

2018-19 Instructional Program Review

Program Name: English as a Second Language

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Academic Year: 2018-19

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1. Description of Program

The curriculum of College of San Mateo's English as a Second Language (ESL) department includes writing and grammar, reading, and listening and speaking courses:

Writing and Grammar

ESL 826	Writing for Non-Native Speakers II
ESL 827	Writing for Non-Native Speakers III
ESL 828	Writing for Non-Native Speakers IV
ESL 400	Composition for Non-Native Speakers (Transferable)

Reading

ESL 856	Reading for Non-Native Speakers II
ESL 857	Reading for Non-Native Speakers III
ESL 858	Reading for Non-Native Speakers IV

Listening and Speaking

ESL 846	Listening and Speaking II
ESL 847	Listening and Speaking III
ESL 848	Listening and Speaking IV

In addition, supplemental courses such as pronunciation and grammar review are offered in select semesters to improve further language development. Lab-only courses focused on vocabulary, listening and speaking, writing and grammar, and reading are offered every semester.

ESL is the second largest department in the Language Arts Division with almost 1350 students (duplicate count), second only to English/Literature. Enrollment tends to be higher in the Fall than Spring semester. We serve both domestic and international students of all ages, drawing largely from Spanish-speaking countries and Asia, this includes 10% of the LAD Hispanic Population and 39% of the LAD Asian population. Our program has students taking language courses for a variety of reasons including transfer preparation, improvement of job skills, preparation for AA programs/certificates, and life enrichment.

ESL 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. ESL courses also fulfill the Institutional Objective of improving “academic success of all students” with regard to course completion, retention, and persistence.

2. Results of Previous Program Review

A. Describe the results of your previous Program Review’s action plan.

1. Recruitment of domestic students:

Achieved:

Exit exam: ESL faculty helped the SMAS instructors create an exit exam to use in lieu of CSM's Placement Test. Specifically, we created, piloted and revised two different forms of an exit exam for SMAS advanced students. Students who successfully pass the exam place into Level 4 classes at CSM. Students are offered the exit exam in the Spring semester each year and the results are valid for one year. We hope to eventually offer the exam in both the Spring and Fall semesters.

Continuing:

Collaboration: We have continued our partnership with the ACCEL (Adult-Education College and Career Educational Leadership) program, working with Kelsey Harrison, ACCEL Transition Coordinator, to help transition San Mateo Adult School (SMAS) students to CSM and, ultimately, into "living wage" jobs. Noteworthy activities include but are not limited to the following:

- College Readiness Workshops (offered each semester to both evening and daytime SMAS students)
- CSM Preview Days for prospective SMAS students offered each semester
- Bi-weekly meetings with the CSM ACCEL Transition Coordinator and monthly meetings with the Central CATS (Collaboration Action Team) at the SMAS.
- Ongoing networking and “relationship building” with SMAS instructors and staff to make the transition from SMAS to CSM more seamless

Using the ESL Center as a Hub: For more information, see ESL Center Program Review.

Marketing and Community Relations: ESL faculty and the LAD Dean have had conversations with the Department of Marketing & Community Relations to develop an initial plan to help recruit students, primarily through outreach to community groups such as the San Mateo Community Partners and MLK Center. Approximately 60% of the MLK Center service area is Hispanic/Latinx.

2. Support of International Students

Addressing international students' needs: The ESL department has continued to focus on the needs of international students in our classrooms while also educating the wider CSM campus community about how to best work with the international student population:

Achieved:

- ESL faculty, in conjunction with the IEP offered a Flex Day presentation in Fall 2017 and Spring 2018 for faculty, the focus of which was on working with and understanding the needs of international students. Topics included information on plagiarism as well as making accommodations for international students.
- In addition, In Spring 2018, faculty offered a series of ESL workshops through the CSM Innovation Grant. "ESL Workshop Series: *Helping International Students Acclimate to the American College System*" focused on four topics:
 - i. Expectations in College/Classroom (34 students in attendance)
 - ii. Group work and Participation (25 students in attendance)
 - iii. Communication with your Professors (34 students in attendance)
 - iv. How to Email your Professors (42 students in attendance)

These workshops were successful with an average attendance of 33.75 students per session. The feedback was quite positive and ESL students noted that they learned valuable tools and gained insights necessary to succeed in American college.

Continuing:

- The ESL department regularly collaborates and is in contact with staff members from the International Education Program (IEP) including Christine Su (Retention Specialist through Spring 2018) and Danni Redding-Lapuz (Program Coordinator through Spring 2018).

3. Support of All Current Students

Continuing:

Peer tutoring: In Spring 2017, we piloted a peer tutoring program with two CSM peer tutors, offering six and a half hours of tutoring a week. In the pilot, the tutors logged in over 88 $\frac{3}{4}$ hours of tutoring (88 appointments) serving students in Levels 2-4 as well as students in transfer-level ESL 400 (Level 5). Since then, the program has continued to grow. In Spring 2018, for example, tutors offered fifteen hours of tutoring a week and logged in 110 hours (122 appointments).

Supplemental Instruction (SI): SI leaders are regularly assigned to two to three different sections of ESL 828 each semester. These SI leaders provide additional support in the areas of writing, reading and grammar by offering some embedded tutoring in every class meeting and offering one to two supplemental sessions every week outside of regular class hours.

4. **Hiring of ESL-specific Faculty and Staff**

Achieved:

Hiring new faculty: We were able to meet our needs for full time faculty and staff.

- We hired one new full time faculty member to start in Fall 2017 and two new full time faculty members to start in Fall 2018.
- We hired one new staff person, Instructional Aide Jill Haberlin, to coordinate and oversee activities in the ESL Center.
- Outside of the ESL Department, additional support staff have been hired that serve parts of the ESL student population: MCC Retention Specialist, International Counselor, and soon-to-be hired Basic Skills/ESL Retention Specialist.

5. **ESL Center Revamp**

- For more information, see the ESL Center Program Review and Resource Request.

6. **Additional Activities**

Placement: Please see Section 3 (Course and Program Assessments) below.

Transitioning from ESL to ENG 105: It was and still is our goal to help successfully transition students from ESL to English 105.

- See Sections 3 and 4 below.

Marketing:

Achieved:

- We have created marketing materials (rack cards and brochures for recruitment).

Continuing:

- We continue to maintain a CSM ESL Facebook page which allows us to connect with current and former students over social media.
- We continue to inform students about the opportunities and support services that are available on campus (i.e. for peer tutoring, we create a short, promotional

video featuring the new peer tutors each semester, so students will know about this service and feel comfortable visiting these peer tutors).

Regular committee work and faculty duties:

Continuing:

- Faculty were and continue to be involved in and serve on the following committees for the purpose of representing the interests of ESL students on campus:
 - Educational Equity Committee (formerly the Basic Skills Initiative Committee)
 - International Education Committee
 - Center for Academic Excellence Committee
 - Reading Task Force
 - Undocumented Immigrant Task Force
 - Distance Education and Educational Technology Committee
 - Faculty were and continue to be involved in regular faculty duties, including but not limited to:
 - Hiring, mentoring, evaluating adjunct faculty
 - Tenure-track evaluations
 - SLO assessments
 - Course Outline revisions
 - Placement

B. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.

Achieved:

- Since the last program review, we have banked the following courses: ESL 825, ESL 845, ESL 855 and ESL 891.
- In response to student interest, in Spring 2016, we banked ESL 891 (Accent Reduction) and replaced it by creating two new courses: ESL 887 (Pronunciation of English Consonants and Vowels) and ESL 888 (Pronunciation of Stress, Rhythm and Intonation), taught alternating Spring semesters. ESL 887 was first taught in Spring 2018; ESL 888 will first be taught in Spring 2019. ESL 887 will again be taught in Spring 2020 and so on.
- We've unbanked one lab course, ESL 849 (a .5 unit listening/speaking lab-only course). This is a lab-only course for any students interested in improving their listening/speaking skills, but who may not have the availability for attending a 3-unit listening/speaking course. The course was eliminated initially during the budget crisis and has been brought back, in part, to assist SM Adult School students transitioning to college.

C. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges:

Student success overall: It is worth noting that retention rates in ESL have increased steadily from 2011-2012 (76.6 %) to 2017-2018 (91%). We attribute this increase at least in part to international students' need to stay in class in order to maintain status on the I-20s. That said, success rates have fluctuated over the same time period. In the previous two program review cycles, our student success rates remained fairly consistent with an increasing trend overall, from 69.5% in 2011-2012 to 77.5% in 2015-2016. However, since 2015-2016, we've seen a dip in overall student success to 71.1% in 2017-2018.

Other important data trends for Fall 2015 to Spring 2018 include the following:

- Our Hispanic student success rate improved (65.1% to 68.8%), and fewer Hispanic students withdrew (23% to 18.2%).
- Our Asian student success rate decreased from 80% to 69.7%.
- Our success rate for male students also decreased radically (73.7 to 61%).
- Our younger students' (19 years old and younger) success rate also dropped (80.8% to 71.4%).

We see one likely explanation for lower success rates for some groups: these numbers clearly align with when the district began using Accuplacer as our primary placement tool for new students (December 2016). From the onset, ESL faculty were apprehensive about the district-wide Accuplacer cut scores placing students into higher levels than appropriate.

To address the declines in student success rates outlined above, we have taken several steps:

Achieved:

1. We have hired two male full-time faculty to address the lack of gender diversity in our program.

Continuing:

2. We are currently validating Accuplacer in collaboration with the district.
3. We consistently reach out to "at risk" students and try to work with counselors and retention specialists to connect these students with the necessary support services they need to succeed (see section 2, below, for details).

For more information on placement, see Sections 3 and 4, below.

Modes of delivery: We are beginning to explore alternative modes of delivery including offering hybrid and late start classes (See Section 4 for more details).

Student support: As mentioned, we have implemented various support services to help our students succeed:

Continuing:

- Peer Tutors and SI Leaders: See Section 2A.3 above for more information.
- Word Jam pilot: See Section 3, below.
- Print/Copy cards: In Fall 2018, the Basic Skills Initiative began providing full-time domestic (non-international) ESL students with free copy cards to print documents for their classes since they otherwise would have to pay for printing these materials (international students and ESL 400 students have access to free copying on campus, while these particular students do not). We hope to continue doing so with the financial assistance of BSI and, therefore, fill a small but important gap in access that many of our students face.

D. Provide an update on any long-term plans that are still in progress

- The ESL Center revamp and moving of ESL 400 into the ESL Center are still underway. Please see the ESL Center Program Review for specific details.

3. Current Assessments

A. Course and program assessment. Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning and promote educational equity in your discipline, either at the course or program level.

ESL program assessments support Institutional Learning Outcomes, particularly 1) Independent Learning and Development, 2) Effective Communication, 3) Critical Thinking, and 4) Social Awareness and Diversity.

1. **Word Jam pilot, Summer 2018:** We offered a one-week “Word Jam” for the first time in August 2018. Over 55 students (and four ESL faculty members) participated in this free program intended to help students transition smoothly to CSM (if they were new to our college) or to be more successful (if they were continuing students). The post-Jam surveys indicate some improvement from the beginning to end of the Word Jam in: students’ attitudes towards English use; knowledge of campus services; and reading, writing, and study skills. For instance, for Word Jam Level 1 students, 100% of the students reported being comfortable talking, reading and listening in English at least sometimes (up from 73% in the pre-survey) while 91% felt confident in writing at the paragraph level (up from 73%). For Word Jam Level 2 students, 100% of students reported feeling confident in their study skills on the post-jam survey (a significant increase from only 60% in the pre-jam survey), 96% seemed clear about the components of a strong paragraph (up from 81% in the pre-survey), and 48% felt confident about writing an entire essay in English (up from only 34% on the

pre-survey). Both international and domestic students participated in this program. Once we can gather success and retention data for the students who participated in the Jam, we can use this information to assess the impact of this program. We plan to offer Word Jam in August 2019. See Section 4 for more details.

2. **Placement issues: Accuplacer validation and placement test development:**

Two full-time ESL faculty have been involved in District-wide discussions about placement tools for our program. Currently these faculty are involved in coordinating the gathering of faculty surveys as part of the validation of the Accuplacer test. Obviously, the more effectively we can place students in appropriate classes, the more likely they are to be successful. In addition, three full-time faculty members participated in an AB 705 Implementation Workshop (9/28/18). AB 705 is a new state law mandating that Math and English students complete transfer level classes in one year (three years for students starting in ESL), which affects placement into ESL courses. See Section 4 for more information about placement.

3. **Norming every semester:** One strategy that we have used consistently over many years of our program is norming essays at the beginning and end of the semester in ESL 828 and 400 (and sometimes ESL 827). As part of this process, most faculty (full-time and adjunct) agree on a common final. By norming early essays and the common final, new teachers become oriented to the standards and expectations of our program and all faculty agree on similar standards for passing students on to the next course. This process also ensures that articulation between courses in a sequence is smooth; for example, last year we had one faculty member who had regularly been teaching ESL 400 participate in the ESL 828 norming of the final exams to ensure that students who were passing ESL 828 were in fact ready for the rigorous expectations of ESL 400. We also dedicated a Flex session in Spring 2018 to looking at borderline 828 and 400 essays in order to establish clearer understanding of the differences between the levels. (See Section 3, B.1 below for details about join norming with the ESL department.)

4. **Student services requirement:** In our writing classes, we are also piloting a requirement that all students take advantage of some institutional support available at CSM (including peer tutors, grammar and editing workshops, SI sessions for some sections of ESL 828, and, of course, faculty office hours). We hope that requiring some use of these services will help improve student learning, especially for students who are struggling. PRIE data in Spring 2016 showed that many resident ESL students are not attached to a support service in their first semester at CSM, so we are particularly concerned about continuing to track this and providing support to these students as needed. We will assess the results of this pilot program at the end of the Fall 2018 and Spring 2019 semesters.

5. **Reaching out to student services staff to support struggling students:** All ESL faculty regularly reach out to the IEP Retention Specialist and Manager (as well as our new International Student Counselor) when an international student is showing signs of struggling in some way (consistent absences, not handing in work, struggling on tests and quizzes). Similarly, if we have domestic students who are struggling, we work together with the MCC and Dream Center Retention Specialist and the EOPS/MCC Counselor. Working together, we can sometimes help students overcome difficulties and support their learning.

B. Institutional Assessment: Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.

1. **Norming with the English department Fall 2017:** At the October 11th Flex Day in Fall 2017, many ESL faculty members (both full-time and adjunct) participated in a norming session with English faculty. We read and discussed English 105 papers that were written by students who had previously taken ESL classes at CSM and Cañada. This process helped ESL faculty better understand the expectations of the English department so as to better prepare ESL students for the diverse expectations and challenges they'll face when transitioning into English classes.
 2. **Ongoing coordination with ESL-focused student service staff:** In September 2018, we held a meeting with student service staff who work with ESL students, including staff from the IEP, the Multicultural (MCC) and Dream Center, and Alicia Frangos, Program Services Coordinator, Student Success, to update them on our course offerings including lab-only courses and other offerings such as Grammar and Editing Workshops. We plan to regularly meet with this group to make sure we are all giving students the same information about our courses
 3. **Ongoing work with the ACCEL Transition Coordinator:** One of our ESL faculty members has release time to work with the ACCEL Transition Coordinator and the Director of Guided Pathways and Transitions to continue to improve the transition between the Adult School and the CSM ESL program. This faculty member has worked with Adult School teachers and staff on the previously-developed placement test which Adult School students take in lieu of the CSM placement test. From Spring 2017 through Summer 2018, we had 118 adult school students enroll for the first time in ESL classes at CSM; moving forward, we will continue to use the exit exam at the Adult School as well as other measures to effectively recruit and transition more students from adult school to the CSM campus.
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4. Planning

Describe and prioritize goals and plans to sustain and improve student success and equity (referring to Parts 2 and 3 above):

1. Provide a brief description, including actions, measurable outcomes, and timelines.

- a. **Increase enrollment of domestic students.** In Fall 2011, ESL enrolled 471 domestic students, but, in Fall 2018 we enrolled only 259, according to data provided by ACCEL. We need to continue the work mentioned in Section 2, above in order to better serve this important demographic from our community, which includes many Latinxs.
 - i. Fall 2018 -Spring 2020:
 1. Do outreach to SMAS night students.
 2. Continue to collaborate with SMAS faculty.
 3. Do community outreach and marketing at the MLK Center and San Mateo County Libraries to increase awareness of ESL courses offered at CSM.
 4. Offer the SMAS Exit exam in both Spring and Fall semesters.
- b. **Increase the accuracy of placement into ESL courses.** As detailed in Part 2 above, the adoption of Accuplacer for placement correlates with decreased success rates for young, male, and Asian students. Improving the accuracy of our placement through collaboration with Assessment Services will address this gap and help ensure fair placement for all ESL students. More accurate placement will also help us better serve all the students in our classes because we will not have as many misplaced students who often take more energy and time to support. We would like to take the following actions:
 - i. Fall 2018: Validate Accuplacer in collaboration with the District.
 - ii. Spring 2019: In collaboration with CSM's Assessment Services and with the English department, research and develop improved placement instruments with Multiple Measures, which may include:
 1. High School transcripts for recent High School graduates
 2. TOEFL (For international students; Skyline is currently using TOEFL.)
 3. Word Jam writing sample and poster presentations (See above)
 4. Guided Self-Placement
 5. The *Reading Plus* diagnostic in the ESL Center
 6. Expanded use of the SMAS exit exam
 - iii. Fall 2019 and Spring 2020: Pilot, evaluate, and revise new placement instrument(s).

- c. **Ensure compliance with AB705 while maintaining and enhancing support for multilingual/ESL students in our program and in other courses.** ESL will collaborate with English to support multilingual students placed into transfer-level English and encourage multilingual students who need English language development to take ESL courses. We plan to take the following actions:
- i. Spring 2019:
 1. Research whether ESL 400 can fulfill GE requirement C2, and begin the process if possible.
 2. In collaboration with English, research and discuss the most effective ways to support our various student populations, especially ESL students; research will include co-requisite models (such as a grammar and editing course for students in transfer-level English), cohorted sections of English 105 taught or co-taught by ESL faculty, embedded student tutors and SI leaders, and varied uses of the Writing Center and ESL Center.
 3. Attend professional development workshops and conferences and communicate relevant information and best practices to the department.
 4. Market ESL 898 (Grammar Review), offered for the first time in Sp19 as a late-start hybrid course, to both ESL and English multilingual students to provide language support.
 - ii. Fall 2019:
 1. Revise ESL 400 course outline as necessary (see i.1 above).
 2. Pilot, evaluate, and revise any new courses (see i.2 above).
 3. Collaborate with English faculty to ensure students are receiving specialized support and to solidify ESL's role in ENGL 105 support for non-native speakers.
 4. Collaborate with Writing Center to offer additional support to students in transfer-level English.
 5. Offer a Flex Day activity for all faculty focused on pedagogy to support ESL students throughout the campus
 6. Update ESL department website and course offerings.
 7. Collaborate with English to determine a community of practice model to support faculty who teach ENGL 100/105 and any co-requisite courses moving forward.
 8. Encourage faculty participation in a community of practice.
 - iii. Spring 2020:
 1. Pilot, evaluate, and revise new and revised courses.
 2. Continue to assist non-ESL faculty through professional development.
- d. **Strengthen Word Jam.** See Section 3, above, for a description of Word Jam. Word Jam will continue to promote equity by supporting both domestic and international ESL students in developing academic and language skills in a

welcoming, low-pressure environment at no cost to the students. It encourages the immigrant populations at the SMAS to further their education at CSM. It also serves as a multiple measure for placement because faculty get a chance to assess students' skills before courses start. We will continue to engage with ACCEL, the IEP, the Learning Center, and the SMAS to enact these goals. We will follow this timeline to develop this program:

- i. Fall 2018:
 1. Analyze data from Fall 2018 student surveys, coordinate with the Learning Center, ACCEL, and the IEP to begin recruitment and advertising for Fall 2019.
 2. Track success (pass rates) of Fall 2018 Word Jam students
 3. Discuss strategies for enrolling more international students in Word Jam with International Education.
 - ii. Spring 2019:
 1. Revise curriculum, revise student surveys, recruit faculty, coordinate with the Learning Center, ACCEL, and the IEP to plan the Fall 2019 program and enroll students.
 2. Continue to track success of Fall 2018 Word Jam students.
 - iii. Fall 2019:
 1. Teach the program just prior to when classes start.
 2. Analyze data from student surveys.
 3. Continue to track students and review student placements based on their performances on Word Jam coursework.
 4. Determine the future of the program.
 - iv. Spring 2019:
 1. If feasible, continue curriculum revision and recruitment for Fall 2020.
- e. **Develop late start and/or hybrid courses to increase success rates for international students and support all students.** Late start ESL courses would benefit international students and financial aid recipients who are in danger of losing status because of being dropped from classes in the middle of the semester due to poor attendance. These courses benefit all students who enroll in a course (e.g. ESL 400 or ENGL 100 or 105) and find that that do not have the necessary language skills for success in that class.
- i. Fall 2018:
 1. Professional development to prepare faculty to teach hybrid courses. Begin marketing new late-start, hybrid format.
 - ii. Spring 2019:
 1. Pilot a late-start hybrid section of ESL 898.
 2. Research additional offerings such as IDST 110 (College 1) for ESL students, an intermediate grammar review course, and/or a daytime pronunciation course.
 - iii. Fall 2019, Spring 2020: If feasible and necessary, implement curricular changes and pilot additional courses.

- f. **Adopt assignments for ESL full-time faculty.** In an effort to address issues of workload, improve interdisciplinary collaboration, and more efficiently support students, the full time ESL faculty have begun trying to consolidate all of the non-instructional faculty duties into six job “assignments.” Each full-time faculty member will be responsible for the duties outlined under their assignment for two academic years, after which we will rotate. Assignments include: 1) ESL Center Faculty Lead; 2) ESL Department Lead; 3) Marketing/Recruitment Lead (for domestic students); 4) International Education Program/Placement Lead; 5) Student Support/Word Jam Lead; 6) PRIE/Technology Lead. We will follow this timeline:
- i. Fall 2018/ Spring 2019: Full time faculty meet to clarify roles and responsibilities.
 - ii. Fall 2019: Full time faculty begin their assignments.
2. **What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?**
- a. See above action plans in Section 4, Part 1, a-f above. To successfully complete these plans to promote equity, we need:
 - i. 6 units of release time for two ESL faculty, starting in Spring 2019, to collaborate with English faculty and Assessment staff in implementing changes to curriculum, pedagogy, and placement related to AB705. These faculty would guide the ESL department in enacting these changes, and ensure effective communication with other groups on and off campus, e.g. Counseling, other academic departments, IT, IEP, DRC, the district office, COI, the Academic Senate, our sister colleges, the California Acceleration Project (CAP), and other community colleges. For additional details about the timeline and duties of these faculty, see 4.1.b and c above.
 - ii. Funding for ESL faculty to participate in a community of practice related to AB705.
 - iii. 3 additional Writing Center units to better support the language needs of multilingual students in transfer level English.
 - iv. 1 unit of release time for the ESL Department Faculty Lead, starting in Spring 2019.
 - v. Continued funding for Word Jam instructors and curriculum developers, which has been funded by BSI Funds.
 - vi. Funding for ongoing workshops on expectations in college classrooms for international and domestic ESL students (see Section 2, point A.2 above). The workshops that were so popular with both international and domestic students were funded by an Innovation Grant, which has run out. Therefore, the workshops are no longer being offered.

- vii. Continued release time for the faculty members collaborating with ACCEL on connections with SMAS, which has been funded by ACCEL through the Adult Education Block Grant.
- viii. Professional development related to:
 - 1. AB705 implementation and requirements
 - 2. Best practices in ESL and English placement
 - 3. Online and hybrid courses
- ix. District-wide adoption of the SAP Program to promote “data democracy,” which would allow us to directly access important equity-related data, such as success rates for Latinx students or international students, without waiting for PRIE to provide them.

3. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.

- a. We will continue to work closely with ACCEL, IEP, The MCC and Dream Center, the Writing Center, the ESL Center, EOPS, the Learning Center, and Counseling to support ESL student success.
- b. We would like to cultivate additional partnerships such as increased collaboration with the library to support ESL 400 students in writing research papers, with learning communities, and, potentially, with other departments that serve large numbers of ESL students, such as Math, Music or Film.
- c. We hope for opportunities to consult with the Guided Pathways team ensure that they are considering the needs of ESL students.
- d. As detailed in our Resource Requests, we would like funding for classroom materials that help us better create engaging classrooms for multilingual students with diverse learning styles: Document cameras in all building 16 classrooms, whiteboards on all walls in building 16 classrooms, small whiteboards, dry-erase pens, and whiteboard erasers.
- e. For the next program review, we would like the data report from PRIE to:
 - i. Break down student success indicators by skill (reading, writing, listening and speaking) as was done in 2016.
 - ii. Indicate how many ESL students are attached to each support service (EOPS, MCC, International Education, etc.).