

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*. (See: http://collegeofsanmateo.edu/prie/institutional_documents.php.)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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DEPARTMENT OR PROGRAM: **English as a Second Language**
DIVISION: **Language Arts Division**
YEAR: **Program Review for 2009-2010**

1. **BRIEF DESCRIPTION OF PROGRAM:**

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

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Successes

- Our **student success rates** have remained consistent over the past three years: 59% in 2007-08, 62% in 2008-09 and **59% in 2009-10**.
 - CSM's ESL student success rate is **above the state average** for community colleges in California of 50% (CSM ARCC Fast Facts Sheet 2010; PRIE 4/10).
 - Not surprisingly, our success rates in ESL are **most comparable to** the following Language Arts programs:
 - **Foreign Language** (65%, 63% and 62%) and
 - **Reading** (59%, 65% and 62%).
- Our **LOAD** continues to rise from 372 in 2007-08 to 399 in 2008-09 and to **406 in 2009-10**.
- Multiple data points demonstrate the integral role of ESL students in fulfilling the mission of College of San Mateo:
 - While only 3% of the college is comprised of ESL students, they are **highly-represented in the college's degree and certificate recipients**: 8.3% of all ESL students transfer and 9.3% of all ESL students receive a degree or certificate (DIAG Narrative rev. 4/09; PRIE 4/10).
 - ESL 400 students succeed at a higher rate in ENG 100 than their native-speaking counterparts (ENG 848). **ESL 400 students** have a **74% success rate**, while 64% of ENG 848 students succeed (average from Fall 2000-2009, PRIE 4/10).

Challenges

- We continue to face challenges in managing our student enrollment. **Student enrollment** shows 1979 students in 2007-08, 1973 in 2008-09, and **1753 for 2009-10**. This is due to a combination of a few classes being underenrolled and several sections being cut from the ESL schedule from year to year; for instance in 2008-09, there were 68 sections in ESL, while in 2009-10, we were down to **61 sections, a loss of 7 sections**.

- **Support Services**, such as the Writing and Reading/ESL centers, EOPS and counseling, **have been limited by budget cuts**, negatively affecting our students' ability to succeed.
3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Goals Met

Action Steps to Improve Enrollment

Our department's Action Steps to Improve Enrollment from our Comprehensive Annual Review have been largely met. We have:

- met regularly with counselors.
- had regular contact with the Assessment Center staff.

The biggest changes we made in response to enrollment trends involved scheduling changes and a reduction in units for our Level I writing class; these took place in Spring 2010 and Fall 2010, respectively.

The total **census numbers** for both semesters of the 2009-10 school year were consistent: 876 in Fall 2009 and 877 in Spring 2010; class section numbers also remained steady: 36 sections in Fall 2009 and 34 in Spring 2010.

A total of 4 classes were **underenrolled** for both Fall 2009 and Spring 2010: ESL 400, ESL 400 (night), ESL 828 and ESL 846 (night). Six different sections were **overenrolled** both semesters in 2009-10: ESL 826 (night), ESL 827, ESL 827 (night), ESL 828 (night), ESL 848, and ESL 856.

Lessons to be learned from this enrollment analysis:

Each semester seems to be different from the previous one, and no course looks like an obvious area to focus on in terms of enrollment. So many factors impact the choices our students make, including factors far beyond their (or our) control, in particular the economy and its effects on community college tuition, jobs, the cost of housing, etc. We will continue to monitor enrollment trends so that we may respond appropriately as needed.

Action Steps to Improve Success

Our department's Action Steps to Improve Success from our Comprehensive Annual Review have been largely met. We have:

- continued to **assess SLOs** and make necessary changes.
- **worked closely with at-risk students**. All teachers are expected to communicate with students at midterm regarding their progress. Some teachers have been trying to meet with at-risk students starting as early as possible in the semester. This is an understood "best practice" with regards to basic skills students.
- continued to hold regular **Skills Meetings** to ensure quality and consistency in teaching and improve student retention and success rates.

- worked with counselors to **develop marketing flyers** detailing classes that ESL students can take concurrently with ESL classes *and are likely to succeed in*.
 - **met with Marsha Ramezane** to discuss issues specific to ESL students and matriculation.
 - continued to participate in **CALPASS**.
4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

New Goals

Action Steps to Improve Success

- **Work with Sylvia, Krystal and Lorena** to have regular, once-a-semester, in-class **ESL Presentations/Workshops** to advise students about Student Services.
- Participate in a **district-wide ESL meeting** to analyze enrollment, success and pedagogy.
- **Collaborate** more regularly with the **English and Reading departments**.
- **Analyze the COMPASS Placement Test Placement Scores** for writing class scores and determine whether or not we need to alter the Cut Scores.
- Represent ESL on the **BSI Committee**.
- Represent ESL on the **Learning Center (10N) Committee**.
- **Transfer SLO data** into the district **TracDat** system.

Action Steps to Improve Enrollment/Retention

- Renew our **outreach** with high school students from **San Mateo High School** to encourage these students to enroll in the ESL program at CSM after high school.
- Seek ways to **partner with the Adult School** in San Mateo.
- **Rethink and possibly redo our level 1 class structure/format** to assist with enrollment and student success as enrollment is still variable.
- **Assess** whether a largely-**MWF schedule** is limiting enrollment.
- Find a way to **bring back courses that are in demand**, such as Accent Reduction and Grammar Review.
- Discuss the **viability** of offering some **ESL courses online**.
- Consider **moving the level-4 non-native speaker reading course into the ESL Department**, which is now under the Reading Department to be consistent with the Non-native Writing/Grammar track.
- Discuss **moving the Phonics course**, now under the Reading Department, **into the ESL Department**.
- Work more concertedly together to retain students who are struggling by **moving them down a level early in the semester** if there is room in a lower-level class.

- Make a more concerted effort as a faculty to **put materials on WebAccess** for online access when appropriate for both classes and labs.
- **Place ESL textbooks on reserve** in the library for students unable to pay for their own books, thereby eliminating textbook costs as a barrier to enrollment/retention.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

A. Retirements

Critical Issue

We have **2 ESL faculty retirements** forthcoming: 1 faculty member with a planned retirement in Spring 2011 and another in Spring 2012 (who has exclusively taught ESL 400). Faculty retirements mean a loss of experienced faculty, especially in the area of transfer-level composition. Also, the **Reading Department** will lose a faculty member to retirement in Spring 2013 who has been traditionally teaching some non-native reading courses.

Addressing this Change

Will request new full-time faculty positions and hire more adjuncts as needed. We will be in particular need of a skilled ESL instructor who can teach transfer-level composition. Therefore, we will train more instructors to teach our ESL 400 course, the highest-level ESL composition course, and may need to hire additional faculty with this expertise. With the loss of a full-time Reading faculty member soon, we may also need to re-position some of the non-native reading courses that are currently in the Reading Department so that they are in the ESL Department.

B. Full-time/Part-time Ratio

Critical Issue

The full-time/part-time ratio for ESL is not favorable: 5:6 (and two full-time faculty teaching only part-time in ESL). With a small number of full-timers in a department, instructional quality and consistency are more at-risk and non-teaching responsibilities become onerous.

Addressing this Change

(see A. "Addressing this Change" above)

C. Budget Cuts

Critical Issue

Cuts to the labs and Student Services (EOPS, Counseling, Child Development Center, etc.) will continue to negatively impact the ESL population at CSM.

Addressing this Change

Work closely with our lab and Student Services staff and continue to request the necessary lab and Student Services that are needed to promote ESL student success.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

The ESL Department has completed the second assessment cycle for all its courses. Writing courses were assessed in Fall 2009; Conversation courses were assessed in Spring 2010; Reading courses were assessed in Fall 2010. We will begin the third assessment cycle and assess Writing courses in Spring 2011. Lab-only courses are also being evaluated on a regular basis. Following each assessment, results are discussed at faculty meetings and actions are taken when required (see SLO information on the College Website: <http://www.collegeofsanmateo.edu/sloac/>). ESL SLO data was uploaded onto the district's TracDat system in Fall 2010 and will be ongoing.

- b. Student services areas:

Not applicable for the ESL Department.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

| Full-Time Faculty Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| None | N/A | N/A |

| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| None | N/A | N/A |

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-

printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

| Resources Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Item: None. Number: None. Vendor: None. Unit price: None. Total Cost: None. Status*: None.</p> <p>See the Writing Center Lab Program Review document and the Reading/ESL Center Program Review document for ESL lab requests.</p> | N/A | N/A |

*Status = New, Upgrade, Replacement, Maintenance or Repair.

- c. Additional resources needed/non-instructional (added by the ESL Department).

We may require new materials for the Centers, especially the Reading/ESL Center, as new needs are assessed with the opening of the Learning Center in 10N. The specific need is unknown at this time.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation: **2009-10**
Annual Update for Program Review and Planning report team:

Primary program contact person: **Kristi Ridgway**
Phone and email address: 574-6686, ridgwayk@smccd.edu
Full-time faculty: **Bernard Gershenson** (split with English), **Andres Gonzales**, **Nancy Paolini**, **Kristi Ridgway**, **Frances Schulze**, **Brandon Smith**, **Amy Sobel**, **Jing Wu** (split with Chinese)
Part-time faculty: N/A Administrators: N/A Classified staff: N/A Students: N/A

| | |
|-------------------------------------------------------------------|---------|
| Primary Program Contact & Faculty Signature | Date |
| <i>Kristiane M. Ridgway</i> , Associate Professor, ESL (e-signed) | 3/24/11 |
| Administrator's Signature | Date |
| Dean's Signature (<i>Sandra Comerford, LA</i>) | Date |

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183