

## 2014-2015 Instructional Program Review

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

Program Contact: **Ridgway, Kristi**

Academic Year: **2014-2015**

Status: **Submitted for review**

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### 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, 2013/14-2015/16, 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. Fall enrollment is more robust than spring. 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

1. Reflect on recent SLO assessment results for courses 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 Conversation courses in Spring 2014 and will assess all Reading courses in Spring 2015.

Our most recent assessment data, therefore, are for our Conversation Courses. In the **ESL Conversation courses (ESL 845-848)**, the majority of students were able to meet the Student Learning Outcomes. The SLO Assessment data have been favorable and remained consistent since the last assessment cycle, indicating that the SLOs are appropriate and measuring what we want to measure.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and

program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

We don't have PSLOs since we are not a GE program.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

We don't have PSLOs since we are not a GE program.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

We don't have PSLOs since we are not a GE program.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

We don't have PSLOs since we are not a GE program.

## 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.

Overall, our data for 2013-14 are favorable, showing increased success and retention at 68% and 82% respectively, which is almost identical to the Division rates for Language Arts. This reflects a 4% jump in ESL student success rates and 1% in retention.

In 2013-14, our female students succeeded at a higher rate than our male students (74% compared to 61%). Our Asian students outperformed our other ethnic groups by several percentage points. Our 35-39 year olds and youngest (19 years or younger) students performed the best, between 73-75%. Students in their early 20s, early 30s and 40 or older have lower rates of success.

One notable difference is that our Asian success rate jumped from 66% to 76% in a single year, while the duplicated headcount for this group rose from 464 to 690. This increase is due largely to increasing numbers of international students.

Student retention improved across the board, and there are fewer non-Filipino Asian students withdrawing than other ethnic groups. 40-49 and 20-24 year olds had the highest withdrawal rates. Retention in the Fall term was slightly higher than in Spring.

For the first time in March 2015, the ESL faculty was pleased to receive student success indicators for ESL students broken down by skill. Not all of our students take all three skills, so these disaggregated data are very insightful. Success and retention are highest for writing classes (74% and 86%) and exceed CSM's averages -- notable, considering that most of the sections offered in ESL writing are pre-collegiate/Basic Skills courses (ESL 400 is the only transferable course). It is true that our writing courses tend to attract our most academically-minded students, so higher rates of success and retention for these students is not surprising. Conversation rates were comparable (73% and 85%) to Writing rates. In addition, both Writing and Conversation courses saw increases in the number of students succeeding from the previous years (5% and 4%, respectively). Reading success and retention rates have held steady for the last three years but fall behind student success indicators when compared to Writing and Conversation; faculty are discussing potential ways to improve these measures.

*Please note: ARCC data for 2013-14 was not posted in time for inclusion in this Program Review.*

Enrollment is down slightly, but the total number of ESL sections remains largely unchanged over the last three years. Some courses have been cut due to low enrollment at the lower levels (Fall: ESL 825; Spring: ESL 845, ESL 856 (night), ESL 826), but these courses have been replaced by higher-level course offerings (Fall: ESL 826, ESL 827, ESL 828, ESL 848).

**Grammar & Editing Workshop assessments** indicate that the workshops continue to provide a needed service to students and are

immensely popular. In Fall 2013, **166** students participated in workshops; in Spring 2014, **205** participated (duplicate counts). In Fall 2013, each session saw a range of 5-21 students with an **average of 13**; in spring, each session drew from 11-23 students with an **average of 15**. Most students are ESL 400 students, but an average of 2 students each session are taking English courses. Student survey results show that the majority of students find the workshop teaching very effective, the text marking strategy very easy to learn, and the workshops very helpful in improving their writing. Students report that they are applying what they have learned to their writing classes and in their essays. When provided options for expanding writing/grammar/editing instruction for non-native speakers at CSM, the majority of students suggested expanding the offerings of the current workshops as opposed to having CSM offer an additional 3-unit grammar course or 1-unit editing course.

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

Starting in Fall 2013, we no longer offer any online courses. The one course (ESL 891) that we had offered was not performing well in success and retention, so the department chose to discontinue it.

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.)

After slight declines the previous year, WSCH (6970 to 7215) and LOAD (412 to 425) are both up in 2013-14. In the meantime, enrollment has declined from 1598 to 1566. At the same time, ESL experienced continued loss in full-time faculty, falling from 46% to 39% and resulting in an increase in adjunct hires, 9.2 to 10.3 FTEFs, totaling 16.7 FTEFs for 2013-14.

Though our success and retention figures have remained relatively constant with a slight uptick this past year in success, 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 a low number of full-time faculty. The hiring of two new full-time faculty in Spring 2014 is intended to relieve some of this burden, starting Fall 2014.

### 3. 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 students tend to come from two primary areas: international schools and Adult School.

Our **International Student population has continued to grow** with an increasing number of students, especially from China:

Spring 2014: 229 students, 57 new (17% increase from previous semester)

Fall 2013: 193 students, 93 new (33% increase from previous semester), resulting in the addition of three new sections: ESL 827, 828 and 848

*Spring 2013: 144 students; 31 new students*

*Fall 2012: 138 students; 50 new students*

Though some international students place into level 2 courses, we are getting an increasing number of these students placing into level 3 or higher courses. For instance, in Fall 2013, the number of students who place into:

ESL 826 - 11%

**ESL 827 - 27%**

**ESL 828 - 35%**

ESL 400 - 8%

... and another 8% place into ENG 838/848.

Because international student numbers have been increasing each semester, the department will continue to monitor enrollment to ensure it has enough sections each semester for these students. It is not fair for these students to travel so far from home, often on their own for the first time, to discover there are no appropriate ESL classes (namely writing courses) available to them when they arrive.

Our international students are transfer-bound and highly motivated to progress through the ESL sequence into transfer-level courses as they are on 2-year F1 visas. These students have a dedicated International Student Center with full-time staff and supportive programs to assist them in reaching their transfer goal.

International students are 23% of our ESL student population as of Spring 2014; approximately 10% of ESL students are served by EOPS. The other 65% of ESL students are not served by a specific support service.

The students coming from **Adult School** are a much different demographic than our international student population. They are not necessarily transfer-bound, and often have multiple responsibilities such as work, family and school that pull them in different directions. This is a population that is important for us to continue to serve as these students are our local immigrants and help enrich our program and our community at large. These are typically first-generation college students and are a critical part of our mission as a community college.

A new ACCEL initiative has grown out of AB86, which encourages active partnerships with Adult Schools. We continue to take an active role in this initiative as the Adult School is one of our main feeder schools. ESL faculty are working with Adult School instructors and administrators to help interested students transition from Adult School and be adequately prepared to enter our ESL level 3 courses here at CSM. CSM ESL faculty members have asked for BSI support to investigate additional interventions that may further benefit this population, such as Peer Tutoring.

## 4. Planning

### A. Results of Program Plans and Actions

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

The ESL Department has achieved the following:

- Faculty have advocated for and have been granted **Supplemental Instruction (SI)** in one or more sections of our upper-level writing courses.
- The popular small-group **Grammar & Editing Workshops** continue to have robust enrollments (anywhere from 11-23 students each session during Spring 2014). The lead faculty member has solicited for an additional unit per week to offer another workshop so that students have two weekly options of days and times to get additional grammar and editing assistance.
- Faculty members have transferred the **Phonics course** from the Reading Department to the ESL Department (ESL 810) to serve all levels of ESL, including lower-level students who have fewer course options at CSM.
- The ESL Department **continues to collaborate with SM Adult School**, especially with increased attention on adult school to college pathways due to the new ACCEL initiative/AB86. ESL faculty members offer on-site tours of CSM to SM Adult School students and are regularly visiting SM Adult School to inform students there about our program. Faculty at CSM and the Adult School have met to discuss curriculum and, as a result, the Adult School has developed a new writing course and is working on developing a reading course to help prepare students to continue their studies successfully at CSM. Adult School faculty have also visited CSM classes.
- A faculty member **continues to offer a regular low-pressure activity to invite students to practice conversation and engage in the campus community**: a weekly Walking & Talking Group.
- Several faculty members have met to share **best practices**, a weekly curriculum/professional development activity dubbed "Power Hour."

### 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, 2013/14-2015/16**, 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 Initiative Committee, Learning Support Centers Coordinating Committee, and the International Education Committee to ensure our students' needs both in and outside of the classroom are being met.

Specific plans for the upcoming year are articulated below (see section C in the Planning Section). In addition to the professional/curriculum development activities listed in the next field (1.), the ESL Department also:

- plans to advocate for **opening additional course sections** as our student population, particularly the international student population, grows (for instance, 3 sections -- ESL 827, 828, 848 -- were added to the ESL schedule in Fall 2013 to accommodate a 33% growth in international students from the previous semester).
- will **research Peer Mentoring and other potential interventions** to assist our struggling students, including those in reading classes (as reading classes have lower rates of success than other skill areas).
- expects to expand the weekly **Grammar & Editing Workshops** to an additional session each week through either the Writing Center or Learning Center.

The faculty continues to evaluate course offerings and centers (Writing Center offerings and Reading & ESL Center) to make sure they are meetings the needs of our students, both international and immigrant. See each center's respective Program Reviews for details on center-related activities.

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 and curriculum development activities that involve:

- finding and implementing **best practices** for all CSM faculty and staff regarding our growing **international student** population.
- 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 workshops.

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.
- pursuing informational sessions and training in how to offer **Supplemental Instruction (SI)** appropriate for ESL Writing courses.
- **mentoring 2 new full-time faculty members.**
- training more adjunct faculty in the **teaching of ESL 400**, the gateway course to English.
- training additional ESL 400 faculty in teaching the **Grammar & Editing** workshops.
- seeking **paid opportunities for adjunct participation** in departmental duties.
- **assessing texts** for use in various courses.

We regularly conduct department meetings to address student and departmental needs. We also hold regular **sessions to norm essays to ensure consistent and fair grading standards, and in our higher-level essay courses, we often utilize the same final exam for this same reason.**

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.
- **continued ESL Faculty participation** in the following committees: **Basic Skills Initiative, Learning Support Centers Coordination, and International Education.**
- **collaboration between the ESL Department and the appropriate Center(s)** to expand the weekly Grammar & Editing workshops.
- **new SI sections** attached to our essay-level writing courses, preferably ESL 828.

The ESL Department is starting to re-evaluate how to best use the resources we have available to us, including faculty time, staffing, and centers.

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

None at this time.

Equipment and Technology

None at this time.

Instructional Materials

Updated classroom materials may be needed every year or so for in-class workshops and activities, such as white boards. Marketing materials may also be necessary as collaboration continues with the Adult School and International Education. These are expected to total a couple hundred dollars at most at any one time.

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

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 2**

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 immigrants 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	ongoing, 1 or more times each semester	Provide a tour to SM Adult School Students; Visit SM Adult School to present CSM information to students there

**Plan 3**

Title:
<b>Implement Supplemental Instructional for ESL 828</b>

Description
Students in ESL writing courses must learn writing, reading, grammar, and editing in a second language and often need additional support outside of class to excel. Students in ESL 400 and all ENG courses are provided supplemental assistance through their TBA hours at the Writing Center; ESL 828, though an essay-level course, is not. To address these needs, Supplemental Instruction (SI) has been assigned to two ESL 828 sections for Fall 2014. SI addresses the following Institutional Priorities: improving student success, promoting academic excellence, and promoting relevant, high-quality programs.

Action(s)	Completion Date	Measurable Outcome(s)
Implement SI	Fall 2014	SI leaders are recruited and trained for two sections of ESL 828
Assess effectiveness of SI; advocate for more SI if desirable	Spring 2015	Assess SI's pilot year with ESL 828 sections; request and be granted additional SI support for ESL 828 or not

**Plan 4**

Title:
<b>Analysis of RESL Center</b>

Description
Enrollment for both TBA and lab-only courses in the RESL Center has not rebounded as expected. This, coupled with discussion among Centers regarding TBA, has prompted the co-leads to begin a more in-depth analysis of the RESL Center to determine how best to serve its students in the future. (See the RESL Center Program Review for details.) This action addresses the following Institutional Priorities: improving student success; promoting academic excellence; promoting relevant, high-quality programs; and implementing and assessing the integrated planning cycle and ensuring fiscal stability and the efficient use of resources

Action(s)	Completion Date	Measurable Outcome(s)
Analysis of TBA in the RESL Center	Spring 2015	Discontinuation of TBA or continuation of TBA



Needs Analysis	Fall 2015	Needs analysis is completed; plan is created to address declining enrollment

**5. Resource Requests**

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
N/A	

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost
Refer to the Writing Center and Reading/ESL Center Program Reviews	

60 individual student white boards (for 2 sections)	\$85
6 boxes of 12 fine tip dry erase markers, preferably blue (for 2 sections)	\$45
Writing/Grammar Posters	\$50

**Classified Staff**

Description	Cost
N/A	

**Facilities**

**For immediate or routine facilities requests, submit a CSM Facility Project Request Form.**

Description	Cost
N/A	

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**6. Program Maintenance**

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.  
**Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
ESL 855	Nancy Paolini	Oct. 2015
ESL 856	Nancy Paolini	Oct. 2015
ESL 857	Nancy Paolini	Oct. 2015
ESL 826	Amy Sobel/Emily Kurland	Oct. 2015
ESL 827	Kristi Ridgway	Oct. 2015

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Kristi Ridgway	Fall 2015

C. SLO Assessment Contacts

<b>Faculty contact(s)</b>	<b>Date of next review/update</b>
Nancy Paolini for the ESL Reading Courses (ESL 855, 856, 857, 858)	Spring 2015