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	Credit-ESL-2013					
<hr style="border: 2px solid yellow;"/>						
I. Team Members						
Name	Member Type	Email	Contact Phone	Responsible for what part	Signature	Date
Barbara Bonander	Primary Team Member	barbara.bonander@marin.edu	7351			
Wendy Walsh	Team Member	wendy@marin.cc.ca.us				
Rebecca Beal	Team Member	rebecca.beal@marin.edu				
Beth Patel	Team Member	beth.patel@marin.edu				
College of Marin Program Review Signature Page • CG v.I February 2008						

Program Overview–Introduction

Credit-ESL-2013

Last Update: 1/31/2014 14:21:2

Instructions: *Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.*

I. Program Definition

Outline the unique qualities that define the importance of your program.

The credit ESL program offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Our students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life. Our program prepares them with the academic language and student skills they will need to succeed in their other credit-level coursework.

The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of the English 98SL and 120SL, which prepare students for English 150 (freshman comp). At each level separate, classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation, grammar, and listening/speaking classes.

Students' learning is also supported by two on-campus labs, the SC 115 ESL lab, which has a comprehensive set of resources including specialized software, books, audio and video resources, and instructors to assist students as needed. We also use, to a limited extent, the LC 150 Language and Culture lab, which is designed for whole classes to use, with software designed to assist them in all their language skills but particularly with speaking/listening and pronunciation. This lab is scheduled for classes to use on a regular basis and is not an open lab.

II. Program Purpose

Pathway:

Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

Mission of ESL Program

As part of the ESL Task Force effort in 2002-2003, the ESL program developed a mission statement for the overall program which continues to reflect our purpose: The College of Marin provides excellent academic programs and comprehensive services that inspire and support ESL students to transform themselves linguistically, enabling them to achieve their educational and career goals. To meet this overall mission, we have the following objectives for our students: ESL students will be able to:

- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path;
-

improve their connections and interpersonal skills in English;

- build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

III. Students Served

Briefly outline what students are served in your program.

Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census. Credit ESL students come from over 30 countries, with the most currently coming from Mexico, Guatemala, and Brazil, though no one nationality dominates the program. The largest ethnic groups are: Hispanic, Asian, and White and over 65% of them are female. As a group, our students are older than the "traditional" college student, with the largest group being between 30 and 49 years old and a much smaller group in the 18-24 year-old age group. While their educational levels vary, 14% of credit ESL students in Spring 2007 already had an Associate or Bachelor's degree, and 46% had completed more than 15 units in college. Most do not come from the U.S. secondary school system, but instead have graduated from a secondary school in their home countries. About 75% of our students work more than 20 hours a week, with a third working 40+ hours/week. According to our 2007 student survey, credit ESL students have several goals in improving their English: -- for their current life and work needs (82%) -- to get a better job (49%) -- to earn an AA/AS (29%) -- to prepare for other credit classes (27%) -- to transfer (26%) -- to earn a certificate (24%) Our program's goals and courses are all designed to help them meet these goals.

IV. Program History

Briefly outline the recent history of your program.

For over thirty years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time, we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students.

As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990, we offered classes specifically for the Amnesty program. Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department.

In the early 1990s, two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit. Over time, more non-credit levels have been added while credit ESL remained with 3 levels. Several years ago, based on a review of credit ESL programs across the state, we increased the number of credit levels to 4 and combined grammar and writing skills, which made our program more in line with other ESL programs and which should better prepare students for their credit coursework. We also added pronunciation classes, based on students' requests. We continue to examine our program structure and number of credit levels to best meet students' needs. In 2012, credit ESL added two more full-time faculty.

Attachments:

List and briefly describe any attachments

Faculty Members

Credit-ESL-2013

I. Program Faculty

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Andrews	Nilda	
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<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
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Adjunct, ETCUM	No	
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<u>Years of Service:</u>	<u>Specialty:</u>	
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5	ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Beal	Rebecca	
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<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
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Full-time, probationary	No	
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<u>Years of Service:</u>	<u>Specialty:</u>	
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4	CR ESL and Noncredit ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Bonander	Barbara	
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<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
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Full-time, tenured	Yes	
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<u>Years of Service:</u>	<u>Specialty:</u>	
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26	ESL and English Skills	-
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Leadership: List involvement in committees or other service

Chair, College Skills

Numerous screening committees

Previously: Academic Senate, College Council, Ed Planning committee, UPM Executive Council, etc. Mentor Teacher

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Britton	Ruth	
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Status:

Adjunct, ETCUM

Shared W/other program(s): Year Retired:

No

Years of Service:

8

Specialty:

ESL

-

Leadership: List involvement in committees or other serviceLast Name

Cady

First Name

Jeff

MIStatus:

Adjunct, ETCUM

Shared W/other program(s): Year Retired:

No

Years of Service:

14

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Tech Committee member, former UPM Executive board member, ESL Placement Testing committee, ESL Lab and Library Committee; Mentor Teacher

Last Name

Fitzpatrick

First Name

Mary

MIStatus:

Adjunct, ETCUM

Shared W/other program(s): Year Retired:

No

Years of Service:

20

Specialty:

ESL and English Skills

-

Leadership: List involvement in committees or other service

Author of ESL composition textbook: "Engaging Writing".

Last Name

Koffman

First Name

Linda

MIStatus:

Adjunct, ETCUM

Shared W/other program(s): Year Retired:

No

Years of Service:

15

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Placement Testing Committee, Promotion test committee, Mentor for student teachers.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Kreit	Cara	

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u>
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<u>Years of Service:</u> 4	<u>Specialty:</u> English and CR ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Lieberman	Linda	

<u>Status:</u> Adjunct, ETCUM	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u>
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<u>Years of Service:</u> 24	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Massion	Cheo	

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> Yes	<u>Year Retired:</u>
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<u>Years of Service:</u> 3	<u>Specialty:</u> Credit and Noncredit ESL	-
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Leadership: List involvement in committees or other service

Member of BSI Steering Committee.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Patel	Beth	

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> Yes	<u>Year Retired:</u>
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<u>Years of Service:</u> 12	<u>Specialty:</u> CR ESL and English Skills	-
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Leadership: List involvement in committees or other service

Last Name

Walsh

First Name

Wendy

MIStatus:

Full-time, tenured

Shared W/other program(s): Year Retired:

No

Years of Service:

34

Specialty:-
ESL, Pronunciation, Reading, ESL ResourcesLeadership: List involvement in committees or other service

Member of Tech Committee and GRC, Chair of Lab Resources Committee, Member of ESL Task Force, Frequent Mentor Teacher.

Last Name

Woodlief

First Name

Blaze

MIStatus:

Full-time, tenured

Shared W/other program(s): Year Retired:

Yes

Years of Service:

11

Specialty:-
composition for non-native speakers Credit ESL, English Skills, EnglishLeadership: List involvement in committees or other service

Academic Senate, Governance Review Committee, Credit ESL Program Review, Basic Skills Initiative Co-Coordinator; Program Review Data advisor; Co-Chair of Educational Master Plan Committee.

Non-Instructional Support Staff

Credit-ESL-2013

I. Current Support Staff

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Alejandro Suarez	Full-Time	Clerical	37	5000 Students

Leadership: List involvement in committees or other service

This full-time administrative assistant position is shared by Credit ESL, English Skills, and Noncredit ESL.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Guadalupe R. Padilla	Part-Time	Clerical	20	5000 Students

Leadership: List involvement in committees or other service

This position serves all three programs in COSK and is scheduled for MTWR 3:30-7:30 and Saturdays 9:00 to 1:00.

Facilities Questionnaire

Credit-ESL-2013

Last Update: 1/24/2014 11:3:33

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

CR ESL is housed in the Austin Science Center temporarily until the New Academic Center has been completed. Since Austin Science Center is not in the best shape, there are some issues:

1. In some areas of the building, there is insufficient light at night.
2. Clocks do not work in some of the classrooms.
3. In faculty offices, SC 109 and SC 107, there are no vents in the ceiling, just a gaping hole which pushes either cold or hot air into the office. Maintenance was contacted about this issue in April 2013.
4. Paint on the office floors is peeling.

Curriculum

Credit-ESL-2013

Last Update: 1/24/2014 11:4:45

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Basic skills

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

No

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

N/A as no degrees or certificates are awarded.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

N/A

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

N/A

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

Yes

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

Not at present

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Not at present

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

No

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

N/A There are no materials fees.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

N/A There are no pre-requisites or co-requisites.

Student Access and Success

Credit-ESL-2013

Last Update: 1/31/2014 14:41:13

Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS or Intranet. Please use this information and your faculty's own anecdotal experience to answer the following questions.

I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program? (e.g. "Poor transportation from Novato and IVC to Kentfield." or "Increase in fees.")

The increase in fees has negatively affected our students. Also, many of our prospective students do not understand how to apply to the College. Some of them take the wrong placement test, English versus English as a second language, and don't realize they have made a mistake until it is too late to change. As a result, we find that there are a number of ESL students unintentionally taking English Skills. At present, Credit ESL is working with the testing office to make changes to the ESL placement test.

This semester the application to COM can only be done electronically. Many of our prospective students find it very difficult to complete the CCC Apply. Unfortunately, the paper application is no longer an option. Anecdotally, we can report that there have been some ESL students who have attempted the online application and simply given up. One man last semester came to us five times and spent ninety minutes working with a teacher. He never completed the process. It would be most helpful if a paper application could be made available for CR ESL students.

II. Student Success

Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don't succeed often struggle with _____," and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who don't succeed have not completed the matriculation process. Many of our struggling students have never seen a counselor. There are some who have not taken the ESL placement test, and instead have placed themselves in a class. Since faculty cannot access this information about our students, it is not apparent until it is too late to switch classes.

Presently faculty from Credit ESL and Noncredit ESL are working together to encourage Noncredit ESL students to take Credit ESL classes. While there are seven sections of Noncredit ESL Level 40, we have difficulty filling two ESL 53 and two ESL 56 sections. At present, the faculty are involved in interviewing students to identify barriers. At present, it appears that many students are not California residents and, therefore, cannot afford the fees.

In addition, CR ESL students who don't succeed often struggle with....

- * Poor time management skills
- * Conflicting/full time work schedules
- * Family issues
- * Socioeconomic issues

III. Improving Student Success and Retention

Please check off which of the following student support services your students used:

- Bookstore
- Computer Labs for student use
- Counseling
- DSPS
- Financial Aid
- Library
- Transfer Center
- Tutoring

What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

Most of our ESL students do not take advantage of most of these support services. A number of them receive financial aid. While they are satisfied with the service they receive, I am not always sure that they understand all of the issues involved.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. "Schedule all required classes every semester.")

The discipline schedules all required classes every semester.

Student Learning Outcomes

Credit-ESL-2013

Last Update: 1/24/2014 11:6:5

I. General Education/College Wide Outcomes

1. Did you use the shared assessment rubrics and if so which one(s)? If you used your own assessments or rubrics, please describe. Which courses were assessed?

No
Since these are pre-college classes, CR ESL uses its own rubrics for assessment.

2. GE/College Wide Assessments:

- What did you learn from the analysis of your results?
- What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?
- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have previously made changes affected student learning? Use qualitative and quantitative data to support your response.

The discipline does not offer any GE courses.

II. Course Level Outcomes:

1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment, the sections where the assessment was used, and summarize the results.

For example, in ESL 83, a composition course, faculty decided to focus on the relationship between thesis and topic sentences. As a result, there was a change in curriculum. In the subsequent semester, instructors noted that students performed very well in that area in ENGL 98SL.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Improvements result in a change of textbook and sometimes course content.

Point of Improvement

Credit-ESL-2013

Last Update: 1/31/2014 14:25:22

Instructions: *after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.*

I. Program Excellence (Best Practices)

Please address any of the following areas:

Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Credit ESL faculty is involved in a number of College projects including FIGs (Faculty Interest Groups), training dedicated tutors for English Skills, and working with Noncredit ESL to increase enrollment in Credit ESL.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.

Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes? Do your students struggle with particular SLOs?

Strengths:

One of our intended outcomes is that our students build a strong foundation in English so that they can gain new job skills and obtain higher paying jobs. Anecdotally, the discipline knows that it is successful. However, the College does not have this data, so it is rather difficult to "prove." Also, the information from the Data Dashboard is somewhat limited when it comes to using that information as evidence of our success. For example, one of the goals for our students is that they be able to communicate effectively in all aspects of their lives. Sometimes our students succeed in their language learning to such an extent that they are able to obtain full-time jobs. When that occurs, it appears as if our students are not successful since they have not continued to take other course at the College. Most of our students do not start the program with the goal of transfer or of a degree. Instead, they wish simply to improve their English. Some change their goals. Some leave to work and then return some semesters later to pursue a degree.

2. How can you improve student performance on this outcome? Give specific strategies.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

1. Credit ESL is interested in encouraging Noncredit ESL to continue their language studies in the credit program. Both Credit and Noncredit ESL faculty are involved in a FIG and will soon make recommendations in that area. We are committed to encouraging Noncredit ESL students to take Credit ESL classes.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

The department has been successful in retaining its students and move them from one level to the next.

It is currently working on changing the ESL placement test procedures so that it will be much more in line

with English and math. It appears that incoming ESL students often take the English test rather than the ESL one. We believe that once this test is in place, we should see an increase in CR ESL students.

IV. Assessment of Previous Program Reviews:

1. *What resources have you been granted from your previous program reviews?*
2. *Please assess how these resources have been used to improve access, learning outcomes and student success in your program?*
3. *What changes have you implemented based on previous program reviews?*
4. *What results have you found?*

1. ESL library books, office supplies, computers, printers, etc.

2. The ESL library is enormously successful. Students read, on average, 3-5 adapted books a semester. When we first started, we thought students might read 2-3 books.

3. In the area of reading, the amount of outside reading for students has been increased.

4. Students are successful .

VI. Other concluding remarks.

Department Chair Comments

Credit-ESL-2013

Last Update: 1/31/2014 14:28:36

1. Please make any comments on, Student Access and Success, Facilities, Curriculum and SLO sections.

Our ESL students face a number of challenges. The first is the online application. Prospective ESL students struggle to complete it. A number of our teachers have helped students to complete it. Most report that it takes over one hour of working with each individual student to complete the application. I understand that there will be some changes made to the online application, but no matter what changes occur, these students need support from A&R.

2. Please comment on the Point of Improvement section.

The discipline is committed to implementing a new placement test, ESL Accuplacer. We believe this test will make it easier for students to be placed in appropriate classes. We are working closely with the Testing office and hope to have the change completed by the end of this semester.

3. For Instructional/ Student Services PR: What are your priorities if asked to make further reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

When asked to make reductions in 2013, CR ESL responded by cancelling summer and reducing the number of units offered in Fall 2013.

Presently, the offerings of CR ESL cover the basic classes with some pronunciation and speaking and listening classes. If we have to implement long term cuts to our program, our students will not be as well prepared as they are now.

4. Other comments