

*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

## INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php))

### **Resources for Supporting Documentation:**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

### **Next Steps:**

*Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php))

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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

**DIVISION:** Language Arts

## **I. DESCRIPTION OF PROGRAM**

### **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
- 880 Basic Grammar I
- 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 (now banked)

### **ESL Supplemental Courses**

- 880MB ESL for the Workplace (now banked)
- 868MB ESL for the Workplace – continuation course (now banked)
- 890 ESL for Parents (now banked)

\*Lab-only courses

In the past three years, our program course offerings have been reduced by 13% due to budget cuts:

<b>2008-2009</b>	<b>68</b>
<b>2009-2010</b>	<b>61</b>
<b>2010-2011</b>	<b>59</b>

CSM's ESL courses provide students with a basic-skill focused curriculum that includes a limited transferable component. COMM 855, a degree-applicable, transfer course, is a non-native speaker communications course not represented here.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Vocational Education</b>	0%	0%	0%
<b>Transferable</b>	11%	10%	10%
<b>Degree Applicable</b>	0%	0%	0%*
<b>Basic Skills</b>	90%	90%	90%*

*\*Note: The CPSSI figures incorrectly reported 7 and 83% per John Sewart. They are correctly noted above.*  
The number of sections we have offered each semester has remained relatively constant since the dramatic loss of 7 sections in Spring 2009. In fact, in the Fall 2010-Spring 2011, all sections offered "made." The three-year median: 30.5 sections; Mean: 31.3 sections.

### Numbers of Course Sections: Fall 2008-Spring 2011

Number Taught (Number listed in Class Schedule)

MB: Half Moon Bay

Course #	FA 08	SP 09	FA 09	SP 10	FA 10	SP 11	Trend
400	3	3	3	3	3	3	stable
825	2	1 (2)	2	1 (2)	0	0	loss
826	4	2	2	2	2	2	dec/stable
827	4	3 (4)	3	3	3	3	dec/stable
828	4	4	4	4	3	3	decrease
845	2	1 (2)	2	1	2	2	varies
846	2	2	2	2	2	2	stable
847	2	2 (3)	2	2	2	2	stable
848	2	2	2	2	2	2	stable
849	1	1	1	0 (1)			loss
850	1	1	1	1	1	1	stable
855	2	1 (2)	1 (2)	1	1	1	dec/stable
856	2	2	2	2	2	2	stable
857	3	3	3	3	3	3	stable
880					2	2	addition
880 MB	1	0 (1)		1			loss
868 MB	0		0 (1)	1			loss
890	0	0	0	0	0	0	banked
891	1	1	0	1	0	1	loss
898	1 (2)	0 (1)	0	0	0	0	dec/in SU
895	1	1	1	1	1	1	stable
896	1	1	1	1	1	1	stable
897	1	1	1	1	1	1	stable
895 MB		1	1	0 (1)			loss
896 MB		1	1	0 (1)			loss
897 MB		1	1	0 (1)			loss
<b>TOTAL</b>	<b>36 (37)</b>	<b>32 (39)</b>	<b>31 (33)</b>	<b>30 (35)</b>	<b>29 (29)</b>	<b>30 (30)</b>	

## II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Describe the dept's assessments of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?
- b. Briefly evaluate the department's assessment of SLOs. 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.)

Our assessment cycle has been to assess each skill level every three semesters: Writing courses one semester, Conversation and Lab-only courses the next, and Reading and Supplemental courses third. Starting in Spring 2012, we plan to assess courses, following this same cycle, once every three years.

As of **Spring 2012, 14 of 14 ESL course SLOs and 4 of 4 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 how well they correlated with the SLOs. Based on the data, most of the ESL courses have implemented some minor improvements.

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 were not limited to adding clarity to the course rubric, teaching more proofreading strategies, preparing students in time management in doing 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 personal/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 85% success

rate in all reading levels, 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 improved significantly in their pronunciation and grammar skills. No changes are required.

**ESL Department SLOs: Assessment Summary**

<b>Course</b>	<b>Most Recent Assessment</b>	<b>Future Assessment</b>
<b>ESL 855</b>	Fall 2010	Spring 2012
<b>ESL 856</b>	Fall 2010	Spring 2012
<b>ESL 857</b>	Fall 2010	Spring 2012
<b>ESL 891</b>	Fall 2008	Spring 2012
<b>ESL 898</b>	Spring 2008	Spring 2012
<b>ESL 400</b>	Spring 2011	Spring 2013
<b>ESL 825</b>	Spring 2009	Spring 2013
<b>ESL 826</b>	Spring 2011	Spring 2013
<b>ESL 827</b>	Spring 2011	Spring 2013
<b>ESL 828</b>	Spring 2011	Spring 2013
<b>ESL 845</b>	Fall 2011	Spring 2014
<b>ESL 846</b>	Fall 2011	Spring 2014
<b>ESL 847</b>	Fall 2011	Spring 2014
<b>ESL 848</b>	Fall 2011	Spring 2014
<b>ESL 850</b>	Fall 2010	Spring 2014
<b>ESL 895</b>	Spring 2010	Spring 2014
<b>ESL 896</b>	Spring 2010	Spring 2014
<b>ESL 897</b>	Spring 2010	Spring 2014
<b>Reading/ESL Lab</b>	Spring 2010	Spring 2014

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (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.

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.

<b>GE-SLOs g Program Courses</b>	<b>Effective Communication</b>	<b>Quantitative Skills</b>	<b>Critical Thinking</b>	<b>Social Awareness and Diversity</b>	<b>Ethical Responsibility</b>
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				

### III. DATA EVALUATION

- 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?

WSCH has decreased from 7,877 in 2008-09 to 7,223 in 2010-11, with the biggest drop occurring between 2008-09 and 2009-10. Enrollments also dropped by 14% during these three years (1,973 in 2008-09 to 1,688 in 2010-11), probably --at least in part -- due to the increasing costs of going to community college (including the cost of tuition and books) and the continuing economic recession.

Overall, enrollments and section offerings decreased at the same rate (14% and 13%) but have stabilized with approximately 30 sections offered each semester in the last two years with no cuts to the ESL program in 2010-11. (See Section I chart “Number of Course Offerings”)

In our previous comprehensive program review, we noted, in particular, the enrollment fluctuations of ESL 400. Enrollments in ESL 400 have become steadier since that time, so this issue seems to have been resolved.

Some ESL classes have had continuously high enrollments. Levels III and IV Conversation classes (ESL 847 and 848) have had robust enrollments both during the day and at night. Level III and IV Writing/Grammar classes (ESL 827 and 828) have likewise been robust.

Enrollments of some of the Level I classes (both in the day and at night) continue to be a concern. ESL 855 (Reading I) has not been offered at night since Fall 2009 due to low enrollment. In Fall 2010, ESL 825 (Writing/Grammar I) was changed from a 5-unit to a 3-unit Grammar class (ESL 880). It was hoped that offering a lesser-unit course would help boost enrollment in addition to helping the division address budget issues. (However, faculty have since decided that this change was detrimental to the students’ ability to succeed in following semesters, and the change did not appreciably change the enrollment picture; in Fall 2012, ESL 825 will be again be offered but only in the daytime.)

It is important to note that from 2007-08 to 2010-11, more students coming from the San Mateo Adult School to CSM began at Level I and II (for Writing/Grammar and Conversation), and

fewer students began at the higher levels (“SMAS Alumni Enrolled in ESL at CSM: A Profile” (Spring 2012)). Level I courses are important to “feed” into our higher-level courses and to enroll ESL students from more immigrant populations.

Students who test into our program from other sites (international students and students coming from American high schools) tend to test into higher levels. The result is that we have a greater number of students in our Level III, IV, and V classes than at the lower levels.

It is also important to note that the Half Moon Bay campus was closed since the last Comprehensive Program Review. Obviously, the ESL classes that were offered there (ESL Reading and Conversation) were cancelled.

***Action Steps to Improve Enrollment: COMPLETED***

Since the last Comprehensive Program Review, the ESL faculty has ...

1. **Changed our course offerings** to provide more of a “block schedule” to better serve students, and enrollment has stabilized or increased in some daytime sections as a result.
  2. **Replaced** our Level 1 Writing Course, **ESL 825**, with an experimental 3-unit course.
  3. Worked with counselors to **develop marketing flyers** detailing classes that ESL students can take concurrently with ESL classes *and are likely to succeed in*.
  4. Continued to participate in high school/adult school outreach through **CALPASS/ALLIES** (See Section VI below for details).
- b. 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?

FTEF has fallen slightly from 2008-09 to 2010-11 (from 13 to 12.5). The “percent full time” has increased from 66% to 75% during that time period mainly due to loss of adjunct faculty.

Changes in staffing during this period include the following: In Spring 2008, 1 full-time faculty member who taught a part-time ESL load retired. (One full-time Chinese instructor was temporarily reassigned to teach a split load (Chinese/ESL) in 2010-11). Two other full-time faculty members retired in 2011 though their retirements will not officially show until later due to banked units. Thus, as of Spring 2012, 5 full-time faculty members teach full loads in ESL.

Faculty retirements mean a loss of experienced faculty, especially in the area of transfer-level composition. As a result, more full-time faculty members have begun teaching ESL 400 in the past three years and we anticipate hiring more adjunct faculty to ensure these courses are consistently taught with experienced CSM instructors.

In Spring 2013, a **Reading Department** faculty member who has been traditionally teaching one non-native reading course (Phonics) will retire. This provides the ESL department an opportunity to **move the Phonics class**, which is an ESL class currently listed under Reading, to the ESL department. Some faculty members have also discussed **creating a level 4 ESL Reading course** to better serve the large number of ESL students now taking READ 825, the only level 4 reading course, which is a native-speaker course. Data show that **43% of all READ 825 students have**

**taken one or more ESL courses** at CSM (PRIE “READ 825 and ESL Course Enrollment Tracking, 2007 - 2012,” Spring 2012).

Like all full-time faculty at CSM, ESL faculty members are responsible for the many extensive non-teaching responsibilities of the department such as SLO development and assessment; course outline revision and creation; writing of program review; curriculum development; hiring, communication, mentoring, and evaluation of adjunct faculty; tenure review; etc.

In addition, due to the specific needs of our students, ESL faculty members have a number of other responsibilities. These duties, though they serve important functions, are burdensome for our small department of 5 full-timers, one of whom has extensive duties in Anthropology. Therefore, the following extensive non-teaching responsibilities are fulfilled primarily by **4 full-time ESL faculty members**: representation in the Basic Skills Initiative, leadership of the Reading and ESL Center, participation in a county-wide ESL initiative (ALLIES), collaboration with the San Mateo Adult School, participation in the Learning Center committee, fundraising for the Child Development Center and representation on COI. (Beginning in Fall 2011, additional duties include: participation on CSM’s International Education Committee, the Learning Center Consultation Group and the Standards II Accreditation Committee.)

- c. Referring to the Productivity [LOAD] 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.

LOAD has increased from 399 (2008-09) to 431 (2010-11). This is a significant increase, given the fact that our writing classes are capped at 26, our reading classes are capped at 28, and our conversation classes are capped at 29. It is also worth noting that our LOAD is up significantly from earlier years (340 in 2006-07).

We will continue to work on productivity, continuing many of the activities we implemented in the last Program Review cycle. See Section VI below for details.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall “Success” and “Retention” data, 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.*)

Our retention rates have stayed relatively the same over the 2008-11 period, ranging from 74% to 78%, which is somewhat lower than the overall Language Art Division retention rate of 80%.

The student success rate for ESL students was 61% for 2010-11, up from 56% (Fall 2007) and better than the state average of 50%. The student success rate for the Language Arts Division for



2010-11 was 65%, so our success rate is slightly lower than the rest of our Division's 80% average, but in line with similar individual departments such as Foreign Language (61%) and Reading (62%).

A standout is the 2011 Summer term, which had high success and retention rates: 70% and 95%, respectively.

While we are pleased with our increase in student success figures, we are also concerned that our student success and retention numbers are lower than our Division and College average. We believe these lower numbers can be explained given the unique challenges that face our students:

- Many students are dealing with emotional issues due to the effects of culture shock, cultural assimilation, separation from family, etc.
- ESL students are often from a lower-socio-economic bracket than the general population; not working is not an option for most students.
- 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.
- Many ESL students rely on public transportation, which can be time-consuming and unpredictable.
- 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.
- 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 student services support from the EOPS program.
- ESL students with learning disabilities often cannot be accurately tested by DSPS staff due to second-language interference.

Due to the numerous challenges our students face, the ESL faculty does not define success in the narrow confines of quantitative data alone. Things that seem simple are not for many of our students. Enrolling in their first college class, just making it to class consistently, or improving their English even if they do not finish the course or earn a passing grade are hallmarks of success for many ESL students and should not be discounted. As a community college, CSM is fulfilling its mission to the community by offering ESL courses at multiple levels that serve this mostly-disadvantaged population.

***Action Steps to Improve Success: COMPLETED***

The ESL department has implemented the following steps since the previous Comprehensive Program Review to address student success and retention. Because we believe that these actions may account (at least in part) for our improved success numbers, we will continue with these activities. We have:

1. **Worked closely and in a timely manner with counselors** to help students at-risk of failing.
2. **Worked 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.

3. Promoted the use of **midterm progress reports** for students so measures can be taken to help students at risk of failing.
4. Reminded 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 second-language interference. Thus, DSPS is of limited use to most ESL students.)
5. Completed a **grading criteria packet for writing courses**, standard grading rubrics for conversation courses and developed an outline of “Skills Covered” in all core courses. We will continue to use these documents to help new faculty become familiar with our standards to ensure consistency across sections.
6. **Assessed SLOs** and make necessary changes.
7. Held regular **Skills Meetings** to ensure quality and consistency in teaching and improve student retention and success rates.
  - 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 overall CSM population.

#### V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- 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; program review 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
S T R E N G T H S	Our <b>LOAD has increased</b> steadily, our <b>success rates have remained largely consistent</b> and our <b>enrollment has stabilized.</b>	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. Students at CSM come from as far as San Francisco and the counties of Alameda and Santa Clara.
	Our <b>student success rates</b> have remained consistent.	
	The data suggest that, since our <b>retention rates are higher</b> than our success rates, our ESL students have a	

	<p>positive experience in ESL classes apart from their ability to successfully complete a course, 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 <b>highly-trained, hard-working faculty that is committed to not only student success but also our students' well-being.</b> 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.</p> <p>Student surveys show that the <b>Reading/ESL Center continues to be a valuable resource</b>, providing students additional practice and instruction in conversation, listening and reading skills for lab-only and To-Be-Arranged courses.</p> <p>The <b>Writing Center is another resource that benefits ESL students.</b> 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, offered through the Writing Center, also continue to be popular with a consistent eight to 12 students attending.</p>	<p>CSM's ESL student success rate is <b>above the state average</b> for community colleges in California.</p> <p>In the last decade, <b>ESL 400 students have consistently succeeded</b> at a higher rate in ENG 100 than their native-speaking counterparts (ENG 848).</p>
<p>W E A K N E S S E S</p>	<p>Due to budget constraints, the ESL department has had to cease offering certain supplemental courses and or only offer them in particular semesters.</p> <p>Due perhaps to changes in demographics and current economic trends, some lower-level ESL courses tend to be low-enrolled and have at times been cancelled, impacting the night students more because we offer only one section of a particular course at nighttime. We are concerned that a domino effect will ripple up to higher levels. We have recently seen a slight</p>	

<p>decline in some Level-2 course enrollments perhaps due to the cancellation of Level-1 classes.</p> <p>We offer limited scheduling choices for our students, particularly on Tuesdays and Thursdays and in the summertime.</p> <p>Recently, we have seen an increased number of students placing into our higher levels. One of the problems we have faced is putting in place an adequate number of higher-level classes to meet the increased demand.</p> <p>Although we have adjusted our Compass Placement scores, the test is still considered to have flaws. The adjustment has helped, but first-day diagnostics are essential to determine the best placement. One problem we face is that due to a reduced number of offered sections and to high enrollments, there sometimes is no option for moving a misplaced student to another level more appropriate for their skill-level.</p> <p>Despite the fact that we have communicated with Testing and Counselors, the ESL and English faculty continue to be frustrated that prospective students often do not take the proper placement test (native vs. non-native) and therefore end up in a course that is inappropriate for them, nearly assuring their failure in this course due to improper placement. Many students, regardless of the advice and recommendations by the Testing staff and Counselors, self-place into native speaker classes (especially those who have completed the ESL program in high school). Fortunately, English instructors have been working more closely with the ESL department to direct misplaced students to our program, but again, often there is no room to move students into an ESL class.</p> <p>Although mentoring of new adjunct instructors has improved with day-time adjunct instructors, the full-time faculty feels there is some lack of communication between full-time and nighttime adjunct faculty. 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.</p>	
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	<p>Unfortunately, adjunct faculty members are not compensated for participating in departmental curriculum improvement activities.</p> <p>TBA hours continue to be a challenge for our night-time students.</p>	
O P P O R T U N I T I E S	<p>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. The Student Success activities sponsored by the BSI have helped students learn about support services and activities available to them.</p> <p>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 members can 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.</p> <p>The new Learning Center may provide additional opportunities and access that we lack in our current labs.</p>	<p>Our work with ALLIES (a two-county consortium of ESL providers, including Adult Schools, community colleges, and community-based organizations, supported by the Silicon Valley Foundation, formerly called ALEA) began in June 2010 and is continuing. It is providing the impetus for CSM and San Mateo Adult School to collaborate in trying to improve the continuous educational pathway for students coming from the Adult School to CSM.</p> <p>The District-wide push for an increase in the number of international students who enroll at our colleges (begun in 2011) may increase enrollment in our classes, particularly at the higher levels.</p>
T H R E A T S	<p>As ESL faculty continue to retire, the lack of full-time faculty members in the department threatens its success. From 2008-2011, the department has lost three faculty members who teach ESL; there may be additional retirements in the next few years.</p> <p>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 and lab appointment hours and other student services are reduced. Students who feel that they are not being 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.</p> <p>A lack of funding has greatly reduced faculty hours in</p>	<p>Proposed student fee increases are likely to have an adverse affect upon enrollment.</p> <p>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.</p> <p>The high cost of living in the Bay Area, particularly here on the peninsula – our service area – limits our student population.</p>

<p>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 To-Be-Arranged and lab-only requirements.</p> <p>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.</p> <p>Since the Half Moon Bay extension campus no longer has ESL courses, we are not able to serve the coastside ESL population, which is almost exclusively Hispanic. In addition, this group tends to have work and family obligations that prevent them from attending classes on the main campus; thus, we have lost an important source of enrollment.</p> <p>Another internal threat is the lack of continuity between spring and fall classes due to the minimal ESL course offerings during summer. When summer offerings are inconsistently offered, classes (reading and conversation) do not always fill. In addition, because the five-unit writing courses are never offered during the summer, ESL students are forced to take a break from writing, making the summer a disjunction between the academically-oriented fall and spring semesters.</p> <p>Projections in headcount for the ESL Program between 2011/12 and 2013/14, an 18.75% decline in enrollment, poses an additional threat.</p>	<p>Increased homeland security measures and the current political climate in America have made it difficult for immigrants to enter and/or stay in the United States, limiting our student population.</p> <p>Basic Skills funding is finite. When this funding evaporates, the services and instruction provided by BSI to ESL students and our department may disappear as well.</p> <p>The uncertainty surrounding the future of To-Be-Arranged courses and the role of labs at community colleges threatens the future of the Reading/ESL Center and the Writing Center. Since remote lab hours not allowed, students who are not able to attend regularly scheduled lab hours on campus are adversely affected.</p> <p>Another external threat that will have a great impact is related to funding. This current fiscal year has undergone two budget cuts, one for \$400 million and a midyear cut for \$102 million. According to the <u>Bay Area News Group (B6)</u>, February 2012, there will be an additional \$149 million cut to the 112 community colleges campuses.</p>
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- 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. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

See Sections VI & VII below.

## VI. Goals, Action Steps, and Outcomes



<p><b>3. Increase ESL enrollment overall</b></p> <p>a. <b>Work more closely with the San Mateo Adult School</b> to align standards and encourage referrals to and from College of San Mateo</p> <p>b. <b>Offer courses at optimal times</b> for students and prospective students</p> <p>c. Add <b>Spanish and Chinese translations</b> to our <b>ESL website</b> to be more user-friendly</p> <p>d. Propose an <b>online course</b></p> <p>e. <b>Develop additional low-key, social opportunities</b> for current and prospective ESL students to become familiar with CSM, its course offerings and its faculty</p> <p>f. Find ways to <b>decrease textbook costs</b> for students</p>	<p>Recs. for Instr.: Goal #2, Objective #1</p> <p>Action Steps Instruction (#8)</p> <p>Action Steps for Student Services and Instruction (#2)</p> <p>Action Steps for Instruction (#23)</p> <p>Recs. for Instr.: Goal #2, Objective #4</p> <p>Action Steps for Instruction (#2)</p>	<p>Apply for release time and have regular meetings with SMAS</p> <p>Review data, survey students and make changes</p> <p>Translations go “live”</p> <p>Offer online course</p> <p>Start a Walking group; investigate other options</p> <p>Make sure that each course has its books on reserve</p>	<p>starting Spring 2012 &amp; ongoing</p> <p>ongoing</p> <p>Spring 2013 ongoing</p> <p>Fall 2011; ongoing</p> <p>Spring 2012</p> <p>Fall 2013</p>
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**GOAL: PROMOTE SUCCESS**

<b>Action Step</b>	<b>How it relates to EMP</b>	<b>Measurable mileposts</b>	<b>Timeline</b>
<p>1. <b>Collaborate with ESL faculty from Skyline and Cañada</b> colleges to share best practices and successful initiatives</p>	<p>Action Steps for Instruction (#2)</p>	<p>Meeting with sister school ESL departments</p>	<p>once a year</p>
<p>2. Investigate ways to <b>better assist our students in a successful ESL-ENG transition</b>, particularly with the influx of international students resulting from the district’s International Initiatives</p>	<p>Action Steps for Instruction (#2)</p>	<p>Revise ESL-ENG curriculum/create a text for the ESL Grammar Workshops or current ESL and/or ENG course</p>	<p>Fall 2012 &amp; Spring 2013</p>



<p>3. Continue to <b>work closely with our lab and Student Services</b> (EOPS, Counseling – including International Students, Multicultural Center, Child Development Center, etc.) that are needed to promote ESL student success in the midst of continued budget cuts.</p>	<p>Action Steps for Student Services and Instruction (#1)</p>	<p>Meet/speak with student services; participate in CSM’s International Education Committee and Student Connections Events</p>	<p>ongoing; as needed</p>
<p>4. <b>Provide additional Professional and Curriculum Development opportunities</b></p>	<p>Action Steps for Instruction (#30, 32, 33, 36)</p>	<p>Hold an annual ESL Retreat; pilot “Think Tank” best practice sharing sessions; encourage faculty to attend CATESOL events; gather and disseminate information on additional opportunities via the csmesl listserv</p>	<p>once a year once a year ongoing ongoing</p>
<p>5. Investigate the possibility of <b>offering an official state Certificate</b> for students who move from ESL into transfer-level coursework, similar to those now offered by Skyline and Cañada colleges; our unofficial certificate, in place since Dec. 2008, has been much appreciated by students.</p>	<p>Action Steps for Instruction (#15)</p>	<p>Make a decision to move forward or not; create a plan if so</p>	<p>Spring 2013</p>
<p>6. <b>Update lab materials</b> for the Reading/ESL Center, Writing Center and Learning Center.</p>	<p>Action Steps for Instruction (#2)</p>	<p>Review new software and texts; determine if there is any need for updating</p>	<p>ongoing, as needed</p>

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

- 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.
One Full-time ESL Faculty Member due to 3 retirements in the last two years	<p>If granted, student success will be maintained and faculty productivity (classroom and non-instructional) will be improved.</p> <p>If not granted, student success will suffer and faculty productivity will decline.</p>	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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None at this time.	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.
Note: See Read/ESL & Writing Center program reviews for specific requests (including but not limited to additional Grammar & Editing texts for the ESL Grammar Workshops in the Writing Center)		

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

### VIII. Course Outlines

- 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.

#### College of San Mateo ESL Department Course Outlines

	Division	Dept.	No.	Approved	Revision	Banked	Deleted	Next
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	Code			Date	Date	Date	Date	6 yr Update Due
1	4413	ESL	400	3/22/1988	11/2007			2013
2	4413	ESL	825	3/22/2008	12/2004 Unbanked 08/2012			2012
3	4413	ESL	826	3/22/1988	12/2008			2014
4	4413	ESL	827	3/22/1988	10/2009			2015
5	4413	ESL	828	3/22/1988	12/2005			2012
6	4413	ESL	845	4/14/1988	9/2010			2016
7	4413	ESL	846	4/14/1988	8/2010			2016
8	4413	ESL	847	4/14/1988	8/2010			2016
9	4413	ESL	848	12/11/2003	6/2010			2016
10	4413	ESL	849	12/2006				Banked
11	4413	ESL	850	12/09/2004	11/2010			2016
12	4413	ESL	855	4/14/1988	4/2009			2015
13	4413	ESL	856	4/14/1988	11/2008			2014
14	4413	ESL	857	4/14/1988	10/2007			2013
15	4413	ESL	890	12/2007				Banked
16	4413	ESL	891	12/10/1988	3/2010			2016
17	4413	ESL	895	12/5/2002	11/2006			2012
18	4413	ESL	896	12/10/1998	11/2006			2012
19	4413	ESL	897	12/10/1998	11/2006			2012
20	4413	ESL	898	12/09/2004	3/2005			2012

## IX. Advisory and 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.

Sylvia Aguirre-Alberto, Counseling/EOPS & Multicultural Center:

I learned a great deal about the ESL program and feel that the program review is excellent. I especially appreciated the Student Success Evaluation and Analysis section including the discussion on ESL student issues and definition of "success" as well as the emphasis on working with Student Services.

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

Sylvia provided the Department with some helpful minor revisions and these have been incorporated into the final document.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: Filed on Thurs., March 22, 2012

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

Primary program contact person: **Kristi Ridgway** (Editor of PR)

Phone and email address: **(650) 584-6686; ridgwayk@smccd.edu**

Full-time faculty: **Andres Gonzales, Nancy Paolini, Kristi Ridgway, Amy Sobel, Brandon Smith**  
(Contributors to PR)

Part-time faculty, Administrators, Classified Staff, Students: none

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	Date
<i>Kristiane M. Ridgway (e-signature)</i>	<i>3/22/12</i>
<b>Kristi Ridgway</b> , Primary ESL Faculty Program Contact	3/22/12

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	Date
<b>Amy Sobel</b> , Full-time ESL Faculty	3/22/12

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	Date
<b>Sandra Stefani Comerford</b> , Dean of Language Arts	3/22/12

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**Comprehensive Program Review  
RESOURCES FOR SUPPORTING DOCUMENTATION**

**Section 1**

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

*Core Program and Student Success Indicators* (see links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Educational Master Plan, 2008*, <http://collegeofsanmateo.edu/prie/emp.php>

*Institutional Priorities, 2008-2011*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183

## **Section 2**

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

### **DEPARTMENT OR PROGRAM:**

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

### **I. DESCRIPTION OF PROGRAM**

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

### **II. STUDENT LEARNING OUTCOMES**

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

### **III. DATA EVALUATION**

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

### **IV. STUDENT SUCCESS EVALUATION AND ANALYSIS**

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

### **V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS**

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*

- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

**VI. Action Steps and Outcomes**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

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

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- previous Program Review and Planning reports

**VIII. Course Outlines**

- Department records
- College Catalog
- Committee On Instruction
- Course Outlines (online)
- Office of the Vice President of Instruction
- Division Dean