2020 Annual Program Review

Program Name: ESL Credit and Noncredit Programs

Program Review Author: Judy Marasco

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: http://www.smc.edu/CollegeCatalog/Pages/default.aspx

The ESL Department offers both credit and non-credit courses designed to prepare students whose first language is not English for the reading, writing, listening, speaking, and study skills required for college success and career enhancement. We used to see about 2,000 students enrolled in the ESL credit program each year, but our numbers have been decreasing. The ESL Department used to serve as the entry point for the majority of SMC's international students, who comprise a little over 10% of the total college student body, but this has changed in the past year and a half. In accordance with the mission of the college, through the content of its courses, the department strives to create "a learning environment that both challenges students and supports them in achieving their educational goals." The department currently includes 5 full-time faculty (down from 11 just 7 years ago), approximately 25 part-time faculty, a half-time administrative assistant (shared with the Dance Dept), and 2-4 temporary instructional assistants. We also maintain a robust noncredit ESL program to be described below.

In addition to offering low-intermediate to advanced level multi-skills courses and specialized support courses (in grammar, pronunciation, reading, study skills), we offer free tutoring services and workshops to all SMC ESL students (including those currently enrolled in non- ESL classes, e.g., Eng 1). All of our courses are geared towards academic ESL and contextualized learning. Through collaboration within the department (e.g., common mid-term and final examinations and norming/grading sessions; course, level, and whole department discussions; and periodic review of course objectives, textbooks, SLOs and assessments), we help "prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning." Through the content of our courses, which thematically cover issues and topics of global concern, we contribute to the college's mission to "prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment."

NONCREDIT ESL
The noncredit ESL program supports the mission of Santa Monica College by offering free instruction to a diverse population of community members from all over the globe. The program assists students in developing the skills needed to succeed in college, career, and community and nurtures a commitment to lifelong learning. Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges at no cost. Students are offered access to a variety of ESL courses to assist them in reaching their personal, academic, and professional goals. Currently, ESL is one of ten categories of noncredit education supported by the state. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and/or for those who are not native English speakers.

In 2019-20 the noncredit ESL program at Santa Monica College served 922 students which was down from 1006 students in 2018-19. The program offers five levels of instruction from high beginning to high advanced as well as support courses in speaking/listening, reading/writing, and vocabulary. The program also offers ESL 980 *Preparing for the US Citizenship Test* for nonnative speakers seeking to prepare for the USCIS Citizenship test. In 2020, two new Noncredit ESL courses were approved: ESL 994: *ESL for College and Career Pathways-Introduction* and ESL 995: *ESL for College and Career Pathways-Effective Communication*. Faculty who teach noncredit ESL classes must have the same qualifications as those who teach credit classes. Currently, there are about 12 ESL instructors teaching in the noncredit ESL program,

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Develop and implement progress indicators in noncredit ESL	☐ Not Completed ☐ In Progress Ⅹ **Completed**	The noncredit ESL program implemented progress indicators in Fall 2019.
Develop and share SLO assessments in NC ESL 902-906	☐ Not Completed Ⅹ **In Progress** ☐ Completed	This is still in progress..
Create a formal system to promote noncredit ESL students	☐ Not Completed ☐ In Progress Ⅹ **Completed**	Progress indicators indicate a student's readiness to progress to the next level. Counselors and staff are aware and enroll students accordingly.
Develop Certificates of Competency for Noncredit ESL courses	☐ Not Completed Ⅹ **In Progress** ☐ Completed	Certifiicates of Competency have been created and uploaded to Meta and are currently awaiting approval by Curriculum Committee.
Develop Noncredit ESL for Special Uses (ESL 994/995)	☐ Not Completed ☐ In Progress Ⅹ **Completed**	ESL 994 and 995 (ESL for College and Career Pathways) were developed and approved by Curriculum. The courses will be piloted in Fall 2020 in collaboration with Early Childhood Education.

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

In response to the college's move to remote learning due to Covid-19, our faculty went above and beyond to present quality online instruction to our students. Not only did they quickly learn and master new online teaching tools, one adjunct faculty member went as far as to offer two live Zoom sessions per day on her regularly scheduled teaching days so that she could meet the needs of students who had returned home to countries in Asia and were living in a different time zone. Our faculty worked together in course-level teams to coordinate lesson plans and strategies. In fact, we use Google Docs to share materials - we have folders for each course that are well-organized and chock full of links to class activities and lessons. We also made Canvas shells for each course so that teachers could post lessons and activities there as well. We are fortunate to enjoy collegial teamwork in our department.

In addition, as of July 15, our department had already completed the Emergency DE Approval forms for all of our core classes and the one support class that had not already been approved for DE learning.

NONCREDIT ESL
The noncredit ESL program extensively revised all nine NC ESL support courses. The courses were approved by the Curriculum Committee, and the new course outlines will be implemented in Fall 2020. NC ESL also developed two new ESL courses: ESL 994: *ESL for College and Career Pathways-Introduction* and ESL 995: *ESL for College and Career*

Pathways-Effective Communication. These courses are designed for the Integrated Education and Training model of instructional delivery in which ESL instruction is contextualized for a specific career pathway. The courses will be offered in Fall 2020, and will be paired with the noncredit Early Childhood Education courses.

NC ESL rose to the challenge of the unexpected changes resulting from COVID-19. 100% of noncredit ESL courses successfully transitioned to remote learning in the Spring. As in credit, the noncredit ESL teachers more than met the challenge of teaching via distance education and the noncredit ESL faculty are in the process of converting all the noncredit ESL course to full Distance Education courses.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative
   Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will
   be needed for the next academic/fiscal year.

The most glaring issue that has affected the ESL Department has been SMC's interpretation of AB 705 and its impact on international students. As has been noted in previous Program Reviews, our campus does not require international students who come from countries where English is not the primary language to take ESL Assessment prior to enrollment (whereas our "competitors," such as De Anza College, Pasadena City College, Fullerton College, etc. all do). In addition, when students currently answer a set of five questions about their English language background, no verification of their responses takes place. Students who misrepresent themselves are directed to the English Guided Self Placement. As a result, we have witnessed drastic reductions in ESL Assessment and ESL course enrollment.

Here is a table that illustrates the consistent decline in numbers of students whose English proficiency was assessed prior to enrollment:

# of Students who took the ESL Placement Exam			
Placement on ESL Assessment	**Jan. 2018**	**Jan. 2019**	**Jan. 2020**
English 1	109	115	26
ESL 21A	187	139	63
ESL 11A	76	65	27
ESL 10	70	65	24
	442 ESL total	384 ESL total	142 ESL total

Here are some comparisons from Fall 2018 and Fall 2019 in our core courses:

ESL 10G   Fall 2018: 104 students   Fall 2019: 64 students
ESL 10W   Fall 2018: 109 students   Fall 2019: 79 students

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ESL 11A	Fall 2018: 190 students	Fall 2019: 161 students
ESL 11B	Fall 2018: 121 students	Fall 2019: 88 students (* new students do not enter at this level)
ESL 21A	Fall 2018: 445 students	Fall 2019: 281 students (*most new student ENTER at this level)
ESL 21B	Fall 2018: 215	Fall 2019: 213 students (* new students do not enter at this level)

Currently, looking forward to Fall 2020, we are seeing the biggest drops in our enrollments ever. This is due to the problem described above as well as Covid-19. We are experiencing our largest declines at the ESL 11A, ESL 19A and ESL 19B levels. Note: ESL 19A replaces ESL 11B + ESL 21A. ESL 19B replaces ESL 21B.

Here is a comparison of where we were at this time last summer with where we are now in enrollments:

ESL 10G	July 22, 2019: 34 students	July 15, 2020: 23 students
ESL 10W	July 22, 2019: 31 students	July 15, 2020: 31 students
ESL 11A	July 22, 2019: 83 students	July 15, 2020: 42 students
ESL 19A	July 22, 2019: 147 students	July 15, 2020: 99 students
ESL 19B	July 22, 2019: 137 students	July 15, 2020: 88 students

According, the number of course sections has dropped in proportion to the drop in enrollment.

Another aspect of this problem has to do with the passing rate of international students in English 1 or English 1 + 28. According to data collected at the college, 79% of international students passed English 1 or English 1+28. On the surface, this data seems to support the notion that international students do not need ESL instruction. However, we suspect that not all students included in the 79% possess the skills needed to pass the class and could have benefited from ESL instruction. In fact, we also have data that shows that students who had tested into our lower levels of ESL "passed" English 1 or English 1 + 28.

In the past, students who had completed some ESL passed English 1 at a rate of 89%. In addition, 84% of international students who had taken ESL at SMC transferred to four-year universities - 50% of those were admitted to UCs. We are confident that our ESL program is strong and prepares students for the rigors of their other courses on campus.

During discussions surrounding the lack of English assessment of international students, representatives from International Education and Enrollment cite their main reason for not testing the English of international students to be to maintain "equity" and to not discriminate against international students. We in the ESL department reject these arguments. The experience of international students already differs from that of domestic students in many ways, including their need to adapt to a new learning environment and culture, and of course the much higher tuition that they pay. Our hunch is that the above-mentioned parties have enrollment numbers (and the tuition money brought in from international students) as the higher priority. We believe that they feel that requiring ESL assessment would discourage international students from enrolling at SMC. Our aim is to ensure that international students succeed in all of their courses and receive the English support that they deserve and need.

Noncredit ESL
Noncredit ESL is funded through positive attendance. Under normal circumstances, this is simply a daily count of student seat time in class which is entered in MProfessor. There has never been any noncredit distance education offered at SMC in part because of the questions surrounding the noncredit DE funding formula. Because of the sudden and unexpected transition to teaching noncredit ESL courses as Distance Education, we are confronted with the fact that there is little guidance and no official protocol as to how we must account for attendance in noncredit. There is a state funding formula for noncredit distance education, but unfortunately it differs from the credit formula as it requires two census dates. To date, the SMC MIS system has not been programmed to accommodate the noncredit distance education formula and this should be an urgent priority.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	More personnel capable of conducting ESL Assessment.	In a June 2020 meeting which included Stacey Jones and Esau Tovar, we were informed that the Success and Engagement Center did not have enough staff to assess the English proficiency of international students or any student who qualified for ESL instruction. This was cited as one of the reasons for the reduction in ESL Assessment over the last year. This had never been an issue prior to the enactment of AB 705.
	More noncredit ESL tutoring hours to assist students with technology	Many noncredit ESL students need extensive guidance with basic computer literacy to use Canvas and Zoom to access online instruction. This guidance is best provided one-on-one before the student attends his first class. Currently the noncredit ESL tutor is available just 1-2 hours a week and is unable to offer individual assistance.. NC ESL students would greatly benefit from significantly more tutoring hours which could be devoted to helping individual students prepare themselves for the technical requirements of their online classes.
Facilities *(info inputted here will be given to DPAC Facilitates Comm.)*	Click or tap here to enter text.	Click or tap here to enter text.
Equipment, Technology, Supplies *(tech inputted here will be given to Technology Planning Committee)*	Our faculty need more software to make the remote learning experience of the highest quality. Software is expensive: Snagit (a screen capturing software): $49.95 Camtasia (a screen recorder and video software): for 10-14 people: $231.57	Many instructors in the ESL Department would like to enhance their online teaching with the use of key software. If the college bought a subscription, perhaps all faculty could benefit.
Professional Development	Faculty need more online training using the tools mentioned above, including Playposit and other test-taking tools.	We are over-achievers in the ESL Department! We love learning and feel obligated to make our online courses the best

		they can be.

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

The ESL Department serves many students domestically and internationally. Because many of our international students returned to their home countries, this caused a disruption in course attendance and completion of course assignments. Teachers did their best to allow students to view previously recorded Zoom class sessions and turn in assignments late. One instructor also held Zoom meetings twice a day on her scheduled teaching days to accommodate students who were living in another time zone. Our teachers were very lenient when it came to accepting assignments late and grading written work.

Another hurdle was the learning curve attached to using Zoom and other software to enhance remote learning. Our instructors in the credit program had been using Canvas for years and thus were familiar with the platform. However, many of us had not used a variety of features available on Canvas, and we had to acquire new skills in a short period of time.

Yet another challenge involved moving our tutoring online. Keith Graziadei heads up the ESL tutoring program and worked to get our tutors proficient in using Zoom-like technology to conduct tutoring sessions. This was no easy accomplishment. Some of our tutors had had trouble logging in to their email account in the past -- but with Keith's patient guidance and their determination, they overcame these obstacles and our tutoring program is running smoothly.

Noncredit ESL
The first major challenge of COVID 19 was getting teachers prepared to teach remotely using Canvas and Zoom. Fortunately, the noncredit ESL program had been promoting the use of Canvas as a course supplement for the past two years. This meant we had been offering students assistance in setting up their online accounts, and we had trained teachers in the basics of Canvas. However, none of the noncredit faculty had ever taught online courses before, so it was a daunting task to teach fully online. We responded by holding weekly 90 minute noncredit ESL check-in meetings. The meetings were voluntary, but almost all noncredit ESL teachers attended regularly. NC ESL faculty worked collaboratively to solve problems and share solutions. By the end of the term, most noncredit teachers had blossomed into capable online instructors, and their students were finding that online instruction could be effective and engaging.

Other challenges involved revamping the enrollment process to make what was once as in-person process fully online. The noncredit ESL program is open-entry open exit which means the noncredit ESL program accepts new students throughout the term. On short notice, the noncredit ESL program worked with noncredit counselors and staff to revamp the intake, orientation, and placement process to function in the online environment, so we were able to keep enrolling new students in Spring. Yet another hurdle was finding new ways to reach and enroll new students in the online environment. As summer enrollment began, it was unclear whether we would be able to fill classes. The NC ESL Faculty Lead worked with the Noncredit Iniatives staff to establish a system for enrolling continuing students in summer, but it remained to be seen whether any new ESL students would find their way to the program. The noncredit ESL faculty lead and the Noncredit Initiatives team collaborated to develop an online flyer to promote classes. Teachers and students shared the flyers widely and helped spread the word. Thankfully, we were able to fill every NC ESL summer class without any cancellations.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration ● Advisory attendance ● Internship site ● Donations ● Job placement ● Other	Optional: Additional information about partnership or collaboration
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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CONGRATULATIONS – that's it! Please save your document with your program's name and forward it to your area Vice President for review.

The following section will be completed by your program's area VP

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<mark>Vice Presidents:</mark>

First, please let us know who you are by checking your name:
☐ Christopher Bonvenuto, Vice President, Business and Administration
☐ Don Girard, Senior Director, Government Relations & Institutional Communications
☐ Sherri Lee-Lewis, Vice President, Human Resources
☐ Jennifer Merlic, Vice President, Academic Affairs
☐ Teresita Rodriguez, Vice President, Enrollment Development
☐ Michael Tuitasi, Vice President, Student Affairs

☐ Next, please check this box to indicate that you have reviewed the program's annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_erica@smc.edu). If you have any questions, please contact us!

Thank you for your input!