

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: **ESL Department**
Faculty Contact: **Kristi Ridgway, 574-6686**

Academic Year: **2011-2012**
Program Review Submission Date: **March 25, 2013**

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

CSM's ESL courses provide students both a **Basic Skill-focused curriculum** and limited transferable component. Our department offers 5 levels of **grammar and writing**, 4 levels of **listening and speaking**, and 3 levels of **reading and vocabulary** courses. (In Fall 2013, we will be offering one section of a 4th level of ESL reading.) We also offer **supplemental courses**: Accent Reduction, Grammar Review (summer only), and lab-only courses (Writing Workshop, Individualized Reading Improvement, and Vocabulary Levels I and II).

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.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

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

ESL faculty members are **assessing SLOs for all ESL courses on a regular schedule**. Some minor adjustments have been made to writing/grammar classes as a result of SLO assessments, including an increased focus on teaching editing strategies and paraphrasing. Possible changes to the content and/or schedule for Conversation and Reading night classes are also under discussion in an attempt to boost student success and retention. Through this SLO assessment process, the department has also recognized the need to continually communicate with adjunct faculty regarding course standards.

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.

Student success from 09-10 to 11-12 has been **steadily increasing**, rising to 64.2%. Retention has increased to 77.3% during the same time period. Success rate variation across demographic variables remains steady.

Our **success is comparable to that of the English and Reading departments**, neither of which serves the significant number of Basic Skills students as the ESL department; our retention rates are slightly lower, most likely due to the fact that many ESL students who are not passing by the "W" date withdraw so that they can register in a time to re-take the same course again the following semester.

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The 63.1% success rate in **ESL Basic Skills courses ranks above both Basic Skills math (56.8%) and English (54.8%) courses** (EMP, p. 130).

ESL Course Improvement rates have fallen modestly since Fall 2006 but still remain above the average for our Peer Group and essentially the same as our sister college, Skyline (52%), according to the 2012 ARCC.

The ESL Department is **highly effective in helping its writing students transition from ESL to English**: 73% of students coming from ESL 400 pass English 100 compared to 67% of students coming from English 848 (EMP, p. 138).

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

Our department offers only one on-line course, **ESL 891: Accent Reduction**. It has been offered twice (Fall 2011 and Fall 2012). While student enrollment has begun strong both times, indicating high student interest, the online Accent Reduction course has experienced lower success and retention rates than other distance education courses at CSM. Faculty will continue to monitor the online course to determine whether these resources would be better used for a traditional (classroom-based) Accent Reduction course.

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.).

Over the past three years, our **LOAD has continued to rise**, up from 405.5 in 2009-10 to 423.4 in 2011-12. As with English and Reading courses, ESL courses are capped to maximize student learning, which means our LOAD numbers cannot rise beyond a certain limit.

By the end of Spring 2013, the ESL Department will have lost 6 full-time faculty in ESL in the last 6 years. Most recently -- since 2011 -- **2 full-time faculty members have retired** (Bernard Gershenson and Frances Schulze), leaving **only 60% of our faculty full-time** -- below the division average of 64%. Currently, 1 full-time ESL/Anthropology instructor is not teaching ESL; he will be retiring at the end of Spring 2013 (Andres Gonzales). These retirements leave the department with only 4 full-time faculty, one of whom teaches a split load.

A greater number of our courses are being taught by adjunct faculty. Full-timers were teaching 75.7% of our courses in 2009-10; in a single year, this figure had dropped by 15% (2011-12). Due to retirements and increased enrollments of international students, in Spring 2013 it was necessary to hire 5 adjunct faculty members to fully staff our courses.

D. 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 400	Kristi Ridgway	November 2013
ESL 857	Nancy Paolini	November 2013
ESL 895, 896, 897	Nancy Paolini	November 2013

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ESL 898	Kristi Ridgway	November 2013
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E. Website Review

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

Faculty contact(s)	Date of next review/update
Kristi Ridgway/Venus Tritasavit	Fall 2013

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

N/A

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

N/A

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

We assessed all ESL reading courses in Spring 2012 (including lab-only Reading courses). We plan to assess all ESL writing courses (including our lab-only Writing course) in Spring 2013 and all listening/speaking courses in Spring 2014. This process allows us to analyze SLO assessments for each skill one cycle at a time. In this way, all skills are assessed every three years.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

N/A

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

As language courses serving a diverse student body, all ESL course SLOs support the following Institutional SLOs:

- effective communication skills
- critical thinking skills

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- social awareness and diversity

IV. 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 **International Student population has continued to grow** with an increasing number of students from China. Because we are getting an increasing number of these students placing into level 3 or higher courses (76% of international students in Fall 2012 and 82% in Spring 2013):

- Our department has had to offer last-minute additions of course sections (and faculty) in Conversation (Fall 2012) and Writing (Fall 2012, Spring 2013).
- We have proposed a level 4 non-native reading course to help serve these and other students who struggle with their fluency (particularly with higher-level vocabulary).

The recent **significant decrease in the number of full-time faculty** in the ESL Department (a loss of 6 faculty in 6 years) could negatively impact the quality of our teaching and is hampering our ability to effectively manage our program. Not only are there fewer full-timers teaching our classes, but also there are fewer faculty members to share the burden of non-teaching departmental duties. For instance, with the increasing number of adjunct faculty members comes the increased need for mentoring, a difficult yet important task for a full-time faculty already stretched thin.

V. Institutional Planning

A. Results of Plans and Actions

Based on our last Program Review and other initiatives, the ESL Department has recently accomplished the following to promote both success and retention as well as enrollment management.

Accomplishments Aimed at Promoting Success:

- A faculty member received a semester of release time to **write a customized text** for the weekly **Grammar & Editing Workshops** offered through the Writing Center, which will assist both ESL students and non-native speakers in the English track. (*Cross-Disciplinary Collaboration; Curriculum Development*)
- A faculty member with an FSA in English was assigned to **teach ENG 875**, English Grammar, to **assist students in their ESL-English transition**. (*Cross-Disciplinary Collaboration*)
- A faculty member has submitted a new ESL reading course proposal, ESL 858, to **serve higher-level non-native reading students**. (*Curriculum Development; Program Development*)
- The Department hosted its first **ESL Department Retreat**, a day-long workshop dedicated to sharing best practices in instruction and student support. (*Professional Development*)
- In response to course assessments, the Department **discontinued the experimental ESL 880 Basic Grammar course** and brought back ESL 825: Writing I course in its place. (*Program Development*)

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Accomplishments Aimed at Promoting Enrollment and Student Persistence:

- The ESL Department **expanded its collaboration with SM Adult School**, which is our single largest source of new students at 26% (EMP, p.100). A faculty member was awarded temporary Basic Skills funding (now lapsed) to offer on-site tours of CSM to SM Adult School students and was regularly visiting SM Adult School to inform students there about our program. Current anecdotal evidence indicates that students transitioning from SM Adult School are better prepared for ESL classes at CSM than other students. Unfortunately, obtaining regular success rate data regarding these students has been difficult. (*Collaboration with Community Partners; Outreach; Student Success*)
- A faculty member **offered a regular low-pressure activity to invite students to practice conversation and engage in the campus community**: a weekly Walking & Talking Group. (*Outreach; Student Success*)
- A faculty member provided some **translations of our ESL Website in Chinese and Spanish**, increasing our outreach to a greater prospective student population. (*Outreach*)
- A faculty member worked with the students in a CSM marketing course to help develop a marketing plan and flyers to help **advertise our program**. (*Outreach*)

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Generally, the ESL Department intends to continue its focus on the delivery of effective instruction and the provision of important student services to both its immigrant and international students. This includes regularly assessing our own teaching, reflecting upon current research in the field of ESL, collaborating with faculty to develop curriculum, mentoring new faculty and participating in professional development activities in an effort to achieve high quality instruction. It also means that full-time faculty will continue to serve in an advisory role to CSM's non-native students. In addition, full-time faculty need to serve on a number of committees across campus, such as the Basic Skills Committee and the International Education Committee to ensure our students' needs both in and outside of the classroom are being met.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

The ESL Department values professional enrichment activities that involve:

- opportunities for **collaboration between our sister ESL college programs** at Skyline and Cañada.

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- brief but regular **sessions for faculty to share best classroom practices** in a hands-on workshop style, such as the Reading Apprenticeship FLEX Day workshop in Spring 2013.
- brief but regular **sessions to assess texts** for use in various courses.
- brief but regular **sessions to share new research** in the field of ESL.

Suggested ways to achieve these include:

- an **annual ESL Department retreat** for ESL faculty professional development.
- **paid opportunities for adjunct participation** in departmental duties.

In particular, the ESL faculty believes that professional development sessions are best when they entail:

1. a **brief explanation** of a teaching method's purpose and philosophy,
 2. **two or more teaching demonstrations** that model how to use the approach in various classroom settings, and
 3. an **opportunity during the workshop for attendees to brainstorm and practice** how they might best apply this new teaching strategy to their own courses.
2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

To assist the ESL Department in improving student success, we recommend:

- **additional support services** tailored to our ESL students, such as counseling (including a dedicated ESL counselor), tutoring and financial aid.
 - a **return of the annual Student Connections** event.
 - **continued participation** in the following committees: **Basic Skills, Learning Centers and International Education**.
3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty:

Faculty retirements (6 in 6 years) make it difficult to carry out effective instruction and complete departmental duties (faculty evaluations, hiring committees, SLO evaluations, Course Outline updates, etc.). As a result, we are requesting a full-time faculty position in ESL. (See Position Request for more detail)

Equipment and Technology:

We require two **loaner laptop computers** for use by adjunct faculty so that these faculty members may take advantage of the SMART classroom technology available in our classrooms.

We need a **document camera** to facilitate course instruction. This would be useful for a number of our classes with particular benefit to our writing students as it would allow instructors to project students' papers onscreen to provide models of writing and grammar as well as demonstrate step-by-step proofreading strategies on student papers.

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Please see the **Reading/ESL Center and Writing Center Program Reviews** for additional needs.

Instructional Materials:

None at this time other than those listed in the **Reading/ESL Center and Writing Center Program Reviews**.

Classified Staff: N/A

Facilities: N/A

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Hire a Full-time ESL Faculty Member

Description

Hire a full-time faculty member, which will result in fulfilling the Institutional Priorities of improving student success and promoting academic excellence and relevant, high-quality programs. See Position Request for more details.

Action(s)	Completion Date	Measurable Outcome(s)
Submit Position Request	2013	Approved or not approved

Plan 2

Title:

Partner with the International Education Program

Description

Because the district is actively recruiting international students, we need to be prepared to address the needs of an increased international student population. By **partnering with the International Education Program**, the ESL Department addresses the following Institutional Priorities: improving student success, promoting academic excellence, promoting relevant, high-quality programs, enhancing institutional dialog.

Action(s)	Completion Date	Measurable Outcome(s)
Attend International Education meetings at CSM and the district	ongoing	Attendance at meetings
Monitor the need for additional courses to serve international student population	ongoing	Provide sufficient course sections to fill student need

Plan 3

Title:

Continue to Collaborate with SM Adult School

Description

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Students coming from the SM Adult School are generally better prepared for CSM's ESL program than those who do not; the school is also our biggest single source of new students. Therefore, we would like to continue to **encourage students to come to CSM when they complete their ESL courses at SM Adult School**, which will help us serve our local non-native speaking population while meeting the following Institutional Priorities: improving student success, promoting academic excellence, and promoting relevant, high-quality programs.

Action(s)	Completion Date	Measurable Outcome(s)
Meet with the SM Adult School	ongoing	Attendance at meetings
Market our program to SM Adult School students	Spring 2013	Provide a tour to SM Adult School Students; Visit SM Adult School to present CSM information to students there

Plan 4

Title:

Investigate Night Class Scheduling

Description

In an effort to promote success and retention for night students, we will **investigate changing our Conversation and Reading class schedule** from meeting once a week for three hours to meeting twice a week for an hour and a half each in an effort to help improve student success, promote academic excellence, and promote relevant, high-quality programs as called for by CSM's Institutional Priorities.

Action(s)	Completion Date	Measurable Outcome(s)
Survey Students and Faculty	Spring 2013	Administer and collect surveys
Assess Survey Results to Determine Next Steps	Fall 2013	Submit a new schedule or maintain current schedule but look for other ways to promote success and retention for once a week night classes

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Professor of ESL	1

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Continue to Collaborate with SM Adult School	2	2 units of

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		release time
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Equipment and Technology

Description (for ongoing program operation)	Cost
1. Provide adjunct instructors with laptops so they can use the SMART classrooms 2. Document Camera	Pending (refer to IT)

Description (for prioritized plans)	Plan #s)	Cost
1. Provide adjunct instructors with laptops so they can use the SMART classrooms 2. Document Camera		Pending (refer to IT)

Instructional Materials

Description (for ongoing program operation)	Cost
Refer to the Writing Center and Reading/ESL Center Program Reviews	

Description (for prioritized plans)	Plan #s)	Cost
(see above)		

Classified Staff

Description (for ongoing program operation)	Cost
N/A	

Description (for prioritized plans)	Plan #s)	Cost
N/A		

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #s)	Cost
Refer to the Writing Center and Reading/ESL Center Program Reviews		

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Hire Full-time ESL Faculty Member	See Position Request
2	Partner with the International Education Program	N/A unless additional

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		course sections are needed, the cost of which is offset by high-paying international students
3	Continue to Collaborate with SM Adult School	Cost of 2 units of release time
4	Investigate Night Class Scheduling	none