

Program Overview	
Program:	ESL
Does this program have a CTE component?	No
Academic Year:	2018/2019
Review Period:	6 Year

## A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The ESL Department offers both credit and non-credit courses designed to prepare students whose first language is not English for the reading, writing, listening, speaking, and study skills required for college success and career enhancement. Each year, about 2,000 students are enrolled in the ESL credit program, which serves as the entry point for the majority of SMC's international students, who comprise a little over 10% of the total college student body. In accordance with the mission of the college, through the content of its courses, the department strives to create "a learning environment that both challenges students and supports them in achieving their educational goals." The department currently includes 8 full-time faculty (down from 11 just 6 years ago), approximately 30 part-time faculty, a half-time administrative assistant (shared with the Dance Dept), and 2-4 temporary instructional assistants. For a description of the non-credit ESL program, please see below.

In addition to offering low-intermediate to advanced level multi-skills courses and specialized support courses (in grammar, pronunciation, reading, study skills), we offer free tutoring services and workshops to all SMC ESL students (including those currently enrolled in non-ESL classes, e.g., Eng 1). All of our courses are geared towards academic ESL and contextualized learning. Through collaboration within the department (e.g., common mid-term and final examinations and norming/grading sessions; course, level, and whole department discussions; and periodic review of course objectives, textbooks, SLOs and assessments), we help "prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning." Through the content of our courses, which thematically cover issues and topics of global concern, we contribute to the college's mission to "prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment."

The department further seeks to effectively serve all SMC's ESL students by collaborating with colleagues across campus to assist the college in achieving its vision to "be a leader and innovator in student learning and achievement" (SMC *Master Plan for Education*). This includes participation by ESL Dept faculty on DPAC and its subcommittees, the Student Success Committee and its professional development workshops, the Honor Council, Grade Appeals, the Student Support Services Task Force, and a variety of Academic Senate committees including the Curriculum Committee and Program Review. We work closely with the interim Dean of the International Education Center and IEC counselors, monitoring numbers of incoming F-1 students to ensure availability of classes and discussing concerns about individual students and their progress. We also collaborate with the English Department on issues related to ESL students who want to challenge their ESL 21A placement (they hope to bypass ESL 21A/B and

instead enroll in English 1). In the past, such students would take a challenge exam administered by the ESL Department. Each exam was read and evaluated by two full-time ESL faculty. Depending on their writing skill level, students would either be placed in ESL 21A, ESL 21B, or English 1. The new protocol, however, allows such students to go directly to the English Dept., where they are given an expired Common Essay Exam. The exam is evaluated by English faculty and eligibility to enroll in English 1 is then determined. All challenge exams are thus evaluated by English Dept. instructors, not ESL Dept. instructors. Students' challenges can be denied or upheld, depending on their performance on the challenge exam. Also, In a series of workshops designed to improve the effectiveness of instructional assistants in the Writing and Humanities Tutoring Center, a faculty member in ESL worked with instructional assistants to identify and address writing concerns of ESL students. For the past four years, we have teamed up with the Modern Languages and Cultures Department to facilitate student learning through the Language and Cultural Exchange, in which ESL students from our department and native English speakers taking foreign language classes in ML&C meet to practice the language(s) they are studying. In addition, ESL14A/B (pronunciation) and ESL15 (conversation) students have limited access to the Modern Languages Lab. We periodically confer with the Assessment Center to ensure that our Accuplacer cut scores are appropriate and discuss implications of AB 705 on assessment/placement.

Our collaboration includes working with colleagues outside of SMC as well. In spring 2018, the full-time faculty in the department surveyed the heads of ESL programs at other colleges in the L.A. and SoCal area to learn how their programs were responding to AB 705. We recorded our results on a google doc and shared them with colleagues at other schools. We also invited these colleagues to attend one of our department meetings when we had guest speakers from UCLA (Christine Holten, the head of UCLA's Writing Programs) and UCSB (Jan Frodesen, senior lecturer in the Dept. of Linguistics) present to discuss typical writing assignments at their respective schools and challenges faced by ESL students at UCLA and UCSB.

### **Facilities**

Seven of the department's full-time faculty offices and the main ESL office are currently located in the ESL building, with 1 full-time faculty office and 3 "open access" offices for adjunct faculty located in Faculty Village. Most of our classes are held in the ESL building, yet we regularly schedule some classes in the Business and Liberal Arts buildings and the Center for Media and Design. We also utilize the computer labs in Drescher Hall. All of our non-credit classes are held at the Bundy Campus.

### **NONCREDIT ESL**

The noncredit ESL program supports the mission of Santa Monica College by offering free instruction to a diverse population of community members from all over the globe. The program assists students in developing the skills needed to succeed in college and career and nurtures a

commitment to lifelong learning. Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges at no cost. Students are offered access to a variety of courses to assist them in reaching their personal, academic, and professional goals. Currently, ESL is one of ten categories of noncredit education supported by the state. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and/or for those who are not native English speakers.

The noncredit ESL program at Santa Monica College serves close to 600 students per term and about 1000 students per year. There are currently course outlines for seven levels of instruction from beginning literacy to high advanced. Multi-skills courses include ESL 901, 902, 903, 904, 905, and 906, and support courses include speaking/listening (911, 913, 915), reading/writing (961, 963, 965), and vocabulary/idioms/prepositions (971, 973, 975). Each support course is offered at three levels: beginning, intermediate, and advanced. In 2018, ESL 980 Preparing for the US Citizenship Test was added to the noncredit ESL program. This class helps non-native English speaking immigrants prepare for the USCIS Citizenship test.

Noncredit ESL are offered M-F mornings, afternoons, and on Saturdays at the Bundy Campus. The ESL Citizenship class is offered two evenings a week. Until recently, the Citizenship class was offered at St. Anne's Catholic Church. In Fall 2018, it was moved to the Performing Arts Campus. Because of safety and administrative concerns, it was determined that the course should be moved to the Bundy Campus to ensure that instructors and students have ready access to testing, counseling services, technology, security, and parking. In Spring 2019, all noncredit ESL courses will be held at the Bundy campus.

Because noncredit ESL courses are offered on an open-entry, open-exit basis, students may enroll in classes at any time during the semester if space allows. They may also stop attending these classes at any point in the semester. In addition, unlike non-native speakers enrolled in credit courses, noncredit ESL students do not have to provide proof of residency status. There are no fees associated with noncredit ESL courses; however, students are urged to buy textbooks. F-1 visa students are not eligible to take noncredit classes at Santa Monica College.

The ESL Department Chair and Faculty Leader collaborate on hiring faculty and staffing classes. Faculty who teach noncredit ESL classes must have the same qualifications as those who teach credit classes. Currently, there are about 12 noncredit ESL instructors in any given term. Generally, there are six instructors who teach only in the noncredit program, and six to

eight who teach in both the credit and noncredit programs, helping to ensure continuity between the two programs.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

At the beginning of each regular semester, the department meets to establish goals and objectives. In addition to specific projects, there are continuing goals deemed fundamental to the program. Among them:

- provide two-year updates of existing course outlines and SLOs;
- maintain the size and diversity of our student population through outreach, online course offerings, the non-credit ESL program, and collaboration with the Intensive English Program;
- continue the positive visibility of our department across campus through participation by our faculty and staff on committees and projects that allow us to utilize our unique skills and expertise for the benefit of all SMC students and the college;
- promote high professional and academic standards through course/level meetings, workshops, and seminars;
- refine SLOs and their assessment to improve student learning;
- support our faculty and staff in their professional development;
- raise student and faculty awareness of campus services and encourage their use and participation;
- routinely update technology and equipment and improve our current facilities;
- address faculty and student safety concerns;
- keep all department members informed of ongoing college and departmental policies and procedures;
- support tutoring for all SMC ESL students;
- collaborate with the Assessment Center to increase the accuracy of our placement test as well as with the Welcome Center, counselors, Intensive English Program, and English Department to guide ESL students to the classes most appropriate for them;
- participate in college-wide initiatives and projects (e.g., Student Success, Global Citizenship, Equity Summit);
- add new full-time faculty positions when possible and maintain a roster of excellent part-time faculty;
- maintain a professional and collegial environment for our faculty, staff, and students
- ensure that the ESL program adheres to the guidelines set by AB 705
- advocate for the continued use of an assessment test to place students accurately and appropriately.

**NONCREDIT ESL**

Noncredit instruction is state-supported and regulated, authorized in Title 5 and the California Education Code. The courses are funded through apportionment, but unlike credit courses, noncredit courses are funded based on positive attendance. SMC's noncredit ESL courses are classified as Career Development and College Preparation (CDCP) Programs. CDCP programs prepare students for employment or to be successful in college-level credit coursework. In accordance with Title 5, section 55151, colleges may offer a sequence of noncredit ESL courses that culminate in a Certificate of Competency leading to improved employability or job opportunities. As of FY 2015-16, CDCP courses have been funded at same level as credit (\$4724 per FTES in 2015-16).

A requirement of CDCP is that courses be offered in a sequence and culminate in a certificate. In the case of noncredit ESL, students may earn a certificate of competency. While SMC noncredit ESL courses are approved at the state level for CDCP funding, the work to fully implement this is ongoing. Noncredit ESL course certificates still need to be approved as a program at the local level. In order to issue certificates of competency to students who complete a sequence of courses, it will be necessary to establish progress indicators (P, NP, SP) for noncredit courses and to transcript them. This has not yet been implemented at SMC. The noncredit ESL faculty lead has participated in discussions with the Dean of Enrollment services on progress indicators and transcription in the noncredit programs and it is anticipated that progress indicators will be in MIS by Fall 2019.

Noncredit ESL has played a prominent role in the establishment of the Santa Monica Regional Consortium funded by the Adult Education Block Grant (AEBG). In 2015-16, pursuant to AB 104, the California Legislature appropriated \$500 million to the California Community College Chancellor's Office (CCCCO) and the California Department of Education to allocate funding for adult education for the purpose of implementing regional plans for adult education. This Adult Education Block Grant (AEBG) created a regional delivery system designed to provide education and workforce services to underserved adults. It called for the creation of Adult Education Consortia with at least one community college and one K-12 school district. Santa Monica College was partnered with Santa Monica Malibu Unified School District Adult Education to create the Santa Monica Malibu Regional Consortium (SMRC). The first phase of funding was devoted to planning for the development of the Consortium, and the implementation phase began in 2015. In 2019, AEBG was renamed the California Adult Education Program (CAEP). Much of the funding from AEBG has gone towards establishing the required data and accountability systems and building connections between SMMUSD Adult Education and the community. There are seven programs that are eligible to participate in the AEBG/CAEP Consortium. Until Fall 2018, noncredit ESL has been the only eligible category of noncredit instruction offered at SMC because noncredit ESL has been the only eligible active program at SMC, the data and accountability results for CAEP have been largely based on the noncredit ESL student population.

The noncredit ESL program is also supported by the federal Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA II) grant which is used to supplement state and local funds used for adult literacy educational initiatives. In the case of Santa Monica College, this performance based grant supplements instruction for noncredit English Language Learners with a focus on assisting students to obtain the knowledge and skills necessary for employment and economic self-sufficiency.

The data and accountability requirements for the WIOA II grant and the CAEP are extensive. Both CAEP and WIOA II require that grantees use the TOPSpro® Enterprise (TE) computerized database system to collect and report adult learner demographics and program information. In addition, all agencies in California must track adult learner progress through the administration of the Comprehensive Adult Student Assessment Systems (CASAS) tests. Having paired CASAS pre- and post-tests is critical to demonstrating measurable skills gains which are outcomes required by both WIOA and CAEP. Measurable skills gains can be demonstrated when students improve their literacy skills by making pre-post-test learning gains and/or when students advance one Educational Functioning Level (EFL) on the National Reporting System (NRS) chart.

Since the last Program Review, SMC has established an e-testing system to administer the required CASAS pre- and post-tests to all eligible noncredit ESL students. The program also now requires that new noncredit ESL students attend an orientation where incoming students complete a CASAS pre-test before being placed in a class. This has been effective in guaranteeing a smooth entry into the program and that all students complete the CASAS pre-test and Educational Plans. However, it has been more challenging to ensure that all students take a post-test after the required number of instructional hours. In 2016-17, 231 students had a paired CASAS pre and post-test, and 67 students advanced a level earning 71 pay points in the WIOA grant. In summer 2017, the noncredit ESL faculty lead led the effort to improve testing preparation and protocols. A new post-testing protocol was developed in Fall 2017 in which post-tests were administered in the ESL classrooms. In 2017-18, the ESL program had 395 paired tests, and 170 students advanced a level earning 605 pay points for the WIOA grant..

Under Section 231 of WIOA/AEFLA, agencies must include education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. The California Department of Education (CDE) Adult Education Office has offered grant awards for EL Civics Education to agencies that develop specialized instruction and administer locally developed additional assessments based on these instructional objectives. ESL students who pass EL Civics additional assessments earn pay points for the agency.

Agencies must choose among three different ELC focus areas: citizenship preparation, civic participation, and Integrated EL Civics Education (IELCE). From 2014 to 2016, SMC focused on citizenship preparation in one class. However, SMC did not earn pay points for its citizenship instruction in the first two years of the grant because even though it was an ESL/citizenship course, it was offered as a Political Science course and was therefore ineligible for this funding. This was addressed in Fall 2017 when a new course outline was written and approved and ESL/Citizenship instruction (ESL 980) replaced the Political Science course. In 2016-17, SMC began an effort to implement the WIOA II EL Civics program in and by 2017-18, EL Civics was successfully established when fifteen noncredit ESL classes offered this specialized EL Civics instruction which focused on digital literacy, workforce readiness skills, and transition skills. In 2017-18, 849 EL Civics Additional Assessments were administered with 537 students passing those assessments and earning additional pay points under the WIOA II grant in all three EL Civics areas: citizenship preparation, civic participation, and Integrated EL Civics Education (IELCE).

In 2018, the WIOA II grant newly required the development of an Integrated EL Civics Program Plan which is consistent with a career pathway and mandates that some noncredit ESL students be co-enrolled in workforce training. SMC developed a plan which focused on the business/hospitality career pathway. Under this plan, ELLs get relevant English language instruction and workforce preparation skills that support success in this pathway. To meet the workforce training requirement, ESL students also have the opportunity to enroll in one of SMC's newly developed short-term vocational courses in customer service and/or business essentials.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

We have incorporated college ILOs #'s 1 and 2 into many of our course SLOs and assessments. ILO #1, that students "acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives," takes the form of adherence to the SMC Honor Code and students maintaining high standards of academic integrity. ILO #2 states that students will "obtain the knowledge and academic skills necessary to assess, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems." All of our courses require that students think critically and incorporate information from credible sources to support their ideas and opinions. This is most often assessed by a writing assignment (sentences, paragraph, or essay, depending on the level) for which students must effectively incorporate information from a credible source in support of their own theses. ILO #3 states that students will "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events." The thematic content, class activities, and student demographics (international and resident students from countries around the world) create a classroom of great diversity in which students are

encouraged to share ideas and cultural values and norms. ILO #3 has been explicitly incorporated into ESL 10G and ESL 15.

Since 2007, we have collected and analyzed data gathered from our course SLO assessments, and we modify and refine our courses and SLOs as needed. At least every two years, all of our course outlines, including SLOs and assessments, are reviewed and revised during our departmental flex day meetings, and updates are sent through the Curriculum Committee. All ESL faculty are invited to participate in the process. Because SLO data is collected each semester, SLOs are often revised more frequently than every two years and are updated on CurricuNET, ISIS, and the internal ESL Department webpage. At our spring 2019 flex day meeting, course coordinators for all core courses (10G/W, 11A/B, 21A/B) led instructors in a review of the college-wide SLO data collected in fall 2018. We realized that, for our department, all assessment of SLOs should occur at the end of the semester (logically, as part of the final examination process), and SLOs and assessments were modified/revised to more accurately reflect expected outcomes. In fall 2017, the data indicated about 78-80% or higher SLO achievement across all sections.

### **Initiatives**

The ESL Department has been an active member on the Student Success Committee since the initiative's establishment and routinely receives and reviews data from the Office of Institutional Research specific to SMC's ESL population. ESL faculty had been active on the Global Citizenship Council, but due to our dwindling number of full-time faculty, we have had to focus our human resources on areas such as the non-credit program, AB 705, and our cooperation with CSUN's graduate program in TESL.

### **NONCREDIT ESL**

All noncredit ESL courses support the Institutional Learning Outcomes (ILOs) of Santa Monica College, and all noncredit ESL course outlines include student learning outcomes (SLOs) that incorporate college ILOs. A primary goal of the noncredit ESL program is to improve students' English language skills in order to help them to prepare to transition to post-secondary education and to function effectively as parents, community members, and participants in the workforce. This supports ILOs 1 and 2 that students "acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives" and that they "obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems".



Another goal of the program is for students to engage with classmates from all over the world and to increase their understanding of and appreciation for the global community. This supports ILO 4, which states that students will “respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of the daily actions relative to broader issues and events.”

With its focus on college and career readiness, noncredit ESL serves as a bridge to educational and career pathways. As SMC focuses more on equity and underserved populations, noncredit programs such as ESL have a prominent role to play insofar as they are free, flexible, repeatable, and they allow students to focus on skills attainment.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Credit: N/A

### **NONCREDIT ESL**

The noncredit ESL program receives supplemental funding from the WIOA II grant. This funding is outcomes based, and therefore changes from year to year. In 2016-17, the noncredit ESL program earned 67 pay points which amounted to an allocation of \$58,000. In 2017-18, the program earned 605 pay points and earned \$131,000. WIOA supplemental funding is used to fulfill the requirements of the grant including developing and administering EL Civics instruction and assessments, data collection, and professional development.

Currently, there is full time ESL faculty member serving as a faculty lead for the the Noncredit Initiatives. The full time noncredit faculty lead position is funded at 25% release time from WIOA II and 25 % from the CAEP.

## **B. Populations Served**

## **All Disciplines (answered once)**

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

The population of students in the ESL Department is highly diverse, ranging in age from under 19 to over 50, with a steady number of international students who come from countries all over the world. There are slightly more male students than female, the majority of whom are between the ages of 20 and 24; the majority are Asian (a category which includes a culturally and linguistically diverse group); most have graduated from high school; and the majority are full-time continuing students with transfer as their goal. The most notable differences in demographics between the ESL credit program population and that of the college overall appear in the categories of: ethnicity, residence status, and full vs part-time.(See B2 below)

### **Ethnicity**

In fall 2012 our largest student population was Asian/PI (1, 096 students), followed by those who identified as White (362). 177 students identified as Hispanic/Latino and 143 students identified as Unknown. By fall 2017, these numbers had changed, and in some cases significantly. The Asian/PI population dropped to 775 and the White population dropped to 295. In addition, the Hispanic/Latino population decreased to 104, while the White population dipped down to 295. Surprisingly, the population identifying as Unknown increased to 351. The number of African Americans was quite small for both years (F 12 = 34; F 17= 25).

### **Gender**

In terms of gender, in fall 2012 the program had 961 female students and 860 males. The numbers reversed in fall 2017, with more males enrolled (822) than females (731).

### **Age**

The ESL program tends to serve younger college students. In fall 2012, the majority of the ESL program population ranged in age from 20-24 (898 students) and from 19 years and younger (433). These numbers were followed by students aged 25-29 (234) and 30-39 (157). The program had lower numbers of older students. The second to lowest group was aged 40-49 (61) followed by students aged 50 or More Years Old (38). Comparing these numbers to fall 2017, the trends were similar (20-24 = 705; 19 years and younger = 456; 25-29 = 151; 40-49 = 63; 50 or More Years Old (55). The most noticeable difference was the influx of students 50 or More Years Old. This seems to be a result of encouraging students to transition from the non-credit ESL program to the credit program.

### **Residency Status**

Well over half of the students enrolled in the ESL program are F-1 visa holders. In fall 2012, the number of Residents of a Foreign Country was 1, 119. In fall 2017, the number was 1,083. For the same time periods, in fall 2012, 618 students were Residents of California but in fall 2017,

the number had dropped to 438. In fall 2012, 84 students were Out-of-State Residents and in fall 2017, the number dropped to 33.

### **Citizenship**

As stated above, most of the students enrolled in ESL classes have Student Visas. In fall 2012, 1,105 fell in this category and in fall 2017, 1,069. In fall 2012, 366 students were Permanent Residents, while in fall 2017 the number fell to 261. In fall 2012, 153 students were U.S. Citizens, whereas in fall 2017, the number decreased slightly to 128. In fall 2012, 77 students identified as having Refugee/Asylum status, and in fall 2017, that number decreased to 45. A significant number of students identified as Unknown, particularly in fall 2012, when the number reached 113. By fall 2017, the number had decreased significantly to just 35. The lowest numbers were reported in Temporary Resident (F12= 2; F17=13) and Other Status (F12=5; F17=3).

### **Educational Goal**

Most students that are served in the ESL Department have Transfer as their goal (F12=1,442; F17=1,129). The next highest category was the Undecided/Unreported population (F12=76; F17=290). In fall 2012, 36 students reported that their goal was to Improve Basic Skills. In fall 2017, that number was 40. Similarly, in fall 2012, 22 reported that they attended ESL classes for the purpose of Educational Development and 16 fell into this category in fall 2017. A small portion of students stated that the reason for taking classes was for making progress toward a Certificate (F12=12; F17=17). One person in fall 2012 reported taking classes to Complete HS Credit or GED and two did so in fall 2017.

### **Enrollment Status**

The vast majority of our students are either Continuing Students (F12=955; F17= 844) or First-Time Students (F12=617; F17= 510). In fall 2012, there were 185 First-Time Transfer Students. In fall 2017, the number dropped to 138. The smallest number of students identified as Returning Students (F12= 64; F17=62).

### **Full/Part-Time Status**

In fall 2012, 1,259 students were Full-Time students and in fall 2017, 1,203 students were enrolled full time. Less than half of the ESL population was enrolled Part-Time (F12= 562; F17=351). This is mainly due to visa requirements. F-1 visa holders must maintain 12 units.

### **NONCREDIT ESL**

Note: As described in Part A, the ESL/Citizenship course was offered as noncredit Political Science 930 from 2012-2017. The students in those courses were ESL students, and the instructor was an ESL instructor with ESL credentials. This error was addressed in 2017 when the course was changed to an ESL course. Therefore, the data and numbers in this section will also include the data from students in Political Science 930 which was for all intents and purposes an ESL course.

### **Student Count**

In Fall 2012, there were 768 students enrolled in the noncredit ESL program. Enrollment dropped to 669 the following Fall 2013, and again in Fall 2014 when 585 students were enrolled in noncredit ESL. The reduction in noncredit ESL enrollment at SMC that began in 2012 is likely due to the state's introduction of the Adult Education Block Grant (AEBG) which allowed adult education programs in the area to reestablish and rebuild their programs after a period of severe budget reductions. While some noncredit SMC students likely found their way to other programs, another reason for the reduction in enrollment is likely the result of a change in SMC's noncredit ESL registration procedures which took effect after SMC became a part of AEBG.

Prior to joining AEBG, noncredit ESL students were able to self-place, register, and enroll in classes on the same day. When SMC became a part of the AEBG consortium, it was required that students in participating programs (in this case noncredit ESL), complete the CASAS pre/posttest and Topspro entry/exit forms. As a result of this requirement, SMC implemented a new intake/registration process which required noncredit ESL students to attend a mandatory scheduled orientation to complete the intake forms and undergo placement and pre-testing. Students were no longer able to register for and attend class on the same day. It is likely because of this change that there were fewer students enrolling in noncredit ESL courses. However, it is noted that the students who do enroll tend to be more committed learners who are invested enough to return for the orientation and testing. Since Fall 2014, noncredit ESL enrollment has remained fairly steady with over 500 students enrolling each Fall.

### **Gender**

#### **FIG.**

The percentage of males and females hasn't changed significantly. In Fall 2012, out of 752 students, there were 207 males (27%) and 545 females (73%). In Fall 2017, out of 573 students, there were 151 males (26%) and 422 females (74%).

### **Ethnicity**

#### **FIG**

In Fall 2017, noncredit ESL students self-reported their ethnicity as:

- 167 (29%) Asian/Pacific Islanders
- 191 (33%) White
- 150 (26%) Hispanic
- 3 (.5%) Black
- 60 (10%) Unknown
- 2 (.3%) 2 or more

The reported ethnicity demographics have remained fairly consistent in the last five years with the three largest ethnic groups represented being White, Asian/PI, and Hispanic/Latino. The number of white students represented has decreased slightly from 40% in 2012, to 33 % in 2017, while Asians represented 29% of the student population in 2017-up from 27% in 2012.

### **Age**

### **FIG**

In Fall 2017, noncredit ESL students reported their age as:

- 17 students 19 and younger (3%)
- 54 students 20-24 (10%)
- 75 students 25-29 (13%)
- 146 students 30-39 (25%)
- 94 students 40-49 (16%)
- 187 students 50 and older (33%)

About three quarters of the students in the noncredit ESL program are over the age of 30. The largest age group (representing 33% of the student population in Fall 2017) is students over the age of 50. In Fall 2012, students over 50 were just 20% of the student population. These numbers are not surprising given that the noncredit program is more likely to fit the needs of

learners who have immigrated to the area and are making a life in a new country as mature adults.

### **Residence Status**

In Fall 2017, 107 noncredit ESL students (18%) reported they were California residents. 460 (80%) claim to be out-of-state residents, and just 6 (1%) were residents of foreign countries (note that the program may serve nonresidents but not F-1 visa students). In Fall 2012, 20% of students claimed to be California residents while 80% claimed to be from out-of-state, and less than 1% claimed to be residents of foreign countries. These results do not appear to accurately reflect the residence status of the student population, as it would be very odd for this population to claim residence in states outside of California. At the last 2011 program review this issue was noted and “data was double-checked with OIR to ensure accuracy, and the program plans to review the application form to ascertain whether or not students understand the questions”.

Indeed, there is an issue with the way data is collected on this particular question in noncredit ESL. Unlike credit students, noncredit ESL students are not required to provide proof of residency status in California since the program is free of cost. In fact, the noncredit ESL intake form does not ask students to report whether or not they are residents of California, so it is therefore unclear how or why so many noncredit ESL students are listed as “out of state residents”. It appears to be a default designation for noncredit ESL students in MIS. It does not appear to be a student error, as the students are not even asked this question on the current intake form. MIS and the Dean of Enrollment Services, and the Dean of Noncredit and External Programs are working on updating the noncredit intake form and process.

### **Citizenship Status**

#### **FIG**

It may be more instructive to look at the Citizenship status of this student population since noncredit ESL students are asked to report this on the intake form. In 2012, 192 students (30%) claimed to be permanent residents of the United States. 26 (5%) were refugees, and 26 (5%) were temporary residents. 72 (14%) were US Citizens. 160 of students (30%) were classified as “other” and 55 students (10%) did not share their citizenship status (unknown). In 2017, 228 students (40%) were permanent residents, 26 students (5%) were refugees, 26 (5%) were temporary residents, 72 students (13%) were US Citizens, 163 of students (28%) were classified as “other” and 56 students (10%) did not share their citizenship status (unknown).

There was a 10% increase in permanent residents since 2012. This may be reflective of the political climate. There may be fewer recent immigrants coming to the program, and more

students who have been in the country for some time. The remaining percentages have remained generally consistent since 2012.

### **Enrollment Status**

#### **FIG**

The percentage of first-time college students enrolled in noncredit ESL in Fall 2012 was 28%. In 2017, it rose to 34%. The percentage of returning students was 7% in Fall 2012 and increased slightly to 8% in Fall 2017. In Fall 2012 and Fall 2017, the percentages of students who reported themselves as first time transfer students were 55% and 52%. Finally, there was a decrease in the percentage of continuing students, from 10% in Fall 2012 to 5% in Fall 2017.

### **Education Status**

#### **FIG**

The majority of noncredit ESL students have high school diplomas or post-secondary credentials or degrees. In 2017, 40% had a high school diploma or equivalent while 40% of the student population had a bachelor's degree or higher. 8% claimed to have an Associate degree. Just 12% of students were not high school graduates. The percentages were virtually the same in 2012. This is significant in understanding that many of the noncredit ESL students come to the program with degrees and academic skills in their own languages.

### **Educational Goals**

#### **FIG**

First, it is important to note that the noncredit ESL intake form does not ask for students to state their educational goal, and this is why the majority of noncredit ESL student educational goals are marked as undecided or unreported. Some data do appear in Tableau, but that is likely coming from noncredit ESL students who have completed the SMC online application/CCC apply on their own. Clearly, the majority of noncredit ESL students are not doing that.

To summarize the data that appear in MIS, in 2017, 77% of students had educational goals that were undecided or unreported, while in 2012, it was 72%. In 2012 and 2017, 8% indicated that their goal was to transfer. In 2012 and 2017, 1% of students indicated their goal was to get an AA degree, and another 1% indicated they were seeking a certificate. In both 2012 and 2017,

about 3% of students stated that their goal was educational development. In 2012, 5% of students stated they had a career objective. This decreased to 2% in 2017. Again, this data reflect the noncredit ESL students who have completed the SMC online application on their own, and therefore it may not accurately reflect the educational goals of the population. SMC and MIS are reportedly working on updating the noncredit intake form to include educational goals. However, we do have reliable data on students' educational goals from another source.

Noncredit ESL students complete CASAS TOPSpro entry forms as required by WIOA and CAEP. This captures data on students' goals. In 2017-18, 67% of students stated their primary goal was to "improve English skills", 17% stated it was to "improve basic skills", and 13% stated it was to "enter college or training". In 2014-15, the first year data are available, 72% of students claimed improving their English as their primary goal, 8% claimed it was to improve basic skills, and 4% stated it was to obtain US Citizenship. Students are also asked to name a secondary goal. In 2014-15, 18% of students listed "getting a job" as their secondary goal, and 16% claimed to have a "personal goal". In 2017-18, 22% of students named "personal goal" as the secondary goal, while 15% stated it was to get a job.

2. Compare your student population with the college demographic. Are your students different from the college population?

**Gender**

From fall 2012 to fall 2017, the percentage of female and male students in the ESL program has fluctuated only slightly with sometimes there being more females and sometimes more males (F13 = 50.9% female, 49.1% male; F17 = 49.4% female, 50.5% male). The college-wide population, however, has consistently had more females than males (F12 = 52.9% female, 47.1% male; F17 = 53.2% female, 46.4% male).

(Please see Appendix 1: Figs. 1A-1D)

**Age**

Between fall 2012 and fall 2017, the percentage of students between the ages of 20 and 24 dropped about 7% (F12 = 51.8%; F17 = 44.8%); however, this is still about 10% and 5% higher, respectively, than the college-wide percentage (F12 40.6%; F17 = 39.5%). See figs 2a, 2b. The college's population of students 19 or younger (30.2%) is greater than that of the ESL Dept population (26.3%). We also saw a small but gradual increase in the percentages of students between the ages of 30-39, 40-49, and 50 & older. Most notably, the percentage of students 50 &



older increased from 2% of the ESL population to 4.1%. This population appears to be growing, albeit very gradually. Ethnically, the older students tend to be Persian. Likewise, the percentage of people receiving financial aid increased from 21.1% to 22.3% from fall 2012 - fall 2016. See fig. We surmise that while college-wide enrollment represents many students who have recently graduated from high school, the ESL program includes fewer students right out of high school. In addition, the rise in percentage of ESL students between the ages of 20 and 24 parallels the increased percentage of international students, the majority of whom are between the ages of 20 and 24 (see fig 2c). The vast majority of international (F1 visa) students in our program are between the ages of 20 and 24, followed by those 19 or younger.

(Please see Appendix 1: Fig. 2)

### **Ethnicity**

The ethnicity of our population remained fairly constant between fall 2012 and fall 2017, with some variation that may be attributed to a significant number of students choosing “Unknown” in F12 (44.6%). The percentage of our largest demographic, Asian, swung from 56% at its highest peak in fall 2015 (up from 31.6% in fall 2012) and settling at 49.9% for both fall 2016 and fall 2017. Compared with the college Asian population, which was at its highest in fall 2015 (15.8%), the ESL Dept.’s Asian population at the same time was significantly larger (56%). This data is not surprising given that so many of our international students come from Asian countries. In fact, the greatest numbers are from mainland China, Japan, and South Korea. There was a slight decline in the Hispanic population (F12 = 7.4%; F17 = 6.4%). While the college has a substantial Hispanic population (F17 = 40.3%), the ESL Dept. does not (F17 = 6.4%). There was a slight rise in the white population (F12 = 15%; F17 19.1%), but overall, the college has a larger white population (F17= 26.7%) compared to the ESL Dept. (19.1%).

(Please see Appendix 1: Fig. 3A & 3B)

The number of students identifying as Asian/Pacific Islander rose and fell within this six-year period, with its peak reaching 971 in fall 2015 (F12 = 589 (or 31.6%); F15 = 971 (or 56%); F17 = 705 (or 49.2%). Please note that “Asians/Pacific Islanders” comprise our largest population, but that category encompasses international students from a variety of different cultural and linguistic backgrounds including: mainland China, South Korea, Japan, Hong Kong, Indonesia, Taiwan, Mongolia, Vietnam, Singapore, Thailand, Malaysia, and the Philippines. The number of students from mainland China exceeds the number of other populations included in this category.

(Please see Appendix 1: Fig. 4A & 4B)

The trend in the number of F-1 international students enrolled in the ESL program has also shifted. In fall 2012, F-1 enrollment overall in our program was 1,202. At its highest in the last six years, F-1 enrollment reached 1,292 in fall 2014. However, by fall 2017, it had dropped to 973. The F-1 population normally comprises around 70% of the ESL program, but by fall 2017 it had dropped to just under 68%. This slight decrease in international student enrollment seems to fit a nation-wide trend. According to *Inside Higher Ed*, “New Enrollments of international

students fell by 6.6 percent at American universities in academic year 2017-2108 compared to the year before, marking the second straight year in declines in new enrollments, according to new data from the annual Open Doors survey.” There are several variables to consider when attempting to analyze this data, and according this particular report, schools that offer associate degrees saw sharper declines than universities and four-year colleges. The biggest drops were at smaller schools that were not located on either coast and those that had a significant percentage of F-1 students from Saudi Arabia, which significantly scaled back its foreign scholarship program. (Source: <https://www.insidehighered.com/news/2018/11/13/new-international-student-enrollments-continue-decline-us-universities>). Our program does not rely heavily on Saudi student enrollment. Overall, we are holding up well under the current circumstances.

### **Residence**

Between fall 2012 and fall 2017 the percentage of out-of-state residents fell (F12 = 4.5%; F17 = 2.6%) while the percentage of students who were residents of a foreign country rose slightly and then fell (F12 = 65.4%; F 15 = 70.8%; F17 = 68.7%). In addition, the number of California residents enrolled in the ESL program dropped slightly (F12 = 5s62 (or 30.2%) to F17 = 411 (or 28.7%). The population of the ESL Dept. therefore stands in stark contrast with the student population of the college overall. In fall 2017, 81.5% of SMC’s students were California residents (F12 =83.1%; F17 = 81.5%) and only 10.9% were residents of a foreign country (F12 = 10.8%; F17 = 10.9%). Lastly, the college as a whole enrolls more out-of-state residents than does the ESL Dept. (F12 = 6.1%; F17 = 7.7%).

(Please see Appendix 1: Fig. 5)

### **Enrollment Status**

Most ESL students identify as continuing students, representing a number that grew slightly over the years (F12 = 54.4%; F15 = 59%) and then dropped again to where it was in fall 2012 (F17 = 54.4%). These numbers are slightly lower than the overall college population of continuing students (F12 = 58%); F 15 = 56.9%; F17 = 56.6%). The percentage of first-time students in the department has remained fairly constant (F12 = 29.9%; F17 = 32.5%) and is greater than the percentage of first-time students reported by the college (F12= 19.3%; F17 = 17.8). The combined percentages of first-time students and first-time transfer students for the department equaled 41.3% in fall 2017 compared to 30% for the college.

(Please see Appendix 1: Fig. 6A & 6B)

### **Educational Goal**

The number of first-time students declaring "transfer" as their educational goal has dropped slightly over the years (F12 = 77.6%; F17 = 74.4%). Likewise, the college saw a slight drop in the percentage of students indicating “transfer” as their goal over these years (F12 = 73%; F17 = 72.4%). Anecdotally, we know that a number of international students come to SMC with the

expressed purpose of transferring to a UC or CSU, so we would expect a substantial portion of our population to state transfer as its goal

(Please see Appendix 1: Fig. 7)

### **Education Status**

The vast majority of our program's students have high school degrees or the equivalent (F12 = 91%; F17 = 91.2%), significantly higher than students college-wide (F12 = 84.7%; F17 = 83.1%).

(See Appendix 1: Fig. 8)

### **Part-time vs Full-time**

In contrast to the college overall (F17 = 37.2%), most ESL Dept. students are full-time (F17 = 77.1%), which is not surprising since international students, who comprise around 68% of our student population, are required to take 12 units per semester to remain in status.

(See Appendix 1: Fig. 9)

### **NONCREDIT ESL**

Noncredit ESL students differ from the general SMC student population in that every student is a non-native English speaker, and they face the challenges that come along with being an immigrant in a new culture. The majority of noncredit ESL students enroll in classes to improve their English skills. They are less likely to be interested in earning a degree or certificate than the general SMC population since many of them (40%) already have earned post-secondary degrees in their own countries. Most are developing their English skills to improve their lives whether it's to get a job or a promotion, help their children, or simply to survive in a new culture. Noncredit ESL students tend to be older than the typical SMC student with 74% of the student population over the age of 30. Noncredit ESL students are also more likely to be female (74%) than the typical college demographic.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

ESL 10G/W and 11A are considered basic skills core courses. ESL11B, 21A, and 21B are transferable core courses and qualify under foreign languages and are therefore not considered basic skills. Included in basic skills data are students enrolled in our C-level support courses (14A/B, 15, 16A/B/C, and 17), which increase the percentage of basic skills courses overall. It should be noted that students who are taking non-basic skills courses (11B and above) also enroll in support courses that are considered to be basic skills thereby inflating the numbers of students who are considered basic skills students. The data show that the percentage of basic

skills students has increased significantly (F12 = 25%; F17 = 39.2%), and remains much higher than that reported by the college (F12 = 12.4%; F17 = 17.1%).

Each semester, a number of students matriculate from the Intensive English Program and from our non-credit ESL program, entering the credit program at the basic skills level (10G/W or 11A). Since reorganization of the Intensive English Program, which eliminated all but the lowest level of their program, we have increased the number of sections of our lowest levels, ESL10G and ESL10W. See Section 3 for a full discussion of basic skills students including the percentage of students who place into basic skills courses compared to those placing higher, success and retention rates of students enrolled in basic skills courses compared to those enrolled in higher levels, and changes made to the ESL curriculum and program to better serve basic skills students.

**# of Students who Completed IEP and Entered the Credit ESL Program**

	2016	2017	2018	2019
Winter		25	38	26
Spring		43	34	11
Summer	21	19	18	
Fall	55	21	38	

349 total\*

\*25 enrolled Winter 2019, majority will enter Spring 2019

**NONCREDIT ESL**

If one defines basic skills as having English language ability below the level of transfer English in credit, then all students in the noncredit ESL program would likely place in basic skills English.

**C. Program Evaluation**

**All Disciplines (answered once)**

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

*SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

**Over the past two years faculty have focused on SLO 1 & 2 in ESL 21A:**

1. Given a prompt, students will be able to plan, compose, and revise a multi-paragraph essay under time constraints. The essay will contain a variety of sentence types, appropriate vocabulary, and accurate grammar, and reference information from assigned source materials.

**And in ESL 21B the focus was on the following two SLOs:**

1. Establish and employ a writing process that leads to a well-supported, multi-paragraph essay synthesizing a variety of sources (including course and outside material) and establish a strong, well-developed point of view in response to a given prompt.

2. Read critically to identify main ideas, supporting details, audience, tone, and purpose in preparation for writing.

**NONCREDIT ESL**

Since the last Program Review, noncredit initiatives such as WIOA, and CAEP have necessitated that the noncredit ESL program participate in rigorous testing and data collection procedures. This is all completely new since the last review, and it has required enormous effort to develop and implement. It has also required that the curriculum be extensively updated with the core courses being revised and rewritten in 2018 and the remaining nine support courses slated for revision in 2019. With the core course SLOs being revised and rewritten, there has not been much effort spent on reviewing past SLO's for program improvement. Instead the effort has been focused on revising and rewriting SLO's in such a way as they fulfill the mandates of the noncredit initiatives and the CDCP requirements, while also serving the needs of the noncredit ESL program.

In the recently revised integrated skills course outlines (901-906) which became effective in Spring 2019, each course outline includes the SLO *Demonstrate effective study strategies (e.g. using organizers, accessing and using online study aids)*. This is the SLO the program has chosen to focus on. This broad SLO is consistent with the requirements of all the noncredit initiatives such as the Career Development and College Preparation (CDCP) certificates, WIOA Technology Plan goals, and the WIOA EL Civics objectives. Because the requirements for developing, implementing, and assessing the objectives mandated by these programs are so rigorous, the SLO's are also scrutinized very closely. For example, WIOA requires that the noncredit ESL program develop, implement, and evaluate instructional goals that relate to technology. First, students and faculty at WIOA funded institutions are required to take a statewide technology survey to determine needs regarding technology in the classroom. In addition, SMC noncredit ESL delivers its own local survey for instructors to assess the technology needs of students and instructors. As a result of feedback from these surveys, the noncredit ESL program set the WIOA goal of "50% of noncredit ESL students will access the

Canvas online learning management system to view announcements and/or homework assignments”. This goal is compatible with the SLO Demonstrate effective study strategies since using Canvas is an effective study strategy. After implementation of this learning objective in the classroom, the WIOA goal was evaluated by asking faculty to report the data from Canvas analytics in an online survey. Using the data from the teacher survey, it was determined that the goal was met successfully. With input from teachers and students, a new goal was developed which built upon the previous year’s goals. Clearly when assessing progress on this WIOA goal, this also serves as a data point to determine a student’s attainment of the SLO Demonstrate effective study strategies (e.g. using organizers, accessing and using online study aids).

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

Faculty in the credit ESL program meet regularly in large and small groups to discuss course curriculum, SLOs, assessment measures, etc. The first meeting of the semester is our departmental flex day, where we share model syllabi and discuss assignments in course level meetings. Each course level has one or two faculty leads who lead these discussions. In some cases, adjunct instructors serve as one of the faculty leads. The discussions include a look at the previous semester’s data on course success rates and SLO mastery. Based on data, the faculty at each level may choose a new method for assessing an SLO or may change the weighting of course assignments. After the initial flex day meeting, each departmental meeting thereafter apportions time for course level discussions. In these meetings, faculty may share exam results and rubrics for grading written assignments. These meetings are held monthly. In addition, some course levels meet to norm after the first major writing assignment to ensure that all instructors are grading in a similar way with similar standards. Sample papers are graded individually and then discussed as a group until a consensus is reached on the grade for a paper. These meetings also provide an opportunity to assess the effectiveness of assignments/exams as well as the appropriateness of SLOs. For example, in the spring of 2014 when it was discovered that in the fall of 2013 the success rate of students enrolled in ESL 21A dipped down to just 54.5%, a concerted effort was made by the faculty to identify areas in the curriculum that needed bolstering in order to support the students. Instructors in both ESL 21A & B levels identified and worked to improve instruction in the following areas:

- Vocabulary: instructors enhanced instruction by including more work with word usage, word forms, collocations, and use of concordances
- Paraphrasing skills: instructors targeted word forms, sentence structure variations, and meaning

- Essay Preparation: instructors emphasized the usage of graphic organizers to report on the main and supporting ideas found in background readings

Instructors assessed these SLOs by looking at the scores of in-class writing assignments and out-of-class revisions. Ultimately, the final grade in the class was used as the tool to indicate mastery of the afore-mentioned SLOs. The success rate for students in ESL 21A did improve, but not without some fluctuation, over the past six years. In 2012, the course success rate was 61.7%, while in fall 2017, the success rate rose to 66.6%. The mastery rate of SLO #1 for students in enrolled in ESL 21A increased from 67.9% in fall 2012 to 70.7% in fall 2017.

In ESL 21B, the mastery rate of SLO #1 increased from 78.5% in fall 2012 to 85.8% in fall 2017. For SLO #2, the mastery rate also jumped from 79% in fall 2012 to 85.5% in fall 2017. ESL 21B: The course success rate in fall 2012 was 75.8% and by fall 2017 it had risen to 82.9%.

It appears that attention to these areas led to higher mastery of the above-listed SLOs and student success rates at the ESL 21A/B levels. In addition to SLO and Student Success Data, we asked the Office of Institutional Research (OIR) for additional research to be conducted to inform our course offerings and evaluate our effectiveness. OIR calculated ESL 21A/B Course Outcomes by Course Length. The ESL Department offers ESL 21A and ESL 21B in regular, 16-week sessions and intensive, 8-week sessions. This practice was instated to provide a way for ambitious students to complete their required ESL courses in one semester. We wondered if students in the 8-week sections succeeded at the same rate as those in the longer 16-week sections. The data showed that in fall 2017, 40% of ESL 21A students opted to enroll in 8-week sections, as did 42% of ESL 21B students. In ESL 21A, 68.6% of students enrolled in the 8-week sections successfully completed the course, while 65.3% of students in the 16-week course met with success. At the ESL 21B level, 80% of the students enrolled in 8-week sections passed the class and 84.6% of the students in the 16-week sections passed. When grades were averaged and compared, the differences were not found to be statistically significant. The same outcome was determined after examining course grades in the 8-week and 16-week sections of ESL 21B. (see Average Course Grade) See fig. Based on these results, the department felt confident that students were benefitting from the 8-week ESL 21A/B sections. However, as overall enrollment of international students in the program dipped, it appeared to us that the demand for 8-week sections of ESL 21A/B was decreasing, becoming noticeable in spring 2018 when oversized sections had trouble filling. The ESL Department then felt the need to reassess student demand for the 8-week sections. What we found was that 43.8% of the students surveyed preferred the intensive sections while 56.2% preferred the 16-week class length. (Please see Appendix 6: ESL 21A/B Success by Course Length) These percentages roughly mirror the enrollment trend as noted above (where 40% of ESL 21A students enrolled in the 8-week sections). However, because we could not fill as many 8-week sections of ESL 21A in spring 2018, we reduced the number of 8-week sections offered in spring 2019. Therefore, this spring 2019, the ESL Dept. offered and filled 5 8-week sections of ESL 21A (down from 8 sections offered spring 2018) and 5 sections of the 8-week ESL 21B (down from 8 sections offered in spring 2018). The data collected from OIR supported the offering of 8-week sections, but student enrollment behavior led to the decrease in the number of such sections.

## NONCREDIT ESL

As noted earlier, the noncredit ESL program has spent the past two years focusing on revising the course outlines and the SLOs for the core courses to make them compatible with the mandates of CAEP, WIOA, and CDCP. Because all of these initiatives have very rigorous requirements, the noncredit ESL teachers are involved in assessing program outcomes on a regular basis. ESL teachers in the noncredit program are able to participate in the program improvement dialogue through frequent face-to-face meetings, shared Google docs, and online surveys. SMC noncredit ESL faculty meet face-to-face several times a term for a variety of purposes. First, noncredit ESL faculty meet once at the beginning of each term. The meeting includes a review of CASAS, TOPSpro data, SLO's, EL Civics data and a discussion of program effectiveness. In addition, there are two EL Civics grading sessions per term in which faculty meet to grade the EL Civics assessments, evaluate their effectiveness, and plan for future EL Civics instruction. (As noted earlier, the program has worked to make the EL Civics objectives compatible with the newly rewritten SLO's so that the mandated assessments can also serve as assessments for our SLO's.) In Fall 2018, there were a series of monthly Community of Practice meetings in which noncredit ESL faculty met to discuss program improvement. Meetings were held alternately on Thursdays and Wednesdays to accommodate different teaching schedules, and for those faculty members who were unable to attend, a summary of each meeting was provided. Instructors are paid to attend these meetings, and participation is quite high.

All instructors are invited to participate in efforts to align curriculum with our grants and initiatives and CDCP. In Fall 2017, there was a Curriculum Work Group established with the objective of extensively revising the core integrated skills courses (ESL 900-906) to include college and career readiness skills, and there is a Curriculum Work Group working in Spring 2019 to revise the nine support courses and to create a new English for Special Uses certificate of competency.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

The ESL Dept. had intended to create two certificates for students in the credit ESL program: one to indicate that a student had completed our basic skills level courses and one to indicate that students had completed our B level courses.

**Example Certificate #1:** Completion of ESL 10G, 10W, ESL 11A (and maybe ESL 11B) = 12 units (or 15) (Shows completion of basic level ESL – this would be useful for students who want to improve their English for work purposes)



**Example Certificate #2:** Completion of ESL 21A, ESL 21B + one support class = 8 or 9 units (Shows readiness for transfer level English / English 1)

However, Title 5 Ed Code prohibits the issuance of certificates for Basic Skills and ESL courses. This is very challenging because at the same time, according to the state's new funding formula, certificates factor in significantly.

We have taken up the matter with the president of SMC's Academic Senate leadership and this will be raised at the upcoming April, 2019 plenary session.

## **NONCREDIT ESL**

Noncredit ESL is currently developing new Certificates of Competency.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

We use the results of SLO, TIMS grade reports of success rates, and Tableau data to monitor success rates. We also use surveys and additional institutional data that we have requested from IR to modify our courses, schedule classes, and refine our SLOs. We also use student feedback (which can come in the form of concerns, complaints or accolades) on instructors to help us place instructors at course levels where they are most effective.

In the spring of 2018, we asked OIR to track the success rates of F-1 students who enrolled in ESL 11A level in fall 2015. We wanted to know just how many students from the 2015 fall F-1 cohort made it through ESL 21B on their first attempt to go on to transfer-level English. What we found was surprising and disappointing. In the fall of 2015, 191 F-1 students enrolled in ESL 11A and 58.1% successfully completed the class (or 110/191 students). From the same cohort, 87/110 enrolled in ESL 11B and 70.1% passed on their first attempt (or 60/87). 55/60 students then enrolled in ESL 21 and of that group, 78.2% passed (44/55). Finally, 79.5% of the remaining 44 students successfully completed ESL 21B on their first attempt (35/44 students). (Please see Appendix 2: ESL 11A Students and Success Rate and Course Progression) These results, which we received in summer 2018, were very discouraging. However, since 2016 we have placed more focus on ensuring students master the two ESL 11A SLOs above. In fall 2017, 78.4% of F-1 successfully completed ESL 11A (as opposed to 58.1% in fall 2015).

As a result, ESL 11A instructors dug deeper into the ESL 11A success rates data and discussed ways to improve success rates. Data regarding ESL 11A shows that the student success rate increased from 60.5% in fall 2012 to 68.8% in fall 2017. If we look at the ethnic make-up of the students, Whites had a reverse trend: fall 2012 67.5% success, but fall 2017 61.4%. It should also be noted that students 50 & Older had the lowest success rate (40% in fall 2017) compared to students in other age ranges (19 & younger: 79.1%); 20-24: 68.6%; 25-29: 63%; 30-39: 57.1%; 40-49: 66.7%). Many of the students in the 50 & Older age group came up from the

noncredit program, where they had previously taken several classes. ESL instructors decided to focus their attention on improvement of these SLOs:

1. Produce grammatically accurate simple, compound, and complex sentences which demonstrate understanding of a reading or listening passage.
2. Given a topic based on an assigned reading or other medium, compose a well-developed paragraph within time constraints.

### **ESL 11B**

We likewise took time in department meetings to analyze the data for ESL 11B. In ESL 11B, we noted that the overall success rate dropped from 71% in fall 2012 to 68.8% in fall 2017. Again, it must be noted that while the other ethnic groups' success rates rose, the success rates for the White and Unknown groups dropped 72.7% - 65.9% and 81.5% - 69.7%, respectively, for the same six-year time period. One explanation for this data might be the influx of older, White students (typically from Iran and Russia) who enter the program at the ESL 10 level and who manage to reach as far as ESL 11B before plateauing. Despite their earnestness and dedication, this population often fails to progress beyond ESL 11B. In fact, in 2017, only 50% of the 50 & Older population passed ESL 11B, while success rates for the other age groups ranged from 53-80%. Likewise, fall 2017 data on success rates in ESL 21A show a 28.6% for students 50 & Older. In fall 2017, only 5 students in this age group were enrolled at the ESL 21B level. It is also noteworthy that the number of students in the ESL program in the 50 & Older age group rose from 38 in fall 2012 (2% of the ESL student population) to 58 in fall 2017 (4% of the overall ESL student population). This shift may be the result of more concerted efforts to encourage a migration from the noncredit to the credit program.

Overall Performance: fall 2017

In our spring 2018 each level examined the success rates. It's interesting to note that the success rate across the board all student groups taking credit ESL (with the exception of African Americans, a group which comprises 1.5% of the total ESL student population) for is between 73.6-74.2%. Discrepancies in success rates appear at the B level courses, specifically ESL 21A. At the ESL 21A level, Hispanic/Latino students were 78.1% successful, White students 76.4% successful, Asian /PI students were 61.9% successful. The bulk of incoming students place into ESL 21A and the issue of proper initial placement due to a lack of a writing sample in the placement exam has been a long-standing problem. As a result, many students who place into this advanced level cannot in fact write complete sentences or compose a paragraph. A validity study carried out by the Assessment Center and OIR confirmed our observations that many students were misplaced in ESL courses. We work on refinement of placement by administering diagnostic tests in our first classes of the semester and recommend that students move up or down if they have not been placed appropriately. Faculty in ESL are communicative and cooperative in accommodating the movement of students during the beginning of each semester. Sometimes we are successful in getting students to move, but generally students are unwilling to move to a lower level class.

Within the past few years, faculty in the ESL Dept had been actively involved in the statewide Common Assessment Initiative, contributing to the development of a placement test designed to be used among all California community colleges that included a writing sample. The new assessment tool would have helped us to place ESL students more accurately, and we were eagerly anticipating its roll out. However, with the passing of AB705, the Common Assessment Steering Committee was dismantled and the initiative's work on creating a common assessment instrument came to a halt. Effective immediately, California community colleges will no longer use an assessment test or place students into remedial levels of math or English. They have moved to a system called Guided Self Placement (GSP). What happens to ESL, which has been recognized as separate and distinct from remedial English, is still unclear. We have been told that we will be able to use our current placement exam (Accuplacer) at least through fall 2019. Efforts are being made by governing members of CATESOL (the professional association of ESL faculty) to ensure that the ESL population can rely on California colleges to place them correctly and offer them the academic support they need to successfully complete transfer-level English. SMC's ESL population is unlike most others in the state due to our large international population, and therefore, many of the decisions surrounding AB 705 and placement assessment does not always take international students into consideration. (See part D "looking ahead" for a continued discussion of this issue.)

Regarding age, a broad look at success rates shows that in fall 2017, age made little difference in terms of success rate. The average success rate for all groups was 73%. The highest rate was 75.2% (age 25-29) and the lowest was 69% (50 & older).

Success rates at the basic skills levels (ESL 10G/W and ESL 11A/B) are similar to those of non-Basic Skills courses (ESL 21A/B) (72.5%). Females outperformed males (77%, 69.7%). Students who reported their educational goal as Transfer succeeded at a rate of 74.1%. Likewise, students who identified as 4-Year College Student Meeting University Requirement succeeded at a rate of 75%, and students who reported Certificate as their educational goal succeeded at a rate of 73.7%. These rates are higher than those of students whose goal was Career Objective (63.2%), Educational Development (64.7%), or AA/AS Degree (64.2%). Veterans succeeded at 33.3% compared to Not Veterans (73.4%). In fall 2017, 2% of the college's population identified as Veteran, but in the ESL Dept the percentage was lower (.3%).

Currently, the ESL Dept only offers support courses online. Students' performance in on-ground vs. online classes varies by course. For example, in fall 2017, students taking ESL 14A (Pronunciation and Spelling) succeeded at a higher rate in the online section (94.4%) compared to the on-ground section (87%). In contrast, students taking ESL 28 (Academic Vocabulary) succeeded at a much higher rate in the on-ground section (82.1%) compared to the online section (57.9%). In ESL 16C (a C-level, 1-unit grammar support class focusing on sentence structure and punctuation) students taking the on-ground class succeeded at a rate of 94.7%, while their online counterparts did so at a rate of 81%. Paradoxically, students taking ESL 16B (a C-level, 1-unit grammar support class focusing on verb tenses) performed worse on ground (50% success rate) than their online counterparts (91.7%). A couple of our support classes are no longer offered on-ground due to lack of enrollment. Students in the online version of ESL 23 (Academic Reading and Study Skills) succeeded at a rate of 89.5% and students taking ESL

16A (a C-level, 1-unit grammar support class focusing on the noun system and articles) succeeded at a rate of 61.5%.

Enrollment Type:

According to fall 2017 data, the majority of the credit ESL classes are offered in the daytime (81%), followed by evening classes (10.1%) and arranged/online classes (8.9%). Course sections that meet in the early a.m. hours tend to fill more slowly, while course sections that meet during the activity hour (11:15 AM -12:35 PM) fill the fastest, regardless of the course level or instructor. This trend exists each semester. Compared to the college overall (daytime 67.2%, evening 15.5%, and online/arranged 17.3%), the ESL Department offers more of its classes during day and on-ground vs. online.

## **NONCREDIT ESL**

The noncredit ESL program has many program evaluation measures beyond the ones traditionally used in the credit program. First, as part of the WIOA grant, the ESL program has extensive testing data from required Comprehensive Adult Student Assessment System (CASAS) tests which can inform program planning and effectiveness. The CASAS data is reviewed at the beginning and end of every term, and it is used in a variety of ways. First, the CASAS test is designed to measure learning gains as students are tested upon entry into the program, and then again after 40-70 hours of instruction. The test specifies the students' "educational functional level" (EFL) and students can demonstrate a learning gain by advancing from one EFL to the next. In 2016-17, 11% of noncredit ESL students had such a learning gain as measured by CASAS. In 2017-18, 21% of students demonstrated learning gains. This lets the program know that students are learning and improving in their language abilities.

The CASAS instrument also provides data on specific areas of need in terms of learning and instruction. For example In 2017, only 25% of intermediate students demonstrated the ability to "interpret wages, deductions, benefits, and timekeeping forms" based on the CASAS test. After analyzing the data, it was determined that this was an area of need. Instructors were subsequently provided instructional resources, and encouraged to include a lesson this topic in the coming months. In 2018-19, 55% of students demonstrated proficiency with that competency. This is a recursive process as the noncredit ESL program reviews the CASAS data regularly to assess areas of need, develop and deliver instruction, and to assess progress.

WIOA also requires that the program set measurable instructional goals for its Technology Plan. To do this, instructors and students take an online survey administered by the California Department of Education's Outreach and Technical Assistance Network (OTAN). Using the results of these surveys, and the program's own observations, the program sets instructional goals related to technology. In 2017-18, one of the goals was that 50% of active students enrolled in ESL courses will access the Canvas Learning Management System and use the system to access homework and/or course announcements by the completion of the sixteen week Fall 2018 course session. This will be measured by Course Analytics in Canvas and teacher observation. At the end of the Fall 2018 term, instructors learned how to review their course analytics and to report their progress with this goal with an online survey. The goal was met, and the survey allowed us to get feedback from instructors. Building on the success of this goal, the goal for 2018-19 is *"By the end of Fall 2019, 60% of students enrolled in digital literacy enhanced course offerings will use Canvas online learning management system to communicate and collaborate online. This will be assessed by EL Civics assessments, Canvas analytics, and teacher observation."*

Finally, as part of WIOA, SMC also participates in the EL Civics program. As part of this program, students are surveyed as to what their learning needs are. In 2018, 286 students were surveyed. The top four results are below:

#### 2018 EL CIVICS NEEDS SURVEY RESULTS (286 responses)

71% Improve my study skills.

48% Apply for a new job or better job

39% Research how to achieve my personal goals

34% Learn how to be a successful employee

After learning what student needs are, the program selects CASAS EL Civics Objectives (COAAPs) that correspond to the stated needs. Last year the program selected:

- #47 Identify strategies and resources to effectively use the Internet safely
- #48 Effectively use online tools to communicate and collaborate with others
- #49 Access necessary information and use it to successfully transition to post-secondary education, training, or work
- #50 Identify and demonstrate the study skills and self-management skills necessary to successfully complete post-secondary education and training
- #52 Research, identify, and utilize employability/soft skills necessary to succeed in post-secondary education, training and employment.

After selecting these objectives, the noncredit ESL program designed and delivered 30 hours of instruction for five different levels of ESL. At the end of the instructional periods, students were assessed. The results are below:

EL CIVICS 2017-18

	# Participants	# Passers	Pass Rate
ESL 902-906	212	166	78%
COAAP 48 (F 17)			
ESL 902-906	162	97	60%
COAAP 47 (F 17)			
ESL 965	62	20	32%
COAAP 49 (W 18)			
ESL 902-906	221	137	62%
COAAP 50 (Sp 18)			
ESL 902-906	192	117	60%
COAAP 52 (Sp 18)			

At the conclusion of every assessment, instructors convene to grade the assessments and discuss improvements based on the data. According to CASAS, programs should have 80% success rate on the assessments they design. Success rates that are lower than that indicate that the assessments were either too difficult or the instruction could be improved-or in most cases a combination of both. 2017-18 was the first year that noncredit ESL participated in EL Civics, and there has been robust discussion as to how to improve instruction to meet student needs.

## D1. Objectives

*As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.*

In the summer of 2018, two instructors from the ESL Department will be creating curriculum for and teaching a summer bridge program for incoming, at-risk ESL students at Otis College of Art and Design. This relationship with Otis was forged in the fall of 2017 and came to fruition in the spring of 2018. It is a part of special programs managed by Career and Contract Education. Students in the summer bridge will be dually enrolled at both colleges, adding to SMC's enrollment numbers.

Status: Completed

Comments:

Please see D1 Looking Back for a full report.

Given the impact of AB 705 on remedial math and English courses offered at SMC, we feel it is imperative that the ESL department scrutinize its own program to see where any modifications can be made to ensure that ESL students complete their individual ESL course sequence in a timely manner. We are now in complete compliance with AB 705, which states that ESL students should finish their ESL coursework and English 1 within 3 years. However, the current atmosphere has us asking ourselves where we might make some changes to our program.

Status: Completed

Comments:

Please see section D1 for a full report.

## D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

**Creation of Linguistics 1 course:** One of our full-time faculty members collaborated with faculty in Modern Languages and Cultures and a faculty member in Earth Sciences to create a new course, Linguistics 1, and taught it for the first time in spring 2014. The course, in an on-ground and online version, continues to be offered through the Modern Languages Department and is a popular class with approximately 12 sections offered through the year. Thus, a full-time instructor for linguistics is being hired for the fall of 2019.

**Faculty Summer Institute:** The ESL faculty have exhibited dedication to improving their teaching by attending the CTE's Faculty Summer Institute each year. In 2018, seven adjunct

faculty members within the ESL Department attended this special two-week summer professional development institute. After attending, they reported on their experiences in our fall departmental flex day.

**Collaboration with Otis College of Art and Design:** In the summer of 2018 a special section of ESL 11A was designed especially for international students whose goal it was to improve their English proficiency in order to matriculate at Otis College of Art and Design. The students in the program were enrolled at SMC and received credit for taking ESL 11A, but the course was taught on the Otis campus, where the students also lived in a dormitory. This special art-based 11A course was designed by two faculty members of the ESL Department and taught by a third. All of the content of the reading, vocabulary, and listening materials was art-related. The course ran five days a week for five weeks. Fourteen students attended the program, which was fewer than was originally anticipated. The lower enrollment was due to administrative issues related to the policies for issuing visas. Academically, the Otis Summer Language Program was a success. All fourteen students passed the class and when re-tested in the fall at Otis, placed into the second tier of their ESL program. In addition to the ESL portion of the Summer Language Program, an additional two-week Creativity and American Culture program was created with the guidance of the Contract Education department at SMC, which handled the development of the curriculum and hiring of an instructor for this portion of the summer program.

**Cooperation Agreement with CSUN:** On March 16, 2018, the Department of Linguistics/TESL at California State University, Northridge and the Department of ESL, Santa Monica College agreed to the following points:

1. TESL practicum students will be allowed to complete their practicum hours in order to gain firsthand experience practice teaching with non-native speakers of English, either in an actual classroom setting through tutoring and/or small group instructional settings.
  
1. 2-4 TESL practicum students will engage in 20 hours of classroom observation led by a professional instructor and 5 hours of practical teaching.
  
1. Department of ESL at Santa Monica College will be responsible for the following:
  1. Providing the TESL practicum students with the opportunity to observe an experienced ESL instructor in action maintaining the appropriate credentials as determined by the school site and California State University, Northridge,



1. providing the TESL practicum students with the opportunity to practice-teach under the supervision of an experienced ESL/ELL instructor maintaining the appropriate credentials as determined by the school site and California State University, Northridge,
  
1. providing the TESL practicum students with the opportunity to receive professional feedback and advice,
  
1. providing the TESL practicum students with the opportunity to receive mentoring in a positive, collaborative learning environment that is student-based, and
  
1. providing the TESL practicum students with the opportunity to demonstrate direct application of ESL/ELL content knowledge and teaching strategies,
  
1. The TESL practicum students are not the instructors of record and are not permitted to assign grades. Department of ESL, Santa Monica College will provide assistance and guidance while the TESL practicum students are on campus observing ESL/ELL courses and/or practicing teaching or tutoring non-native English speakers in some capacity.

Our goals in establishing this program with CSUN were two-fold. We had hoped to observe and mentor up-and-coming ESL instructors so that we could screen for potential part-time faculty to employ in the future and provide our ESL students with additional sources of support. Another key goal was to provide students in the ESL program with another free student learning resource (in addition to tutoring) in the form of student-teacher led workshops. We advertised the workshops using flyers and posted schedules on a weekly basis in our building.

The CSUN “student teachers” were offered the chance to observe SMC’s IEP program, non-credit ESL program, and the credit ESL program. One full-time faculty member oversaw the scheduling of all observations and practice teaching events. In total, there were four student teachers who participated in the program. We queried the ESL faculty to ascertain who might be interested in allowing a student teacher to observe their classes. Because CSUN has its own IEP, none of the student teachers opted to observe classes in SMC’s IEP program. Instead, the cohort focused on observing classes in the credit and non-credit programs. The job of scheduling practice teaching workshops turned out to be a complicated task. We did our best to accommodate the student teachers and asked them to tell us what their time availability was and from there scheduled the workshops. In retrospect, we should have handled it differently because we discovered that many student teachers preferred to run workshops between 4-6 p.m., which

was less than optimal for our students. In the credit program 20 hours of workshops were offered on topics that ranged from grammar points (sentence types, verb tenses, gerunds/infinitives, comparative forms, conditionals, subject-verb-agreement, noun clauses, adjective clauses, fragments/run-ons/ comma splices, and passive voice) to writing instruction (thesis statements & paraphrasing). By far the most popular workshop was the one on thesis statements on Friday 10/126/19 from 11:15 a.m.-12:15p.m., with 23 students in attendance. Other workshops had between 1-18 students, with the average attendance being 7 students. Each workshop was observed by a full or part-time faculty member. Faculty members could apply their attendance at the workshops toward their flex time requirements. Students were encouraged to attend workshops and in some cases received extra credit from their instructors for doing so. In the non-credit program, only one class was observed and no workshops were given.

In spring 2019, we will modify our approach to scheduling workshops by providing the student teachers a calendar with times that are preferred by our students and topics that best fit our students' needs. The conclusion among the faculty involved with the implementation of this program was that we perhaps put the needs and preferences of the student teachers above those of our students. For example, we will shift the time slots of workshops to mid-day vs. late afternoon so that we can attract and serve more students. We will also give the student teachers more guidance in the development of their lessons. On this point we recently met with CSUN representatives in February to discuss the strengths and weaknesses of the lessons that were observed in fall 2018 and to develop methods for evaluating the student-teachers.

The ESL Dept was recently approached by Pepperdine University, which asked if it too could partner with SMC to place MA TESL students within the ESL Dept to carry out observations and conduct mini-lessons. Discussions are currently underway.

**Full-Time Faculty Hires:** We currently have eight full-time faculty members in our department, down from eleven in 2012. Over the past six years three FT faculty members retired and one passed away. One of our current FT faculty members plans to retire after S19 and two others may retire by F20. We are currently engaged in the hiring process and expect a new FT hire to begin F19.

**Faculty Sabbatical:** In fall 2015, one of our instructors took a sabbatical in order to 1) develop a special section of ESL 21A that would incorporate field trips to places in LA to help students develop a better understanding of the history, geography, and culture of the Southern California while building on the academic English skills required for success as a college student; 2) locate and develop open educational resources (OER) for ESL 21A that could be used by other instructors; and 3) design a web-based prototype for future OER use if/when the ESL Department decided to move away from the use of textbooks and develop our own materials. The final goal of the sabbatical was to research materials and examples more relevant to 21<sup>st</sup>-century student experiences to integrate into the Ling 1 course. Upon completion of her sabbatical, the faculty member shared the new ESL 21A course materials with the department and made them available for instructors.

## **Reconfiguring B-Level Courses of the ESL Program in response to AB 705**

In summer 2018 nine ESL faculty members (full-time and part-time) met to revise the curriculum at the B level ESL classes (ESL 21A/B). This was a volunteer effort – no stipends were awarded. The impetus for the revision stems from the passing of AB 705, a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.” Regarding ESL, AB 705 states that “instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.” ESL students have a three-year timeline, identified as six primary terms, in which to complete all of their ESL requirements and enroll in English 1.

While the ESL Department has technically been in compliance with this mandate, we took the opportunity to evaluate and modify these courses. For several semesters, the counselors who work with international students had been telling us that because students have a hard time passing ESL 21A and ESL 21B, some leave SMC to take their ESL at other colleges and then may or may not return to complete the other courses they need to transfer to a four-year college or university. Within the department, instructors of ESL 21A often noted that many students who entered the ESL program at that level lacked the language skills to successfully complete the course. Some students who were originally placed in ESL 11A based on their score on the assessment test were dissatisfied with their placement and the thought of spending four semesters working on ESL. These students waited the obligatory two weeks to re-take the placement test and some of them re-tested into ESL 21A. We noticed that those who took this route to ESL 21A did not fare well and often had to repeat the course once or even twice. Students in this situation were urged to enroll in grammar-support courses designed for ESL 21A/B students, but they were not required to do so.

It was out of our desire to help all incoming ES 21A students have a better chance at success that the faculty met to redesign our curriculum. Our current program has at its core the following courses: ESL 10G/W, ESL 11A/B, and ESL 21A/B. New students only test into 10G/W, 11A and 21A. Students who enter the program at the ESL 10 or 11A levels receive 6 hours of ESL instruction per week; however, those entering at the ESL 21A level only receive 3 hours per week of ESL instruction. Not only that, students who enter at the ESL 21A level are expected to have both the knowledge of and the ability to use more sophisticated grammar structures such as adjective and noun clauses, conditional sentence structures, and gerunds and infinitives. The reality was that the students did not only need a review of these structures, they needed to be taught them again. We knew we could not address these needs within the 3 hours of class time per week. We also knew that students did not want to be required to take ESL 11B, where these topics were addressed, if they tested into ESL 21A. Students would rather repeat ESL 21A than

go down a level to ESL 11B. It appeared that this was the time to make some significant changes to the ESL program.

In the spirit of AB 705, we elected to decrease the number of courses a student could be required to take (depending on their assessment test score) prior to English 1 while at the same time providing more support for the students who enter the program at the ESL 21A level. This way we could hopefully retain ESL students and promote their success simultaneously.

Because the changes we were proposing to ESL 21A/B were substantial, a name change from ESL 21A/B to ESL 19A/B was recommended. Our current model includes six classes: ESL 10G/W, ESL 11A/B, and ESL 21A/B. The new configuration will be: ESL 10G/W, ESL 11A, and ESL 19A/B. The number of units and hours for ESL 19A/B are different from ESL 21A/B. Currently, ESL 21A and ESL 21B are 3 units each. The new ESL 19A will be 4 units, but students will have 5 contact hours. The new ESL 19B will be a 4-unit class and students will have 4 contact hours. We will take ESL 11B out of the course sequence; however, by making ESL 19A 4 units/5 contact hours, we hope to both better assist students moving up from ESL 11A (a 6-unit course) and new students who test into the ESL 19A level as both groups need more time per week studying English. We strategically parsed out grammar content from ESL 11B and ESL 21A that could be combined into the new ESL 19A class. Like the present ESL 11B, ESL 19A will move students from writing a paragraph to multi-paragraph essays. In addition, we are considering allowing students who do exceptionally well in ESL 19A (A grade) to be permitted to skip ESL 19B and move on to English 1. ESL 19B will continue to focus on essay development but will include a research paper, summarizing and paraphrasing skills, and more practice with sophisticated grammatical structures such as noun clauses and reported speech. Likewise, more weight will be accorded to revision work done outside of class, which should allow students a better chance of achieving a higher course grade. To view a visual of our intended program changes (Please see Appendix 5: Revised Course Sequence).

## **NONCREDIT ESL**

Since the last Six Year Program Review, the noncredit ESL program has fully implemented the requirements of WIOA and AEBG/CAEP including a placement/orientation protocol. As a requirement of WIOA, the noncredit ESL program has developed and implemented a Technology Plan, a Professional Development Plan, and an Integrated EL Civics Plan approved by the state. The program has successfully implemented an effective CASAS pre- and post testing, and fully implemented the EL Civics program in five different levels of instruction in 2017-18. In 2017-18, the program rewrote the core curriculum (ESL 901-906) to integrate digital literacy and academic and career readiness into each of the six core courses. Finally, students have demonstrated increased learning gains as measured by the CASAS pre and post tests.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

At the end of our last six-year program review, in addition to a number of commendations, the ESL Department received six recommendations (in bold below) for program strengthening. It was suggested that we:

- 1. Use the annual program review process to determine which research information is essential and link it to annual program objectives.** We have followed up on this recommendation and asked for assistance from OIR.
- 2. Establish a systematic cycle for planning and review of department objectives and initiatives.** We have incorporated this mandate into our Fall Departmental Flex Day meeting.
- 3. Follow up to ensure that consistent and common definitions and measures are used to assess and report SLOs among multiple sections of the same courses.** To accomplish this, we strengthened the cohesiveness of our course levels by appointing two instructors to lead each of the levels, uploading all course level information (including sample lessons, exams, and rubrics on a google-doc homepage for instructors), holding regular norming sessions for instructors, and using flex days and department meetings to break out into small groups according to course levels. Instructors are in close contact with one another to ensure that they share common definitions and measure to assess SLOs. ESL 11A/B have adjusted the rubrics used for the course writing portion of the final exam so that it coordinates with the rubric that is used for ESL 21A and ESL 21B
- 4. Explore strategies for more accurately identifying the educational goals of noncredit ESL students.**

72% of noncredit ESL students have their goal as “unreported” in MIS. As noted in the previous section, until recently, it was not clearly understood why the majority of noncredit ESL student goals appear as undecided or unreported in MIS. It was first hypothesized that the students did not understand the language of the question. It is now clear that the the noncredit ESL intake form does not ask for students to state their educational goal, and this is why the majority of noncredit ESL student educational goals are marked as undecided or unreported. Some data do appear in MIS, but that is likely from noncredit ESL students who have completed the SMC online application/CCC apply on their own. The Dean of Enrollment Services and the Dean of Noncredit and External Programs are working to develop a new noncredit intake form that will include a question about educational goals.

While the data on noncredit ESL student educational goals is not reliable in MIS, the program is able to get detailed data on students’ educational goals through other means. Since 2014, the noncredit ESL program has data on noncredit ESL students’ goals from the CASAS TOPSpro Enterprise data. All noncredit ESL students are required to complete an entry form which asks them to list a primary and a secondary educational goal. It is also required that students complete an update form which asks students to report progress on their goals at the conclusion of the term. In addition to this program requirement, all noncredit ESL students are also surveyed once a year on their specific learning objectives as a requirement of the EL Civics program. The program then designs and delivers instruction specifically tailored to those objectives, and assesses students on their attainment. Through the TOPSpro data and the results

of the EL Civics survey, the noncredit ESL program is able to get reliable data on the educational goals of its students.

**5. Review and revise existing certificates of completion for noncredit ESL and explore the efficacy of developing departmental certificates for the credit program.** As noted above in Section C, Part 3, Title 5 Ed Code prohibits the issuance of certificates for Basic Skills and ESL courses in credit. This is very challenging because at the same time, according to the state's new funding formula, certificates factor in significantly. We hope some changes will come this year after State Plenary in April.

Regarding Noncredit ESL, the noncredit ESL courses were submitted and approved by the state as Career Development and College Preparation (CDCP) courses that apply toward a noncredit certificate of competency. "A noncredit certificate of competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses" (PCAH 6th Edition 2017).

In 2017, the new faculty lead began the process of reviewing the existing certificates of competency in noncredit ESL. This proved to be a challenging process as the courses were submitted for approval many years ago, and there is no longer a record of when the courses were submitted and how the certificates were configured. It took some time to determine whether the courses were approved as CDCP certificates, but it appears that they were approved by state in 2010. However, in the process of revising the noncredit ESL Course Outlines of Record, it was discovered that the noncredit ESL courses were not submitted for local approval as a program in Curricunet.

The noncredit ESL program is currently working to sequence the noncredit ESL course offerings so that students may be able to earn a certificate of competency. The noncredit faculty lead has contacted other colleges that have successfully created certificates of competency in noncredit ESL to research best practices. A noncredit curriculum work group will convene in Spring 2019 to first revise the support course outlines and then to develop certificates of competency in noncredit ESL. The work group will submit the certificates of competency for approval by the SMC Curriculum Committee after the course revisions for the nine noncredit ESL support courses have been approved. As noted earlier, certificates of competency won't be viable until noncredit programs have transcribed progress indicators to document course completion. It appears that this will soon be in effect at SMC. In preparation for this, the noncredit ESL program developed progress indicators for the program in Spring 2019, and the program plans to implement them as soon as they become available in WebISIS.

**6. Follow up with the Life Sciences Department to discuss strategies for helping ESL students struggling with those courses.** Up until fall 2015, the ESL Dept. was working together with the Life Sciences Department to assist at-risk ESL students enrolled in their courses. Keith Graziadei had been holding special workshops for ESL students taking Life Sciences classes for several semesters. In the fall of 2015, the Chair of ESL, Toni Randall, decided to discontinue the workshops due to low enrollment. The data on success rates within Life Sciences shows the following trends. In the department overall, the success rates for F-1 students has increased since 2015 (F15 = 79.5%; F16 = 82.1%; F17 = 86.9%). The category of Unknown shows different data, however (F15 = 55%; F16 = 55%; F17 = 58.8%). We suspect that within this Unknown group are undocumented ESL students, but we don't know for sure. In addition, when parsed out by course, it is apparent that students in the F-1 and Unknown categories continue to struggle with both Anatomy and Physics, but they do reasonably well in Biology and Microbiology. For Anatomy, success rates were low for all groups, not just F-1 and Unknown. Success rates for F-1 students taking Anatomy: F17 = 57%; Unknown 33.3%; US Citizens = 54.2%). But for Physics, residents out-perform students in the F-1 and Unknown categories. Success rates for F-1 students taking Physics (F17 = 66.7%; Unknown 58.3%; US citizens: 76.6%). We currently have no plans to revive the connection with Life Sciences, but we are open to meeting with the Chair, Alex Tower, to explore new ways to support ESL students taking Life Sciences courses.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

AB 705 has had a significant impact on the college and we anticipate, on the ESL program. Both the English Department and Math Department have had to update curricula and work toward moving away from a placement exam and toward using multiple measures to place students at appropriate course levels. Although ESL is quite different from remedial English, ESL programs have also been mandated to ensure that all incoming ESL students complete ESL and transfer level English (English 1) within 3 years. We were also warned that Accuplacer, the current placement instrument, could be eliminated in favor of other forms of multiple measures for assessing placement. With a robust international student population, the threat of losing our placement tool as well as the mandate to reduce student time spent in ESL courses prompted us to find out how other community colleges within California were coping. In the spring of 2018, the full-time faculty reached out to colleagues at other community colleges in the state to find out the following about each college: How many "core/required" classes does the school's ESL program offer before transfer level? Is there a placement test being used, such as Accuplacer, and/or are multiple measures being used to place students? Can students retake the placement exam? How many units within the ESL program offer transferability? What percentage of students within the ESL program are F-1 visa holders? Does the ESL program have a noncredit component? What we learned from this endeavor is that smaller schools with no F-1 students are attempting to use a Self-Placement model vs. rely on an assessment test, while those schools with larger ESL programs are working with CATESOL to advocate for using an assessment test.

This discussion is ongoing and nothing concrete has been decided by the Chancellor's Office. As stated in Section D1, we have taken action to re-design and streamline our ESL program so that students can complete required ESL courses and English I within the three-year time requirement outlined by AB 705.

## **NONCREDIT ESL**

AB 705 may affect the noncredit program in that a students' performance in the noncredit program may potentially be used as a multiple measure for placement into the credit ESL program. The program has prepared for this potential eventuality by aligning the new curriculum with credit ESL SLOs and by developing Progress Indicators for noncredit ESL.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

In 2017 the ESL Dept. received a Margin of Excellence Grant from the SMC Foundation. The money was spent to improve the appearance of the inside of the building. Our previous Program Reviews reported on the dismal state of disrepair the building was in – with peeling paint on the hallway walls and artwork dating back to the early 1980s. In addition, the bathrooms were falling apart. With the grant money we received, we purchased 1) a large (110" x 76.5") world map that is attached to corkboard backing, 2) a 48"x36" glass display case, 3) 17 vintage-style posters featuring travel destinations in California (24"x32") and 17 frames to put them in. In addition, we asked that the walls and doors inside the ESL Building be painted and bathrooms updated. In the summer of 2018, the walls were finally painted and our new purchases hung. 11 of our 20 doors were painted, despite our asking numerous times for the job to be completed. These changes have improved the appearance of the building tremendously. The student bathrooms were redone as well; however, what was once the men's restroom that could accommodate two people is now a single-occupant only restroom designated for both men and women. This makes it very difficult for the men to utilize the bathroom and often times there are a lot of guys in the hallway waiting to use it. We put up a hand-written sign encouraging the women to use the women's restroom around the hallway because that restroom accommodates two people vs. one.

Overall, we are very pleased with the outcome of work done on the ESL Building. We think the changes have boosted instructor morale and made the building more inviting to students. The long term plan for the ESL Building is still unclear. We have heard rumors that our building will be demolished once the Student Services Building is completed and a temporary classroom building is erected near the present-day Administration Building. We understand that the timing and location of program moves is dependent on a number of factors and we might not move from this building for several years.



## NONCREDIT ESL

N/A

### 5. Describe departmental efforts to improve the teaching and learning environment.

The ESL Department offers the following activities to enhance the program and provide students with additional modes of language practice:

#### **The Language and Cultural Exchange Program**

Background: In the summer of 2008, three part-time faculty members approached the department chair with the idea of pairing ESL students with native speakers in Modern Languages and Cultures studying the language(s) spoken by the ESL students so that both the ESL and native speaker students could "exchange" primarily listening/speaking practice in their target language with each other. After discussing this with the chair of the ML&C department, the pilot of the Conversation Exchange Program was run in fall 2008. Applications were accepted from interested students in both departments and a handful of faculty from ESL sorted through them, pairing ESL students with native speakers according to days/times they were available to meet and what language(s) they wanted to practice. Determining success of the program has proven problematic, however, as participants often do not respond to email inquiries from the supervising faculty either during the semester or at the end (when student evaluation of the program was solicited). It was determined that closer supervision by faculty might be required in order to assess the program's effectiveness, and each semester modifications to the program have been made. By fall 2012, the program had evolved considerably in order to address challenges (students who stopped meeting mid-semester, thus leaving their partner without a peer; continued difficulty in getting feedback regarding the program's effectiveness). One part-time faculty member devised and implemented an online application form, greatly streamlining the process. Previously, instructors in both ESL and ML&C departments distributed and collected hardcopy application forms, forwarding them to supervising faculty members, who then sorted through them, pairing individuals and emailing students to let them know who their conversation partner was and directing them to contact each other to begin meeting. This was a labor and time-intensive process that took several weeks to accomplish as typically 130-150 students apply for the program each semester and 2-3 faculty coordinate various aspects of it, led by one part-time faculty member, who has been involved since its inception. The online form allows students to submit their applications immediately and renders the sorting process less cumbersome. Furthermore, students are no longer paired but placed in groups of 4-6 instead. This addresses the problem of one student dropping out of the program leaving the other without a partner. Finally, with assistance from the International Education Center, an orientation meeting is now held at the beginning of the semester, which all applicants must attend in order to be considered for the program. During this orientation session, students meet their group members and establish schedules. In addition, faculty supervisors present a variety of topics the groups might want to discuss throughout the semester and general guidelines for conducting the exchange process are presented. Another get-together is held at the end of the semester, at which students are invited to give feedback and offer suggestions for improvement to the CEP. In the fall of 2018, the Conversation Exchange Program was managed

by two part-time ESL instructors and one instructor from Modern Languages and Culture. The Language and Culture Exchange is a unique opportunity to meet and converse with people of other language backgrounds and cultures. Students use Canvas to find and contact a partner. Once two students have mutually agreed to be language/culture partners, they decide the times/location that they will meet in person weekly to practice their language skills and/or learn about culture. To participate, students enroll in the section number provided at the beginning of each semester before the deadline. It's free and non-credit, and it will not affect a student's transcripts in any way. Once a student adds the section, the program will appear in Canvas along with the student's current classes, and the student will find instructions there on how to find and contact a partner.

**Supplemental Workshops for Students:** Through our Agreement with California State Northridge's Department of Linguistics/TESL (see Section D1) we have been able to offer many free workshops for students.

**Extra-Curricular Department-Led Clubs:** Over the past four years, we have offered a variety of clubs for our students to participate in:

**The Conversation Club/Group:** This group is led by one of our Instructional Assistants and is very popular. In the meeting, the IA presents a topic, relevant vocabulary, and sentence structures to facilitate discussion. We used to hold this club on Fridays, but as we attendance drop, we moved the club to the Activity Hour on Thursdays.

**The Book Club:** This group is co-led by two adjunct ESL faculty members. A novel or work of non-fiction is chosen each semester and comprehension questions are distributed each week. Discussions are facilitated by the group leaders and within them, vocabulary and other relevant topics are discussed. The Book Club meets on Fridays from 11:30AM to 12:45PM.

**The Movie Club:** This club is led by an adjunct faculty member. He selects films to be viewed, engages the students in a pre-viewing discussion, and maintains a very impressive website devoted to the club. This club meets on Friday afternoons, after the Book Club.

**The Games Club:** This club has been led by two adjunct faculty members, who bring in board games and play them with ESL students. This club was established in fall 2017 and ran for two semesters. It did not run in fall 2018 but there has been discussion about resurrecting it spring 2019 but in a new form. We are considering holding a "Game Night" maybe once or twice this semester rather than running a weekly club. We hope that in this way we can attract more students and faculty members to participate.

**NONCREDIT ESL**

The noncredit ESL program supports teaching and learning in many ways. First, the Course Outlines of Record have been extensively revised to include more academic rigor, digital literacy, and workforce readiness skills. This will better prepare students for employment or to be successful in college level-credit coursework. Teachers are supported with the Tech Mentor program which was established in 2017-18 to assist noncredit ESL faculty in using technology effectively in the classroom. In addition, the noncredit initiatives and grants have supported noncredit ESL teachers in attending conferences such as CATESOL, TESOL, the Curriculum Institute, the Career and Noncredit Institute, and the CASAS Summer Institute. To further support instructors, the faculty lead meets regularly with the faculty to collaborate and solve problems as a cohort. The faculty lead also manages the effort to collaborate with SMC's Consortium partner Santa Monica Adult Education which resulted in a Tech Share Day in Spring 2018, and a professional development series on Preparing Students for College and Careers offered in 2019. The 2019 workshop series included a session on Using Technology to Teach Vocabulary, and workshop on Teaching Reading led by the author of the Oxford Picture Dictionary and the Step Forward series which has been adopted by SMC.

Noncredit ESL instructors at SMC have the same minimum qualifications as credit ESL instructors. However, noncredit ESL instruction has a reduced load factor and is compensated less than credit ESL. At some institutions this can result in issues with low morale and divisions between the credit and noncredit faculty. Thankfully this has not been the case at SMC. Many ESL teachers enjoy teaching in both credit and noncredit programs for various reasons. Because more than half of the noncredit ESL instructors have previously taught or concurrently teach in the credit program, there is a sense of unity in the program. Most noncredit ESL instructors recognize that credit and noncredit students are all SMC students, and that we have two different but equally viable programs to serve them and meet their needs. In the past several years, the program has worked to make the noncredit ESL program more visible to the campus at large by presenting at Flex Day and at campus meetings and at the department level by informing the credit ESL faculty about the noncredit program and encouraging their understanding and involvement. The noncredit ESL program has made it a priority to value noncredit instructors' contribution to the program by ensuring that noncredit ESL teachers are compensated for all the time they spend outside of class in professional development, meetings, curriculum development, grading sessions, and trainings. The noncredit initiatives fund this involvement.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

The ESL Department offers tutoring services for ESL students enrolled in courses at Santa Monica College. Our tutoring services are coordinated by a full-time faculty member. The tutoring program goals continue to focus on the following areas.

1. Assist students in improving their English language skills.
2. Provide assistance with study skills and resources to help students succeed in college.
3. Provide feedback to our department on which topics and from which courses students are seeking additional support.
4. Introduce ESL paraprofessionals and professionals to our department and offer them opportunities to gain experience and assist them in becoming instructors if that is their goal.

The ESL department offers tutoring services for any ESL student at Santa Monica College. The majority of students who utilize ESL tutoring services seek support for the current ESL courses they are enrolled in. However, since opening up tutoring services to ESL students not taking ESL classes, we have observed ESL students coming to tutoring for a variety of courses they are enrolled in. For example, in the Fall 2018 semester, some students came to ESL tutoring for support in Entertainment Technology, English 1, English 2, Philosophy, Psychology, and Theater Arts.

Beginning in Summer 2017, the college switched to a campus-wide tutoring reservation system called WOnline. Most tutoring programs on campus now use this reservation and tracking system. One main advantage of this system is that it makes it easier for students to make appointments for different academic programs (e.g. ESL, Computer Science, Math, etc). WOnline has a reporting mechanism that allows tutors to indicate what was reviewed during the session. We also capture data related to the class the student is enrolled in as well as the instructor the student has. Our department runs reports twice each semester detailing which students have accessed ESL tutoring services and what they reviewed with the tutor. We then share this information with faculty members whose students have attending tutoring. We are also able to use this data to make decisions regarding our tutoring program (e.g. Offering more tutoring hours, changing the days or times tutoring is offered).

Students can sign up for two 30-minute tutoring sessions each week. We limit the total number of appointments to 8 per month to prevent students from taking up too many of the appointments. However, we can quickly and easily modify this limit depending on student demand. We also allow students to make back-to-back reservations allowing students a 60-minute appointment option. With the new reservation system, students can only make appointments 10 days in advance. We believe this has helped prevent students from monopolizing the ESL tutoring services. With the new reservation system, we are able to adjust our cancellation policy. Currently, students must cancel their appointment 14 hours in advance in order to avoid a “no-show”. If a student accrues 3 no-shows in one semester, their account is automatically blocked. Students can have their account unblocked after they meet with the ESL tutoring coordinator to discuss the importance of not missing tutoring appointments. On average, only 1-2 students have their accounts blocked each semester, so the department feels the new reservation system is helping students avoid no-shows.

The ESL department employs three part-time instructional assistants to serve as tutors. During fall and spring semesters, we offer approximately 30-35 hours of tutoring per week. During summer and winter semesters, we offer approximately 21-23 hours of tutoring per week. The department offers less tutoring hours during summer and winter semesters because we offer less courses during these shorter semesters. In the past, we have had to rely on instructional faculty to supplement our tutoring hours. However, with our current weekly tutoring offerings mentioned above, we have not had to rely on instructional faculty any longer. However, faculty members are allowed to tutor as part of flex-time credit if they want.

The full-time faculty member that coordinates tutoring stays in close communication with the instructional assistants. The IAs are able provide quick feedback on any issues that may arise during the semester. For example, we had some computer issues with the ISIS log-in computer during the Fall 2018 semester. We were able to quickly resolve this because the IAs informed the faculty coordinator of the issue.

One significant change to our ESL tutoring program that was made during the Fall 2018 semester was moving the ESL tutoring room to a new location. The previous tutoring room was a utility closet located in the ESL building that contains Telecom equipment. The space was very cramped and not conducive to tutoring. As a result, we moved the tutoring room to an unused office in the ESL building. The new tutoring room is quite large and has good ventilation and lighting. The department has also ordered new desks for the tutoring room. The department believes these changes will encourage even more students to utilize ESL tutoring services.

The number of tutoring appointments remains consistent across semesters. We average 400-450 appointments during fall and spring semesters and 80-100 appointments during winter and summer semesters. Tutoring appointments are lower during the summer and winter semesters because we offer less courses. Please see Figure 1.1 below for specific data on appointments broken down by semester.

The new tutoring reservation system has an internal survey which is automatically emailed to each student who attends a tutoring session. The students are asked several questions about their tutoring session, the tutor's knowledge of the subject, the tutor's tutoring skills, and their confidence level in succeeding in their class after the tutoring session. Our department is able to quickly generate a report from this data. For example, in Fall 2018 out of 415 appointments, 207 surveys were completed. In response to the question, "Overall, how would you rate this session?" 75% of the respondents answered "Excellent", 9.6% answered "Good", 3.38% answered "Mediocre", and 6.76% answered "Poor". In response to the question "Rate your level of confidence in succeeding in this class after your tutoring session", 54.48% of the students rated their confidence level as excellent, 26.73% of the students rated their confidence level as good. 3.61% of the students rated their confidence as mediocre, and 6.5% of the students rated their confidence level as poor.

We are also able to run statistics on what topics students discussed with tutors. The survey data and the topics that were covered will continue to help us make changes to our tutoring program to meet the needs of our students.

We have been offering tutoring services for noncredit ESL students since 2015. We provide an hour of tutoring twice each week on Tuesdays and Wednesdays. The noncredit tutoring is a “group tutoring” session with one of our IA’s facilitating the group session. Initially, we only offered noncredit tutoring during fall and spring semester. However, beginning in Summer 2018, we began offering noncredit tutoring during intersessions. Attendance has been very strong each semester, so we plan to continue offering tutoring in our noncredit ESL program. See Figure 1.2 for a breakdown of attendance by semester.

Students enrolled in online ESL courses can also make appointments with our tutors. In addition to these regular tutoring appointments, students taking online ESL courses can also use SmartThinking, which is a third-party tutoring service the college provides for online courses. All of our online ESL courses use SmartThinking.

## **NONCREDIT ESL**

### **FIG**

Tutoring was introduced to the noncredit ESL program in 2016-17. A tutor has been assigned two afternoons a week 12:30-1:30 to accommodate students who attend the morning classes 9:30-12:30 and students who attend afternoon classes 1:30-4:30 pm. The program did not collect data the first year, and there was an adjustment period as the tutor experimented with different ways to assist the students. At first the model was similar to the tutoring in the credit ESL program, where the tutor attempted to assist students one-on-one. This became untenable as the numbers of interested students increased and there was not enough time to serve all the students. The tutoring delivery was eventually changed to be a forum for students to ask for and receive assistance in small groups. In Fall 2017, the tutor had 329 student contacts. In Spring 2018, there were 332 student visits to the tutor. In Summer 2018, the program offered tutoring in the intersession for the first time and there were 75 contacts with the tutor. In Fall 2018, there were 242 student visits to the tutor. In general, noncredit ESL instructors inform students of the tutoring and encourage students who have questions or need extra assistance to visit the tutoring sessions.

## **D2: Moving Forward**

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Student demand for 8-week compressed courses resulted in our offering more sections of ESL 21A/B in the 8-week sequences. Although the success rates do not appear to be different in 8-week vs. 16-week sections, some faculty members still have some pedagogical concerns connected with the fast pace of the class. In addition, the sections of 8-week classes almost did not all fill fall 2018 and spring 2019. As a result, while we will continue to offer 8-week sections of ESL 21A/B, we will reduce the number from 7 to 4 in fall 2019. It should be noted that if our new courses, ESL 19A and ESL 19B are approved, we will discontinue the use of compressed courses as these new courses will be higher in units and contact hours, thus hopefully more effectively meeting students' needs.

Departmental flex days have been devoted largely to addressing issues related to student success in SLOs #1 and #2 in ESL 11A, 11B, 21A, and 21B and to developing changes to course content. We will continue to utilize flex days and norming sessions to improve our methods of teaching and assessing these SLOs. We currently use Google Docs to record our SLOs for each course as well as record data related to student success. Keeping this information "live" encourages all faculty to be reflective when creating materials for courses and assignments.

We recognize that success rates dropped in ESL 11B, specifically for students ages 50 & Older. Many of these students have migrated from the noncredit program and do not have Transfer as their goal. It is unclear if our rigorous, academically-oriented program is the right fit for this population, or if we need to consider creating other classes to meet the needs of this student group.

Because of low enrollments in many of our support classes, we will also explore the possibility of creating "mirrored" courses. Please see Section D2 Objectives.

### **NONCREDIT ESL**

A review of the CASAS pre and post-test data reveal that our students are making learning gains overall with 21% of students advancing an educational level in 2017-18, up from 11% the previous year. EL Civics assessments earned 71 pay points in 2016-17, and earned 605 pay points in 2017-18. Students earn pay points by passing authentic assessments designed to measure their attainment of instructional objectives. These data indicate the program as a whole is making tremendous strides and students are demonstrating their learning. The program plans to continue the work of delivering instruction tailored to the needs of the students, and to continue to collaborate to share instructional resources deliver the instruction in an effective manner.

As noted before, the program is working to align the requirements of the grants with the SLOs in the newly revised course outlines. Because the core courses, 901-906 have been revised with new SLO's, there is not yet any SLO data for those courses. There is some data for the

noncredit ESL support courses. The data reveal that for some courses, 100% of the students have met the standard, while in other courses, no data have been reported at all. This likely reflective of the fact that noncredit ESL, instructors have only recently become accustomed to using MProfessor and the online roster and not every instructor was aware of the necessity of entering SLO progress at the end of the term. Of the instructors who were aware, there has not been a consistent understanding of how to assess whether or not a student “meets the standard” of a particular SLO. Because of this, the current data may not be useful as a measure of program effectiveness. Going forward, the noncredit ESL program will work to develop assessments for all the SLO’s in the new courses and to apply the standards consistently.

## **D2: Objectives**

Objective #1

**Objective: NONCREDIT ESL**

**Increase the number of students who articulate from adult education to noncredit ESL, and from noncredit ESL to credit bearing or career pathways programs.**

**Area/ Discipline/ Function Responsible: All**

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments: Comments:**

To increase the number of students who articulate from the local adult education provider and SMRC partner Santa Monica Adult Education Center (AEC), the SMC faculty lead meets regularly with the AEC faculty lead. The two programs share course schedule information and curriculum updates . The SMC noncredit ESL and the AEC ESL faculty coordinate shared professional development events. Instructors at the AEC are now familiar with the SMC noncredit offerings and refer their ESL students to SMC when appropriate. Currently, there is no way to gather data on the number of students have come from the AEC, but the noncredit program has purchased a software program which may begin to collect that data in the future.

Students in the noncredit ESL program are always encouraged to consider enrolling in the credit ESL program when appropriate. In the past two years, there has been a stronger effort to prepare noncredit ESL students for academic success. In 2018, integrated skills courses (901-906) were revised to include more academic readiness skills including reading, writing and digital literacy. A barrier that many noncredit ESL students face when entering the credit program is their unfamiliarity with digital platforms. For that reason, the noncredit ESL program has systematically worked to help students acquire basic digital literacy skills needed for college



success. In addition, the EL Civics Objectives and Additional Assessment Plans (COAAPS) offered in the integrated skills courses in 2017-18 and 2018-19 included objectives that focused on skills necessary to succeed in post-secondary education, training and employment. Each individual EL Civics COAAP requires thirty hours of instruction and that students demonstrate their attainment of the objectives through a series of authentic assessments. All of the EL Civics objectives support students who endeavor to transition a credit or vocational training program.

While the noncredit ESL faculty have been focused on preparing students academically, the noncredit counselors complement this effort by identifying students who have the educational goal of transitioning to the credit program and offering them counseling and assistance. In Spring 2019, the noncredit counseling program offered a new noncredit Certificate of Completion in Counseling (Counseling 901 and 902) which helps students prepare to transfer to the SMC credit program. Twenty four noncredit ESL students enrolled in the first course offered in Spring 2019.

Currently about 8-9% of noncredit ESL students make the transition from noncredit ESL to the credit ESL program. The new ESL curriculum and the new counseling certificate have only just begun to be offered in Spring 2019, so it will take several more years to determine whether or not these efforts are translating into higher transition rates.

While it is difficult to claim with certainty that more noncredit ESL students are transitioning to credit, we can confidently state that more students are entering career pathways. In the past year, noncredit ESL students have started to take advantage of career training offered through the noncredit program. In Fall 2018, noncredit short term vocational certificates were offered for the first time at SMC. These courses were designed to offer students the opportunity to earn a certificate of completion that could lead to employment, or could serve as an entry point for a career pathway. In Fall 2018, 54 noncredit ESL students enrolled in the first SMC Business Essentials (Bus. 901) that was offered at SMC. Many noncredit ESL students are highly interested in pursuing the business career pathway, and the program will continue to support ESL students who are pursuing this pathway through specialized EL Civics instruction that supports them and the development of English for Special Uses courses which will support ESL students who are in vocational training at SMC.

Objective #2

**Objective:**

**NONCREDIT ESL**

**Develop and share SLO assessments in Noncredit ESL 902-906.**

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

SLO Assessment Data

**External Factors:**

<p><b>Timeline and activities to accomplish the objective:</b> By Spring 2020.</p>
<p><b>Describe how objective will be assessed/measured:</b> The shared resources website will have assessments posted for each level (902-906).</p>
<p><b>Comments:</b> Starting in Spring 2019, noncredit ESL has begun using new COR's in ESL 902, 903, 904, 905, and 906. Each course outline has four SLO's. The noncredit ESL program will develop assessments/activities to measure each SLO, and share the assessments on the program's shared resources website.</p>
<p>Objective #3  <b>Objective:</b>  NONCREDIT ESL  Develop and implement progress indicators in noncredit ESL.</p>
<p><b>Area/ Discipline/ Function Responsible:</b> All</p>
<p><b>Assessment Data and Other Observations:</b></p>
<p><b>External Factors:</b>  Other Factors  In order to award certificates of competency in noncredit ESL, progress indicators will need to be implemented. Progress indicators will also make it possible for progress in noncredit ESL to be documented and potentially be used as a multiple measure in placing noncredit ESL students into the credit ESL program.</p>
<p><b>Timeline and activities to accomplish the objective:</b> By the end of Fall 2020.</p>
<p><b>Describe how objective will be assessed/measured:</b>Progress indicators will be added to WebISIS and noncredit ESL instructors will indicate student progress in Mprofessor at the end of the term.</p>
<p><b>Comments:</b> As a step the process of developing noncredit ESL certificates of competency (as recommended in the previous Program Review) noncredit faculty will develop assessments for SLOs, and designate criteria for "meets standard" and for using SLOs and other assessments to make the determination as to whether or not a student is P, NP, or SP.</p>
<p>Objective #4  <b>Objective:</b>  NONCREDIT ESL  Develop certificates of competency for noncredit ESL.</p>
<p><b>Area/ Discipline/ Function Responsible:</b> All</p>

**Assessment Data and Other Observations:**

**External Factors:**

Program Review Committee Recommendation

**Timeline and activities to accomplish the objective:** End of Fall 2021.

**Describe how objective will be assessed/measured:** Students will earn certificates of competency for ESL.

**Comments:** Noncredit ESL CDCP certificates were approved at the state in 2010; however, they still need to be approved as a program at the local level and to date no student has earned a certificate of competency in ESL. New noncredit ESL certificates of competency will be created after the nine support courses have been revised and approved by the state. The certificates will be submitted to the Curriculum Committee, and then forwarded on to the state by Fall 2019 or Spring 2020. Once approved, the noncredit ESL program will begin to award certificates of competency to students who complete the required sequence of courses.

Objective #5

**Objective:**

**NONCREDIT ESL**

**Develop English for Special Uses Courses**

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

Other Factors

Noncredit ESL will develop this sequence of two courses that will allow students to earn a certificate of competency. As per the requirements of the WIOA Integrated EL Civics plan and the Strong Workforce plan for noncredit, these courses will support English Language Learners on a specific career pathway.

**Timeline and activities to accomplish the objective:** Spring 2020

**Describe how objective will be assessed/measured:** Courses and certificates will be approved at the local level and the state level.

**Comments:** Noncredit ESL will develop a certificate of competency in English for Special Uses. This certificate will be designed to be a companion course to a CTE credit or noncredit short term vocational course for advanced level ESL students. The course will include

vocabulary, language, workforce readiness, reading and writing and will have the potential to be contextualized for a variety of career pathways.

Objective #6

**Objective:**

**Explore making some ESL support courses "mirrored" classes, where credit and noncredit ESL students take the same class concurrently.**

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

Other data or observed trends

**External Factors:**

**Timeline and activities to accomplish the objective:** One year. We hope to offer these classes beginning in fall 2019 if possible.

**Describe how objective will be assessed/measured:** We must get the idea approved through the Curriculum Committee and the Academic Senate.

**Comments:** We hope that by creating "mirrored" sections we can boost enrollment in these courses.

Objective #7

**Objective:**

Create a new, advanced speaking & listening course.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

Other data or observed trends

**External Factors:**

**Timeline and activities to accomplish the objective:** One year.

**Describe how objective will be assessed/measured:** A subcommittee of ESL faculty members will meet to write a Course Outline for this new course in summer 2019.

Objective #8

**Objective:**

**Create a new advanced reading class that incorporates works of fiction and non-fiction, including current events.**

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

Other data or observed trends

**External Factors:**

**Timeline and activities to accomplish the objective:** One year.

**Describe how objective will be assessed/measured:** A subcommittee of ESL faculty members will meet in summer 2019 to write up a course outline which will be sent to the Curriculum Committee.

**Comments:** We hope to offer the class in fall 2020.

## **E. Curriculum Review**

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

As was noted in Section C: At each department meeting and on each departmental flex day, the ESL faculty break out into course levels. At this time, sample syllabi are reviewed at each core course level (ESL 10G/W, 11A, 11B, 21A, and 21B). Instructors are led by a course level supervisor. At most levels, there is one full-time instructor and one adjunct serving as the course supervisors. All instructors teaching a course review the SLOs and course objectives. They are also directed to a Google Doc "homeroom" for the course, where they can find the official course outline of record, lessons, activities, and assessment tools for each unit covered in the text. All instructors are encouraged to upload new materials to the site. In this meeting, instructors also review the data on SLO mastery and to discuss whether or not to modify an SLO. Once instructors have finalized their syllabi, they are asked to send a copy of it to course leaders. In this way, course leaders can see if the course syllabi are aligned with the course outline of record.

Each core course builds on the skills of the course before it. The culmination is in ESL 21B, where students use all skills to write essays in which they cite outside sources. When students succeed in ESL 21B, we believe they have the skills to succeed to transfer level English.

Over the course of department meetings in spring 2018, the faculty decided to make adjustments to the ESL course sequence. We did so in response to AB 705. Although the ESL program was already in compliance with the three-year timeline to complete ESL courses and transfer-level English outlined by AB 705, the department voted to revise the program. Volunteers met in the summer of 2018 to redesign our course sequence and rebuild our advanced courses. The committee included full-time and adjunct instructors and met every day for one week to complete this task. We hope that the changes we have proposed will result in higher success rates.

### **NONCREDIT ESL**

Meetings with noncredit ESL instructors are held at the beginning of each semester to review curriculum and textbooks and to suggest changes that will support student success. Since the last Program Review, the WIOA II grant, the CDCP requirements, and SMC's participation in SMRC have resulted in a stronger need for a curriculum that includes college and career readiness skills, digital literacy, and more robust academic skills. In Spring 2017, faculty expressed dissatisfaction with the textbooks in the core courses (901-906) and elements of the core course outlines.

In Fall 2017, the program began the process of extensively revising the noncredit ESL COR's beginning with the integrated skills courses (901-906). To get the overall input of the faculty, there was a general faculty meeting/workshop in which participants suggested overall SLO and curricular changes for the integrated courses (901-906). Interested noncredit faculty were then invited to join a faculty work group to rewrite the curriculum and to select new textbooks for each of the six levels of instruction. Three part time faculty members and two full time faculty members worked in Fall 2017 to revise the COR's. In order to include the required college and career readiness elements, each course outline was revised to include 4 SLO's, one for listening/speaking, one for reading/writing, one for workforce readiness, and one for college/academic readiness. The SLOs and course objectives were rewritten to focus on skills development including reading, writing, critical thinking and digital literacy. Grammar was removed from many of the objectives, and relocated to the content section of the COR's.

Although noncredit courses are not for credit or a grade, the noncredit ESL courses had been approved as CDCP courses which are part of a certificate of competency. It was determined that all new noncredit ESL courses should include progress indicators so that there will be a way to document completion of the course requirements and students could earn a certificate of competency. In order to emphasize the skill building and progressive nature of the core course, the newly revised courses include a skills advisory for each level. The course revisions were approved locally in Spring 2018, and by the state in Fall 2018. They became effective in Spring

2019. The work group also updated the recommended textbooks list, and in Spring 2018 the faculty selected a new textbook series to use the the core courses beginning in Fall 2018.

In Fall 2018, the program turned to revising the nine support courses. These courses will also require extensive revision, and the textbook selections need to be updated. In Spring and Fall 2018, the program piloted new textbooks in ESL 915, 913, 963, 965, and 973. The advanced (975) and beginning (971) vocabulary courses were piloted as zero textbook courses. In Spring 2019, a curriculum revision work group was established to revise the support courses and to write two new courses (English for Special Uses) that can be used to support English language learners on specific career pathways.

SLOs are integrated into course design and curriculum planning in that instructors are required to include SLOs on their course syllabi and ensure that those SLOs are assessed every semester. Instructors submit their syllabi every semester to the Faculty Lead who ensures that course syllabi/content are aligned with the course outline of record.

## **F. Community Engagement**

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Please see Section A.

In addition, in the college's self-evaluation for reaffirmation of accreditation (for Jan 2016), one faculty member co-chaired Standard III (resources) and another faculty member co-chaired Standard IIIA (human resources). Several others contributed to the report through the subcommittees. Two faculty members represent the department in the Academic Senate. Other committees in which we serve include DPAC Facilities Subcommittee, the Honor Council, Faculty Association, Faculty Association Executive Committee. Faculty members have presented on Institutional Flex Days (on a panel and in workshops) and participated in the fall 2018 Job Fair (by hosting a table, speaking to potential adjuncts, and being panel members). We have also participated in SMC Equity Summits.

We have invited several members of the SMC community to speak during our department meetings, including Stacy Jones (Assessment), Gail Fukahara (International Counseling), and Lena Ladyzhenskaya (Care and Prevention Team / now head of Judicial Affairs).

## **NONCREDIT ESL**

Noncredit instructors are not contractually required to participate in institutional committees or departmental activities. However, most noncredit ESL instructors attend regular faculty meetings, EL Civics grading sessions, Community of Practice meetings, and professional development events . In addition, the Santa Monica Malibu Regional Consortium (SMRC) holds monthly meetings which include faculty, staff and administrators from SMC and our Consortium partner SMMUSD as well as numerous community partners including the Santa Monica Library, One West Bank, Jewish Vocational Services, and Chrysalis, among many others. In addition, several noncredit ESL faculty members take part in monthly SMRC meetings and events. The SMRC also holds shared professional development events which include SMC noncredit ESL faculty and SMMUSD adult education instructors. The SMC faculty lead has coordinated the shared professional development events for the past two years.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Many of faculty present and/or attend professional conferences such as: TESOL (Teachers of English to Speakers of Other Languages), CATESOL (the California chapter of TESOL), California Council for Adult Education, etc. A few faculty are engaged in neighborhood and community organizations such as PTSA, Families with Children from China (FCCSOCAL).

One faculty member had been participating in the statewide Common Assessment Initiative, which was developing an ESL placement exam to be used by the entire California Community College system. SMC was to serve as a pilot school. Unfortunately, the Chancellor has chosen to dissolve the committee and we await word on assessment as it related to ESL programs.

## **NONCREDIT ESL**

The full time noncredit ESL faculty lead attends the monthly Santa Monica Regional Consortium meetings which include local community organizations and professional organizations. The noncredit ESL faculty lead also serves on the governing board of SMRC.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

In the ESL Department we are very fortunate to enjoy a collegial work environment. When not teaching, the doors of full-time faculty members' offices are always open, and there are many



opportunities daily to discuss classes and departmental issues. Part-time faculty are active as course-level leaders and club leaders. Full and part-time faculty participate in regular norming sessions to help ensure that we are evaluating student work fairly and consistently. All faculty have access to course level Google Docs, where they can find course outlines of record, model syllabi, lesson plans, assessment tools, etc.

### **NONCREDIT ESL**

The noncredit initiatives/noncredit ESL faculty lead is a full time faculty member who teaches in both credit and noncredit ESL. All other noncredit ESL faculty are part time instructors. About half of the noncredit ESL instructors teach in both the credit and noncredit ESL programs at SMC. Noncredit ESL instructors attend meetings and trainings on a regular basis and have access to the same resources (email, ISIS, Canvas, etc.) that credit instructors have.

The noncredit ESL faculty also work closely with the noncredit counselors to ensure that students are placed in the appropriate course level, and to recommend promotion to the next level. Noncredit ESL faculty also collaborate with noncredit counselors to address the disparate needs of noncredit students including assisting students with disabilities, and students who have personal challenges.

## **G1: Current Planning and Recommendations**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Our department really needs the support of the Academic Senate to advocate for the ESL programs need for a placement exam. As has been stated, the Chancellor is considering the elimination of all assessment exams used for placement in ESL programs. This is more than just disheartening for ESL professionals who had volunteered time to participate in the statewide Common Assessment Initiative to develop a placement instrument (please see Section F2). We feel a lack of a placement exam will be disastrous for the ESL program. We have nearly 1,000 international students to serve, and while the Accuplacer might not be perfect, it is efficient, and we have additional measures in place (diagnostic tests that are given in Week 1) to ensure that students are placed into the program appropriately. We hope we can count on the leadership of SMC's Academic Senate to support our continued use of a placement tool.

### **NONCREDIT ESL**

The noncredit ESL program will be able to be better able to assess program effectiveness and efficiency when progress indicators and course transcription are available in WebISIS/MIS for noncredit coursework including ESL. With progress indicators, the noncredit ESL program will be better able to track course success rates. Students who go from noncredit to credit, will have a more accurate record of their accomplishments in the noncredit program, and it may be possible

for noncredit coursework to be used in guided self placement/multiple measures as noncredit ESL students seek to matriculate to the credit program. Finally, the noncredit ESL program will be able to track student course completions, and award certificates of competency in ESL to students who complete the requisite coursework.

Noncredit ESL instructors are asked to design, deliver, and grade assessments for SLO's, design and deliver, and assess EL Civics instructional objectives, and now with progress indicators, they will be asked to assess a student's progress in a course by designating a P, SP, or NP to each individual in the course. Currently, each noncredit course is assigned a .6 load factor, and noncredit ESL instructors are paid less than credit instructors. In the past, the rationale for this disparity in pay was that noncredit instructors were not asked to assign grades, and there were fewer assignments to assess and grade. Clearly, things have changed, and noncredit ESL instructors will now be asked to assess student progress, and that will necessarily entail grading and assessing student work. The pay differential originates in Title 5, but SMC was able to negotiate a higher pay rate and load factor (.75) for some new noncredit vocational courses. The compensation disparity is an issue that will need to be addressed for ESL and other noncredit programs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Thankfully, our facilities were updated in summer 2018. We are very appreciative for the grant we received and the fact that the walls of the building were painted and most of our doors. The appearance of the interior of the ESL Building is greatly improved as a result.

The only problem we face now is the fact that the mens restroom was turned into a single use restroom for both genders. Unfortunately, this has resulted in long wait times for the men and crowding in the hallway. The situation is not ideal by any means. We had hoped that the mens restroom could be restored to accommodate two people, but we were told that it could not be done due to new guidelines for restrooms.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our biggest and most immediate concern is the need for more full-time faculty members. At present, we have eight full-time faculty members. Two will retire after summer 2019. We are going to gain one new full-time hire in fall 2019. This will leave us with seven full-time faculty members. However, two others are also nearing retirement. With the gradual decline in the

number of full-time faculty in our department, we have seen a parallel decline in our ability to serve on committees at the college. We have lost representation on the Global Citizenship Council (we regularly engaged the ESL student population in the annual essay contest), and this semester, for the first time since its creation, we have no one to lead the Culture and Language Exchange Program. In addition, we currently have only one full-time faculty member ( who is working half in credit and half in noncredit) to lead the noncredit ESL program which is which is becoming increasingly complex with requirements of the CDCP programs, California Adult Education Program (CAEP), The Santa Monica Regional Consortium (SMRC) and the, Worforce Investment Opportunity Act/Adult Education Family Literacy Act (WIOA II/AEFLA) grant. She is the only person knowledgeable about the grants and initiatives that support that program. We are in desperate need of additional full-time faculty.

## **G2: Future Planning and Recommendations**

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

As pointed out in Section G1, state-mandated changes in relation to AB 705 will definitely have an impact on the ESL program. The timeline for all ESL programs statewide to comply with AB 705, is fall 2020. While SMC is already in compliance, we look forward to implementing the ESL course sequence and hope to see high success rates in the new courses (ESL 19A/B).

We also hope to see higher enrollments in our support classes with the development of "mirrored" classes - allowing noncredit student enrollment in credit courses.

The number of international students, who used to comprise a solid 70% of our ESL population but who now comprise over 60% of the credit program's population, is inherently unpredictable. Natural disasters, global economic changes, political upheavals, and other unknown variables directly impact our program but are difficult to anticipate and prepare for. We work closely with the International Education Center to address changes as they occur. Shifts in the student population, e.g., percentage (and nationality) of international vs. domestic students have occurred and will continue to do so. We continually adjust the program to fit the needs of our students.

### **NONCREDIT ESL**

The common denominator of WIOA II, CAEP, and CDCP Certificates approved by the Chancellor's Office is that there is an increasing focus on preparing noncredit ESL students for the workforce, career training, and for academic programs. It is anticipated that this focus will continue in the next five years. SMC noncredit ESL has prepared for this by updating the Course Outlines of Record in the integrated skills courses (901-906) to include college and career readiness skills. The nine support courses are currently being revised to include these skills as well.

Noncredit programs are also incentivized to offer more noncredit ESL instruction that is tailored to specific career pathways, and offered in the Integrated Education Training (IET) model in which students in career training courses are co-enrolled in ESL and CTE courses and that their ESL instruction that is contextualized to their specific career training. The SMC noncredit ESL program is currently developing a course for that purposes (English for Special Uses), and it is anticipated that noncredit ESL will be called on to support students who are on career pathways. It is anticipated that SMC’s noncredit ESL program will work with SMC Career and Technical Education programs to support non-native English speaking students who are working towards certificates of completion in various career paths including business, retail/hospitality, healthcare professions, early childhood education, and pre-apprenticeship programs.

Following nationwide trends in education, we predict that noncredit students will demand more educational options that include a distance learning component. There are some difficulties in computing attendance in online/hybrid courses in noncredit programs, but there are some community colleges which have done this successfully. SMC noncredit program included distance learning as an instructional option in the new ESL 980 ESL/Citizenship course that was developed in 2018 and the program plans to include this option in the revisions of the nine support courses. In anticipation of this coming change, the SMC noncredit ESL program has worked to make sure instructors are proficient in Canvas, and to encourage noncredit ESL students to establish their SMC online credentials and to use Canvas to communicate and access learning resources. These are preliminary steps being taken now as the program anticipates offering at least some courses in the online/hybrid model within the next five to ten years.

Finally, it is likely that there will continue to be incentives for the credit and noncredit ESL programs to work more closely to serve the needs of the resident ESL population.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Please see Section G1 regarding the critical need for more full-time faculty.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

N/A

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The ESL Department must stay well-informed regarding state mandated changes to ESL programs, course sequences, and assessment to make sure that we remain in compliance.

We hope the changes we have proposed to the ESL curriculum prove to be beneficial to our students and allow them to complete their ESL required courses more quickly. We also hope that the creation of "mirrored" classes increases enrollment in our support courses.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

## H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The process of going through this program review has allowed us to see how the ESL program is serving the college as a whole, as we strive to provide our students with the academic English skills that they will need to succeed across all disciplines. It has also given us an opportunity to voice our concerns over the ramifications of AB 705 and motivated us to make adjustments in our ESL curriculum. It has encouraged the noncredit and credit ESL programs to collaborate to better serve the needs of resident ESL students.

## I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support