

Progress Update (Past Two Years) - Academic Affairs

1. Provide an update on your program or department's progress on your last objectives or action plans:

Progress Update Past Action Plans

Progress Update Past Action Plans

What type of program review did you last submit?

- Old annual
- Old six-year
- PU
- CPR

What is the status of your last program review action plan/objective?

- Completed
- In Progress
- No Longer Pursuing

Discuss the progress made on the goals in your action plan(s) (if last program review was a PU or CPR) or annual objective(s) (if last program review was an annual or old six-year).

The ESL department has made substantial progress on the goals established in our 2020 Annual Program Review. One of our primary goals was to revise our ESL guided self-placement instrument to better assist students in accurately self-assessing and placing themselves in the most appropriate ESL course level (ESL 10G/W, 11A, 19A, or 19B). The ESL department feels that incoming students often do not understand the purpose of the guided self-placement process, so they frequently choose a level that is too low for them. During the Spring 2022 semester, the former chair of ESL, Judy Marasco, had the ESL GSP translated into 7 different languages (Arabic, Farsi, Japanese, Korean, Russian, Chinese, and Spanish). In Spring 2023, we submitted the translated versions to Academic Affairs for IT to implement the changes. The expected launch date for the updated ESL GSP (version 2.0) is Fall 2024. We believe that once these translated versions are in place, students will have a better understanding of the purpose of the ESL GSP, and as a result, will select the ESL course level that most appropriately reflects their English level.

Another objective from our 2020 Annual Program Review was to continue our process of updating the course outlines of record (CORs) for all our ESL classes. Two of our core ESL courses (ESL 10G & 19B) were updated in April 2023, the remaining ESL core courses (ESL 10W, 11A, & 19A) were last updated in November 2021. The ESL department plans on revising the CORs for all of our core classes and submitting them for approval in Fall 2024. In addition, most of our ESL support classes need to be updated. The ESL department plans on revising the CORs for all of our support classes and submitting them for approval in Spring 2025. Please see below for a list of all ESL courses currently offered in our department, the date they were last updated, and the next planned update.

Course	Date Updated	Planned Update
ESL 10G	April 2023	Fall 2024
ESL 10W	November 2021	Fall 2024
ESL 11A	November 2021	Fall 2024
ESL 19A	November 2021	Fall 2024
ESL 19B	April 2023	Fall 2024
ESL 14A	May 2019	Spring 2025
ESL 14B	March 2019	Spring 2025
ESL 15	June 2023	Spring 2025
ESL 16A	March 2019	Spring 2025

ESL 16B	March 2019	Spring 2025
ESL 16C	November 2018	Spring 2025
ESL 17	January 2019	Spring 2025
ESL 20A	April 2023	Spring 2025
ESL 20B	November 2022	Spring 2025
ESL 23	January 2019	Spring 2025
ESL 28	April 2023	Spring 2025

A third objective the ESL department had was the hiring of a full time faculty member. Unfortunately, we still have not been ranked or received a full time faculty member. This will be discussed more in Question 2. However, during the 2023-2024 academic year, the chair of the ESL department and the noncredit ESL faculty lead interviewed over 11 highly-qualified adjunct ESL instructors, many of whom have already started teaching in both our credit and noncredit ESL programs. We have also been able to increase the number of qualified part-time instructors in our substitute instructor pool.

A fourth objective outlined in the 2020 Annual Review was to ensure the ESL department adheres to the guidelines established by AB 705. The ESL department continues to make this a priority. For example, as mentioned previously, we have revised our ESL GSP instrument to include translations in seven languages. In Spring 2024, the department voted to update our challenge process. The challenge process allows students to challenge the course level they selected through the ESL GSP. Previously, only students who were **NOT** enrolled in an ESL course could challenge their level. Now, all students can challenge their ESL course level even if they are currently enrolled in an ESL course. The ESL department will continue to evaluate and revise the challenge process to ensure greater agency for students when selecting their initial ESL course level.

A fifth objective was to create mirrored ESL classes in the noncredit ESL program. Mirrored classes enable students in the noncredit ESL program to enroll in credit ESL classes through a noncredit section. They take the credit ESL class alongside students in the credit program. Noncredit students, however, do not receive credit for the course. Mirrored classes are a highly effective way to enhance enrollment in these courses while at the same time generating state apportionment. Starting in Fall 2023, we offered three of our ESL support classes as mirrored courses. Offering these mirrored sections has benefited the ESL department by increasing enrollment in these support courses. Because of the success of these mirrored sections, the ESL

department is planning to add additional mirrored classes, such as ESL 17 and ESL 14A. Please see below for a list of courses offered as mirrored sections along with enrollment numbers for Fall 2023 and Spring 2024.

Course	Fall 2023 Noncredit Enrollment	Spring 2024 Noncredit Enrollment
ESL 15	3 (Seat cap of 5)	2 (Seat cap of 3)
ESL 20A	7 (Seat cap of 10)	7 (Seat cap of 10)
ESL 28	8 (Seat cap of 10)	2 (Seat cap of 3)

A sixth objective was the goal of achieving higher success rates in ESL 19A and ESL 19B. These two courses replaced our previous course sequence of ESL 11B, ESL 21A, and ESL 21B. This course sequence redesign was part of the ESL department’s goal to increase throughput for students in the ESL program as part of AB 705 compliance. ESL 19A and ESL 19B were first offered in Fall 2020. Based on the chart below, the success rates in these courses have plateaued in recent semesters. The ESL department is having on-going discussions regarding strategies and approaches that can be implemented to increase the success rates of these courses, including our department plan to revise the course outlines of records for ESL 19A and ESL 19B in Fall 2024.

ESL 19A & ESL 19B Success Rates

Course	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ESL 19A	72%	79%	78%	78%
ESL 19B	84%	84%	79%	80%

End of Progress Update Past Action Plans

2. Considering your program's past plans and the developments over the past two years, what challenges and concerns need to be addressed in the next two-year review period?

One of the ESL department's most important concerns is the lack of full time faculty members. In Spring 2019, the ESL department had 9 full time faculty members. However, during the 2019-2020 academic year, 4 full time faculty members retired (Janet Harclerode, Emily Lodmer, Tracey Ellis, and Sharon Jaffe). In addition, during Summer 2023, another full time faculty member unexpectedly resigned from her position. As a result, the ESL department currently has only 4 full time faculty members, which is far below the critical threshold for the department to operate optimally. Hiring at least 2 additional full time faculty members within the next year will enable the ESL department to function more efficiently. Our course enrollment and headcount have steadily increased for both credit and noncredit ESL programs during the last few years since the pandemic ended. In addition, when looking at the combined course enrollment and headcount data, this also demonstrates that our program is returning to pre-pandemic enrollment levels, which is further evidence of the need to hire more full time faculty members.

Course Enrollment for Credit and Noncredit ESL Programs (Fall 2017 - Fall 2023)

Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Credit ESL	1,926	1,669	1,244	610	554	626	705
Noncredit ESL	1,113	1,135	1,221	650	791	1,356	1,918
Total Course Enrollment	3,039	2,804	2,465	1,260	1,345	1,982	2,623

Student Headcount for Credit and Noncredit ESL Programs (Fall 2017 - Fall 2023)

Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2023	Fall 2023
Credit ESL	1,432	1,216	916	471	430	521	567
Noncredit ESL	533	508	558	300	412	687	826
Total Head Count	1,965	1,724	1,474	771	842	1,208	1,393

Another challenge the ESL department plans to address is continuing to prioritize a more effective guided self-placement process for students entering the ESL program. The ESL department submitted an updated version of the ESL guided self-placement tool that includes translated versions of the instructions and course level descriptions. We are expecting IT to complete this update by Fall 2024. The ESL department believes that this will enable students to more effectively place themselves in ESL courses that are most appropriate for their level. We also have plans to develop a short ESL GSP orientation video for students to watch before completing the ESL GSP. Many students do not understand the importance of the guided self-placement process, and as a result, often select a level that is too low for their ability. ESL instructors administer a

common diagnostic exam the first week of each semester to help move students up to the correct course levels. For example, in Fall 2023, 47 students moved to different levels after completing the common diagnostic, which was approximately 8% of the students in the credit ESL program that semester. In Spring 2024, 45 students moved to higher levels after completing the common diagnostic. This large number of students moving levels indicates that the ESL GSP needs to be more effective in supporting students when choosing their course level. The combination of the translated ESL GSP and the orientation video will further enhance the effectiveness of the ESL guided self-placement process. The ESL department will also administer a survey (in conjunction with SMC Institutional Research) to determine how students feel about the ESL guided self-placement process. Finally, the ESL department will continually review and revise the department challenge process, which enables students to challenge the level they have selected via the ESL GSP.

A third concern the ESL department has is the development of a transfer-level English course in the ESL department (TLE-ESL). This is a current statewide trend that allows ESL departments to offer a transfer-level English composition course within the ESL department taught by a qualified ESL instructor. Students receive English composition credit for a TLE-ESL course, and these courses are UC/CSU transferable (IGETC Area 1A - English Composition). For example, within the Los Angeles Community College District, five of the nine colleges offer a transfer-level English course in their ESL programs.

The ESL department also needs to revise the course outlines of record for all core ESL courses: ESL 10G/W, ESL 11A, ESL 19A, & ESL 19B. The need to revise the CORs for ESL 19A and ESL 19B is of particular importance because neither of these courses have gone through any major revisions since they were first developed and offered in Fall 2020. The past 2 ½ years of teaching these courses has given instructors valuable insights into how to refine these courses to meet the current needs of our students.

Many ESL faculty members have participated in the Equity-to-Action Groups training, and this is another important focus of the department. Additional training on equity-focused instruction will help our department identify the achievement gaps that need to be addressed in our program.

In Spring 2024, an adjunct ESL faculty member began serving as our SLO ambassador to map our program learning outcomes to our course-level student learning outcomes. In the upcoming semesters, the ESL department would like to focus on developing additional PLOs for our program, and possibly, an additional department certificate. As part of this process, the ESL department will revise and update course SLOs more frequently.

The ESL department would also like to revise our current department certificate and develop a new department certificate. Currently, students who complete ESL 19A and ESL 19B are eligible for a department certificate. Although this certificate is not transcriptable, we believe it provides students with a sense of achievement and marks a milestone in their English language development. This certificate is currently being revised. We would also like to develop a new department certificate for the other ESL courses we offer: ESL 10G, ESL 10W, & ESL 11A. ESL faculty members will begin discussing this in Fall 2024 once the PLO-SLO mapping project has been completed.

Another area of focus for the ESL department is increasing the success rates in our core ESL courses (see chart below). The course level coordinators for each course will be meeting in Fall 2024 with instructors who teach these courses to discuss intervention strategies that can be used to improve success rates.

Core ESL Course Success Rates

Course	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ESL 10G	72%	79%	74%	75%	90%	90%	77%
ESL 10W	71%	79%	85%	80%	94%	87%	78%
ESL 11A	71%	70%	79%	75%	83%	80%	83%
ESL 19A	NA	NA	NA	72%	79%	78%	78%

ESL 19B	NA	NA	NA	84%	84%	79%	80%
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In addition to success rates, the ESL department will focus on improving throughput in the ESL program to remain in compliance with AB 1705. AB 1705 requires California community colleges to help students enroll in and complete transfer-level coursework within three years if they start in an ESL program. Please see the chart below for a breakdown of the throughput data beginning with the 2020-2021 cohort. Please note that the 2020-2021 cohort is the only cohort with three years of data. In Fall 2024, the ESL department plans to have discussions on how to improve our throughput rate. In addition, the ESL department will review this data on an annual basis in order to make changes and introduce strategies/interventions designed to increase our throughput rate.

First enrolled in ESL at SMC in 2020-2021	Enrollment Count	Completed English 1 with 'C' or better					
		Within 1 Year		Within 2 Years		Within 3 Years	
		Count	%	Count	%	Count	%
ESL 10G/W	64	3	5%	8	13%	15	23%
ESL 11A	62	3	5%	18	29%	26	42%
ESL 19A	106	23	22%	54	51%	60	57%
ESL 19B	67	29	43%	47	70%	48	72%

Another area the ESL department will focus on is increasing the number of noncredit ESL students that transition to credit ESL. In our 6-year Program Review from 2018-2019, approximately 8-9% of noncredit ESL students made the transition to the credit ESL program. We would like to see an additional 3% increase in the number of noncredit students making the transition to credit ESL courses.

With respect to the ESL tutoring program, there are three areas of concern that the ESL department would like to address. First, a set of clear goals for the ESL tutoring program needs to be created and serve as a guide for the overall tutoring process. Second, the ESL department needs to hire another instructional assistant/tutor for the program. Currently, there is only 1 instructional assistant/tutor in the ESL tutoring program. Previously, we had two IA's serving as tutors, but one of the IA's retired in Spring 2023. Hiring an additional IA for the tutoring program will allow the ESL department to increase the number of available tutoring appointments for students in both the credit and noncredit ESL programs. Third, the ESL department will expand the marketing of the ESL tutoring program in order to increase the tutoring appointment rate for both credit and noncredit ESL students.

As part of the ESL tutoring program, the ESL department offers a weekly Conversation Group facilitated by one of our tutors. The Conversation Group is free for all students in the credit and noncredit ESL programs. Students that participate are given an opportunity to practice conversational English while also receiving guided support with vocabulary and grammar. In Spring 2024, the ESL department began offering a Beginner / Introductory Conversation Group and an Advanced Conversation Group based on student demand. The ESL department hopes to continue to expand the Conversation Group program in upcoming semesters.

The ESL department started offering mirrored classes for three ESL support classes (ESL 15, ESL 20A, & ESL 28) in Fall 2023. Mirrored classes enable noncredit students to enroll in credit ESL courses. In addition to allowing noncredit students to take credit ESL classes without paying any fees, the ESL department believes this will also increase the transition rate for noncredit ESL students moving into the credit ESL program. The ESL department plans to expand the number of mirrored classes we offer. We have already identified three

additional support courses for this expansion. Over the next 2-3 semesters, the ESL department will develop noncredit CORs that mirror the credit CORs for these courses:

- ESL 14A: Pronunciation and Spelling (Vowel and Consonant Sounds)
- ESL 14B: Pronunciation (Rhythm and Intonation)
- ESL 17: Intermediate Reading Skills

The ESL department also plans on administering student surveys to learn how to better serve our student population. Surveys will focus on the ESL GSP, course sequence, course expectations, and satisfaction rates with the ESL program preparing students for English 1 and other discipline-specific courses.

The final area of concern for the ESL department is securing permanent funding for the Culture and Language Exchange (CLE) program. The CLE matches ESL students studying English with students enrolled in foreign language courses in the Modern Languages and Cultures department. The ESL-MLC pairs of students are then able to practice their language skills while at the same time learning about new cultures, making friends, and deepening their connections with other SMC students. For over the past six years, this program has been coordinated by ESL adjunct faculty who have voluntarily managed the CLE. The ESL department would like to find permanent funding for this program to provide stipends to the adjunct faculty who facilitate the program, to create marketing and promotional materials for the CLE, and to offer social functions for students in the CLE to meet with partners and other participants in the program.

3. Broadly discuss the most critical resources you anticipate needing to effectively implement the goals in your program's action plan in the next review period. If applicable, your answers here should inform the specific line item requests in your future Annual Resource Requests (ARR).

The critical resources the ESL department needs to implement our department's action plan center around four areas.

First, the ESL department needs two additional new full time faculty members. The ESL department is at a critical threshold below which it will be extremely challenging to maintain the normal functioning of the department. The ESL department chair has submitted a request for two full time faculty members as part of the 2023-2024 new full time faculty ranking process.

Second, the ESL department needs to receive final approval for AB 1705 funding to accomplish several projects centered on goals related to AB 1705. Specifically, the ESL department needs AB 1705 funds to finish the revision and implementation of the updated version of the ESL GSP that contains translated instructions and course level descriptions. In addition, the ESL department needs AB 1705 funding to provide a stipend for an adjunct faculty member to assist in the development of a Transfer-level English in ESL (TLE-ESL) course. An ESL adjunct faculty member has agreed to participate in this project dependent on the approval of a stipend. Lastly, AB 1705 funding will enable the ESL department to offer workshops to students in the ESL program and also develop an ESL GSP orientation video.

Third, the ESL department needs to hire an additional instructional assistant to serve as a tutor in our ESL tutoring program. This position has already been budgeted in our current PBAR, so funding for this has been secured. The ESL department plans to initiate the hiring process in conjunction with HR and Personnel during Summer 2024/Fall 2024.

Lastly, the ESL department needs to secure permanent and on-going funding for the Culture and Language Exchange (CLE) program. The ESL department would like to find permanent funding for this program to provide stipends to the adjunct faculty who facilitate the program, to create marketing and promotional materials for the CLE, and to offer social functions for students in the CLE to meet with partners and other participants in the program.

