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Instructional Program Review

Program Name: **English as a Second Language**

Program Contact: **Ridgway, Kristi**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

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-IV), and conversation and listening courses (Levels I-IV). In addition, supplemental courses are offered some semesters.

ESL is the second largest department in the LA Division with almost 1600 students (duplicate count), second only to English/Literature. We serve a mix of immigrant and international students of all ages, drawing largely from Asia and Spanish-speaking countries. Our program has students taking second language courses for a variety of reasons: to prepare to transfer, to improve their job skills/enter certificate or AA programs and to enrich their personal lives.

Our courses help achieve the goals stated in the College Mission and Diversity statements in that we are serving the "diverse educational, economic, social, and cultural needs of the community" and providing Basic Skills instruction and transfer-level preparation. Our courses also fulfill the Institutional Priorities Objective of improving "[t]he academic success of all students" with regard to course completion, retention, and persistence.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Our assessment cycle is to assess each skill level every three years: Writing courses one year, Conversation and Lab-only courses the next, and Reading and Supplemental courses third. For instance, we assessed all ESL writing courses in Spring 2013 and will assess all listening/speaking courses in Spring 2014.

Our most recent assessment data, therefore, are for our Writing Courses. 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 initiated. Most recently, we are considering updating our Course Outlines to reflect a more appropriate sequencing of grammar and rhetorical structures for our writing courses as well as incorporating more low-stakes writing assignments in an effort to help students further develop their fluency in English.

Changes begun the previous year and still being implemented during the 2012-13 year included 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.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

Our data for 2012-13 are typical of years past. Our success rates remain constant at 64% and our retention rates improved a few points (79%), both of which are comparable to the LA Division average. We score higher than our statewide peer group on Basic Skills completion rates and ESL improvement as reported by ARCC.

In 2012-13, our female students succeed at a 10% higher rate than our male students. Our Asian students outperformed our other ethnic groups by several percentage points. Our youngest (19 years or younger) students performed the best, similar to that of our 30-49 year olds. Students in their 20s and 50 or over succeed at a slightly lower rate.

One notable difference is that our Filipino success rate jumped from 56% to 75% in a single year, while losing about half of the enrollment for this group.

Student retention improved across the board, except for a slight dip with our Asian population. 35-39 year olds had the highest withdrawal rate, 6 percentage points higher than the next group. Retention in the Fall term was slightly higher than in Spring.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

As in past semesters, our ESL 891 Accent Reduction course is performing below the success and retention rates of its face-to-face counterpart. We are discussing the value of keeping this course vs. replacing it with something more suitable for our demographic.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

WSCH, LOAD and enrollment all fell slightly: 7,014 to 6,970, 423 to 412 and 1623 to 1598 respectively. ESL experienced a measurable loss in full-time faculty, falling from 60% to 46% and resulting in an increase in adjunct hires, 6.6 to 9.2 FTEFs, totaling 16.9 FTEFs for 2012-13.

Though our success and retention figures have remained relatively constant, the ESL Department is struggling to keep up with the growing demand placed upon the Department by the increasing number of incoming international students (who have required we add new course sections) and full-time faculty retirements. The department has lost 6 full-time faculty in ESL in the last 6 years due to retirements, bringing our percentage of full-timers in the department to a mere 46% in 2012-13, compared to the 56% in LA and 59% college-wide. Only 4 full-time ESL faculty members are left; 2 of the 4 full-timers are of retirement age, and one of them has announced his intention of retiring at the end of Spring 2015. Once this faculty member retires, 2 full-time faculty would be teaching in ESL and the third would be teaching partially in ESL/with a split load. As a result of the influx of international students coinciding with faculty retirements, in Spring 2013, we had to hire 5 new adjunct faculty; we hired another two adjuncts in Fall 2013.

The ESL Department cannot continue to operate successfully without additional full-time ESL faculty members added to our ranks. The recent **significant decrease in the number of full-time faculty** in the ESL Department (a loss of 6 faculty in 6 years) may already be negatively impacting the quality of our teaching and hampering our ability to effectively manage our program as our LOAD decreased this past year. We have four full-time faculty and between 31-33 course sections each semester, many of them 5-unit courses. Not only are there fewer full-timers teaching our classes, but also there are fewer faculty members to share the burden of non-teaching departmental duties. For instance, with the increasing number of adjunct faculty members comes the increased need for mentoring, a difficult yet important task for a full-time faculty already stretched thin. See the full-time position request for more details.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data**, **External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

Our **International Student population has continued to grow** with an increasing number of students from China. Because we are getting an increasing number of these students placing into level 3 or higher courses (76% of international students in Fall 2012 and 82% in Spring 2013):

- Our department has had to offer last-minute additions of course sections (and faculty) in Conversation (Fall 2012) and Writing (Fall 2012, Spring 2013).
- We are now teaching a new level 4 non-native reading course to help serve these and other students who struggle with their fluency (particularly with higher-level vocabulary).

New legislation (AB 86) to encourage active partnerships with Adult Schools is under way, which – alongside the growing enrollment in our level 3+ courses -- has our Department discussing whether we should shift the focus of our program to higher-level ESL courses. CSM may have the opportunity to apply for grant money to assist it in its current efforts of assisting students in the transition between Adult School and CSM, an important pipeline for CSM's ESL program; we plan to continue to foster this relationship and expand our collaboration. Especially as the ESL Department continues to have difficulty filling its lower-level ESL courses (our level 1 courses have nearly been eliminated due to low enrollment), the Adult Schools could help fill the educational gaps left if CSM is unable to offer these lower-level courses.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Accomplishments Aimed at Promoting Success:

- A faculty member received a semester of release time in Fall 2012 to **write a customized text** for the weekly **Grammar & Editing Workshops** offered through the Writing Center, which will assist both ESL students and non-native speakers in the English track. (*Cross-Disciplinary Collaboration; Curriculum Development*)

A faculty member with an FSA in English was assigned in Spring 2013 to **teach ENG 875, English Grammar, to assist students in their ESL-English transition.** (*Cross-Disciplinary Collaboration*)

- A faculty member has begun teaching a new ESL reading course, ESL 858, to **serve higher-level non-native reading students.** (*Curriculum Development; Program Development*)
- In response to course assessments, the Department **discontinued the experimental ESL 880 Basic Grammar course** and brought back ESL 825: Writing I course in its place. (*Program Development*)

Accomplishments Aimed at Promoting Enrollment and Student Persistence:

- The ESL Department **continued its collaboration with SM Adult School**, which is our single largest source of new students at 26% (EMP, p.100). A faculty member was awarded temporary Basic Skills funding (now lapsed) to offer on-site tours of CSM to SM Adult School students and was regularly visiting SM Adult School to inform students there about our program. Current anecdotal evidence indicates that students transitioning from SM Adult School are better prepared for ESL classes at CSM than other students. Unfortunately, obtaining regular success rate data regarding these students has been difficult. (*Collaboration with Community Partners; Outreach; Student Success*)
- A faculty member **offered a regular low-pressure activity to invite students to practice conversation and engage in the campus community:** a weekly Walking & Talking Group. (*Outreach; Student Success*)
- A faculty member provided some **translations of our ESL Website in Chinese and Spanish**, increasing our outreach to a greater prospective student population. (*Outreach*)
- A faculty member worked with the students in a CSM marketing course to help develop a marketing plan and flyers to help **advertise our program.** (*Outreach*)

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

Generally, the ESL Department intends to continue its focus on the delivery of effective instruction and the provision of important student services to both its immigrant and international students. This includes regularly assessing our own teaching, reflecting upon current research in the field of ESL, collaborating with faculty to develop curriculum, mentoring new faculty and participating in professional development activities in an effort to achieve high quality instruction. It also means that full-time faculty will continue to serve in an advisory role to CSM's non-native students. In addition, full-time faculty need to serve on a number of committees across campus, such as the Basic Skills Committee and the International Education Committee to ensure our students' needs both in and outside of the classroom are being met.

In the meantime, the Department is reflecting upon whether we should shift our department's focus to providing higher-level ESL courses because we continue to have difficulty filling our level 1 courses (and at the same time are adding more upper-level sections with the growing international student population). Offering fewer lower-level courses would mean losing a significant number of our immigrant students in the process, creating an ESL population at CSM dominated by international students. The department is considering whether this would be a wise move.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Generally, the ESL Department values professional enrichment activities that involve:

- opportunities for **collaboration between our sister ESL college programs** at Skyline and Cañada.
- brief but regular **sessions for faculty to share best classroom practices** in a hands-on workshop style, such as the Reading Apprenticeship FLEX Day workshop in Spring 2013.
- brief but regular **sessions to assess texts** for use in various courses.
- brief but regular **sessions to share new research** in the field of ESL.

More specifically, in the next year, we are pursuing:

- hands-on **opportunities for faculty to collaborate and develop effective, consistent teaching practices** to address the different set of needs emerging in our classrooms due to our changing student demographic (largely young, immature, book-smart but orally-challenged Chinese students).
- informational sessions and training in how to offer **Supplemental Instruction (SI)** appropriate for ESL Writing courses.
- an **annual ESL Department retreat** for ESL faculty professional development.
- **paid opportunities for adjunct participation** in departmental duties.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

To assist the ESL Department in improving student success, we recommend:

- **additional support services** tailored to our ESL students, such as counseling (including a dedicated ESL counselor), tutoring and financial aid – especially for our immigrant population, which has fewer support systems currently in place than our international students.
- a **return of the annual Student Connections** event.
- **continued ESL Faculty participation** in the following committees: **Basic Skills, Learning Centers and International Education**.
- **new SI sections** attached to our essay-level writing courses, preferably ESL 828.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

To meet the demand of a burgeoning international student population at the same time our department is facing continued retirements, we are submitting a full-time faculty request.

Equipment and Technology

See below for ongoing need of in-class projection capabilities.

Instructional Materials

N/A

Classified Staff

N/A

Facilities

N/A

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Title:

Hire 2 Full-time ESL Faculty Members

Description

Hire 2 full-time faculty members, which will result in fulfilling the Institutional Priorities of improving student success and promoting academic excellence and relevant, high-quality programs. See Position Request for more details.

Action(s)	Completion Date	Measurable Outcome(s)
Submit Position Request	2014	Approved or not approved

Plan 2

Title:

Partner with the International Education Program

Description

Because the district is actively recruiting international students, we need to be prepared to address the needs of an increased international student population. By **partnering with the International Education Program**, the ESL Department addresses the following Institutional Priorities: improving student success, promoting academic excellence, promoting relevant, high-quality programs, enhancing institutional dialog.

Action(s)	Completion Date	Measurable Outcome(s)

Attend International Education meetings at CSM and the district	ongoing	Attendance at meetings
Monitor the need for additional courses to serve international student population	ongoing	Provide sufficient course sections to fill student need

Plan 3

Title:
Continue to Collaborate with SM Adult School

Description
Students coming from the SM Adult School are generally better prepared for CSM's ESL program than those who do not; the school is also our biggest single source of new students. Therefore, we would like to continue to encourage students to come to CSM when they complete their ESL courses at SM Adult School , which will help us serve our local non-native speaking population while meeting the following Institutional Priorities: improving student success, promoting academic excellence, and promoting relevant, high-quality programs.

Action(s)	Completion Date	Measurable Outcome(s)
Continue to market our program to SM Adult School students	Spring 2014	Provide a tour to SM Adult School Students; Visit SM Adult School to present CSM information to students there
Investigate grant opportunities available through new legislation and apply to grants that are appropriate	Spring 2014	Find and apply for grant
Apply for release time for full-time faculty member or pay for adjunct to pursue greater collaboration with Adult School	Spring 2014	Approved or not for compensation

Plan 4

Title:
Investigate Instructional support for ESL 828 students

Description
Students in ESL writing courses must learn writing, reading, grammar, and editing in a second language and often need

