College of San Mateo

Instructional Program Review

Program Name: **English as a Second Language**
Program Contact: **Ridgway, Kristi**
Academic Year: **2016-2017**
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, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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

ESL is the second largest department in the LA Division with almost 1400 students (duplicate count), second only to English/Literature. Fall enrollment is more robust than spring. We serve both resident 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.

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2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

Our assessment cycle is to assess each skill level every three years: Writing courses one year, Conversation the next, and Reading, Lab-only courses and Supplemental courses third. For instance, we assessed all ESL Writing courses in Spring 2016 and will assess all Reading courses in Spring 2017.

Our most recent assessment data, therefore, are for our Writing Courses. In the **ESL Writing courses (ESL 826-400)**, 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 the curriculum is serving students well.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

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

3. 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 (and for the GE SLOs, if available) 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 2015-16 are favorable, showing increased success (77%) and retention (88%), which are above the Division rates for Language Arts as a whole. This reflects a 7% jump in ESL student success rates and 5% in retention.
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> In 2015-16, our female students succeeded at a higher rate than our male students (81% compared to 73%). Our **Asian students outperformed** our other ethnic groups by 12 or more percentage points. Our most successful age ranges were the **youngest students** (under 19) at 80%, with 30-49-year-olds trailing behind by just a few points. All age groups but 50+ have success rates of 70% or higher.
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> One notable difference is that our Asian success rates have jumped, from 72% to 80% in a single year, while the duplicated headcount for this group continued to rise, last year from 691 to 820. This increase is due largely to increasing numbers of international students.
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> Student retention improved across the board, and there are fewer non-Filipino Asian students withdrawing than other ethnic groups. 20-24-year-olds and 40+ had the highest withdrawal rates. **Retention** in the **Fall** term was at **90%** and slightly higher than in Spring.
>
> For the first time in March 2015, the ESL received 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 rates are up in all skill areas from the previous year and are the highest for **writing classes** (**80%** and **90%**). **Conversation** success rates soared more than 10 points (70% to **81%**) and retention rates rose considerably as well, from 84% to **92%**. These rates well exceed CSM's average success rate of 72% and retention rate of 85% -- 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 are not surprising. In addition, Writing saw a dramatic **increase of nearly 100 students**, from 764 to 857, while Conversation courses saw fewer students enrolled, down from 329 to 259 in 2015-16. Reading success and retention rates have improved the last year but fall behind student success indicators when compared to Writing and Conversation; faculty are planning interventions. See 4B.
> "Planning" for details.
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> Our success and retention figures have climbed, in part, due to the changes in our department offerings. From Fall 2011 to Spring 2016, our department has seen a 38% decrease in resident students, whose success and retention rates are generally lower than those of international students. These resident students are being replaced by international students who demand mid- to higher-level writing courses but take fewer reading, conversation and night classes. With our most at-risk students (resident students) being replaced by highly-motivated, transfer-bound ESL international students who are supported by a fully-staffed International Student Program in addition to ESL faculty, our success and retention rates will, of course increase.

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, resulting in fewer lower level and nighttime courses offered (Fall 2015: 4 classes were cut from the previous fall --1 ESL 826, 1 ESL 855, 1 ESL 856, 1 ESL 857; Spring 2016: 1 ESL 846, 1 ESL 847, 1 ESL 848, 1 ESL 857), but these courses have been replaced by higher-level course offerings (Fall 2015: 1 new section of ESL 827 and 2 new sections of ESL 828 added from the previous Fall; Spring 2016: 1 new section of ESL 827, 1 new section of ESL 828 and 1 new section of ESL 400 from the previous Spring).

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

The one course (ESL 891) that we had offered online 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.)

Though our success and retention rates are rising, our WSCH, load and enrollment fell slightly in 2015-16. WSCH went from 6866 to 6466, LOAD from 409 to 389 and enrollment from 1498 to 1381. At the same time, ESL experienced continued loss in full-time faculty, falling from 60% to 48% and resulting in an increase in adjunct hires, 6.7 to 8.6 FTEFs, totaling 16.6 FTEFs for 2015-16.

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 more higher-level writing sections to our program. With a low number of full-time faculty, it is difficult for our three full-time tenured faculty to screen, hire, and evaluate multiple new adjuncts every semester. Even with new full-time faculty on staff in Fall 2014, we have continued to hire multiple adjuncts every semester, except Spring 2015, for the past three years in order to staff classes. From 2014-16, three ESL tenured-faculty have screened 85 applications and hired an unprecedented 7 new adjuncts. In Spring 2015- Fall 2016 alone, the department held 11 adjunct faculty interviews.

In addition, the sections that have been added are the toughest courses in our department to teach, largely because they demand the most prep and grading time. These upper level writing courses are 5-unit courses that teach reading, writing and grammar to prepare students for transfer-level English coursework. Some of our adjuncts prefer not to teach more than one of these courses at a time because of the heavy workload that they require, forcing us to hire additional adjunct faculty despite the fact that some of our current adjuncts are not at maximum load. Hiring two new full-time faculty in Spring 2017 would help relieve some of this burden, starting Fall 2017 (see Position Request for details).

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 the residential community, including Adult School.

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

Fall 2014: **292** students; 115 new students (31% increase from previous semester)
Spring 2015: **334** students; 94 new students (14% increase from previous semester)

<u>Fall 2015</u>: **418** students, 171 new (25% increase from previous semester); ESL 827: +1 section and ESL 828: +2 sections

<u>Spring 2016</u>: **510** students, 150 new (22% increase from previous semester); ESL 827: +1 section, ESL 828: +1 section and ESL 400: +1 section

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 2015, the number of students who place into writing levels at these rates:

ESL 826 - 13%
ESL 827 - 41%
ESL 828 - 35%
ESL 400 - 5%

To accommodate this growth, ESL has added 10 new sections of 5-unit Writing Courses in a 2-year period:

- ESL 827, up from 4 sections to 7 sections (+3)
- ESL 828, up from 4 sections to 9 sections **(+5)**
- ESL 400, up from 3 sections to 5 sections, including one in the summer (+2)

Projections from the International Education Program show that this growth will only continue, and with increased students comes increased need for more faculty and course sections. Looking forward, the ESL Department can expect to serve approximately 90% of the following numbers of new international students (traditionally, ~10% are already English speaking or high enough level to place into English classes).

<u>Fall 2016</u> actual: **277** (14% increase from previous semester)
<u>Spring 2017</u> projected: **194** (25% increase from previous semester)

<u>Fall 2017</u> projected: **361** (14% increase from previous semester)
<u>Spring 2018</u> projected: **276** (25% increase from previous semester)

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 would not be 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. These students have a dedicated International Student Center with full-time staff and supportive programs to assist them in reaching their transfer goal.

All of these increases have led to a demographic shift in our ESL student population, according to PRIE data. **In the last five years (Fall 2011-Spring 2016), the number of international students taking ESL coursework has grown by 38% (percent change)**. In the last year (2015-16), specifically, we saw continuing numbers of international students in ESL, up from 213 to 228 (42% of all ESL students to 45% of our ESL student population). Approximately 10% of ESL students are served by EOPS. The remaining 34% of ESL students (non-International and non-EOPS) are not served by a specific support service.

Our resident (immigrant) students, including our 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 residents 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 mandates active partnerships of community colleges 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 and received BSI funding support to investigate additional interventions that may further benefit this population, such as Supplemental Instruction, Peer Mentoring and Peer Tutoring. An ESL faculty member received one unit of reassigned time in 2015-16 to help move ACCEL projects forward and work with the Adult School. In Spring 2016, a Transition Coordinator was also hired to move these important efforts forward.

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 worked to **revamp the RESL Center** to integrate instruction and student services and transition from a quiet lab space to a multi-use instructional and student services space. See the RESL Center for more details.

With funding support of the **Basic Skills Initiative** through the **ESL Assist Project**, The ESL Department started working more closely with Students Services and PRIE to gather data about our non-international student population and be sure these at-risk resident students do not fall through the cracks. More than 30% of our student population is not supported by the International Student Program or EOPS. To help, we piloted a **Peer Mentoring Program** in the Spring 2016 to reach out to first time resident (non-international students) and help promote student success. Alicia Frangos, Coordinator of Student Success, also began to offer **orientations to students** in our Conversation classes to ensure students were being actively connected to services and oriented to CSM as many of them are exempted from orientation due to their lower-level English skills. We also updated our **ESL Registration Guide** and began **coordinating support** services with Jackie Santizo, the **new Multicultural Center Program Services Coordinator**.

The ESL Department continues to **collaborate with SM Adult School**, especially with the new ACCEL initiative/AB86. Faculty helped develop a 3-week College Readiness Workshops for SM Adult School students to orient them to the campus and better understand what it means to be a college student. Faculty at CSM and the Adult School also continue to meet to align curriculum. In 2015-16, one faculty member received reassigned time to work on the ACCEL initiative; other faculty gave of their own time. Faculty have advocated for and have been granted **Supplemental Instruction** (SI) in one or more sections of our upper-level writing courses. For Fall 2015 we had 2 SI leaders in ESL 828; for the Spring 2016 we had 3 SI leaders in ESL 828.

The ESL Department worked with CSM's Marketing to **launch a CSM ESL Facebook page** in the Spring 2016. By the end of the Spring semester the site had approximately 200 student "members."

We continue to offer an additional, weekly **Grammar & Editing Workshop** through the Learning Center so that students have two weekly options of days and times to get additional grammar and editing assistance. This has allowed not only ESL 400 students, but also ESL students in lower levels, to attend the workshops as well.

A faculty member continues to offer a a weekly **Walking & Talking Group**, a regular low-pressure activity to invite students to practice conversation and engage in the campus community.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Recruit Resident Students

- Continue working with Melina Boyd, ACCEL Transition Coordinator, and the ACCEL initiative to help transition CSM Adult School students to CSM and, ultimately, into "living wage" jobs

Fall 2016: Help Adult School instructors come up with an exit exam for Level 2 to use in lieu of CSM's Placement Test

Spring 2017: Work with Melina to put the exit exam in place

Fall 2017: If needed, help Adult School instructors come up with an exit exam for Level 3 to use in lieu of CSM's Placement Test

Spring 2018: Work with Melina to put the exit exam in place

- Investigate the feasibility of offering an ESL course at the MLK Center in San Mateo

Fall 2016: Meet with Jennifer Wilson, City of San Mateo, and with the LAD Dean to discuss the potential opportunity

Spring 2017: Create a plan to create an experimental course

Fall 2017: Offer a pilot ESL class at the MLK Center with a target of 10-15 students

Spring 2018: Offer the class again with a target of 15-20 students and assess whether or not to continue this pilot

- Investigate the possibility of using the RESL Center as a base for ACCEL activities, including summer session

Fall 2016: Meet with Melina and discuss opportunities for courses, bridge programs and other workshops to be offered in the Center to be visible to students; ask Melina to hold Office Hours in the RESL Center

Spring 2017: Create a plan for using the RESL Center as a hub for ACCEL activities; have Melina begin holding Office Hours in the Center

See RESL Center Program Review for more details of the use of the RESL Center.

Support Current Students

- Begin ESL Peer Tutoring (including targeting ESL Reading students)

Fall 2016: Investigate CRLA-certified Tutor Training in the LC; Create ESL-specific guidelines for Peer Tutoring and a plan for implementing Peer Tutoring pilot

Spring 2017: Pilot Peer Tutoring in the RESL Center with three to five peer tutors (who will receive CRLA Tutor Training through the LC); assess Peer Tutoring and continue to expand as needed

Fall 2017: Expand Peer Tutoring to five peer tutors; continue to assess and expand program as needed

Spring 2018: Continue to assess and expand program as needed

- Streamline Services for ESL Students

Fall 2016: Meet with ESL stakeholders across campus (2+ meetings)

Spring 2017: Hold 1-2 meetings to continue to educate and integrate services to better serve ESL students

Support International Students

- Investigate and Potentially Implement Curricular Changes

Fall 2016: Consult with Danni Redding Lapuz, International Student Program, for a specific needs assessment of our international student demographic; decide whether we want to make any curricular changes -- such as a multi-skilled course, linked courses or an accelerated course -- and what reassigned time may be required to re-tool some of our curriculum

Spring 2017: If feasible and necessary, create a plan for offering new curriculum to serve international students; decide whether to offer ESL 828 in the summer

Summer 2017: Potentially offer a section of ESL 828 in the summer

Fall 2017: If feasible and necessary, write an experimental course outline for new curriculum

Spring 2018: Potentially offer a new course now (or later)

- Assist Non-ESL Faculty through Professional Development

Fall 2016: Gather information about the needs of international students in content-area/non-ESL courses; consider offering a FLEX Day Professional Development activity for faculty

Spring 2017: Assess whether additional faculty assistance is needed, and, if so, create a plan for addressing this need

Fall 2017: Potentially offer a FLEX Day activity; respond to plan

Hire ESL-specific Faculty and Staff

- Hire New Faculty

Fall 2016: Request full-time ESL faculty

Spring 2017: Hire new full-time ESL faculty

Fall 2017: Train and Evaluate new full-time ESL faculty

Spring 2018: Continue to train new ESL faculty

- Hire New Staff

Fall 2016: Investigate potential staff positions to offer support for ESL students; consult with sister colleges and learn from their staffing models; meet with RESL staff, Student Services staff and ACCEL staff to create a draft job description for a new staff person

Spring 2017: Determine what Position Request to submit in the Fall Program Review

Fall 2017: Write Position Request for Staff Support for ESL

Spring 2018: Finalize job description; hire new staff for ESL

RESL Center Revamp

See RESL Center Program Review and Resource Request.

Additional Activities

In addition, we will continue to be involved in the following activities:

Current Issues facing ESL students and faculty:

- Implement New Placement Test -- CAI/Accuplacer
- Investigate the feasibility of whether TOEFL can be used for Placement
- Help transition students from ESL to English 105, which has lowered its cut scores
- Address plagiarism on campus, particularly with international students
- Brand/market services and create signage to connect ESL students to the disparate services across campus available for them

Regular Committee Work:

- Basic Skills Initiative Committee
- International Education Committee
- Center for Academic Excellence Committee
- Reading Task Force
- Undocumented Immigrant Task Force

> Learning Support Centers Coordinating Committee
> - CSM Evaluation Guidance Committee

Regular Faculty Duties:

- Hiring, mentoring, evaluating adjunct faculty
- Tenure-track evaluations
- SLO assessments
- Course Outline revisions

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5. 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 845	Amy Sobel	Sept. 2016 - Banked
ESL 846	Amy Sobel	Sept. 2016
ESL 847	Amy Sobel	Sept. 2016
ESL 848	Amy Sobel	Sept. 2016
ESL 855	Nancy Paolini	Sept. 2016 - Banked
ESL 856	Nancy Paolini	Sept. 2016
ESL 857	Nancy Paolini	Sept. 2016
*ESL 891	Kristi Ridgway	Nov. 2016 - Expect to Bank

*ESL 891 will become two three-unit courses, ESL 887 and ESL 888. This is scheduled for the 2017/2018 academic year.

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 2017
Emily Kurland/Sue An will do updates to our Facebook Page	Fall 2017

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Amy Sobel for the ESL Writing Courses (ESL 826, 827, 828, 400)	Spring 2016
Nancy Paolini for Reading Courses (ESL 856, 857, 858)	Spring 2017
Soonyoung (Sue) An for Conversation Courses (ESL 846, 847, 848)	Spring 2018

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Highlights:

- Our **ESL International student population continues to grow** (by more than 20% in each of the last two semesters) and will continue to increase in coming semesters. To accommodate this growth, ESL has added 10 new sections of 5-unit Writing Courses (ESL 827, 828 and 400) in the last 2 years.
- Inversely, our **ESL resident population continues to fall.** Therefore, we **need to find, recruit and better serve our resident students**, and this will require work beyond our current partnership with the SM Adult School (the ACCEL Initiative supported by the state's Adult Education Block Grants).
- **The exponential growth in international students has created a significant need for additional faculty.** As a result, adjunct hiring has been constant -- every semester but one in the last three years -- and difficult because we are not always able to find qualified candidates (85 applications screened and 7 new adjuncts hired in the last two school years, 2014-16). Additional new hires requires more evaluations and mentoring/training, which adds to the

workload of the ESL Department's 3 full-time tenured faculty. Our two tenure-track faculty are not available for screening and hiring faculty until Fall 2018 at the earliest.

- The ESL Department faces a **unique workload challenge due to the students we serve and the kinds of courses we teach**; all but one of our 15 courses are basic skills, which means our students typically require additional attention or support to succeed, and we do our best to balance our time and energy between instruction and offering out-of-class assistance to students along with our heavy grading load. Our students are also present across campus in all areas (CTE, associate's, transfer), so we participate in numerous committees -- International Ed, ACCEL, BSI, Learning Support Centers Coordination Committee, Undocumented Students' Task Force, Reading Task Force, etc. -- to represent and advocate for our students' needs.
- Faculty are working to **revamp the RESL Center to be a more holistic Center** (expanding current instructional resources -- updated technology, peer tutoring -- and incorporating student services -- Wellness Center workshops with Makiko Ueda, Campus Tours led by Student Ambassadors) in response to the needs of our changing student population (see RESL Center Program Review for details).
- In order to assist in all of the above endeavors, faculty will be **requesting additional full-time Faculty Positions** to begin in Fall 2017.