2019-2020 Program Review

CAN Program Review (Instructional) - English as a Second Language (Odd Year)

Program Review Narratives

2019-2020
Instructional Program Review (IPR)
Lead Contact Person: *Alicia Aguirre
Writing Team: *Julie Carey, Danielle Pelletier, Gerardo Pacheco, Katie Schertle, Diana Espinoza-Osuna, Rebekah Taveau
Executive Summary
0. Executive Summary: OVERVIEW
-In alignment with the college mission, the ESL Program offers classes so that students can develop language and academic skills including analytical, critical, and creative thinking and effective communication.

STRENGTHS
-Clear pathways from off-campus to on-campus to transfer-level certificate/degrees
-Continued strong transition rate from off-campus courses to on-campus courses
-Strong community outreach and collaborations
-Strong interdisciplinary outreach and collaborations
-High retention rates
-New programs: Police Activities League and JobTrain
-Overrepresented in degrees and certificates
-Student leaders in campus committees, clubs, and community
-ESL-CBOT collaboration
-ESL-STEM partnership
-Online support workshops
-Library ESL learning community
-Multiple students in ESL library community completed honors contracts and several completed honors program transferring to UCs.
- Over 17% of college graduates have taken an ESL class
-College, district, and state leadership:
--ACES Coordinator
--DREAMer efforts on campus:
--Faculty Coordinator/Advisor Leadership in state-wide professional organization:
--CATESOL President (California Association of Teachers of English to Speakers of Other Languages)
--Accreditation Co-Chair
--Guided Pathways: Faculty Representative
--Curriculum Committee Co-Chair
--IPC Co-Chair
-Professional Publications:
--Easy English Step-by-Step for ESL Learners 2nd ed.
--Atmosphere: We Don't -Orbit but Fall the Same
--"Making Changes for Equity: An Inquiry-Based Professional Learning -Initiative"
--"Academic Writing Development and Self-Efficacy: A Model for Linguistically-Diverse Pre-service Teachers"
-Consistent leading of Flex Day sessions
-CATESOL Journal Editor

OPPORTUNITIES

-Expansion of classes in community sites including San Mateo Adult Education, La Costa Adult School
-Potential creation and development of ESL hybrid courses
Emerging collaboration with Sequoia Union High School District ELD program Development of
-Collaboration with Fashion Department for English for Specific Purposes section
-Passing of SB68 (expanded AB540)
-Continued collaborations with ACCEL across the county with stakeholders such as County of San Mateo and community-based organizations
-Application for GE Humanities C2 Transfer credit for ESL 400
-Use of low-cost annotation software to enable zero-cost textbooks
-Promotion of the college Promise Program more strategically for ESL students

CHALLENGES
-Anti-immigrant attitudes, policies, and practices
-Digital divide continues to interfere with student access to technology in our off-campus sites and in the community
--Lack of digital literacy hinders student success
--Lack of streamlined student technology tools
-Rising cost of living and in particular housing for our students
-Evictions and displacement of students
-Lack of permanent funding for ESL Coordinator
-High turnover in community partners, creating a lack of stability and continuity
-Need for support services at off-campus sites, including a permanent ESL/Basic Skills -Counselor for ESL students who visits off-campus sites
-AB 705 upcoming implementation
-Transportation to campus for ESL students in North Fair Oaks, East Menlo Park, Half Moon Bay, and Pescadero
Childcare/babysitting for both day and evening students with children of all ages
-Exorbitant textbook costs
-Lack of certificate programs that are attractive to male students

ACTION PLANS:
-AB705 Work:
--Meet with district ESL partners
--Get throughput data
--Evaluate Accuplacer
--Explore placement measures
--Hire additional support staff for placement of ESL students per AB705 criteria
--Increase coordination time for work on AB705
--Remove prerequisite blocking for lower-level courses
-Collaborate with other departments to create pathways for our students:
--Create curriculum for Fashion Design ESP course
-Continue to facilitate career exploration across disciplines
-Continue to advocate to move the ESL Coordinator and a permanent ESL/Basic Skills Counselor to Fund One
-Continue coordinating our Careers and Majors event for ESL students. In Fall 2019, we will collaborate with STEM, College for Working Adults (CWA), and Radiologic Technology Department
-Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and career-
-Update ESL course outline of record on 5 year cycle
-Revise ESL 400 Course Outline to meet Humanities GE transfer requirement

Program Context
1. Mission: ESL Program Mission Statement: The English as a Second Language (ESL) Program at Canada College prepares immigrant and international students to achieve their academic, vocational and personal goals.

The ESL program aligns with the college mission by offering courses that include academic skills and language development which incorporate analytical, critical, and creative thinking and effective communication and reasoning.
2. Articulation: No known changes.
3. Community & Labor Needs: .
COMMUNITY NEEDS:

-Issues of displacement, housing, and transportation are even more prevalent than in the past two years.
-The climate towards immigrant students has become increasingly hostile, resulting in fear, isolation, and distress in the community.
To accommodate this, the ESL department is working closely with SparkPoint and the DREAM Center to hold events that address the above issues.

EMPLOYMENT NEEDS:
-Opportunities are opening up in the labor market:
--an increase in the minimum wage
--extensive development and infrastructure (roads, bridges, etc.) in the Bay Area. Currently, the college has limited pathways for students interested in careers in these fields; however, to accommodate this limitation, our department has an annual event called Majors to Careers which provides direction for students interested in these and other fields.

The service industry in which many of our students are employed remains an inadequate source of income for our students.

TECHNOLOGY NEEDS:
-The digital divide is still negatively affecting our students.
To accommodate this, our department Retention Specialists have held a variety of workshops which build students' technology skills.
Access to WiFi is still an issue for our students. Being able to provide additional WiFi hotspots for an entire semester is a priority.
Dedicated ESL computerized classrooms continue to be a priority for our students in order to meet current technology demands in their personal and professional lives.

Looking Back

4. Curricular Changes: As the changing needs of our community have resulted in repeated low enrollments for certain courses, ESL 901 was banked in the fall of 2018 and ESL 820, 830, 840, and 860 were banked in the spring of 2019. Our department is currently working on updating our remaining 13 courses and will be submitting our CORs via CurricUNET this academic year as part of the 5-year Curriculum Review Cycle.

To accommodate AB705 implementation, our department is in the process of removing prerequisite blocking from our Level I, Level II, and ESL 808 courses.
Currently, the department is working to acquire GE/IGETC transferability for ESL 400.

5A. Progress Report - IPC Feedback: The overall recommendation was that it would be advisable to consider in more detail student success and completion data, which we have done in Box 8A: Access and Completion.

There were two other recommendations in the "Comments" column of the IPC feedback form:

1. Consider including if applicable changes in scheduling or method of delivery.
2. Consider reviewing success and completion data to consider strategies for program improvement.

For the first recommendation, we included our analysis of our program scheduling/method of delivery in Box 7. Enrollment Trends.

For the second recommendation, we have included success and completion data in Box 8A: Access & Completion.

5B. Progress Report - Prior Action Plans: Action Plans: Collaborate with other departments to create pathways for our students
--Collaborate with other disciplines to align schedule and class offerings
---Math
---CBOT
---Human Development (ECE)
---STEM
---Fashion Design
---Library
--Create Academic support workshops for ESL students
---Writing and Grammar
---College and Career Readiness
---Time management
---Study Skills

--Offer ESL JAMS every semester day and evening
--Bring back ESL SLAMmers!
--Welcoming new and returning students at our off-site locations
---Promote Student Educational Plan (SEP) and Resources
--Technology Workshop
---Websmart, My.smccd.edu, and Canvas
--College Information and ID Event
--Annual ESL Department Recognition Ceremony
--Annual Careers and Majors Event
---STEM
---CWA
---RadTech
--Proactive Registration
---Registration
---Financial Aid
---JAMS
---Transition to campus (ACCEL)

Action Plan: Pilot online support workshops.
-After successfully piloting the online support workshops, our department permanently integrated the workshops into our regular student support activities every semester.

Action Plan: Continue to facilitate career exploration across disciplines.
-We continue to hold our Majors to Careers events every year.
-We continue to hold our College Information and ID event for our off-campus ESL students.
-Every semester, the ESL counselor makes personal visits to every ESL class (on and off-campus) to introduce himself and promote counseling services to assist students in their academic and career planning.
-All Level IV classes write a compare/contrast essay with required research on Cacareerzone.org, and ESL 837 students do similar research for their final presentation.

Action Plan: Continue to advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One.
-We successfully moved the ESL Retention Specialist to Fund One.
-It is not clear where the funding for the ESL Coordinator is coming from; it is a department priority to make this position Fund One.
-The ESL/Basic Skills Counselor is now a Fund One position, but it has not yet been designated an ESL-specific counseling position.

Action Plan: Continue coordinating our Majors to Careers event for ESL students and work with College for Working Adults (CWA).
-We completed our work with CWA.
-We continue to hold our Majors to Careers events every year.

Action Plan: Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers.
-We have successfully maintained our collaborations with our ACCEL partners.
--Transition students from Sequoia Adult School, JobTrain, Puente de la Costa Sur to Canada College.

6A. Impact of Resource Applications: The impact of moving the Retention Specialist 100% to Fund One has allowed the department to retain knowledgable and experienced staff. This has benefitted the college because our ESL Retention Specialist has trained and mentored new Retention Specialists and Transition Coordinators across campus.
6B. Impact of Staffing Changes: We have hired two new full-time faculty members to replace two recent retirements. This has enabled our department to expand its representation and influence on various shared governance committees and maintain the stability of the program. Furthermore, we have been able to expand our full-time faculty on-campus evening presence.

Additionally, our ESL Coordinator position has been reduced from 15 to 6 units, and one full-time faculty member teaches 1/2 to 1/2 time in the Spanish Department.

Current State of the Program

7. Enrollment Trends: From 2017 to 2018, our headcount dipped from 1053 to 993, and from 2018 to 2019, it dipped to 878. This can be attributed primarily to the high cost of living in a strong economy, which results in high rents, displacement, and long commutes.

From 2017 to 2018, our FTES has dipped from 285.5 to 252.3, and from 2018 to 2019, it dipped to 231.6.

From 2017 to 2018, our Load increased from 410 to 442, and from 2018 to 2019, it dipped to 422.

Our department has made efforts to gather data about ideal scheduling for our courses. The results were inconclusive and did not warrant any significant changes to our current schedule.

We are in the process of revising ESL 400 Course Outline to meet CSU C2 Humanities GE and UC IGETC 3B Humanities transfer requirements, which, if approved, will create a stronger pathway for our transfer students.

High enrollments are attributed to continual outreach; therefore, it is critical to maintain our connections with our community partners, in large part through the work of the ESL Coordinator and the Retention Specialists.

8-A. Access & Completion: Our first-generation data indicates a -33.8% access gap, and our not first-generation data indicates a -28.2% access gap. How is this data collected for these reports?

Our age group data indicates a -20.3% access gap for 18 - 22-year-olds. This age group does not reflect the population we serve in this community.

The low-income date indicates a 44.4% access gap. This group does not reflect the population we serve in this community.

From 2017 to 2019, female success went from 69.2% to 72.9%. During the same time period, female retention rates went from 82.5% to 83.7%. For males, the success rate went from 67.6% to 64.7%, and the retention rates went from 85% to 79.9%. One possible challenge is the lack of certificate programs that appeal to male students. These retention and success gaps for males are a college, district, and statewide trend. In addition, the robust economy and accompanying job opportunities tend to draw many male students away from enrolling in school. The pressure to be a provider is another documented challenge for many Hispanic males.

From 2017 to 2019, there are no equity gaps by ethnicity in student success. For retention in that same time frame, Hispanic student retention has gone from 84.4% to 80.6%. Possible causes for this are the negative political climate for immigrants and the high cost of living and ensuing evictions in the community. As a department we have engaged in professional development, including training regarding addressing the needs of men of color and Hispanic students in general, worked to keep our students informed of DREAM Center activities, coordinated with Retention Specialists, and held equity events with Hispanic role models. Going forward, we intend to reinstitute the SLAMmer program, which will provide additional support for our Hispanic students.

8-B. Completion - Success Online: This is not applicable to our program as we do not have DE courses.

9A. SLO Assessment - Compliance: We have continued to refine our assessment process as our understanding of SLO and PLO assessment grows and evolves. Upon reviewing our 3-Year Assessment Cycle last May (2019), we realized that certain changes were needed. The deletion of four courses last year necessitated redistributing some of our courses to different semesters/years on the 3-Year plan for SLO assessment, and this also meant realigning some of our PLOs to the proper semester for assessment.

All ESL assessment-related discussions are documented in a section of our meeting minutes, which are compiled in a GoogleDoc. This means they can be reviewed at any time by all members of the department. We have established this system to help inform our ongoing assessment-related discussions.

At this point, our department has assessed the SLOs for all courses except ESL 836 and 837 (to be completed at the end of the fall semester 2019), ESL 800 (to be completed at the end of the spring semester 2020), and ESL 808 (to be completed at the end of the summer session 2020). In addition, the assessed courses have been reviewed by the department, and actions are in place for each.

9B. SLO Assessment - Impact: Upon reviewing the results of the courses we had assessed during the past two years, we came to the conclusion that at least one more review cycle had to be completed before any meaningful interpretations could be made of the data. Since there was not enough information to make comparisons between semesters, our department decided that, until we go through further assessment cycles, we cannot construe anything definitive from our assessment results.

In terms of assessment logistics, at the first meeting of every new semester, we can now record our discussions about the results of the past semester's assessments in our meeting minutes GoogleDoc and compare them to older assessment discussions. This will positively inform any action plans we create regarding the assessment of SLOs and PLOs. Additionally, the ESL Coordinator was formerly in charge of gathering and entering all assessment information on Improve (TracDat); however, as of May 2019, the duty of managing the department's assessment needs has been accepted by one of the full-time faculty members of the department. This new ESL assessment manager will also act as an Nuventive.Improve (TracDat) coach for another ESL full-time faculty member. In this way, the responsibility of maintaining the department's assessment data can pass from one full-time faculty member to the next in a rotating fashion.

10. PLO Assessment: As we have continued to refine our assessment process, we have recognized the need to update our PLOs. We realized there was a need to delete one of our PLOs, rephrase another, and compose an entirely new third PLO in order to make them all more effectively and accurately reflect certain skills our students achieve in our program and to ensure the proper assessment of each one.

We deleted the following PLO: "Students can use technology and information competency skills to succeed at the transfer level." We rephrased another as follows: "Students can successfully use academic resources, study skills, and technology competency skills."
We drafted the following: "Students will develop specific academic and career goals by creating a Student Educational Plan (SEP) and/or identifying and assessing educational opportunities at Cañada College."

These changes allow our students to achieve PLOs 1 and 2 when they pass ESL 400 and PLO 3 through a special assignment completed in all 13 of our courses.

These changes have been updated on our ESL website.

Looking Ahead

11. Program Planning: Action Plan:
-AB705 Work:
--Meet with district ESL partners
--Get throughput data
--Evaluate Accuplacer
--Explore placement measures
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--Increase coordination time for work on AB705
--Remove prerequisite blocking for lower-level courses
-Collaborate with other departments to create pathways for our students:
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-Continue to facilitate career exploration across disciplines
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Program Review Narrative Status: In Progress

Objective: Improve Technology Literacy, Access, and Development

One of our Program Learning Outcomes is "Students can successfully use academic resources, study skills, and technology competency skills." The purpose of this request is to effectively utilize technology for student success, retention, and persistence and eliminate the digital divide highlighted in the Executive Summary under Challenges and also mentioned in Community and Labor Needs under Technology Needs.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student

services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - We intend to incorporate these computers in all of our courses at every level in order to enhance instruction and improve digital literacy to ensure inclusivity and equity among all of our students. (Active)

Who's Responsible for Completing this Action Plan?: The ESL faculty.

Estimated Completion Date: As soon as we receive our computers.

Resource Requests

Computerized classrooms and/or computer carts for all concurrently scheduled ESL courses.

Status: New Request - Active

Type of Resource: Equipment (Items Over $5000)

Cost: 60000

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority