and Alignment with Institution SLOs

	Defined SLOs	Alignment Cycle 1	Alignment Cycle 2
ESL Dept SLOs and ISLOs: Alignment	S'07 F.Schulze	S'09 Program Review Chart	S'12

ESL Course SLOs

Courses	Lead Faculty	Defined SLOs & Assessments	Analyzed & Assessed SLOs	Implemented Changes Cycle 1	Future Assess-ments Cycle 2
ESL 825	F. Schulze	S'06	S'07	F'07	F'09
ESL 826	A. Gonzales	F'06	S'07	F'07	F'09
ESL 827	B. Smith	S'06	S'07	F'07	F'09
ESL 828	A. Sobel/ K. Ridgway	F'05	F'06/S'08	S'08	F'09
ESL 400	B. Gershenson/ B. Smith	F'05	S'06	S'07	F'09
ESL 845	V. Tritasavit	S'06	S'08	F/08	S'10
ESL 846	A. Sobel	S'07	F'07/S'08	S'08	S'10
ESL 847	F. Schulze	S'07	F'07	S'08	S'10
ESL 848	A. Sobel/ K. Ridgway	F'05	S'06/S'07	F'08	S'10
ESL 855	N. Paolini	F'06	S'07	F'08	F'10
ESL 856	N. Paolini	F'06	F'06	F'08	F'10
ESL 857	N. Paolini	F'05	S'06	F'07	F'10
ESL 891	A. Gonzales	F'06	S'08	F'08	F'10
ESL 898	A. Gonzales	F'06	S'08	F'08	F'10
ESL 880/868	K. Casado	F'08, S'09	F'09		
ESL 895-897	N. Paolini / C. Wills	F'06	S'08, F'08	S'09	S'10
ESL 849	K. Ridgway	F'07	S'08	F'08	S'10
ESL 850	B. Smith	F'07	S'08	S'09	S'10
ESL/Read Lab	K. Ridgway	S'08	S'08/F'08	S'09	S'10
S'09fs					

b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

A. Changes the department will consider or implement in future assessment cycles:

1. The **ESL Department** has identified some problems and has implemented some changes based on the final analyses of our SLOs. The department will revisit and look carefully at some of the recommended actions taken and make adjustments in future cycles. A timeline for this is listed on the attached "ESL Dept. SLOs: Summary of Work & Timeline" chart. (Cycle 2 timelines are assigned according to skill areas; however, if this is unmanageable, faculty will adjust accordingly.)

2. **The Core ESL Writing, Listening/Speaking, and Reading courses** will continue using the current exams and rubrics to assess SLOs in the future, but faculty will continue to make necessary adjustments. The writing courses will work on a systematic approach to teaching "word forms" sequentially in all levels. In addition, in various writing courses, faculty will add clarity to the course rubrics, teach more proofreading strategies, prepare students in time management strategies for doing in-class writing tasks, devote more time to modeling appropriate paraphrasing, summarizing and quoting skills, and emphasize the consequences of plagiarism.

3. **The Supplementary Courses:** Currently no modification will be made for ESL 891; however, faculty will make necessary adjustments based on future assessment data. In ESL 898, faculty will evaluate students for SLO assessment after each completed unit instead at the end of the semester.

4. **The Lab Component courses**: The SLOs in ESL 850, 895-897, and the Read/ESL Center will be assessed in S'09. The SLOs for ESL 880/868 (Workplace ESL in HMB) are currently being revised in S'09. The SLOs for ESL 849 have been assessed, and the faculty of record will implement the recommendation of dropping students who enroll but do not intend to complete the course work before the official drop date.

B. **Resources required:**
   In order to continue our assessments/implementation of our ESL SLOs in the future…

   i. We need to pay adjunct faculty to attend "skills meetings" to help assess and implement changes in our course SLOs. All faculty need to be informed and work as a team in order to assess course SLOs accurately and efficiently.

> ii. We need to pay adjunct faculty to define and assess course SLOs for new courses. (ie: ESL for the Workplace in HMB.) Possible sources may be the Trustees Grant or the BSI Funds.
>
> iii. We need flex days for full-time faculty to work on updating, evaluating, and improving course SLOs.

c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs ➔ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
ESL 825,826,827,& 828	X			X	
ESL 400	X		X	X	
ESL 845,846,847, & 848	X			X	
ESL 855,856,&857	X			X	
ESL 891,898	X				
ESL 895–897,849,850,& ESL/Reading Center	X				

Student Learning Outcomes (SLO's)

General Education Student Learning Outcomes
(Students who receive an Associate degree or who complete the CSU-GE or IGETC
pattern for general education at College of San Mateo will be able to...)

Effective Communication
The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate productively in a group or team situation.

Quantitative Skills
The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

- Solve challenging problems that require quantitative reasoning;
- Interpret graphical representations of quantitative information.

Critical Thinking
The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity
The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds;
- Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility
The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences;
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

(Adopted by the College Assessment Committee, May 2006)

III. DATA EVALUATION (Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)

        a.   Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

a. From 2005 – 2008, WSCH went up slightly (from 7788.95 to 7996.03). There was a slight decline to 7516.87 in 2006-07. Enrollments fluctuated a few percentage points each year from 2005-2008 (1828, 1806, 1979). One course which did have dramatic fluctuations in enrollment was ESL 400. As noted in the CSM Educational Master Plan, "ESL 400 enrollments experienced a slow but steady decline for 4 years: in 2000/01 (-14.4%) and in 2003/04 – 2006/07 (-41.9%). However, the number has recently increased by 40% (=36) for 2007/08 (p. 59). ESL faculty can ascertain no clear reason for this radical fluctuation.

Sections of ESL daytime Level I writing classes have been under-enrolled. (From Fall 2005 to Spring 2008, ESL 825 in the daytime had fewer than 19 students enrolled 5 out of 6 semesters). This may be due to the way Level I courses are scheduled (reading and conversation on T/TH; writing on MWF). Another reason could be lack of targeted recruitment of ESL populations who speak, read, and write a low level of English.

In summary, WSCH and enrollments have fluctuated slightly from 2005/06 to 2007/08. Although there is no obvious trend (increase or decrease) in WSCH or enrollment numbers, load has fluctuated and is discussed in Section C. To improve WSCH, the faculty will evaluate the possibility of scheduling changes for Level I courses and work with the Department of Public Relations and Marketing to discuss marketing options for this population.

State-mandated hour-by-arrangement changes might also impact future enrollment and WSCH.

The ESL program has fewer sections of each course at the lower levels (I and II) than at the higher levels (III, IV, and V). We recognize this trend and believe that it is because many students test into our program at a higher level (international students, students feeding in from high schools, etc.). We believe that although we offer only one daytime section of Level I courses, these courses are essential to our program. We are serving an important community need in helping immigrants improve their English for vocational as well as academic purposes. In addition, the vibrancy of the overall program is dependent upon having a steady stream of students move from the lower levels to the higher levels.

It is also worth noting that approximately 20% of students who take the ESL placement test place into the lowest level course (Ed. Master Plan p. 65); however, the number of registered students does not match this percentage. In other words, students are taking the placement test but not registering for our lowest level classes. (The ESL department implemented a new placement test, COMPASS, in June 2008. Part of the rationale for changing to a computerized testing format was that students receive immediate results and, ideally, meet with a counselor on that same day. We hope that this immediate feedback and counseling will boost enrollment at the lower levels by simplifying the registration process.)

Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

b. The percentage of full-time faculty has varied quite drastically over the past three years. (66% in 2005/06, 56% in 2006/07; 67% in 2007/08). This fluctuation is probably due to the fact that one faculty member who normally teaches 20 units per semester took a banked-unit leave in Fall 2006. In addition, another faculty member was on maternity leave in Spring 2007.

The percentage of full-time faculty for the ESL department would appear to be higher in comparison to the Language Arts Division percentage of full-time faculty (66% ESL vs. 53% Language Arts in 2005/06; 56% ESL vs. 46% Language Arts in 2006/07; and 67% ESL vs. 55% Language Arts in 2007/08). However, 5 members of the ESL faculty from 2005-2008 were full-time faculty members who teach only part-time loads in ESL and part-time loads in other disciplines. (There were 5 full-time faculty who taught exclusively ESL classes at this time, one of whom takes a banked-unit leave every fourth semester.) The fact that only 4 out of 10 "full-time" professors consistently and exclusively teach ESL courses indicates that the percentage of full-time faculty teaching ESL is not as robust as it might at first appear.

In Spring 2008, 2 full-time faculty members who taught part-time ESL faculty loads retired from College of San Mateo. These retirements might mean that future figures for percentage of full-time faculty will more accurately describe the full-time faculty situation in the ESL department.

In the long run, it would be ideal to have a higher percentage of full-time instructors (versus adjunct professors), and to have those full-time instructors teach exclusively ESL courses, rather than split loads with other departments. We believe this would positively affect enrollment.

Also, more full-time, exclusively ESL faculty would be able to share the extensive non-teaching responsibilities of the department such as SLO development and assessment; course outline revision; writing of program review; curriculum development; Basic Skills Initiative representation; leadership of Reading and ESL Center; peer and tenure-review evaluations; hiring of adjunct faculty; selection, evaluation and validation of the new COMPASS placement test; communication with and mentoring of adjunct faculty; participation in CalPASS; and so on. Because 92% of ESL courses are classified as basic skills courses, the ESL department is integral to meeting the needs of basic skills students at CSM. It would be to the benefit of the College if there were more full-time ESL instructors who could participate on a variety of college-wide committees and work actively with other departments to address the needs of ESL students across the campus -- those students who are currently taking ESL courses and ESL students in content-area courses.

c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

c. ESL department LOAD was 381 in 2005/06, 340 in 2006/07, and 372 in 2007/08. It should be noted that there are enrollment "caps" on ESL courses (writing courses are "capped" at 26, conversation courses at 29, and reading courses at 28).

The PRIE office recommended the following figures for target LOAD for ESL courses: 390 for writing courses, 429 for conversation courses, and 415 for reading courses. While these target LOAD numbers take into account the "caps" for ESL courses, we must emphasize that these caps are necessary because language learning acquisition requires cooperative and communicative activities, including moving students from large-group to small-group activities. Such activities are best conducted in classes with moderately-sized classes.

In order to achieve an increase in enrollment and WSCH (thus increasing LOAD as required by the target LOAD figures given to the department), the ESL department plans to take the following action steps:

1. meet at least once per semester with counselors to improve counselors' awareness of the ESL program course offerings and help counselors effectively direct students to the most appropriate ESL courses;

2. meet with staff at the Assessment Center regarding intake and testing procedures for ESL students. In particular, the ESL department is interested in finding ways to encourage ESL students to take the ESL test, rather than the native-speaker placement test;

3. inform the staff at the Assessment Center of updated COMPASS scores. This process will need to be repeated until ESL faculty are satisfied that the scores are as accurate as possible;

4. improve recruitment of new ESL students by doing one or more of the following: asking ESL students where to focus recruitment efforts, working with the department of Public Relations and Marketing in the development of ESL-specific fliers, including fliers in Spanish and Chinese; working with the Adult School program to find ways to encourage a better "feeder" relationship (perhaps with the help of Sandra Comerford and Bev Madden); sending fliers through elementary schools (for non-native speaking parents of elementary-school children, particularly Foster City schools); providing fliers to human resource departments at large high-tech firms; updating the ESL website to make it more informative and user-friendly (ultimately having some web information in Spanish and Mandarin); and discussing the possibility of offering online courses

5. evaluate scheduling choices and consider changes for our courses, particularly historically under-enrolled courses, including afternoon courses.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

> a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Part IV: STUDENT SUCCESS EVALUATION AND ANALYSIS
a.
The student success rate for ESL students was 56% for Fall 2007. The student success rate in all basic skills courses college-wide (Math, English, Reading, Study Skills) was 57% for the same semester (Ed. Master Plan P. 71). In other words, ESL student success rate is comparable to the success rate in other basic skills courses.

Language Arts student success rate was 63% for 2007/08, which is clearly higher than the success rate for students in basic skills courses. ESL students, in particular, have difficulties finishing courses for many reasons, including the following:

- ESL students often have intense job responsibilities, working as many as 3 jobs, sometimes all night. Often students have little control over their work schedules.
- ESL students have important family responsibilities, including taking care of children. Students often have to visit family in other countries in cases of illness or death.
- ESL students are often from a lower-socio-economic bracket than the general population; not working is not an option for most students.
- Some ESL students are the first in their families to attend college.
- Some ESL students have a low level of academic preparation in their first language.
- The EOPS requirement of 12 units is often very difficult for students to comply with, yet students need the financial support from the EOPS program.
- Lab courses affect "success" numbers. Students stay on the roll even though they never come, but instructors can't drop students who have not shown up at census because these courses are open-entry/exit.
- Many ESL students rely on public transportation, which can be time-consuming and unpredictable.
- Many students are dealing with emotional issues due to the effects of culture shock, cultural assimilation, separation from family, etc.
- ESL students with learning disabilities often cannot be accurately tested by DSPS staff due to second-language interference

Note: Changes in Hour-by-Arrangement and lab structure (dependent on state laws and college-wide decisions) will probably impact reported figures for "student success." It is difficult to predict at this point what those changes may be.

The ESL department has discussed possible steps to take to improve "success" numbers:

1. Work closely and in a timely manner with counselors to help students at-risk of failing (as soon as possible)

2. Promote use of midterm progress reports for students so measures can be taken to help students at risk of failing

3. Discuss use of classroom assessment techniques (to make sure teachers find out quickly if students have understood what was taught in class) and methods of helping students with study skills (to address organization and time-management issues)

4. Remind all faculty (through e-mail and department meetings) to inform students about CSM support services, including the Child Development Center, Health Center, EOPS/Multi-cultural Center, DSPS, etc. (It should be noted that, while some ESL students display characteristics that might indicate learning disabilities, the DSPS Center can very rarely assess learning disabilities in ESL students due to first-language interference. Thus, DSPS is of limited use to most ESL students.)

5. Continue to support ESL Half Moon Bay courses, which are more vocationally-oriented and attract an almost exclusively Latino population.

6. Include Spanish or Chinese language skills as a "desirable" quality for hiring of adjunct faculty (and in future, full-time faculty)

7. Encourage hiring of bilingual counselors. (Obviously this is out of our hands, but we can "encourage" it!)

8. Work with counseling and Basic Skills Initiative program to encourage ESL students to work with specific counselors knowledgeable about the ESL program and needs of basic skills students

9. Continue to work on consistency across skill levels by finishing a grading criteria packet for writing courses and developing an outline of skills covered in all core courses. This will facilitate counseling of students and improve accurate placement, and will ultimately improve the possibility of success

10. Encourage the district to pay adjunct faculty for more office hours, as office consultations often promote student success

11. To facilitate proper placement, assign ESL Faculty Advisor(s) to work with prospective students and encourage ESL students to work with other counselors knowledgeable about the ESL program and needs of basic skills students.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The ESL population is extremely diverse in terms of ethnicity (primarily Asian and Latino), gender (higher female), and age (spread across all age ranges). ESL students are a unique population which contributes significantly to the overall ethnic and age diversity of the CSM population.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS *(Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Internal Generally, enrollment for the ESL department continues to grow, though modestly. Enrollment has increased overall with minimal fluctuations, from 1828 students in 05-06 to 1979 in 07-08, a growth of 13.1% in just three years. As a result, WSCH went up somewhat overall from 2005 – 2008 (from 7788.95 to 7996.03), experiencing a slight dip in 2006-07 (7516.87). The data suggest that since our retention rates – 77 to 83% – are about 20% higher than our success rates – 56 to 63%, our ESL students have a positive experience in ESL classes apart from their ability to successfully complete a course,	External Marketing data indicate that we are attracting students from both within and outside of our immediate service area, suggesting that the reputation of the ESL Department of CSM is far-reaching. For example, more than 9 percent come from the Daly City/Colma/South City region, and nearly 8 percent from the Redwood City region. Students at CSM come from as far as San Francisco and the counties of Alameda and Santa Clara. Students who progress through the ESL Department sequence of courses show a high level of success in subsequent transfer-level and vocational courses. For

encouraging them to return to our ESL classes even if they have previously dropped or failed a course. We believe this is due, in large part, to our highly-trained, hard-working faculty that is committed to not only student success but also our students' well-being. Faculty members work collaboratively on our curriculum to ensure that our courses provide high levels of excellence and provide a readily-accessible learning experience for our students; for example, we meet on a regular basis in small and large faculty groups to verify the implementation of standard procedures within and across our courses, such as diagnostic testing and grading rubrics/exit competencies. We also often act as counselors for our students seeking advice on how to improve their English skills as they attempt to balance their many commitments – family, work, school and personal issues – all things that make completing a course, much less succeeding in it, often very challenging. Despite its small size (5 exclusively full-time ESL faculty members and 5 full-time faculty with part-time assignments in ESL), the ESL Department offers a variety of ESL courses at multiple skill levels – 15 classroom-based courses for an overall total of 37 or more sections (34 in Fall 2006) – to promote the learning of English as a Second Language. Students from high-beginning to advanced levels of language ability can choose from a core of reading, writing and conversation classes in addition to	example, ESL 400 students have a slightly better successful progression rate to ENGL 100 than ENGL 848 students: 41.6% vs. 40.0% (PRIE).

	supplemental courses in grammar (ESL 898) and pronunciation (ESL 891), attracting a wide range of students. The Reading/ESL Center provides additional instructional support for a the majority of the ESL student population either through lab-only courses (4) or Hour-by-Arrangement courses (8/12 core courses in ESL). From 2005-2008, student use of the Center has grown even in the face of limited resources. For instance, in Fall 2005, students checked in to use the Center 6,438 times for a total of 7,964 hours; in Spring 2008 the numbers rose to 7,628 check-ins and 9,426 total hours. Anonymous student surveys conducted each semester indicate that both the staff and services provided by the Center effectively facilitate English language learning for non-native speakers. The Writing Center is another resource that benefits ESL students. Growing enrollment in ESL 850 shows that we are serving a need (56 and 53 in 2006-07 to 71 and 81 in 2007-08, for instance); ESL students believe that by enrolling in the lab-only Writing Center course, they can improve in their grammar and writing skills. ESL Grammar Workshops, small group grammar workshops offered through the Writing Center, are also increasing in popularity. When they began in Fall 2006, about four students attended the workshops on average. Last year, numbers ranged from eight to 12 students. In Fall 2008, the department started to award an unofficial Certificate of	

	Recognition to students who have completed the highest levels of reading, writing and conversation in an effort to encourage students to take classes in all skill levels and reward them for "graduating" from the ESL sequence. Many students have already expressed their appreciation for such recognition, pointing out that such a feat is not only a personal triumph but also of value to their employers.	
Weaknesses	**Weaknesses** Internal Based on individual requests of students over the years that have gone unmet and a student survey conducted in 2006, the department has found that we are unable to offer optimal class times to students for all skills and levels of ESL, particularly for those classes that have only one section. Several courses have been cancelled due to low enrollment. COMPASS, the computerized placement test put in place in summer 2008, is still undergoing validation, resulting in some students being misplaced as evidenced by the in-class diagnostics we offer the first week of classes. The ESL and English faculty continue to be frustrated that prospective students often do not take the proper placement test (English vs. ESL) and therefore end up in a course that is inappropriate for them, nearly assuring their failure in this course due to improper placement. The full-time faculty members feel	External NONE

	there is some lack of communication between full-time and adjunct faculty, who are not physically present on campus as often as full-timers and who -- unlike full-time faculty members -- traditionally teach more night than daytime courses. This is a concern because the faculty needs to be confident that there are no inconsistencies in grading criteria and curriculum for different sections of the same course.	
Opportunities	Internal The faculty is reviewing the ESL course schedule to determine if an alternate schedule of class times would increase enrollment. The faculty is in the process of validating the cut scores for the new computerized COMPASS placement test to ensure proper student placement in courses. The ESL Department is interested in having one or more ESL faculty members advising CSM students in the Student Center to assist in the proper class placement of non-native speakers. One of our recently-retired full-timers had been advising students in this capacity, and her ability to knowledgably advise students whether to take the English or ESL placement test was invaluable in promoting success rates. Heightened awareness campus-wide of Basic Skills has given more attention and support to the ESL department and its integral role in student success at CSM. More than 90% of our courses (all but one) are "Basic Skills."	External BSI funding provides opportunity for improving student success and faculty development. Basic Skills funding has made it possible to hold Skills Meetings that involve full-time and adjunct faculty to improve the ESL curriculum while also involving adjunct faculty more intimately in department matters. The ESL Department plans to continue this practice. The department plans to partner with the Adult School in San Mateo and other community service groups to recruit students.

	Skills Meetings, which are funded by the Basic Skills Initiative, involve full-time and adjunct faculty and improve the ESL curriculum while also involving adjunct faculty more intimately in department matters. The ESL Department plans to continue this practice. The department has expanded to the Half Moon Bay campus, providing an opportunity to better serve a nearly untapped population. Lab courses offered through the Writing Center and Reading/ESL Center may be a way to capture students whose classes are cut before they leave CSM altogether. For instance, faculty may encourage students enrolled in an ESL 898/Grammar Review course that is cancelled to sign up for ESL 850/Writing Workshop and attend ESL Grammar Workshops instead.	
Threats	<u>Internal</u> As ESL faculty continue to retire, the lack of full-time faculty members in the department threatens its success. The department has lost the equivalent of one full-time position in the last year and is expected to lose at least two more to retirement in the next few years. A general lack of funding has had and will continue to have a negative impact on our department. The general frustration level of students and faculty has increased as classes are cut, lab appointment hours and other student services are reduced and physical resources such as paper for photocopies disappear. Students who feel that they are not being	<u>External</u> Proposed student fee increases may have an adverse affect upon enrollment. The challenging economic conditions may be affecting our student enrollment and success rates if some are unable to afford the time or money it requires to enroll in or successfully complete ESL courses. Minimum course enrollment requirements of EOPS may also become increasingly difficult for students to meet as the economy suffers. The high cost of living in the Bay Area, particularly here on the peninsula – our service area – limits

	served or can be better served elsewhere may decide to leave CSM. The school and department may also have a more difficult time attracting and keeping quality faculty and staff if educational objectives at CSM go unsupported – or appear to. A lack of funding has greatly reduced faculty hours in both labs – the Writing Center and the Reading/ESL Center, making it extremely difficult for students to meet with an instructor as dictated by their Hour-by-Arrangement and lab-only requirements. The reduction of release time for faculty puts an undue burden on departments, particularly small departments such as ESL. Fewer opportunities exist for faculty to pursue professional and/or curriculum development, and faculty are expected to spend extra time on a greater number of non-teaching duties than in the past – and without any form of compensation. The current construction projects on campus make getting around campus and parking more difficult than in the past, resulting in a less than satisfactory CSM experience for students (and faculty). Because our Half Moon Bay courses are more vocationally-oriented, they attract an almost exclusively Hispanic population. Their background makes them perhaps more susceptible to the threats typically faced by our ESL population at-large: these students	our student population. Increased homeland security measures and the current political climate in America have made it difficult for immigrants and visitors to enter and/or stay in the United States, limiting our student population. Basic Skills funding is finite; CSM is funded only through the 2010-11 school year. The uncertainty surrounding the future of Hour-by-Arrangement courses and the role of labs at community colleges threatens the future of the Reading/ESL Center and the Writing Center.

	must balance sometimes conflicting responsibilities of work and family -- including family in other countries, often come from a low academic and/or low socio-economic level(s), and have often never attended college before. In addition, having a single faculty member who is an adjunct developing the program at HMB makes it particularly vulnerable as the success of the program hinges on one key faculty member. Also hindering success is the fact that, as a small site not part of a larger campus, there are few resources available for both students and faculty. There is no support staff for the lab; it is the sole responsibility of one adjunct faculty member.	

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

See sections VI & VII

VI. Action Steps and Outcomes *(Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)*

a.Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

See Chart below.

b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

See Chart below.

c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

See Chart below.

Section VI: Action Steps and Outcomes: Chart

The ESL department has two broad issues that are of concern: Action Steps for "enrollment" and Action Steps for "student success".

A. The ESL department's action steps to improve **enrollment** are:

Action Step	How action step relates to EMP	Measurable "mileposts"	Timeline
1. meet at least once per semester with counselors to improve counselors' awareness of the ESL program course offerings and help counselors effectively direct students to the most appropriate ESL courses;	Action Steps for Student Services and Instruction (#1)	Attend a counselor meeting once per semester	Attend one meeting in Spring 2009 and one meeting in Fall 2009
2. meet with staff at the Assessment Center regarding intake and testing procedures for ESL students. In particular, the ESL department is interested in finding ways to encourage ESL students to take the ESL test rather than the native-speaker placement test;	Action Steps for Student Services and Instruction (#1)	Meet with Assessment Center staff to discuss intake and testing procedures. Gather information about how students choose which test to take (ESL or native speaker).	Attend one meeting with Assessment Center staff in Spring 2009.

Action Step	How action step relates to EMP	Measurable "mileposts"	Timeline
3. inform the staff at the Assessment Center of updated COMPASS scores. This process will need to be repeated until ESL faculty are satisfied that the scores are as accurate as possible;	Action Steps for Student Services and Instruction (#1)	Give updated COMPASS cut-off scores to Assessment Center staff	March 2009. Repeat as needed, at least once in 2009-2010.
4. increase number of ESL students by doing one or more of the following recruitment activities: asking ESL students where to focus recruitment efforts; working with the department of Public Relations and Marketing in the development of ESL-specific fliers, including fliers in Spanish and Chinese; working with the Adult School program to find ways to encourage a better "feeder" relationship (perhaps with the help of Sandra Comerford and Bev Madden); sending fliers through elementary schools (for non-native speaking parents of elementary-school children, particularly Foster City schools); providing fliers to human resource departments at large	Action Steps for Student Services and Instruction (#2) Action Steps for Student Services and Instruction (#12) Action Steps for Instruction (#6) Action Steps for Instruction (#21)	Compare enrollment of students from semester to semester Develop an ESL recruitment flier with the Public Relations and Marketing department Discuss distribution of fliers with Public Relations and Marketing department (schools, HR departments, etc.)	Evaluate March 2010 (for annual program review) December 2009 (make flier) May 2010 (prepare distribution)

high-tech firms; updating the ESL website to make it more informative and user-friendly (ultimately having some web information in Spanish and Mandarin); and discussing the possibility of offering online courses			
5. evaluate scheduling choices and consider changes for our courses, particularly historically under-enrolled courses.	Action Steps Instruction (#8)	Implement schedule changes	New schedule will be implemented Spring 2010

B. The ESL department's action steps to improve **success** are:

Action Step	How action step relates to EMP	Measurable "mileposts"	Timeline
1. Continue to assess SLOs following timeline (see Section II) and implement changes based on evaluation	Action Steps for Instruction #25, 26, 27, 28, 29, 31, 32	See SLO Summary of Work & Timeline Chart	See SLO Summary of Work & Timeline chart
2. Work closely to help students at-risk of failing by promoting use of midterm progress reports and work closely in a timely manner with counselors.	Action Steps for Student Service #1 and 3	Increase student success numbers	March 2010 (for annual program review)
3. Remind all faculty (through e-mail and	Action Steps for Student Service and		

department meetings) to inform students about CSM support services, including counseling services, the Child Development Center, Health Center, EOPS/Multi-cultural Center, DSPS, etc. (It should be noted that, while some ESL students display characteristics that might indicate learning disabilities, the DSPS Center can very rarely assess learning disabilities in ESL students due to first-language interference. Thus, DSPS is of limited use to most ESL students	Instruction #1	Send email to instructors	By week 3 of each semester
4. Facilitate proper placement of ESL students	Action Steps for Instruction #2, bullet 1	Give in-class diagnostics in all core courses	First week of class
5. Continue to work on consistency across skill levels by finishing a grading criteria packet for writing courses and developing a summary of skills covered in all core courses.	Action Steps for Instruction #28,29, 30, 31 & 32	One skill per semester.	(Fall '08 ESL 400 and 828 are in progress.) Fall '09-Spring '10 work on ESL 825-827 S'10-F'11 work on summary skills for core courses

Reference: CSM Educational Master Plan pp. 20-25, "Action Steps for Student Services and Instruction"

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
One Full-time ESL Faculty Member	If granted, student success will be maintained and faculty productivity (classroom and non-instructional) will be improved. If not granted, student success will suffer and faculty productivity will decline.	Full time faculty can devote their expertise, time, and energy to ensure student success and program consistency.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None at this time; however, we would like to maintain the current instructional assistants.	N/A	N/A

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
New Request: 1. Paper 2. Website Software 3. Note: See Read/ESL & Writing Center Program Review for specific requests.	If granted, student success will be maintained. If not granted, student success will suffer.	Requested resources are linked directly to student success.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines *(Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)*

        a.   By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
See Chart below.		

Advisory and CSM ESL Department: Program Review Section VIII Chart:

College of San Mateo ESL Department Course Outlines

	Division Code	Dept.	No.	Approved Date	Revision Date	Banked Date	Deleted Date	Next 6 yr Update Due
1	4413	ESL	400	3/22/1988	12/2003, 3/2004, 11/2007			2013
2	4413	ESL	825	3/22/2008	12/2004			2010
3	4413	ESL	826	3/22/1988	12/2008			2014
4	4413	ESL	827	3/22/1988	12/2003			2009
5	4413	ESL	828	3/22/1988	12/2005			2011
6	4413	ESL	845	4/14/1988	12/2004			2010
7	4413	ESL	846	4/14/1988	12/2004			2010
8	4413	ESL	847	4/14/1988	12/2004			2010
9	4413	ESL	848	12/11/2003				2010
10	4413	ESL	849	12/2006				2012
11	4413	ESL	850	12/09/2004				2010
12	4413	ESL	855	4/14/1988	3/2009			2015
13	4413	ESL	856	4/14/1988	12/2008			2014
14	4413	ESL	857	4/14/1988	11/2007			2013
15	4413	ESL	890	12/2007				2013
16	4413	ESL	891	12/10/1988				2009
17	4413	ESL	895	12/5/2002	12/2006			2012
18	4413	ESL	896	12/10/1998	12/2006			2012
19	4413	ESL	897	12/10/1998	12/2006			2012
20	4413	ESL	898	12/09/2004	3/2005			2011

IX. Consultation Team (ACT)

a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.
Teeka James, CSM, English Department
Anniqua Rana, Cañada, ESL Department

, Professor of English, CSM

(650) 574-6390

20 March 2009

Advisory and Consultation Team Report: ESL Program Review

I enjoyed reading your program review! The care and depth of reflection evident in this program review is remarkable. I am particularly moved by the descriptions of the burdens on the department caused by a fragmented full-time faculty and a program that is, like my own, overly reliant on part-time colleagues. I am especially concerned by the Half Moon Bay program's being completely on the shoulders of one part-time faculty member. Besides having a lonely assignment, without frequent contact with her/his main-campus colleagues, that faculty member risks exploitation in that she/he is paid only to teach the classes and hold an office hour or two whereas in reality the success of the "outpost" depends on her/his willingness to, in essence, work for free.

I am glad to learn that the ESL 400 enrollment has increased by 40%. I'm wondering if revisiting the ESL program flow chart published in the class schedule might be another way to both boost enrollment across the board and address issues of students' misplacement in English instead of ESL classes because in its comprehensive coverage of language acquisition, the chart is possibly overwhelming for students. Though I do not have a solution to offer, perhaps there is a way to clarify the sequence of courses while emphasizing their role as just one part of a student's educational experience at CSM.

On the hard copy, which I have placed in Brandon's mailbox, I made a few editing suggestions, which you should feel free to ignore, and wrote some marginal questions about the SWOT analysis (V. a. and b.) and the measurability of some action steps (for example, action step five is to "evaluate scheduling choices" but the measurable milepost is also "evaluate scheduling choices") (24). I am confident that minor rephrasing will clarify the steps' measurability.

One casualty of our College's move to a data-driven review process is the anecdotal and descriptive evaluations faculty have been able to write in past years' program review reports.

What does not come though in this particular report, but which is attributable to the new reporting procedures and instrument alone, is the engaging and culturally relevant curriculum that ESL faculty have created and offer to their students. I frequently work in the Writing Center with ESL students on their assignments, papers on wonderfully rich books such as *October Sky, A Hope in the Unseen, Fast Food Nation, The Kite Runner, Class Matters*, among others. These texts, your patience, your students' dedication: these are what truly lie at the heart of your program. And how do we account for them? Which formulation of WSCH, FTEF, and LOAD measures the significance of the women connected to childcare services? How do we quantify the wonder of a rocket blasting into the open sky, the sparkle of understanding in a student's eyes as she discovers the useful and elegant appositive phrase, the support of a teacher who can explain ideas in the welcomed safety of Spanish, the collaborative mooring rigged up for the Generation 1.5 student whose tongue may be motherless, the "no child" that our education system indeed left behind?

Thank you for letting me in on your review of the ESL program. I see the strengths of your program in this review, and the genuine reflection the ESL faculty have done will ensure our students continue to be offered a rigorous, compassionate, and meaningful program in language acquisition.

Response to CSM ESL Department Program Review: Anniqua Rana at Cañada College
March 22, 2009

<u>General Comments</u>

Supporting Adjunct Faculty
At Cañada we also felt that we need to designate a day or a retreat to support adjuncts with this work-but sometimes that doesn't work because of schedule conflicts. It would be interesting to know how you can work around that problem. We also thought of getting a mentor program going and pay faculty to get involved, but that would still not work for the large group discussions we need. The ESL Department at Cañada will also be setting up regular on-line discussions where faculty get to share ideas on a regular basis.

SLOs
Did you plan to designate one day mid-semester for SLO work?
At Cañada we focused on alignment with Basic Skills SLOs.

ESL Students
It would be interesting to see some comparative data (maybe through surveys) to verify some of the observations about ESL students. This kind of analysis on all three campuses would probably help adjust programs to support student needs.

Counseling
The concern of ESL faculty regarding insufficient counseling support for ESL students is shared on our campus.   On our campus usually only the EOPS students meet regularly with counselors. Here is one way we were going to try and address this:
One way to make sure students follow our suggestion is if we re-instate the recommendation forms for which classes to take in the following semester with the help of a counselor. We used

to use recommendation form near the end of the semester to guide students regarding registration for the following semester. At times, it was difficult to make sure all the faculty gave students feedback. Also, we stopped doing this because we were advised that this was a counseling responsibility.

We are planning to ask that a counselor be assigned to all ESL classes, to come into class two months into the semester with a guidance form. Students would be given two weeks to ask their teachers to make their recommendation on the form, and then the counselor would return to guide students about registration and might even help them register for the classes. This kind of intrusive counseling might be more effective and efficient. We would try and get BSI funds to pay for the counselor to come to all the classes for two weeks in the semester.

We'll let you know how effective this is and will definitely be interested in how your campus is able to support counseling for ESL students.

ESL and Basic Skills

I have invited College of San Mateo to be part of the BSI Bay area Network-I am coordinating the Network. I talked to Lucia Olson, CSM BSI Coordinator, and she mentioned your college is interested in participating. One of the objectives of this Network is to share local knowledge regarding professional learning around basic skills needs. Please let me know who we can connect as ESL colleagues and as Co-Networkers.

Please check the website for some more information about this:

http://cccbsi.edulounge.net/the-inaugural-network/

ESL Students and Placement

Did you check your placement cut-off scores? Our validations proved that students are placed in the correct classes, but faculty feel that might not be totally correct, so we need to analyze this discrepancy on our campus. We also find that some students prefer to complete all levels in one skill and that hinders their success in other classes.

Hours by Arrangement

Grammar Workshops seem to be popular with ESL students. We would schedule them immediately before or after a class which we would schedule into the Reading/Writing lab and then we could get students if they came early or as they left. We ended up with quite a following sometimes over 30. Faculty have to promote them. We haven't been able to offer them this semester and students have asked for them.

We're also trying to work on scheduling workshops regularly. Butte College has an effective system for their Learning Center Workshops where students are able to get credit for workshops they attend.

We're trying to set up a cost effective system to do this. We're still in the planning stage, but you can find some of the information: http://www.eslcanadacollege.com/faculty-resources-1/hba-for-esl

Funding for ESL

We are trying to connect with other divisions (who have grants) to get some kind of support for innovations within the ESL Department. ECE and ESL are offering a learning community for the first time this semester.

You might want to add live links to this document since when you read it again in two years you might want to refer to the details regarding your suggestions. Also for someone reading this on-line, like a new adjunct or counselor, wherever you mentioned certain classes, it would help for them to be able to access the information easily.

Also, because there are so many variables involved, it might help to identify how you will assess your action plans. I realize this is not a requirement of the document, but sometimes we get focused on quantitative data. This could also be for your internal use. Here is one site with information regarding assessing a program:

http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

<div align="center">Commendations</div>

I am extremely impressed by this comprehensive report-despite the challenges of budget cut-backs and lack of support. I also appreciate the process of sharing this information at the district level. It has given me the opportunity to understand your program and identify areas that I need to get information from your department. It has also given me the opportunity to think of suggestions that the ESL Department at Cañada College needs to incorporate in the biannual review.

Thank you for sharing.

Anniqua Rana

Bay Area Network Mentor CCCBSI 2009

http://cccbsi.edulounge.net/the-inaugural-network/

Coordinator, ESL Department

Professor, ESL/English

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b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

In response to Teeka James and Anniqua Rana's ACT reports:

We appreciate all of the thoughtful comments both readers made about our program and our program review document. We feel that having these two readers comment on our document was a valuable process which opened a new kind of dialogue with the English department at CSM and the ESL department at Canada.

In response to Teeka James's comments:

- We agree with Teeka's concern about the level of responsibility of the sole adjunct instructor in charge of the ESL Half Moon Bay program. We will continue to work closely with this adjunct faculty and to support her as much as we can.
- We will consider simplifying and streamlining the ESL program sequence chart in the Schedule of Classes so that it is not overwhelming for students.
- We appreciate and took into account Teeka's editorial suggestions. We decided not to follow some suggestions regarding the placement of some information in Section V. We will consider organizing our information differently for the next program review.
- We appreciate her recognition of our dedication and efforts. We, too, believe that a data-driven document such as one this has limitations and does not adequately address the qualitative aspects of what we do.

In response to Anniqua Rana's comments:

- We frequently communicate with adjunct faculty via our ESL listserv. Although this electronic communication does not replace the need for face-to-face discussions, it does allow for input from adjunct faculty who would otherwise not be able to participate. We, like Canada faculty, will continue to try to support adjunct faculty as schedules allow.
- We like Canada's plan to have an ESL counselor be assigned to all ESL classes and visit each class with a guidance form. We will look into doing the same.
- We are interested in participating in the BSI Bay Area Network. Brandon Smith is interested in following up with Anniqua regarding this opportunity.
- Students attending our Grammar Workshops are already receiving credit for them if they are enrolled in ESL 850. We plan to continue this model.
- We agree that Learning Communities are valuable for ESL students and will discuss possibilities in the near future.

REFLECTION OF ESL FACULTY ON THE PROCESS OF WRITING THIS DOCUMENT:

Writing this document was a valuable experience in that it helped us look at our program in a comprehensive, data-driven manner. It was, however, extremely time-consuming. We held nine different meetings and devoted most of a flex day to this process. We also spent countless hours doing outside research, writing and editing. We think we (five full-time faculty) spent approximately thirty hours each on this document.

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: March 25, 2009

Please list the department's Program Review and Planning report team:

Primary program contact person: Amy Sobel
Phone and email address: 574-6696, sobel@smccd.edu

Full-time faculty: Frances Schulze, Amy Sobel, Brandon Smith, Kristi Ridgway, and Nancy Paolini
Part-time faculty: N/A
Administrators: Sandra Comerford
Classified staff: N/A
Students: N/A

Faculty's signatures   *Date*

*Primary Faculty Contact Signature*_____ _____

Additional Faculty signatures _____ _____
                                  _____ _____
                                  _____ _____
                                  _____ _____

_____
Dean's signature   *Date*