**Bakersfield College**

**Program Review – Annual Update 2016**

**I. Program Information:**

Program Name: English for Multilingual Students

Program Type: [x]  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 BC Mission by

* Highly valuing and nourishing the rich economic, cultural, and educational diversity that is unique to the EMLS Department.
* Evaluating and assessing the unique needs of the EMLS student and reflecting those needs in the courses that are currently offered and proposed, including workplace EMLS courses.
* Offering reading, writing, and listening/speaking classes supporting EMLS students’ communication skills and advancement to transfer level courses, certificates, and fulfillment of prerequisites required by other departments.
* 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;

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.

**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. Establish relationships with high school faculty and international contacts. | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Members of the EMLS department continue to develop relationships with high school counselors, English Language Development (ELD) 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.  |
| 2. Improve student success by consulting with IR and implementing best practices based on research outcomes. | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [x]  Completed: \_\_12/2014\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Research was conducted regarding the effectiveness of LRNC 505 and 507 (EMLS Writing Express) classes. Results found that students in LRNC courses were consistently more successful by about 10%. However, due to consistent low enrollment in the EMLS Express courses (average of 16), they are currently not being offered until recruitment efforts (possibly through the ambassador program) can be made.  |
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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** |
| New: EMLS Ambassador program has been proposed to improve student success and retention. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | * New EMLS students and those misplaced in native-speaker English classes will be served more effectively by learning about the EMLS option due to the recruiting and marketing efforts of the EMLS Ambassadors.
* Ambassadors will develop leadership and communication skills.
* The ambassador program meets Strategic Direction 2.25: Reach out to younger and underserved student populations to increase educational awareness.
* The ambassador program meets Strategic Direction 5.10: Develop, implement, review, and update comprehensive plans to better coordinate in-reach, outreach, and recruitment activities.
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| New: Reinstate EMLS Writing Express. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | * EMLS Writing Express is a compressed course. It helps students progress through their required courses at a much quicker pace, resulting in an earlier graduation completion date.
* Research indicates that students taking EMLS Writing Express are more successful than students in traditional EMLS writing courses.
* The ambassador program will help the EMLS Department market this class to eligible students.
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| New: Add two pilot non-credit courses: 1. An Integrated Basic Education Skills Training (I-BEST) embedded EMLS course (non-credit) with Child Development in order to improve student completion.
2. Transition to College and Careers – a non-credit course to help Adult School students’ transition to CTE careers at BC.
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement | 1. Will be able to move up a level in English by enrolling in the I-BEST CHDV/EMLS course without taking an extra EMLS class, thereby accumulating too many units.
2. A non-credit I-BEST course will address the needs of the EMLS adults in the community, many of whom do not attend BC due to financial reasons. Once they are enrolled in this non-credit course and achieve success, they will be more likely to pursue CTE majors that interest them.
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| New: Add online and/or hybrid courses:1. An online advanced reading course
2. A hybrid Introduction to College Composition course
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement | 1. An online advanced reading course will allow more students the opportunity to take college-level EMLS courses. Community member who work full time don’t always have time to take a traditional course. Online courses give them the flexibility they need.
2. A hybrid writing course will allow more students to take college level EMLS courses. If students are allowed study online, and then come to campus to take in-class essay exams, students who work full time will have more flexibility to work and take courses.
3. Additionally, both online and hybrid courses will free up needed classroom space on campus for traditional courses.
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**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).
* There have been no significant changes in gender demographics. The range of the female makeup of our program over the past five years has consistently been between 61% - 64%, while the range of the male makeup has consistently been between 36%-39%. The female makeup of our program is significantly higher than the collegewide makeup: 64% EMLS to 54% collegewide. The male makeup of our program is substantially lower than the collegewide makeup: 39% EMLS to 45% collegewide. This could be due to the fact that many of our students in our demographic are the main providers for their families and, therefore, are required to work full time. Nevertheless, we will continue to reach out to the male students in our community that would benefit from our program and encourage them to build on their education.
* There have been no significant changes in age demographics. All age demographic averages are consistent with the college-wide age demographic. However, there was a peak in 2013-2014 of students 19 and younger, comprising 40% of the student population in our program. That number decreased to 27% last year. Further researcher is needed, but speculatively, the decrease may be due to new measures that place more students directly into college-level English 1A directly out of high school.
* There are no significant changes to the ethnicity demographic in our program. Consistently, 79% - 83% of our student population is Hispanic / Latino. Bakersfield College is a sanctioned Hispanic serving institution, and the EMLS Department is in the forefront of serving the academic needs of the Hispanic community. This should warrant the funds that we need to best serve these students, including funds from the Making it Happen program which recently received a 2.6 million dollar federal grant. The grant is specifically aimed at serving the underprepared Latino students. “As the primary educational option for Latino students in the area, Bakersfield College needs to continually address the needs of students who are increasingly high need and underprepared for college” ([Bakersfield College Receive $2.6 Million Federal Grant](https://www.bakersfieldcollege.edu/news/2015/1006-bakersfield-college-receives-26-million-federal-grant)). This is what we do in EMLS.
1. Changes in enrollment (headcount, sections, course enrollment and productivity).
* The unduplicated headcount has decreased significantly since last year. In 2014-2015 the headcount was 728. In 2015-2016 the headcount was 528. This is a 27% decrease in headcount.
* We were able to maintain the same number of sections during the time of 2014-2016 (22); however, the number of sections has decreased from five years ago when we offered 25 sections.
* Enrollment in our department has significantly decreased in the past two years from 1,371 Census Day Enrollment in 2014-2015 to 897 Census Day Enrollment in 2015-2016. That is a 35% decrease in enrollment.
* Productivity has not changed since 2014-2015 (11.0). Productivity is less than collegewide productivity (16.8).
1. Success and retention for face-to-face, as well as online/distance courses.
* The retention rates in our department (89% - 92%) are slightly higher than the retention rates collegewide (84% - 88%).
* The success rates in our department (61% - 74%) have a significant amount of variance (a full 13%). However, only two of the past five years (2011-2012 61% and 2015-2016 65%) are significantly lower than the success rates collegewide (68% - 71%). The other three years either fall within the range of the collegewide success rates or are slightly higher than the collegewide success rates (2013-2014 74%). The success rates in 2014-2015 were 71%. The success rates in 2015-2016 were 65%. The lower success rates may be due to lower enrollment, as there is a smaller pool of students.
1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

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

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.
* Five new quality adjunct instructors have been added to the EMLS adjunct pool, two of whom were given classes, adding new energy and innovation to the department.
* In the past few semesters, F-1 student enrollment has been gradually trending upward (spring 2016 enrollment was 88). This has added diversity to EMLS classes. We currently have 91 F-1 students attending and enrolled.
* The EMLS Department has developed strong ties with CSUB IELC in order to provide a smooth transition for F-1 students from that program to the EMLS program at BC.
* SLO Assessment was conducted for every course, achieving 100% completion.
* SLO-PLO-ILO alignment for every course was also completed.
1. Describe *any significant changes* in your program’s weaknesses since last year.
* Low enrollment seems to be plaguing EMLS courses, especially those that are three levels below transfer.
	+ Due to the application of multiple measures during placement, many EMLS students are being placed in English classes, thereby further decreasing EMLS enrollment. In fact, according to a survey the EMLS department conducted in the fall, 2015 of all students enrolled in ENGL B60, 50, and ACDV B65, 57% of students who completed the survey were non-native speakers.
	+ Financial aid restrictions started to negatively affect many of the EMLS students in that they sometimes need more than one semester to attain the language skills necessary to succeed, but they are prevented from doing so because they cannot receive financial aid if they fail too many classes. “Bakersfield College has established a maximum time frame of 90 attempted units. Students are no longer maintaining satisfactory academic progress for financial aid after attempting 90 or more units whether or not financial aid was received” ([BC Financial Aid Website](https://www.bakersfieldcollege.edu/finaid/important-information))
	+ Also, new financial aid regulations pose a barrier to many community members who do not hold a high school diploma or GED who otherwise might enroll in EMLS classes at BC. Students now must “Show you’re qualified to obtain a college education by:
		- Having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate or having passed the California High School Proficiency Examination (CHSPE)” ([BC Financial Aid Website](Having%20a%20high%20school%20diploma%20or%20a%20recognized%20equivalent%20such%20as%20a%20General%20Educational%20Development%20%28GED%29%20certificate%20or%20having%20passed%20the%20California%20High%20School%20Proficiency%20Examination%20%28CHSPE%29)).
* Due to low enrollment in some of our courses, some adjunct instructors did not get courses. This has resulted in them looking for work elsewhere, negatively affecting future scheduling.
* Due to low enrollment, we had to cancel two of our lower level evening classes, B70 and B61, the only evening sections of those courses. A number of students called the department chair disappointed with the canceled class. They are working people who are unable to come to school during the day, nor are they able to take the equivalent course in ACDV. With the implementation of the ambassador program, we will be able to do a better job marketing these classes to the community, thereby increasing the enrollment.
* Despite the fact that our F-1 student population is trending upward, we have competition in the community. CSUB heavily recruits our F-1 students and pulls many away before they complete a degree here at Bakersfield College. BC can implement retention strategies by providing the services that F-1 students need beyond the help that Shohreh Rahman provides. F-1 students have unique needs such as housing and transportation. Are student services adequately trained to provide services and guidance for these students in these areas? Additionally, as many of these students come to this country alone, they also have unique social needs. Is BC equipped to offer programs that will help make these students feel welcome and part of the BC community? Not only are these students valued for the diversity that they bring to the campus, but they should also be viewed as an important revenue source for the college. These students pay an exorbitant amount for tuition. It seems that some of this money could be used to fund efforts to retain our F-1 students until they complete their degree.
1. If applicable, describe any unplanned events that affected your program.
* We lost one of our full-time instructors who taught in Delano. This restricted the number of EMLS courses that could be offered in Delano for two reasons: 1) It is difficult to find adjunct faculty who are willing to commute from Bakersfield to Delano, and 2) adjunct faculty are only allowed to teach a limited number of units. Fortunately, we were able to find three adjunct faculty members to teach three writing courses. However, the number of sections that are normally offered in Delano had to be reduced.

**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.
* We are requesting two new faculty positions: one for Delano and one for the main campus.
* We recently lost our full-time faculty member in Delano. That restricted the number of EMLS sections we were able to provide this fall and will provide in the spring. We need one full-time faculty member in Delano in order to continue serving the Spanish speaking population there as well as speakers of other languages who want to improve their English in Delano.
* Susan McQuerrey will be retiring in May, 2017. We need to replace her position with another full-time faculty member. Most of our low-enrollment courses are in our lower-level EMLS courses. The enrollment in our upper-level EMLS courses remains strong, and, in fact, seem to be growing. We had over forty people on EMLS B50 waitlists this fall semester. Susan plays an essential role in teaching our upper-level EMLS courses. With Susan’s retirement, it will be difficult to continue offering as many high-level classes as we do now. Our adjunct pool is spread thin, and finding qualified adjuncts in Bakersfield is very difficult because CSUB does not offer a degree in MATESOL. A new full-time faculty member to replace Susan will allow us to continue efficiently serving our multilingual student community.
* In addition, replenishing our department with two full-time faculty members will allow our department to meet campus and shared governance needs: representation on essential councils and committees.

1. Professional Development:
2. 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.
* Faculty attended the CATESOL conference as well as the local Building Bridges Conference. Faculty also attended various workshops and FLEX day activities offered on campus. Each of these conferences and workshops centered on teacher training and student success.
1. What professional development opportunities and contributions can your program make to the college in the future?
* Jeannie Parent (with Anna Poetker) can present on ways to support Dreamers.
* Yuri Sakamaki can give a presentation on using technology in the classroom.
* John Hart can present on linguistic particularities of EMLS students and how other instructors can help them succeed in regular classes.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* A large white board was installed in LA 204, which greatly improved the pedagogical effectiveness of that classroom by increasing student engagement.
1. How will your Facilities Request for next year contribute to student success?
* Chairs in LA 219 are connected and difficult to move around. The situation causes a barrier to communicative group activities, and instructor monitoring. They need to be replaced with separate desks and chairs.

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?
* Computers in the lab, LA 225, continue to break down, headsets are missing, and the software program does not work effectively, making the lab less efficient than it should be. Some instructors do not take their classes of 29 or 30 into the lab due to the number of computers that consistently do not work. Updated computers are a must!
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* Continuous updating and repairs of the computers in LA 225 will allow instructors to use the existing technology, increasing student engagement and ultimately, student success and retention.
* Document cameras in LA 219 and LA 204 are essential for engaging students and providing instructors with an effective means to interact and facilitate learning.
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.
* Technology is essential to our program. Language learning is very interactive; therefore, software and headsets that work can provide opportunities for students to assess themselves in terms of pronunciation, communicate with each other, and listen to various forms of authentic speech in a controlled environment. In addition, in order to encourage students to write multiple drafts as well as to teach research and in-class writing skills, instructors need all computers in the lab to be consistently upgraded and repaired. This has not been the case.

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

* Our budget is minuscule when compared to some programs on campus (a mere $550), yet it is essential to increased student success in our program. This money is used for important classroom materials like whiteboard pens, poster paper, DVD’s, and other items that are directly used in the classroom with students. These items may not seem like much, but they add up quickly when requested by and distributed among the entire department.
* EMLS would like to request an additional $5,000 ($1,000 for each full-time faculty member) to attend our discipline’s national conference or other professional conference. Some department members have paid their own way to attend educational conferences in the past, but others have not been able to afford the registration fees as well as travel and hotel expenses. Students directly benefit when instructors are able to network with other professionals in the same field, learn new and innovative ways to teach in the classroom, and regain a professional focus.

The decision to increase our budget to be able to attend at least one professional conference aligns with the Budget Decision Criteria, which aligns with the College Goal of Student Excellence to “Continue to encourage student excellence by addressing basic skills **at all levels of academic and student services**.” Continued professional development at discipline-specific conference (one like Teaching English to Speakers of Other Languages, or TESOL), will help teachers enhance their ability to encourage student excellence in EMLS classes by learning the most current, up-to-date methods of addressing the most critical issues facing basic-skills students.

Additionally, increasing our budget to an additional $5,000 aligns with Strategic Direction 5.5: “Continue to support conferences (both on and **off-campus**), peer learning, learning from experts etc. “

It is also important to remember that Bakersfield College is an Hispanic serving institution. Therefore, any skills that EMLS instructors gain at conferences to promote equity within the Hispanic student population is extremely beneficial.

**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.

* One factor that may cause low student enrollment is a lack of information. The student ambassador program will market our program to the community by visiting the adult school, the Intensive English Language Center at CSUB, and various high schools in the community to inform students about our program and help them with registration questions. They will also help create promotional online videos and radio spots on Spanish speaking radio stations. The entire EMLS Department is very encouraged by the possibilities of this ambassador program. Additionally, an ambassador program aligns directly with **Strategic Goal 2.25**: Reach out to younger and underserved student populations to increase educational awareness. What better way to reach out than with ambassadors, many of whom will have come from the same population that they will be reaching out to. It also meets **Strategic Goal 5.10**: Develop, implement, review, and update comprehensive plans to better coordinate in-reach, outreach, and recruitment activities.

Additionally, despite our low enrollment numbers, there is still much demand for our intermediate and advanced classes. We are glad that the enrollment in these intermediate and advanced classes is strong, but we have not given up on our beginning level classes. We are a Hispanic / Latino serving institution, and there is a great need in the community to learn English. Consequently, we are looking at different ways that we can increase the enrollment. One of our most promising plans is the creation of an ambassador program. Lesley Bonds is currently examining a course we might take to fund this ambassador program.

* In order for EMLS to be a viable program, we need enough full-time faculty to meet the needs of the students and the campus; we need to be able to offer enough classes on the main campus (at least 22 sections) and in Delano as well as have representation on campus-wide committees. With the loss of two full-time faculty members, our department will shrink from 5 to 3. We need to be able to replace those faculty members. If necessary, we could have a dual purpose faculty member in Delano, one who can teach EMLS as well as English and/or ACDV.
* Non-credit additions to EMLS course offerings will begin to meet the needs of the large immigrant community and demonstrate that BC is, indeed, a Hispanic Serving Institution.

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

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

[x]  Curricular Review Form **(Instructional Programs Required)**

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

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

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

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_