

2019-20 English for Speakers of Other Languages Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The department's mission statement is "to facilitate English language competence in speakers of other languages for academic study, pursuit of vocational certificates, enhanced career options, and increased civic engagement."

The ESOL Department addresses the College's mission statement "To empower and transform a global community of learners" and its vision to "inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment." Furthermore, the ESOL Department's commitment to vocational certificates and increased civic engagement mirrors the College's Values Statement that "Education is the foundation of our civilized democratic society."

The ESOL Department meets the following College Strategic Priorities:

- **Student Success:** ESOL focuses on transfer, vocational ESL pathways to careers, and is heavily involved in many campus initiatives designed to facilitate student success.
- **Equity and Excellence:** ESOL has many international students in its classes and is a key player in all matters of matriculation for language learners. The ELI works with ESOL to reduce equity gaps for nonnative English speakers.
- **Comprehensive Community Connections:** ESOL serves many concurrent enrollment students, especially in summer, and is directly connected with new vocational initiatives such as Hospitality, Retail, and Tourism and Allied Health. ESOL is heavily involved in the local ACCEL (AEBG) consortium with adult schools.
- **Instruction:** ESOL is actively engaged in facilitating access to language learners to prepare them for their future via flexible scheduling, alternative delivery, vocational preparation, and academic rigor. ESOL engages in emerging instructional innovations such as embedded tutoring and hybrid courses.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Leigh Anne Shaw, ESOL Professor
Erinn Struss, Associate ESOL Professor

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Due to the challenges of Covid-19 this section is the same as the prior academic year.

Goal 1: Create a PACE Certificate

Progress:

- The PACE Certificate is being revised to better reflect the classes students would take in the PACE Learning Community and will be reviewed by the Curriculum Committee. The certificate includes all transferable classes and is designed to recognize students' achievement in communication skills and cultural proficiency. To earn the PACE Certificate, students must take both ESOL 400 and English 105 plus two electives from the following: COMM 110, COMM 130, HIST 235, or ENGL 110.
- We have plans to revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes

Goal 2: Make the following courses available online or in a hybrid form: ESOL 875, 874, 873, 872, and 840.

Progress:

- All three permanent faculty took part in the required online training through Skyline College's CTTL. Our plans were to focus on ESOL 875, 874, and 873. We have been unable to complete the courses because of the nature of ESOL courses, which require far more than simply posting readings or quizzes online. We have requested reassigned time for Fall 2019 to allow enough collaborative time to complete these online courses in the hopes of having them ready for Spring 2020.
- We have revised the CORs with the curriculum committee to offer ESOL 873, 874, and 875 online or in a hybrid form. Additionally, all three full-time faculty did the Canvas training to be able to teach online. We are in the process of creating Canvas course content for these classes.

Goal 3: Engage with college initiatives that can result in allocation of greater resources to attract, retain, and propel ESOL students through our program and into certificates and degrees

Progress:

- Mylene Foo and Stacy Nojima are working with some of the Adult Schools to go out to local elementary, middle, and high schools to advertise the ESOL programs to immigrant parents. They held one session in Jan/Feb 2019 and will hold other sessions in April and October. Additionally, we are working to get informational flyers out to immigrant parents.

Goal 4: Collaborating with college initiatives and departments, revive and connect contextualized workplace ESL courses and situate them in pathways and programs that will support ESOL success in CTE. We had planned to start conversation with Dean of Workforce Development about collaboration for programs like ESOL for ECE, ESL for Health Care, and ESL for the Workplace. We have asked for assistance with this work.

Progress:

- There are current efforts to examine the ESL for Hospitality courses to recreate a more robust pathway for students who are interested in this field of work.
- Additionally, there has been an initial meeting to discuss pathways from ESL into Early Childhood Education and into Office Assisting. Challenges exist in local ordinances and the team is beginning to do the work to understand how this pathway can be realized.

Goal 5: Increase the Listening/Speaking courses to 4 units.

Progress:

- We have increased the unit load for the Listening/Speaking courses from 3 units to 4. This is an improvement to the ability to impart critical skills and practice, but it has been challenging to schedule within the limited rooms available at the college. (Resource needed may include dedicated classrooms or marketing for offerings in offpeak hours.

Goals 6: Add embedded tutors to ESOL 400 (through Equity funding) and ESOL 840 (through BSI funding).

Progress:

- Embedded tutoring is now employed in all levels of instruction and across several sections. It provides necessary support for our population.

Goal 7: Continue to build the PACE Learning Community so the schedule gets stabilized and classes fill. Also continue to build up PACE-specific activities that carry over from year to year (PACE Family Night, field trips, etc.)

- The PACE LC schedule is stabilizing because we have identified ideal times to offer our classes and PACE instructors are doing targeted marketing. Linked courses are now offered back-to-back. Most PACE classes have no problem filling (the only exception was Spring 2019 where we had to cancel the ESOL 875/400 cohort due to low enrollment).
- We also have regular PACE Learning Community events such as bowling, picnics in Westborough Park, PACE Family Night (every fall semester), and PACE End-of-Year Celebrations (every spring semester).

Goal 8: Weekend Offerings: We wanted to examine splitting our large unit classes to facilitate a Saturday offering; current load is too large to offer on a Saturday.

Progress:

- We have revived our weekend offerings somewhat. Over the past two semesters we have offered either a listening and speaking course or a grammar course on Saturdays. We would like to increase our weekend offerings.
- For large-unit courses (ESOL 840, 830), one option could be to offer half of the course in one term and the other half in a subsequent term. Another option could be to split a large-unit course such as ESOL 830 into three 2-unit offerings and offer them in a rolling fashion.

Goal 9: Goals for the English Language Institute:

Progress:

- The renaming of the ELI to ESOL Connect is rolling out in April 2019.
- We have not been able to move forward with training two more ESOL counselors.
- Mylene Foo has been working intensely on ESOL student extra credit activities that attract our students to visit student support services. So far it has been hard to measure the success although anecdotally, it seems to be yielding progress in making students more aware of services and the importance of engaging with them.

Goal 10: Summer Offerings

Progress:

- We still lack a summer offering. The challenge of our large-unit courses still remains a barrier to summer or short-term courses.

Goal 11: Co-require ESOL 875 and 400 Following the models set by sister college Cañada college and the Skyline Math Department, as well as the method being touted by the AB 705 implementation task force (co-requiring a valuable course to the core course), we had planned to begin work on co-requiring ESOL 875 with every ESOL 400 course.

Progress:

- We got negative feedback from the president of the college at our last program review when we suggested this. We still feel there is benefit to such an approach, as our sister college Cañada has shown, but for the immediate future, we are putting this goal on hold.

Goal 12: Continue to request for an additional full-time ESOL faculty member

Progress:

- This goal is not realistic in the current enrollment climate and we hope to pursue it at another point in future.

Associated Objectives

841-Adult School "Middle College" at Skyline

800-Continue embedded tutoring across department

859-Course Cancellations: Advocate for Equity and Access

860-CTE and Contextualized ESL Courses

839-District & College ESOL/ESL Placement Process per AB705

862-Engage with College Initiatives to Attract, Retain, and Propel ESOL Students into Certificates and Degrees

794-ESL Connect (Formerly ELI)

842-Evening, weekend, and summer offerings

795-Increase ESOL Counseling to Meet Need

796-PACE Funding

797-Request a staff member dedicated to ESOL outreach

798-Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body

843-Retention Specialist

799-Revise CORs to create online or hybrid ESOL 875, 874, and 873.

840-Workforce ESL coursework

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Assessment and Placement Volatility

- The passage of AB 705 has mandated that colleges place students into coursework primarily by multiple measures, but ESL programs statewide have been allowed to continue to use our standardized placement tests through Fall of 2019 while the state issues further guidance. Placement for ESOL will change: we are moving towards Guided Placement (GP) via “Can-Do” statements that students select at levels that inform their best placement. It is hoped to also create a human-scored writing sample. As all guidance from the state has ceased due to the coronavirus outbreak, we are making these decisions on an experimental basis.
- Because of AB 705 and its mandate to use Multiple Measures for placement, we had worked out a temporary placement process whereby ELD/ESL students coming from the high schools could be better placed at Skyline. This meant some students going through the English placement process while other students would be directed towards the ESOL placement process. Mylene Foo has worked in coordination with Outreach and Assessment to make sure the placement process and transition to college is smooth for these students. Now that the adult education schools have been shut down (temporarily due to the coronavirus outbreak), it is unsure how these measures will be used in the near future.

Alignment between Adult School ESL, ACCEL, & Transition Coordinator

- We lost our ACCEL Transition Coordinator, Stacy Nojima, in the Fall of 2019. Because of this and other factors, we had lower enrollment of students in Spring of 2020. A new ACCEL Transition Coordinator has been hired; however, because of Covid-19, we have not met the individual nor do we know what their focus will be. The ESOL department worked with the adult school ESL faculty for the past year on the creation of a multiple measures placement battery to use at the adult schools that will place students directly into the ESOL program. The MOU was signed by Dr. Stanback-Stroud in Spring of 2019.

Elimination of Level 2 and Spring 2020 Elimination of Level 3

- Because of decreased enrollment we have limited offerings in level 2 and level 3. This creates a pipeline problem whereby lower level students have no entry point with us.

Progress:

- Due to low enrollment, all Level 2 courses were put on hiatus with administrative pressure to remove them entirely. ESOL still sees value in these courses since we still see students entering the program at this level but who do not wish to attend the adult schools. We recognize that there may be other options that we have never explored; for example, while we have offered our own courses at the adult schools, we have never offered their courses at our college.

Decreased international students:

- Factors such as the unwelcome atmosphere for immigrants (the current presidential administration) and the coronavirus outbreak are anticipated to have a decimating effect on international student enrollment.

Unemployment:

- As with other programs at The College our population has been decreasing because of the booming economy; however, with Covid-19 layoffs this may now change.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Due to the challenges of Covid-19 this section is the same as the prior academic year.

What we learned from our assessment of the grammar SLOs:

- For our grammar classes, our newly revised objectives and assessment of the objectives seems to work. The students are meeting the objectives.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Due to the challenges of Covid-19 this section is the same as the prior academic year.

Previous analysis shows that the academic elements of the program are strong. The ESOL department is discussing revisions to the program to better serve a population that is not focused on academic pursuits. One area we are looking at includes revising our workplace English course so it is more advanced and includes offerings such as language for negotiating salaries, language for meetings, reading for workforce and technical fields, and grammar for interviews.

In addition, while we are meeting the needs of our daytime and weekday students, we are again not serving a population that needs evening, weekend, and summer offerings.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

ESOL participated in the assessment of the lifelong wellness ISLO.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Due to the challenges of Covid-19 this section is the same as the prior academic year.

We answered this question in section II.A. where we discussed our progress on both the last CPR strategies and the last APP objectives. There are no revisions to the strategy outlined in the CPR.

a. Advocate for equity and access for students affected by course cancellations:

We are currently working with the VPI and the division dean to ensure consistent offerings that do not disrupt students' pathways through the ESOL program. We are requesting support for the entranceways into the ESOL program, particularly via the adult schools, to ensure that when students do come to us, they have courses to enroll in, and that students can see options when they enroll.

b. Co-require ESOL 875 and 400:

Following the models set by sister college Cañada College and the Skyline Math Department, as well as the method being touted by the AB 705 implementation task force (co-requiring a student success course to the core course), we will begin work on co-requiring ESOL 875 with every ESOL 400 course.

We have decided not to co-require ESOL 875 and 400, so this is no longer one of our goals. We looked at data which showed higher success rates of students who were taking 875 and 400 together. However, while the success rates were higher, there was not a significant enough difference to warrant forcing all students to take the courses as co-requirements.

c. Collaborate with college initiatives and departments to revive and connect contextualized workplace ESL courses and situate them in pathways and programs that will support ESOL success in CTE:

We have succeeded in getting meetings about ESL for Hospitality and ESL for Child Care started; there is no progress yet, as the discussions are very new. We desire to create more workplace-focused and CTE-focused courses to support students in CTE programs as well as give students options for non-academic pathways since currently, any student who wants advanced language study has only the option of a course that includes writing essays, which they do not desire or need for their goals. We still desire ways to situate ESL for Health Care courses into a pathway for students.

d. Hire full-time faculty:

Because of decreased enrollment across The College we will not be pursuing this at this time.

e. ELI resources:

Because of the pause on the Building 1 construction, the ELI does not currently need to move. As of Spring of 2019, the name change is in progress and will be completed by Fall of 2019. We have signage and are doing outreach.

f. Engage with college initiatives that can result in allocation of greater resources to attract and retain and propel ESOL students through our program and into our certificates and degrees

One ESOL faculty member was an original member of the College for Working Adults program planning meetings and attended the kickoff meeting. The program emerged in a direction that does not include ESOL students; therefore, the ESOL department is exploring other means of providing ESOL on evenings, weekends, and summer. We have still to discuss including ESOL students in the College Promise Program, and we want to see ESOL courses included in pathways being created throughout the college.

g. Increase ESOL counseling to meet need:

We had hoped to coordinate with Counseling, LA Dean and Counseling Dean, to better serve the needs of ESOL students as we currently have about twenty hours of counseling services per week for students. It would greatly help our students if we could increase this to about thirty hours per week of counseling services. However, we have not moved on this this past year as our focus went to other projects. We need to collect data on the number of hours ESOL students need counseling for and figure out if their needs are not currently being met.

h. PACE funding: We would like to request funding for PACE so that our program is institutionalized.

PACE now receives about \$2000 in annual funding, which is used for community building events such as PACE Family Night, supplies, field trips, and marketing. We would like to continue to request funding for PACE.

i. Request a staff member dedicated to ESOL outreach:

Through the ELI and ACCEL, we have worked to do better outreach in coordination with South City Adult School at the high schools and middle schools to parents of K-12 children in South City. This work was being led by Mylene Foo, Stacy Nojima, and Lauren Ford.

We are still in need of outreach to industries and the community at large.

j. Request that the college collect ethnic data that more accurately represents the ESOL student body

We have not worked with PRIE on how to most efficiently and reliably collect relevant ethnic student data that shows a more accurate picture of our student demographic so that we may better analyze and meet their needs.

k. Revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes

We have been working to make 875, 874 and 873 online or hybrid. We did DE Addenda through The Curricular Committee for all three of these courses. All three full-time faculty did the Canvas training through the CTTL in Fall of 2018. We are currently working to fill out the shells for these courses in Canvas.

l. Scale up embedded tutoring across the department.

We have continued to work with initiatives such as Supplemental Instruction and Embedded tutoring across all levels of ESOL. We now have consistent embedded tutoring in many of the level 3, 4, and 5 reading and writing classes.

Associated Objectives

1068-Continued ESL Connect-Counseling Collaboration

1067-Embedded tutoring with TLC

1065-PACE Budget

1066-PRIE Request Better Ethnic Data

1069-Reassigned Time for Placement Post-AB705

798-Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body

1064-Site license/subscriptions to online teaching tools

1071-Student Assistant Funding

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

[1068-Continued ESL Connect-Counseling Collaboration](#)

[1067-Embedded tutoring with TLC](#)

[1070-ESL Connect Marketing/Promotion](#)

[963-ESL Connect Office Assistant](#)

[967-ESL Connect Supplies](#)

[964-ESOL Outreach Staff](#)

[1065-PACE Budget](#)

[966-PACE Funding](#)

[1066-PRIE Request Better Ethnic Data](#)

[1069-Reassigned Time for Placement Post-AB705](#)

[798-Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body](#)

[1064-Site license/subscriptions to online teaching tools](#)

[1071-Student Assistant Funding](#)

Enhanced Budget with Objectives and Task Detail

[English for Speakers of Other Languages Enhanced Budget with Objectives and Task Detail](#)