

## Learning Support Centers Program Review

Program Name: **Reading and ESL Center**

Program Contact: **Sobel, Amy L.**

Academic Year: **2016-2017**

Status: **Submitted for review**

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### 1. Description of Center

Provide a brief description of the center 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 center's vision for sustaining and improving student learning and success over the next three years?

Currently, the purpose of the Reading and ESL Center in 18-101 is to foster proficiency in multi-level English reading, listening, and speaking skills for native and non-native speakers of English. The center serves two main student populations: those whose reading and conversation courses require lab hours (TBA) and those who take lab-only individualized courses in reading and vocabulary improvement. These programs are in line with 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 and transfer level preparation. The support the lab provides also fulfills the Institutional Priorities Objective of improving "the academic success of all students (includes course completion, retention, and persistence)."

In the next 3 years, we hope to expand the purpose of the Reading and ESL Center, so that it is not only an instructional support center where students can fulfill their TBA requirements, but also an ESL "hub," where students can receive some peer tutoring (through SI and perhaps other forms), receive support from student services staff, and talk to other ESL students, both for academic and social purposes. (See more in the "Planning" section of this review.)

### 2. Student Learning and Center Data

#### A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the center. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs center development and changes to the center.

The Reading & ESL Center, along with the other Centers on campus, uses the following **Multiple Modes of Assessment**:

1. Usage Data (the semester by semester attendance numbers from Accudemia)

2. Student Survey data (online each semester)
3. Unique Assessments (we don't have any yet but may in the future)
4. Best Practices (see below)

**For 2015-2016, both of the Center's SLOs were met:**

Reading/ESL Center SLO #1: Students will have knowledge of Reading & ESL Center resources, including how to access them.

Assessment was made by the Spring 2015 and Fall 2015 user survey. Results indicated 97.9% of the responding students understood how to do their Reading and ESL Center assignments, which implies having knowledge of the lab resources and how to access them. Additionally, 96.2% of students understood what assignments were expected of them.

SLO # 2: Student should be able to demonstrate greater comprehension, and/or vocabulary skills, and/or increased reading rate.

The TBA and lab-only students' work is continually monitored by instructors throughout the semester. Most students must pass quizzes and exams to show course mastery; thus, progress, which is a requirement for course completion, is checked and noted. In addition, in response to the student user survey, 88.2% noted that they had made "major" or "moderate" progress in response to this question: "I can understand, interpret, and analyze information [I] read." In response to the question of whether they can "understand, interpret, and analyze information [they] hear", 88.3% indicated that they had made "major" or "moderate" progress.

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement, and reflection:

1. For lab-only students, course completion rates vary. In general, students enrolled in higher-level individualized courses have a better completion rate. Such students tend to be better equipped to work independently, and they are very goal-oriented. On the other hand, lower-level students, especially ESL students, may need more instructor help and encouragement to complete their courses. Since these lab-only courses are supplemental courses, they are often not a priority for some students and, therefore, secondary to regular classroom courses. Completion rates aside, it is essential for students to have access to open-entry, open-exit, multi-level, self-paced courses to help them when regular semester-long courses are not accessible (either due to scheduling or time requirements).

**Learning Center Best Practices:**

(For the Program Review in Spring 2015, Best Practices #1 and #8 were assessed.)

The RESL Center co-leads assessed the following Best Practice for the RESL Center in Spring 2016:

**Best Practice #3. The Center serves a targeted, well-defined campus community.**

Assessment:

Yes, this Best Practice is taking place in the Center. The Center serves ESL Conversation, ESL Reading and Reading classes with TBA and lab-only students in these areas as well. We have expanded its use starting Spring 2016 to be more inclusive of our current student body to allow homework/quiet study in the Center for our ESL and Reading students as well.

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A.

#### B. Center Usage Indicators

1. Review center usage and discuss any differences in student success indicators across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

1. Approximately 261 students used the Read/ESL Center in Spring 2016, unduplicated student data based on Accudemia. In Spring 2016, students logged into the Center for 3378 hours.
2. Of the students who use the lab, according to Spring 2016 PRIE data, the three largest groups are Asian (47.1%), Hispanic (18.8%), and White (18.0%). Of these groups, Asians have the highest success rate across CSM (78.8%) followed by Whites (75.6%) and Hispanic (63.7%). The Reading and ESL Center is working to support all of our students, including Hispanic students, with our programs (see "Planning" segment of this document.)
3. There were 55.9% female students and 40.6% males using the Center.
4. The two largest age groups using the lab were 19 years or less and 20-24 years. The demographic is shifting to younger students.
5. 62.1% are enrolled in the daytime program, 5.7% are evening only students, and an additional 32.2% are both day and evening students.
6. 37.9% are enrolled in 6.5-12 units and 35.6% are enrolled in 12.5 or more units.

It is important to keep in mind that the Reading & ESL Center serves a larger number of Basic Skills/ESL students than most other labs or centers. The FLCs dedicated to the Reading & ESL Center reflect the support that is necessary to assist these developmental/ESL students; 77% of the Center's students are taking ESL, 14.2% are taking Basic Skills Math and 1.9% are taking Basic Skills English. As a result, contact hours with instructors (FLCs) are an important support service that we provide to our students to ensure these students succeed in their pre-college level coursework. In essence, the users of the Reading and ESL Center are among the most vulnerable populations at CSM who need patient, knowledgeable help from faculty and instructional aides to complete their work to be successful.

2. Discuss any differences in student usage of center across modes of delivery (on-campus versus distance education).

Refer to [Delivery Mode Course Comparison](#).

1. The delivery modes for ESL conversation courses include computers and books in addition to conversation practice with instructors/instructional aides on an individual and small group basis. The Reading course delivery modes are mainly computer programs (including Web Access), books, articles, essays, stories, DVDs, and individual meetings with students and instructors/instructional aides.

2. The rule prohibiting the use of remote/online options for students who use the Center for TBA requirements has prevented the Center from developing online options (off campus use of the Center). If that rule should change, the departments would commence exploration of online work for TBA.

3. Because of the line-of-sight rule the Center is not allowed to offer remote modules.

C. Center Efficiency Indicators. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

#### Hours of Operation

Usual hours of operation are Monday through Thursday 9:00AM to 6:30 PM and Saturday 9:30AM to 1PM. The lab has "peak" hours (10 - 1) every day when there are higher numbers of students in the lab; however, students are using the lab throughout its open hours, including Saturdays. The beginning of the semester is a particularly busy time, as students must complete a self-orientation before Census. While it is a "self"-orientation, ESL students often need a great deal of help simply to learn the language of the Center, as well as to understand and locate its resources. The end of the semester is also a time-intensive period, as lab-only students must complete their final assessment meetings with the instructors. These final meetings are often lengthier than regular mid-semester meetings.

#### Staffing

The Reading & ESL Center has one full-time Instructional Aide (daytime Mondays through Fridays) and one part-time Instructional Aide (afternoons and Saturdays) who both work eleven months per year. Fall 2016 there are 2 FLCs of instructor time for Reading (reduced from past years to correspond with the reduction in READ courses) and 6 FLCs for ESL (including both ESL reading and ESL conversation).

Beginning in Fall 2016, there is only 1 lead for the Reading and ESL Center receiving 2 units of release time.

The amount of Student Assistant coverage is somewhat problematic. The Center is open 45.5 hours per week; currently (Fall 2016), we have Student Assistants 36 of those hours, leaving 9.5 hours without Student Assistants. One result of this staffing situation affects the full-time Instructional Aide: the time during which the daytime Instructional Aide would like to take her lunch break is not a time that is always staffed with Student Assistants. (Saturdays and evenings when there are no faculty are obvious priorities for staffing with Student Assistants). While faculty may be in the Center at lunch-time, they are busy working with students and cannot do the Student Assistant work at the same time. This makes it difficult for the Instructional Aide to take her lunch break.

#### Equipment

The Reading and ESL Center was fortunate to receive funding to replace 10 of its desktops with laptops in Fall 2016. These laptops will be useful in making the Center more flexible (See "Planning"). In addition, in Spring 2016, the Center received funding

for a new printer, which was long overdue. The remaining 16 desktops, 1 student assistant computer/Accudemia attendance system, and one computer (of the two) allocated for Instructional Aide use will be replaced between Fall 2016 and Spring 2017 semesters. One instructional aide desktop PC was recently replaced and will not be replaced at this time.

#### Space Utilization

The Reading and ESL Center would like to change the way the space is utilized (see "Planning"). In the past, the Reading Department and ESL Departments shared resources and space on a roughly 50/50 basis. Reading students (both native speakers and ESL students) required a very quiet space, so the majority of the Center was devoted to quiet space. With the retirement of the only full-time Reading instructor at CSM in Spring 2016, the number of classes offered in the Reading Department has dwindled to one per semester. As a result, the great majority of students using the Center are ESL students, not developmental Reading students. ESL students are working on either ESL Reading TBA assignments (which require quiet space and sometimes access to a computer) or on ESL Conversation TBA assignments. These latter assignments require either quiet space for listening assignments or "speaking" space for speaking assignments. We are asking for resources (see Resource Request) in order to make the space more flexible--there will still be quiet spaces, but there will be more space available for students to complete Conversation TBA assignments and other activities.

#### SI

The ESL department has had 2 -3 SI leaders for ESL 828 every semester starting in Fall 2014 (funded by Student Equity Funds and other CSM institutional funding). As a way to support this program and our ESL students, the Reading and ESL Center has been the location for some of the SI student weekly sessions beginning in Fall 2015.

#### Incorporating Student Services

Since Fall 2015, efforts have been made to help ESL students learn about and make connections to student services in order to help this vulnerable population be as successful as possible. To that end, we have invited Makiko Ueda, CSM Psychologist, to participate in "Conversation Circles" (a part of Conversation TBA assignments) Spring 2016 and also Fall 2016. Also, Jackeline Santizo, Multi-Cultural Center Program Services Coordinator, is now holding office hours in the Center every week. Future plans are to have Melina Boyd, Transition Coordinator/ACCEL, also hold office hours for Adult School students who have transitioned to CSM.

#### Grammar/homework tutoring

Discussions are underway in the ESL department about offering Peer Tutoring for Grammar/Homework in the Reading and ESL Center. The plan is to pilot this program in Spring 2017 (with 3 - 5 tutors), with the goal of institutionalizing this program by Fall 2017 (See Program Review for ESL Department).

#### ESL Conversation practice

The Reading and ESL Center is *very* fortunate to have Frank Briski, a community member who has recently received his MATESOL degree, as a volunteer for our ESL students. He gives two hours per week at the Reading and ESL Center to provide more opportunities for students to practice their English with a native speaker of English. (Frank was hosted by the Learning Center until this Fall 2016 semester).

### 3. Additional Factors

Discuss additional factors as applicable that impact the center, 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.

Two major changes at CSM have changed the landscape for the Reading and ESL Center. One is the retirement of the only

Reading full-time faculty member in Spring 2016. As a result, Reading classes have been cut down to one per semester, which has meant a decrease in usage of the Reading and ESL Center by students in Reading classes.

The second is the decreasing number of domestic ESL students who are in our ESL program. It is not clear why this decrease is occurring, but in the past 5 years, domestic/immigrant student numbers have decreased from approximately 470+ (in Fall 2011) to 277 in Spring 2016. These are the students who have traditionally taken our ESL Reading and Conversation classes. As a result in this decrease, our ESL night program in ESL Reading and Conversation classes has been decimated; in fact, for Fall 2016, we are only offering 1 ESL Conversation class (and 3 writing/grammar classes). An obvious result of this change in population has been a decrease in usage of the Center for TBA.

At the same time, AB86 has put a focus on the needs of adult immigrants in California. As part of this movement, the ACCEL consortium now includes Transition Coordinators at the Adult School and at CSM (Melina Boyd) to help domestic/immigrant students easily move to CSM from Adult School, thrive, and transition on to jobs. In Fall 2016 ESL faculty will meet with Melina Boyd to discuss ways in which the Reading and ESL Center space might be used (for workshops, activities, and events) for current San Mateo Adult School (SMAS) students who are considering coming to CSM and/or for those SMAS students who are already enrolled at CSM with help from Melina.

#### 4. Planning

##### A. Results of Center Plans and Actions

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

The previous program review (submitted Spring 2015 by Jamie Marron), indicated 2 goals for the 2015-2016 year:

1. Flexible hours to accommodate the evening students.

Because the numbers of evening students has decreased in recent years, this particular plan has not been high on the priority list.

2. Updated computers, software, and document camera/projector still needed.

As noted earlier in this document, the computers in the Center will be updated between Fall 2016 and Spring 2017 Semesters. The projector is part of our request this year (see Resource Request.)

##### B. Future Center 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 center's vision to improve student learning and success.

The Center promotes two major components of CSM's Institutional Priorities: student success and academic excellence. In addition, in keeping with the College's Mission Statement, the Center will continue to "promote relevant, high- quality services" such as

working one-on-one with faculty and staff, utilizing relevant materials and technology, and relating the lab work for TBA students to their reading and conversation coursework.

Concrete steps

### 1. Reconfigure the use of the space- make the space an ESL "hub"

In the long term, we would like to transform the Reading and ESL Center from a completely quiet instructional space to a space that more fully embraces conversational and other student needs; in other words, we would like it to become an ESL "hub," where students can not only do quiet TBA work but also do more interactive TBA activities, receive peer tutoring (through SI and possibly grammar/homework tutoring), receive support from Program Services Coordinators (MCC and ACCEL). Ultimately, we would also like this to become a space where first-time ESL students come to get help matriculating into CSM.

Fall 2016: Request tables, comfortable seats, a projector, and screens to make the "big" room a more flexible, welcoming space (See Reading and ESL Center Resources Request). We have already received 10 laptop computers in preparation for this change.

Spring 2017 - Fall 2017: If receive above-mentioned furniture as expected, make changes to Center procedures as required.

### 2. Continue to incorporate Student Services into the Center:

Fall 2016:

- a) Jackie Santizo (MCC Program Services Coordinator) has already established "office hours" in the Center.
- b) Work with Melina Boyd (ACCEL Transition Coordinator) to decide when she should begin to hold "office hours" here. Discuss options for holding ACCEL activities in the Center in Spring and/or Summer 2017.
- c) Continue to work with Makiko Ueda, CSM Psychologist, to participate in a Conversation Circle every semester. (Already planned 4 visits to Conversation Circles in Fall 2016).
- d) Use Student Equity Funding to train current Student Assistants to learn more about student services available at CSM, so they can become student mentors as well as Student Assistants. This training is being conducted by Jackie Santizo, MCC PSC.
- e) Plan more Student Ambassador-led campus tours (3) (leaving from the Reading and ESL Center) for early Spring 2017 Semester.

### 3. Increase usage of Center, not only for TBA but for other instructional support for ESL students

Fall 2016:

- a) Work with ESL SI coordinator Emily Kurland to schedule SI sessions in the Center.
- b) Discuss possibility of a pilot for peer tutoring with Dean of ASLT.
- c) Continue offering Conversation Practice for our ESL students with volunteer Frank Briski.

Spring 2017:

- a) Continue to work with Emily Kurland to schedule SI sessions in the Center.
- b) Do a pilot of peer tutoring hosted in the Center with 3 peer tutors, trained by the Learning Center. Decide whether to continue or expand current plan for Fall 2017.
- c) Discuss with Writing Center leads, ESL faculty, and Dean of Language Arts the feasibility and desirability of moving ESL 400 TBA to the Reading and Center and formulate a timeline if this change is deemed both desirable and feasible.

4. **(Recruit more domestic/immigrant students.** The ESL Department faculty will work on recruiting more immigrant/resident students by working with Melina Boyd, ACCEL Transition Coordinator, and by exploring options for expanding the CSM ESL presence in the community. See the [ESL Department Program Review](#) for more information.)

**NOTE:** In order to begin the process of changing the Center's services beyond instruction, the past leads of the RESL Center advocated for and acquired additional funding for the Center. For instance, the Student Equity Plan has been allocated funding for SI and peer tutoring as well as training RESL Center SAs in Student Services. (See above.) Additional funding was requested through a special Student Equity fund for renovations to the RESL Center, including equipment and technology, and we were awarded \$6,000 for these purposes.

**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 |
|-----------------------|-----------------|------------------|
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| None at this time.    |                 |                  |
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B. Website Review

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



| Faculty contact(s) | Date of next review/update |
|--------------------|----------------------------|
| Amy Sobel          | October 2018               |
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C. SLO Assessment Contacts

| Faculty contact(s) | Date of next review/update |
|--------------------|----------------------------|
| Amy Sobel          | Fall 2017                  |
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**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).

We would like to change the utilization of space for the Reading and ESL Center so that it becomes both an instructional center AND an ESL "hub" for support of all kinds (instructional, student services, and social) for our ESL students. To make this change, we want to:

- 1) request equipment for this year to make it possible to use the space more flexibly (specifically, we would like to use the bigger space for more speaking activities);
- 2) continue our efforts to incorporate student services into our Center so students are more aware of these services and make use them to help them succeed;
- 3) continue SI and possibly expand peer-to-peer tutoring into what is already offered at the Center.

Next year, we would like to request money to fund a position--someone who could coordinate the non-instructional support we would like to offer our ESL students at this Center, similar to what our Skyline and Canada college have. (More details to come next year!)