

**DEPARTMENT OR PROGRAM:**  
English as a Second Language

**DIVISION:**  
Language Arts Division

1. **BRIEF 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.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Successes

- Our student success rates show slight improvement, from 59% in 07-08 to 62% in 08-09.
- Despite the number of sections we have lost, student enrollment has remained steady (1979 in 07-08 and 1973 in 08-09).
- Our LOAD has jumped from 372 in 07-08 to 399 in 08-09.
- Our ESL Department website was improved to better market our program and provide current students with a variety of ESL resources. The website now includes not only information about our programs, but also links to student services (such as the Writing Center and Reading and ESL Center), useful ESL websites, and faculty email addresses and web pages.

Challenges

- We continue to face challenges in managing our student enrollment. Specifically, in Spring 2010, ESL 849 (a Conversation lab course) and ESL 825 (Level 1 Writing) were cut due to low enrollment. In addition, with the closure of the HMB Coastsite site, we have lost the ESL 895, ESL 896 and ESL 897 Reading lab courses there.
- Due to budget cuts, the Writing and Reading/ESL centers have been unable to provide sufficient support to ensure student success; however, the actual retention and success rate will need to be analyzed at the end of this semester.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

#### Goals met

Our department's Actions Steps to Improve Enrollment from our Comprehensive Annual Review have been largely met. We have:

- Met regularly with counselors.
- Met with the Assessment Center staff.
- Evaluated scheduling choices and made some changes in our course schedule offerings. Specifically, Level 1 courses, which were historically under-enrolled, were changed to a MWF schedule (daytime). These scheduling changes were implemented Spring 2010. Indications are that Spring 2010 enrollment of these Level I courses has significantly improved from earlier semesters; we will analyze these data in next year's Program Review. In addition, we changed our Level I writing class (ESL 825) to be a 3-unit class rather than a 5-unit class as another way to increase enrollment of this course, both for day-time and night-time sections. This change will be implemented in Fall 2010.

Our department's Actions Steps to Improve Success from our Comprehensive Annual Review have been largely met. We have:

- Continued to assess SLOs and make necessary changes.
- Worked closely with at-risk students (e.g.- midterm reports, meetings). For instance, faculty have been meeting individually with at-risk students early in the semester in ESL 828 (Level IV Writing/Grammar) in Spring 2010. We will not be able to fully assess the results of this endeavor until we get success rates for this semester.
- Increased student awareness of student resources on campus.
- Adjusted the COMPASS Placement Test cut-off scores to more accurately reflect our levels.
- Updated the Writing Rubrics and Writing Samples Packet.

#### Goals unmet

- The department was advised not to use its resources to visit the Adult School at this time.
- Due to lack of resources, we have decided to delay the creation of a new marketing brochure.
- Due to budget cuts, the department has not been able to request a position of an ESL Faculty Advisor to work with basic skills students.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

#### New Goals

- None at this time.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Critical Issues

- a. The changing composition of the ESL Department faculty due to faculty reassignments may pose some challenges.
- b. There is 1 planned retirement in Spring 2011. Faculty retirement(s) will mean a loss of experienced faculty.
- c. Cuts to the labs and students services (EOPS, Counseling) will continue to negatively impact the ESL population at CSM.

Addressing these Changes

- a. Work to assist in smooth transitions of faculty reassignments.
- b. Will request new full-time faculty positions as needed.
- c. Continue to request the necessary lab and student services that are needed to promote ESL student success.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

The ESL Department has completed the first assessment cycle of all of its courses. In Fall 2009, the faculty assessed most of the Writing courses in the second cycle. In Spring 2010, we are assessing our Conversation courses and Lab courses, while in Fall 2010, we are assessing our Reading courses in the second cycle. For Conversation courses, we are planning to add a new SLO regarding students' ability to learn and use new vocabulary. (For example: "Students should demonstrate and/or use level-appropriate English vocabulary.) We will be using final exam questions (fill-in-the-blank exercises) to assess this SLO. We will discuss results at department meetings and implement changes as necessary (see SLO information on the College Website: <http://www.collegeofsanmateo.edu/sloac/>). We will be uploading the ESL-SLO data onto the district's new TracDat system for easy access and retrieval college-wide.

- b. Student services areas:

Not applicable to the ESL Department.

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

*(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---------------------------------------|---|--|
| None.                                 | N/A   | N/A  |

| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--------------------------------|---|--|
| None.                          | 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 instruction (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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--|---|--|
| Item: None.<br>Number: None.<br>Vendor: None.<br>Unit price: None.<br>Total Cost: None.<br>Status*: None.<br><br>See the Writing Center Lab Program Review document and the Reading/ESL Center | N/A   | N/A  |

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| Program Review document for<br>ESL lab requests. |  |  |
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*\*Status = New, Upgrade, Replacement, Maintenance or Repair.*

c. Additional resources needed/non-instructional (added by the ESL Department).

We request a marketing budget of \$350 in order to develop a targeted recruitment brochure/flyer that will help us meet our enrollment management goal.

## 8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation: March 20, 2010

Please list the department's Annual Update for Program Review and Planning report team as appropriate:

Primary program contact person: **Kristi Ridgway**  
 Phone and email address: 574-6686, ridgwayk@smccd.edu  
 Full-time faculty: **Bernard Gershenson (split with English), Andres Gonzales, Nancy Paolini, Kristi Ridgway, Frances Schulze, Brandon Smith, Amy Sobel**  
 Part-time faculty: N/A  
 Administrators: N/A  
 Classified staff: N/A  
 Students: N/A

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|--|-----------------|
| <i>Kristiano M. Ridgway (e-signature)</i>                  | 3/20/10         |
| Primary Program Contact Person's Signature: Kristi Ridgway | Date            |
| Full-time Faculty's Signature<br>Frances Schulze           | Date<br>3/23/10 |
| Part-time Faculty's Signature<br>(as appropriate)          | Date            |
| Administrator's Signature<br>(as appropriate)              | Date            |
| Classified Staff Person's Signature<br>(as appropriate)    | Date            |
| Student's Signature<br>(as appropriate)                    | Date            |
| Dean's Signature (Sandra Comerford, LA)                    | Date            |