**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: English for Multilingual Students

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The EMLS Department supports the Bakersfield College 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 Mission Statement:

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.

**II. Progress on Program Goals:**

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

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| **Program 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** |
| 1. Adopt a more accurate placement measure: Accuplacer ESL, for two years, and then use the Statewide Common Assessment Initiative, when it becomes available in 2016 as a pilot, and 2017 statewide. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_2015-17\_\_ (Date) | Accuplacer scores need to be reassessed as placement appears inconsistent. The plan is to collect data on placement accuracy of Accuplacer in order to evaluate and adjust current cut scores.  Jeannie Parent has been on the CAI ESL Working Group since its inception. The CAI placement test will be piloted at BC in the fall, 2016 and implemented in 2017, and hopefully it will prove to be an accurate placement tool, and one that better serves students. |
| 2. 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. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: 8/2015\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date)  . | Video was completed, but not posted yet due to music copyright issues. The plan is request BSI or Equity funds to hire someone to edit the music and then post the video on websites and TV in order to market our department more vigorously. |
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| 3. 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. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:\_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_(Date)  Ongoing: \_\_2015-2016\_(Date) | Subject identifiers (and the department name) were changed from ENSL to EMLS during the Fall 2014 Curriculum Review process. This has caused massive confusion among counseling, staff, and students, and Banner, and resulted in a drop in enrollment for the fall semester, 2015. Some Counseling faculty continued to use outdated forms that had non-existent courses. However, multiple efforts had been made to engage the Outreach office as well as Counseling in helping new and returning students understand the changes, and assisting them in registering for the correct classes. Further efforts will be made to disseminate accurate information regarding the department name and course numbers. |
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| 4. 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. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:\_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_(Date)  Ongoing: \_2015-2016 (Date) | Develop relationships with high school counselors, ESL and adult school instructors, as well as international schools in order to recruit students for the EMLS department, thereby promoting the core value of diversity by meeting the needs of the community. |
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| 5. 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. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:\_1/2015\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Due to inspecified issues with the Farm Institute for Education and Leadership Development, although six (6) courses were revised and then approved by the Curriculum Committee, the Board, and the State, this project was discontinued. |
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| 4. Enhance cooperation and collaboration by working with the Bakersfield Adult School to achieve the goals set by the AB86 Consortium. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:\_\_\_\_\_\_\_\_\_\_ (Date)  Revised \_\_\_\_\_\_\_\_\_\_Date)  Ongoing: \_2015-2016\_ (Date) | As part of the Rural Communities Initiative, a Kern County consortium was formed consisting of EMLS 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. A plan is in place within the EMLS Department to create at least one transition non-credit course focusing on reading and critical thinking in order to help students transition to and succeed in college. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Improve student success by implementing Supplemental Instruction in all sections of EMLS. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | According to research, students who attend Supplemental Instruction sessions succeed at higher rates than those who don’t, so it is conceivable that more students will succeed in EMLS courses if SI is offered in all courses, not just a few. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

* One change that is noticeable is the increase in the number of male students (from 39% to 45%) in one year. This has increased over the past five years, from 38% in 2010. Also, the student population has been trending older, so now the under 19 group is smaller, and there are more over 40 students, with the biggest group being in the 20-29 year range. According to research by the Immigration Policy Center, immigration is stagnant and the highest number of immigrants now in Kern County is in the 25-44 year old range. Not as many students coming out of high school need EMLS classes because they have grown up or at least attended high school in the U.S. In fact, according to the same report, “more than 1 in 3 immigrants who speak a language at home [in Kern County] also speak English ‘very well’.” And many of the older immigrants would not qualify for financial aid, the majority having less than a high school diploma (www.immigrationpolicy.org). This older demographic would indicate a need for the EMLS department to do outreach with the Adult School and possibly implement non-credit classes. There is also a stigma attached to ESL for students having attended schools in the U.S., so students coming right out of high school may not wish to enroll in our classes.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

* There seems to have been a significant (14%) drop in enrollment from 2013-14 to 2014-15, over 100 students. A drop is also evident in the number of students on waitlists, which decreased from 240 to just 111. The drop could have to do with the economy picking up, and more students working rather than attending college; however, a drop in enrollment of 10% also happened in 2011, so the cause is unclear.
* Students per section decreased as well (from 25 students per class to 22) because administration encouraged the department to add courses during the period of growth, so three sections were added. However, the student population couldn’t sustain so many sections. This also resulted in some sections being cancelled due to low enrollment, negatively impacting students who were already enrolled in courses – in one case, two weeks after the semester began. Not only were students affected, but adjunct instructors were, as well. Although traditionally, many EMLS students often register for class at the last minute, making it difficult to determine how many will ultimately enroll, in the future, only the number of sections supported by the headcount will be offered, regardless of pressure to add more.
* Also, two sections of a compressed/stacked Reading class were added (one each semester), but it was not well attended. EMLS students have many challenges to get to classes on a daily basis. The classes still ran with fewer than twenty students, but never filled.
* As a result of there being fewer students in class sections, productivity decreased as well, from 12.7 to 11.

1. Success and retention for face-to-face, as well as online/distance courses.

* Although lower than the previous year (92%), retention remained high at 89%, but success dropped from 74% to 71%. This fluctuation occurred over the span of one year; given the few number of sections offered, the cause is unclear. Over the past five years, success rates have still increased 4% up from 67%.
* According to the College Scorecard, success in ESL at BC is at 30.8%, down .3% from the previous year, a number that is unlikely significant, but still not going in the right direction. Concerted efforts at correct placement need to be made.

1. Changes in the achievement gap and disproportionate impact (Equity).

* Whereas previously, Hispanic males appeared to do more poorly than other groups, during 2014-15, the group of students “over 40” had lower success rates (68%) than those college-wide (74%) (but other groups exceeded college-wide success rates). Perhaps more direct support for this population in the way of making sure these students take advantage of all the resources on campus, such as the Writing Center, Learning Center, and Supplemental Instruction study groups.
* One other group, “White” also did not succeed as well (67% vs. 74%). However, it is unclear who those white students are, nor are those students necessarily part of a group that is disproportionately impacted.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

* One noticeable improvement is the number of EMLS students who have completed their Student Education Plan, 79%. This is a significant increase over the year before (71%), which could be attributed to faculty assigning career-related writing and reading topics, leading students to make appointments with Counselors as well as the remarkable efforts of the Counseling department.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* The assessment tool for ENSL (EMLS) B60 was a standardized vocabulary test, the Townsend Academic Word List test of 100 items. This was used in order to test SLO #4, “increase vocabulary for academic writing usage.” Students performed poorly (67% achieved 50% or better), indicating a more concerted effort is needed department-wide on teaching vocabulary. Emphasis on teaching vocabulary is confirmed by research by P. Kuehn at Fresno State University in 1996 that found that knowledge of academic words differentiates between well-prepared and underprepared college students. In addition, other research found that if students do not know 2% of the words in a text, they struggle (Carver, 1994), and Maricel Santos at SFSU found in 2000 that 16% of words in textbooks was academic. Therefore, even in all composition classes, improved instruction of the vocabulary on the Academic Word List is a must.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
   * The projectors we have received in LA 222 and LA 225 have greatly improved efficiency of instruction and student engagement; by projecting onto the white board, students interact more directly with instruction.
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

* The EMLS department has three program learning outcomes: 1) Communicate clearly and effectively in written form, 2) Present oral messages to appropriate audiences and adhere to conventions of message delivery, and 3) evaluate and analyze expository essays and literature through the use of critical thinking techniques. All three Program Learning Outcomes align well with the ILOs listed below. In addition, through an assortment of assignments used to engage students in succeed in achieving PLOs, students will be engaging in various levels of society as well, the fourth ILO.
* EMLS Departmental SLO/PLO/ILO Mapping charts for all courses are available on the Assessment committee website.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.

* The EMLS completed curriculum revision in the fall, 2014, and streamlined the numbering system as well as the course progressions. The subject identifier was changed from ENSL to EMLS in order to reduce the ESL stigma. In addition, there are three courses in Writing, Reading, and Communication: one, two, and three levels below transfer. The numbering makes sense now(all courses are 70, 60, and 50 level), so students should be able to easily follow the course sequence once they get used to referring to themselves as Multilingual students rather than Second Language learners.

1. Describe *any significant changes* in your program’s weaknesses since last year.

* Unfortunately, enrollment dropped somewhat. After some analysis, it was determined this was due 1) in part to the change of the department name from ENSL to EMLS as students, faculty, counselors, and staff became confused. Changes in immigrant demographics may be affecting the drop in enrollment. In addition, the new financial aid restrictions could be affecting our students; many of the older (25-44year old) students do not have a high school diploma, making it too expensive now for them to attend college. In addition, those older students who are attending

1. If applicable, describe any unplanned events that affected your program.

* Change in administrators (and even worse, DA IIIs) is never easy but it seems to be the norm. First the department was under one dean, and then under another dean, and then by mid-summer 2015, no dean – or an interim dean, with a different DA III. The deans are not in the same building as the department chair, nor is the DA III, but for the purpose of effective communication and efficiency, having a dean and DA III in the same building as faculty would be ideal.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* Jeannie Parent continues her work on the Common Assessment Initiative ESL Working Group (CAI), the statewide initiative that is developing a placement test to be used at all community colleges and piloted at BC in fall 2016. The goal is that this test will contribute to accurate placement of multilingual students once the test is implemented.
* Jeannie Parent has also offered the BCDreamers workshop during both flex weeks to educate faculty on how to support students who are Dreamers – an underserved population on campus.
* Most faculty members in the department attended and two faculty members made presentations at Building Bridges, the annual local conference of English, ESL, and ACDV faculty from area community colleges, CSUB, and high schools, to share best practices through workshops and roundtable discussions. Andrew Baker and Phyllis Wachob both presented at this conference in the spring of 2015.
* Faculty members attended annual statewide conferences such as CATESOL, Acceleration In Context, and the ASCCC Curriculum Institute, as well as presenting at the 21st Century Academic Forum.

1. What professional development opportunities and contributions can your program make to the college in the future?
   * Jeannie Parent can offer a flex workshop on BC Dreamers and will be working with the Equity committee to offer workshops to students as well.
2. Facilities:
3. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
   1. No repairs have been made to our knowledge.
4. How will your Facilities Request for next year contribute to student success?
   1. LA 204 and LA 219 really need larger white boards. This has been an ongoing M&O request for many years, but it has been ignored. Students are asked to come to the board in every class all day long to write sentences (many at one time), and the small board at the front is insufficient to engage several students at once. White boards help achieve student success by engaging students in more integrative classes.
   2. Acquiring new desks that serve today’s adult in LA 219 will make students feel welcome and help retention. Students will also be more easily able to reconfigure the desks into groups or other shapes for small and large group discussions. The current desks are static and insufficient.
   3. Ergonomic chairs for faculty in their offices will ensure longevity of employment and less likelihood of disability claims.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
   1. Computers in LA 225 used to continuously crash, so replacing those that have broken has been useful.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
   1. The brand new short-throw projectors in LA 204 and LA 219 will also engage more students as those who sit in the back of the room will be able to see what is on the board (as opposed to the small screen), and the instructor – and students – will be able to write interactively on the board with whatever is projected from the computer.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.
   1. Student success is our number one goal, and success rates of over 70% on various SLO assessments has been helped by the ongoing use of the language lab in LA 225. Students not only have been able to write, edit, and proofread their written work, but do online grammar exercises and assessments, use the language learning software to self-assess their pronunciation for Communication classes, and take online assessments for Reading classes as well. It is well-utilized, and needs continuous attention by the IT staff. Thank you!
   2. The short-throw projector and document camera in LA 222 have also helped instructors to engage students in ways that were previously unavailable, so they can easily interact with material, helping them succeed.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

In the year 2014-2015, the EMLS department continued high rates of retention and maintain quality instruction and individual support for students, resulting in success rates that exceed the college average. The department emphasizes best practices and has been innovative with pedagogical methodology for years, incorporating thematic units, compressed/stacked courses, and periodically revising writing rubrics. In addition, in order to better serve the multilingual population by removing the ESL stigma, the department changed the name from ENSL to EMLS. However, change is often difficult, and this year saw a drop in enrollment. Going forward, it will be important to continue outreach efforts at the Bakersfield Adult School and implement an outreach plan at the high schools in order to recruit more students to our EMLS program. Getting some support for these efforts from the Director of Outreach and School Relations would be greatly appreciated.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_