Bakersfield College

Comprehensive Program Review

**I. Program Information:**

Program Name:

Program Type: [x]  Instructional [ ]  Non-Instructional

Program Mission Statement: The English for Multilingual Students Department at Bakersfield College provides quality education to meet the needs of its diverse student population in a supportive environment.

Program Description: Describe how the program supports the Bakersfield College Mission.

The EMS Department supports the BC Mission by

* Making students the central focus of its program and communicating high expectations through active learning within a communicative, collaborative environment in which students can demonstrate competence;
* Providing a variety of instructional approaches to accommodate diverse learning styles and offering prompt and appropriate feedback to students;
* Fostering critical thinking, questioning skills, and independent learning in all students, preparing them for the greater community;
* Offering reading, writing, and listening/speaking classes supporting EMS students’ communication skills and advancement to transfer level courses, certificates, and fulfillment of prerequisites required by other departments.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

1. Communicate clearly and effectively in written form
2. Present oral messages to appropriate audiences and adhere to conventions of message delivery
3. Evaluate and analyze expository essays and literature through the use of critical thinking techniques.

***Instructional Programs only:***

1. List the degrees and Certificates of Achievement the program offers. N/A
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. N/A
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

**II. Program Assessment:**

1. How did your outcomes assessment results during the past three years inform your program planning?
* In the last three years, we eliminated the Final Essay Exam in both ENSL B50 and ENSL B60 due to low success rates in both courses. And in 2012-2013, the department implemented the portfolio in ESL 60, and the synthesis paper in ENSL B50 to take the place of the Final Essay Exam.
* The department added a new reading course, ENSL B52, one level below transfer, to “fill the gap,” as our reading course sequence did not match the CB21 Coding, the statewide descriptors used to track student progress through Basic Skills courses.
* The department added 70/60, 60/50, and 51/52 compressed/stacked courses in order to accelerate students through and help with persistence rates. These courses combine two semester-length courses into one semester (eight weeks/eight weeks), moving students through the sequence twice as fast.
1. How did your outcomes assessment results during the past three years inform your resource requests this year?
* Due to priority scheduling, the EMS department now has three designated classrooms: LA 222, 204, and 219, and FACE 20 part-time. The setup in LA 222, FACE 20, and the language lab, LA 225 are optimal; they all contain short-throw projectors and document cameras. However, LA 219 and LA 204 still have LCD screens which makes it difficult for students in the back rows to see what is on the screen. Also, the interactive nature of our classes and textbooks, students often come to the board, and write on what has been projected; therefore we have requested projectors for LA 219 and LA 204. The projectors in other rooms (LA 222, LA 225) are used daily in interactive ways. Students have become engaged with PowerPoint presentations, websites, and documents as they are projected onto the white board in order to promote direct interaction with the material. Also, many ESL textbooks are workbooks, making projection on a whiteboard crucial. Effectiveness of daily multimedia use can be seen in increasing departmental success rates. More technology was added in the summer, 2013, in the way of a computer in LA 222, a short-throw projector in LA 225, and document readers in both rooms. These should enhance instructor satisfaction and efficiency even further, as well as student engagement, especially since students will be able to see what is projected on the screen over the computer monitors or other outdated equipment in the classroom.
* In addition, computers in the language lab, LA 225, were updated in 2013, which increased student engagement since previously, due to the fact that not all computers were operable at all times, not all students were able to participate during class at the same time.
1. Describe how the program monitors and evaluates its effectiveness.
	* Pre- and post-tests are given regularly to assess SLOs in each course, which are tied to PLOs.
		+ For example, in ENSL B60, SLO #2 is “demonstrate clear essay development and organization with an introduction, thesis statement, supporting details, transitions, and a conclusion,” which is linked to PLO #1: “Communicate clearly and effectively in written form.”
		+ In ENSL B50, the last writing course in our sequence, SLO #1 is “Write expository essays of 500-750 words that successfully synthesize at least two outside sources, including non-fiction, using a variety of rhetorical modes, and demonstrate familiarity with MLA format,” again clearly linked to PLO #1, defined above.
		+ In ENSL B31, the ultimate Reading course, SLO #1 is ‘Demonstrate critical thinking skills by analyzing college-level prose with general education content from a range of disciplines including literary texts.” This ties into PLO #3, “Evaluate and analyze expository essays and literature through the use of critical thinking techniques.”
		+ In ENSL B22, the last oral communication course in the sequence, SLO #4 is “Demonstrate interpersonal, teamwork, and communication skills by preparing group projects and debates,” and SLO #2 is “Recognize and approximate accurate pronunciation, rhythm, intonation, and stress of English, both tying in to PLO #2, “Present oral messages to appropriate audiences and adhere to conventions of message delivery.
		+ Changes are made in courses accordingly if success rates are not improving. For example, pre and post paragraph editing assessments were done in ENSL B60, Fall 2013, with only 60% passing. Upon closer evaluation of the selected paragraph, cultural biases and unfamiliar vocabulary were discovered; in the future, selection of the assessment will be made more carefully.
	* After years of using the Final Essay Exam in both ENSL B60 and ENSL B50, with abysmal success rates, in 2012, the department elected to eliminate the FEE and use lower-stakes assessments in both classes: the final portfolio in ENSL B60, and the synthesis essay in ENSL B50. Success rates have steadily risen since then (from 61% in 2011 to 74% in 2014)
2. Describe how the program engages all unit members in the self-evaluation dialogue and process.
* All instructors, both full-time and adjunct, are included in the SLO Assessment and PLO Assessment process. They gather data, meet, discuss outcomes, and develop plans. In fact, one class, ENSL B71CD, is taught only by an adjunct faculty member, who will receive guidance, but will be responsible for collecting data and SLO assessment outcome results and plans. All faculty are included on all email discussions and any department decisions.
1. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.
* In 2012-2013, the Writing Program Level Outcome, “communicate clearly and effectively in written form,” was assessed in ENSL 50, the writing course that is one level below transfer with a Final Essay Exam. Being that the FEE determined whether students passed or failed, this was an extremely high-stakes test. The success rate in Fall 2012 for this test was 69%. The next semester, the synthesis essay was implemented.
* In 2013-2014, the Reading Program Level Outcome, “evaluating and analyzing expository essays and literature through the use of critical thinking techniques,” was assessed in ESL 31, the ultimate reading course. In order to test students’ knowledge about expository essays and literature, students were given a “Literary Terms” exam and asked to identify a number of literary terms; students were given a Reading Assignment that asked various analytical questions, testing students’ critical thinking skills.  92% of the students assessed passed with a C or better.
1. What have the program’s PLOs/ AUOs revealed or confirmed in the last three years?
	* EMS Students tend to do better in reading than in writing. After implementing the portfolio in ENSL B60 and the synthesis paper in ENSL B50, success rates improved, confirming our suspicion that the high-stakes assessment of the FEE was causing more harm than good. Success rates in ENSL B60 improved from 49% in 2011-2012 to 75% in 2013-2014, and in ENSL B50 from 66% in 2011-2012 to 73% in 2013-2014. However, ENSL B70 students still have a final in-class paragraph they need to pass, which causes a barrier. Work is being done to help students and still maintain standards. Low level students clearly need more support in writing, so we have implemented Supplemental Instruction (Fall 2014) in as many courses as possible. We also regularly refer students to the Writing Center and Critical Academic Skills workshops, providing incentives for attendance
	* Based on the reading assessment, students are doing well, and we are continuing teaching critical thinking with the pedagogical methods currently being practiced.
2. *If applicable*, list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
3. Discuss the strengths of your program.
	* Retention remains high at 92%. Faculty members provide continuous support to students both inside and outside of class with one-on-one contact. High numbers of students visit the Writing Center for support as well. The department maintains standards by holding norming sessions for writing class instructors in order to help students understand (and then meet) expectations. Students are then more likely to demonstrate competence and succeed.
	* Success rates improved quite a lot this past year (2013-2014), to 74%. This could be an anomaly, or it could be the general move to low-stakes testing. Students do not need to worry about the Final Essay Exam being the deciding factor in their success.
	* Faculty members contribute to student engagement by serving as club advisors (such as Go Green) and faculty mentors (in Making It Happen), as well.
	* Compressed/stacked classes have increased enrollment since inception; in fall 2014 all sections were full with waitlists compared to previous semesters in which classes were not full.
* Quantitative feedback showed high satisfaction with Learning Communities, as well: “I really enjoyed taking two classes in one.” “I like the course a lot even though it could be stressful at times, but if one stays persistent then there should be no excuse for anyone to fail.”
	+ Engagement with the community is strong in the form of author visits and assigning books by visiting authors Sonia Nazario and Reyna Grande, both on the main campus and in Delano.
1. Discuss areas for improvement in your program.
* Recruitment has been an area the department needs to improve. A relationship with instructors at the two highest levels of ESL at the Adult School has been established, with visits there, and students visiting BC for assessment. However, visits to local high schools have been infrequent, so that is an area that needs work and support from the new Outreach Director.
* Finding a more accurate placement measure would be useful. Faculty members administer diagnostic writing assessments the first day of class, and if they can, they move students up. However, students are often unable to move due to scheduling conflicts; therefore, a better placement test for ESL would help students move to transfer level classes more quickly. Accuplacer will be tested in 2014-2015; perhaps it will assess students more accurately than Compass ESL.
* Success rates in all our classes can still improve. Specifically, we are working to revise curriculum in ENSL B70 to make students ready for ENSL B60; the success rate in ENSL B70 is the only one currently below 70%, at 67%. That needs to change.
1. *If applicable*, describe any unplanned events that impacted your program.
* Changes in financial aid affect EMS students in ways that are unpredictable. For example, the requirement that students have a high school diploma or GED in order to receive financial aid has likely affected enrollment of re-entry students without diplomas or GEDs. Although overall enrollment has not been impacted, this particular segment of the population, which is quite significant in the older population of EMS students, has most certainly been impacted.
* Also, legislating “Student Success” as only transfer or certificates affects our department success rates since many students do not aspire to transfer or obtain a certificate, but instead, are simply attempting to improve their lives by learning more English. Some may leave after one or two classes since their pronunciation has improved to their satisfaction, or their reading has improved to the level that they can help their children with homework. Those are also measures of success, but apparently not at the capitol.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)
3. Professional Development (Professional Development form)
4. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
	* Faculty members have attended Acceleration in Context conferences in the last two years, both in Bakersfield, and in Hayward, which help inform best practices and their implementation in compressed/stacked (as well as other) classes.
	* Jeannie Parent has been presenting regular workshops on DREAMers to different groups (College Council, Academic Senate, flex week, etc.) to inform faculty about this group of students and how we can meet their needs and best support them.
	* Faculty members attend the annual CATESOL conference, share information with department members upon return, and implement best practices in the classroom.
	* Beth Rodacker has presented at numerous conferences in California on service learning and implemented service learning in her classroom, getting positive feedback from students regarding the experience, as in this student’s testimonial, “this [service learning] was a great opportunity to improve my language skills, become more aware of community’s difficulties, and take an active part in making a change.”
	* Andrew Baker has presented during flex week on the use of technology in the classroom and created a Moodle site for the department.
	* Faculty members regularly attend and present at Building Bridges, the annual English/ESL conference in Bakersfield. For example, Phyllis Wachob presented a workshop on theoretical issues regarding asking questions in the classroom, and Jeannie Parent co-presented on the accelerated learning courses.
5. Provide rationale for future professional development opportunities and contributions that your program can make.
	* Andrew Baker has prepared a professional development presentation that uses ideas from the book *Quiet: The Power of Introverts in a World That Can’t Stop Talking.*The presentation focuses on best practices in teaching, increasing student choice in activities and assignments, and managing diverse learning styles.
	* Jeannie Parent will continue to present workshops with Anna Poetker on DREAMers, explaining recent developments and how faculty and staff can support this section of our student population.
	* Phyllis Wachob plans to present two future workshops: “Audio Feedback on Writing Tasks: Students Maximizing Teacher Response” and a pronunciation workshop for ESL instructors on effectively using the Color Vowel Chart.
6. Facilities (M&O requests can be submitted by completing the [M&O Request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)
	1. Assess the effectiveness of the facilities used by your program in meeting college strategic goals.
* White boards for classrooms, classroom desks/chairs, pencil sharpeners, office furniture effectively connect with college strategic goal one: Student Success, student satisfaction.  If facilities are non-working or broken, they must be replaces to improve student satisfaction.
* These facilities also address goal 1.6, which increases the percentage of students who successfully complete ENSL courses.
* Goal 1.7 is also effectively targeted with the use of the facilities:  1.71, 1.72, 1.7.3, 1.74. 1.75. Facilities must continue to be upgraded and improved to meet these goals effectively; hence, the new request on the M & O form has been completed for 2014.
	1. Justify your facilities and M & O request.
* White board in LA 204:  To enhance student success, 2 long, white boards must be adhered to classroom LA 204. This will allow more student participation, which is needed for student success.
* Library Area in Delano:  This will improve student participation and success and completion.  More students will be able to study in a dedicated library area; therefore, they may be less likely to drop and more likely to complete the course.
* New Pencil Sharpeners:  These classrooms need new pencil sharpeners; replace the old/non- working ones with new ones to enhance student learning and success.
* New desks in classroom 219:   These classrooms need classroom desks and chairs; replace the old/non -working ones with new ones to enhance student learning and success.
* New ergonomic chairs in LA 211 & LA 212:  Instructors must be prepared for teaching and have ergonomic chairs to complete office/desk work in ways that do not cause pain and body posture problems.
1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this 3-year cycle?
	1. If yes, discuss the assessment of its effectiveness as it relates to student, program, or administrative outcomes.
* One of our designated EMS classrooms, LA 222, did receive a short throw projector and document camera. These allow students to have a more dynamic and interactive classroom. They allow instructors to play videos, show PowerPoints, and show notes and written materials to the entire classroom. Students can also use the projector and document camera for their own oral presentations. Case studies have shown that the projector and document camera provide increased retention and comprehension, and we have found this to be the case in LA 222.
	1. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the effectiveness of this technology?
1. Discuss the effectiveness of technology used in your area to meet [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf).
* In addition to using projectors and document cameras, we also have a multi-department computer lab. All of this technology meets Goal One: Student Success – Become an exemplary model of student success by developing and implementing best practices. Specifically it meets goal 1.7.1 Active and Collaborative Learning as well as 1.7.5 Support for Learners.
1. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.
* Because of the success of the projector and document camera in LA 222, we have requested the same in LA 204 and LA 219. The classroom projector and document camera allow students to have a more dynamic and interactive classroom. They allow instructors to play videos, show PowerPoints, and show notes and written materials to the entire classroom. Students are also able to use this technology for their own oral presentations. Case studies have shown that the projector and document camera provide increased retention and comprehension.
* We have also requested more computers –in the form of a new computer lab – for the Delano campus. The Delano campus needs more computers for use by students to complete their assignments and use for printing their work. These computers should be in a dedicated lab area which is only used by students for work outside of class.
1. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

* 1. Changes in student demographics (gender, age and ethnicity).
* Demographics have not changed significantly. The number of Hispanic students has increased slightly over the past several years, to 81% (up one or two percentage points each year).
	1. Changes in enrollment (headcount, sections, course enrollment, and productivity).
* There has been a steady increase in unduplicated headcount since budget cuts in 2011-2012, of 796, with 3% and 4% increases each year up to 847. EMS students remain at just over 3% of the college-wide headcount. Census day numbers are also up nearly two hundred, from 1274 in 2011-12, to 1466 in 2013-14. Number of sections has steadily increased from 51 in 2011-12 to 58 in 2013-14. Course enrollment has remained the same at 25 per students per section since 2011-12. Granted, the enrollment cap for most courses is set at 28; ENSL B50 is the only course at 30.
* Productivity has also increased; FTES is up to 199.8 from a low of 176.3 in 2011-12 and 191 last year FTEF is also up, from 13.7 in 2011-12, to 15.7 in 2013-14. Full-time instructors carry 60% of the FTEF, while adjunct teach 28%, with summer and overload being 6% each. This ratio has remained relatively even, but adjuncts have been doing more in the last two years, up from 24% in 2011-12. FTES/FTEF is slightly lower at 12.7, down a tenth of a percent since 2011-12, probably due to the increase in adjunct load.
	1. Success and retention for face-to-face as well as online/distance courses.
* All EMS courses are face-to-face. Retention has remained high (above the college average), but inched up from 89% in 2011-12 to 92%, the highest in years. Success this year increased drastically for our department, at 74%, an increase of 13% in 3 years; this could be due to the adoption of the portfolio and synthesis essays in ENSL B60 and B50, and the increase in external support in the way of SI Leaders and Writing Center visits. Writing courses make up 70% of our program, and ESL 60 and 50 alone make up nearly half, so their success rates are going to affect the overall departmental success rate.
* Specifically, remarkable improvement has taken place in the writing courses, ENSL B60 and ENSL B50 over the past three years. In ENSL B60, success rates improved almost 8% in 3 years, from 66% to 73.7%. This can be attributed to the use of the portfolio, a compilation of the students’ work, rather than the Final Essay Exam, a one-shot, high stakes measure. This was implemented in Spring 2012. In ENSL B50, the synthesis essay was instituted the following year, Spring 2013, so students who benefited from using the portfolio in ENSL B60 were more successful in ENSL B50, as well. Those success rates improved from 66% in 2011-2-12 to 73.7% in 2013-2014. Success rates in ENSL B70 have improved as well, from 59.9% in 2011-2012 to 67.3% in 2013-2014.
* Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

EMS does not provide degrees or certificates. However, data regarding English AA degrees was provided. Eleven AA degrees in English were conferred, for a five-year total of 48. Nevertheless, being that our students study English as a second or third language, English is an unlikely degree for most. Instead, degrees that many students choose, but are not represented in the data, and **should** be included in the future are: Child Development, Allied Health, Liberal Studies, Art, and Industrial Technology or other CTE programs.

* 1. Other program-specific data (please specify or attach).
* Success rates in the BC English for Multilingual Students department have been above the state average, as shown by the Statewide Community College Scorecard: **31.1%** as opposed to the statewide average of **27.1%.** Also, although success rates in the **English** Department at BC have improved, they are now **30.5%,** lower than the EMS department. In other words, EMS students at BC are doing better at persisting to transfer level classes than students in standard English classes. In addition, although BC has 62% Hispanic students, and our department has 81 % Hispanic students, statewide, that demographic is only 35.9%. This number is significant because in the cohort tracking, Hispanic students are not succeeding as well as other ethnicities (26.9%). Nevertheless, the EMS Department is still helping our students succeed at nearly 4% greater than the state average (California Community College Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=521#home> ).

The data from Datamart Skills Progress Tracker to track success of students is what our department used last year <http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx>; however, it has come under scrutiny across the state for being inaccurate in reporting ESL statistics. Therefore, the statewide professional organization, CATESOL, published a resolution in the spring of 2014:

*Academic Senate Resolution - State Plenary, Spring 2014*

*Consistency in Data Mart ESL Basic Skills Progress Tracker*

*Whereas, The California Community College Chancellor’s Office tool, Data Mart Basic Skills Progress*

*Tracker, is used to compile the Basic Skills Report for the state of California, integrating data from all*

*basic skills/ESL courses at all California Community Colleges (CCCs) for the purpose of measuring*

*quality of programs at a college level;*

*Whereas, The ESL programs of CCCs are unique from other basic skills classes in having complex*

*intricacies such as nonlinear course sequencing, multiple skill strands at the same level, complicated*

*sequencing in the pathway to transfer, and varied coding including noncredit, non-degree applicable credit, degree-applicable credit, and transferable credit in the same department; and*

*Whereas, An analysis by a subcommittee of the California Teachers of English to Speakers of Other*

*Languages (CATESOL) of several ESL departments’ data in Data Mart Basic Skills Progress Tracker has*

*revealed several errors, including but not limited to wrong courses being tracked, courses missing, and*

*incorrect coding of courses, all resulting in an inaccurate picture of success data of ESL departments;*

*Resolved, That the Academic Senate for California Community Colleges provide information and guidance to ESL departments throughout the California Community College system to ensure that all ESL courses are accurately and consistently coded in alignment for the purpose of collecting and reporting accurate data in the Data Mart Basic Skills Progress Tracker tool; and*

*Resolved, That the Academic Senate for California Community Colleges work with the California*

*Community Colleges Chief Instructional Officers to facilitate accurate entry of ESL coding into the Data*

*Mart Basic Skills Progress Tracker tool.*

In fact, at BC, our Reading course sequence is not listed correctly in the cohort tracker. It lists ENSL 51 and ENSL B61 as one and two levels below transfer respectively, when in fact they are two and three levels below. Nevertheless, since that is the data available, success in EMS reading and writing sequences is as follows:

* According to the cohort tracking tool, persistence and success varies, depending on the year of the cohort. For example, for the Fall 2011 cohort of ENSL B70 (3 levels below transfer), 28% of students made it to transfer level courses, and 23% succeeded. For ENSL B60 (2 levels below transfer), 38% made it to transfer, and 27% succeeded in ENGL 1A. For ENSL B50 (one level below transfer), 54% made it to transfer, and 100% of those succeeded.
* For the 2012 cohort, the statistics are not too different, but the cohort is larger for ENSL B50 (41 students rather than 13 as in 2011). It is puzzling that a cohort would only have 13 students.
* In the **Reading** sequence, the data is confusing because the listing of courses is mistaken. However, according to the tracking data, in the fall 2012 cohort, 63% of students moved from one level below to transfer level reading, and 87.5% of those succeeded in the transfer level course. 75% of students made it from two levels to one level below, 82% of them made it to transfer, and 100% of those succeeded. Of the 45 students who started, 19, or 42% either succeeded **or chose** to take either ENGL 1A or a transfer level reading class.
* The reading data is not as helpful as the writing data since transfer-level reading classes are not required. Also, ACDV offers equivalent reading courses, which many students enroll in. Therefore, although a cohort may begin with 45 students, only 17 may **decide** to enroll in the next ENSL reading class, as was the case in 2012, according to the data.
	1. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. N/A – we were only supplied data on English degrees.

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| **Degree or Certificate** | **2011-2012** | **2012-****2013** | **2013-****2014** | **2014-****2015** | **2015-****2016** | **2016-****2017** |
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**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

1. List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Previously Established Goal** *(state goal)* | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?****(select all that apply)** | **Progress on goal achievement****(Choose one)** | **Comments****(if applicable)** |
| 1. Improve student success by bridging the gap between basic skills and transfer level reading courses. Comply with CB21 Coding in the ESL reading sequence by implementing pilot reading course, EMS B52, Spring 2013 | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [x]  Completed: Fall 2014\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal) |  |
| 2. Evaluate and improve matriculation process in order to retain students in lowest level reading and writing classes by implementing more accurate placement measures. C-6 Common Assessment is being piloted in order to find a more accurate and student-friendly statewide assessment measure, and faculty from English for Multilingual Students have been instrumental in helping develop the measurement. However, it is still in progress. | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: \_\_\_\_\_\_\_\_ (Date) [x]  Revised: \_\_Fall 2014\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal)Adopt a more accurate placement measure: Accuplacer ESL, for now, and then the Statewide Common Assessment, when it becomes available. | C-6 Common Assessment did not pan out. Currently, we will be adopting ESL Accuplacer, and are in the process of determining cut scores.The Statewide Common Assessment Initiative for ESL is also in the works, and Jeannie Parent is on the ESL Working Group. In the future, that assessment will hopefully be implemented and prove to be an accurate placement tool.  |
| 3. Implement strategic initiative of enhancing communication with external constituents bycreating and promoting a recruitment video for English for Multilingual Department to be broadcast on the BC TV channel and posted on the BC website, InsideBC, and other websites. The video will use student voices along with interviews with faculty.  | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: \_\_\_\_\_\_\_\_ (Date) [x]  Revised: \_\_Fall 2014\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal)Video was completed, but not posted yet. Post on websites and TV, and market our department.  | To be completed Fall 2014. |
| 4. Implement strategic initiative of enhancing collaboration, consultation, and communication within the college and with external constituents by offering a four-week Intensive English Program for International students in the summer of 2014. Such a program will help grow our department as well as bring funding to the college, which will stay on our campus.  | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: \_\_\_\_\_\_\_\_ (Date) [x]  Revised: \_\_Fall 2014\_\_\_\_\_\_\_\_\_ (Date)(state revised goal) | A six-day program, iLaunch, was implemented for both international and resident EMS students August 11-14, 2014. However, due to low retention, this will not be repeated. In summer 2015, the department will offer a section of the ACDV Bridge program for EMS students. This provides a CRN and one unit for students, so it should ensure higher retention as well as the added bonus of securing facilities without incurring costs to the department.  |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

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| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 1. Implement strategic initiative of enhancing collaboration and communication with external constituents, promote the image of the department in the community, and improve consistency within the college and department.  | Change all course names from ENSL to EMS during Fall 2014 Curriculum Review process.  | Jeannie Parent | Spring 2015 |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **[x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 2. Implement strategic initiative of enhancing consultation and communication within the college and with external constituents by establishing relationships with high school faculty and international contacts. | Develop relationships with high school counselors, ESL and adult school instructors, as well as international schools in order to recruit students for the EMS department, thereby promoting the core value of diversity by meeting the needs of the community.  | Jeannie Parent | Ongoing – Spring 2016 |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **[x]  1: Student Success** **[x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 3. Implement strategic initiative of enhancing collaboration, communication and consultation with external consultants and promote student success by working with the Farmworkers Institute for Education and Leadership Development. | As part of the Rural Communities Initiative, implement FIELD courses from Literacy through Level V in rural areas around Kern County, such as Arvin, Shafter, and Wasco, and California City, thereby committing to furthering the education of the entire service area and valuing diversity. | Jeannie Parent | Courses will begin in January 2015. |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **[x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 4.Improve student success by consulting with IR and implementing best practices based on research outcomes. | Submit research request on effectiveness of ENSL Writing Express (LRNC) courses compared to regular courses, comparing retention and success rates of stacked ESL 70/60 to semester length ESL 70 and 60 courses and 60/50 to semester length ESL 60 and 50.  | Jeannie Parent | Fall 2014 |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **[x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 4.Enhance cooperation and collaboration by working with the Bakersfield Adult School to comply with recent legislation, AB86.  | As part of the Rural Communities Initiative, a Kern County consortium is being formed consisting of EMS faculty, KCCD staff, Kern High School District, and Bakersfield Adult School administration and faculty to ensure that adult students are well served as they transition from adult school to college, by closing any existing gaps and eliminating duplication of services.  | Jeannie Parent | Ongoing |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **[x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |

**VI. Curricular Revisions *(Instructional Programs only):***

1. Review of Course Information:
* Column A list all of the courses associated with the degree. N/A
* Column B list the Fall term the review process will be started for ongoing compliance.
* Column C list the compliance due date.
* Column D list any changes to courses with regard to distance education.
* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| ENSL B50 | 2014 | 2015 | Add hybrid component |  |
| ENSL B60 | 2014 | 2015 | Add hybrid component |  |
| ENSL B70 | 2014 | 2015 |  |  |
| ENSL B31 | 2014 | 2015 | Add hybrid component |  |
| ENSL B52 | 2018 | 2019 |  |  |
| ENSL B51 | 2014 | 2015 |  |  |
| ENSL B61 | 2015 | 2016 |  |  |
| ENSL B22 | 2015 | 2016 |  |  |
| ENSL B21 | 2014 | 2015 |  |  |
| ENSL B71CD | 2014 | 2015 |  |  |

NOTE: All courses will be reviewed in Fall 2014 due to the goal of changing the name from ENSL to EMS.

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Changes are currently being made in CurricUNET as the department is going through Curriculum Review and changing the names of all courses from ENSL to EMS. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

P. 169: ENSL B50 should have a “Note: Not open to students who have taken ENSL B1.” Also, p. 169: ENSL B71CD is equivalent to ENSL B71CN (not 17CN; that’s a typo.)

P.29: There is no ESL Tutoring. It should be removed.

P. 37: Pass/no pass options: courses that have been deleted are: ENSL B 71ab, and all the 300 series courses.

Directory: The department name listed next to faculty members Andrew Baker, John Hart, Susan McQuerrey, Jeannie Parent, and Elizabeth Rodacker should read English for Multilingual Students, **not** English as a Second Language.

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No N/A

If applicable, SEP Pathway with IGETC indicated? Yes or No N/A

If applicable, SEP Pathway with BC General Education indicated? Yes or No N/A

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

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**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

All full time members of the EMS Department participate on committees: Academic Senate, ISIT, Curriculum Committee, Assessment, Women’s History And More, Matriculation, Accreditation, and Scholarship committees. Some members serve as advisors to SGA clubs as well (the BC Go Green and DREAMers clubs) and one is an MIH mentor. In addition, one member is serving on the statewide Common Assessment Initiative ESL Working Group and the AB86 Consortium.

All members of the department participate actively in meetings, curriculum review, textbook adoption, departmental discussions, decisions and retreats.

1. *Instruction Only*: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

Adjunct EMS faculty members are greatly valued and participate well beyond their duties. They are regularly consulted regarding textbook adoptions, curriculum decisions, and departmental policies. Most attend meetings regularly and the chair meets individually with those who cannot attend meetings. They participate in norming sessions for writing classes, and two adjunct faculty even created and developed the curriculum for iLaunch, a summer bridge program in August 2014. They attend professional development workshops as well as retreats and attend – and even present at - the annual Building Bridges conference.

**VIII. Program Funding Sources:**

Identify any non-KCCD general fund sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts |  |  |  |  |  |
| Grants | Basic Skills Initiative | ? | Renewable | Not part of budget. Supplemental Instruction Leaders and some technology purchases are funded by BSI. | None |
| Categorical Funding |  |  |  |  |  |

**IX. Conclusions and Findings:**

Present any conclusions and findings about the program.

The English for Multilingual Students Department continues to grow and improve. The department benefits from forward-looking staff members who actively monitor changes in the field of teaching English to an extremely diverse population. In addition, the department has taken the initiatives of pursuing accelerated courses, participating in campus-wide student success initiatives (Habits of Mind, Making it Happen, and Supplemental Instruction), and renaming itself EMS in order to reflect a statewide trend among similar departments. This course of action has been pursued with the ultimate goal of improving success rates. A proposal for an intervention program targeting Hispanic students in EMS to improve success rates just 2-3% would greatly improve overall EMS student success rates given that the Hispanic students make up 80% of the EMS student population. In addition, enrolling more EMS students in a mentoring program such as Making It Happen would offer greatly needed support to these mostly first generation students.

**VII. Attachments (place a checkmark beside the forms listed below that are attached):**

[ ]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[x]  Professional Development [x]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)** [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_