

Program Name: ESL Center  
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Academic Year: 2023-2024  
Status:  
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## **1. Description of Program (200-400 words)**

### **Overall Description**

The ESL Center (ESLC) provides academic support for multilingual learners of English. This support focuses on improving proficiency in vocabulary, reading, writing, grammar, listening, and speaking skills for two groups:

a) students enrolled in our regular ESL course sequence and electives (ESL 826, 827, 828, 400, 846, 847, 848, 856, 857, 858, 887, 888 and 898), who often have ESLC appointment requirements, and

b) students enrolled in lab-only (open-entry/open-exit) courses (ESL 895, 897, 849, 907, and 908).

Students work on assignments through the ESLC Canvas shells and meet with instructors and/or instructional aides either on Zoom or in person to receive instructional support; students can also receive support in their coursework by meeting with tutors through our Peer Tutoring program. Since the return to in-person instruction, the ESLC has been available as a study space and has *collaborated with other campus groups* to offer events such as movie nights and mental-health workshops.

The ESLC supports the **College Mission and Values Statement** and **Educational Master Plan** by providing *authentic care* for language learners as they pursue *personal* and *professional growth* and *academic excellence*. The one-on-one attention of our tutors, faculty, and staff *empowers* students to build confident identities in their new language, thereby promoting *equity* for immigrant and international students, who may be excluded elsewhere on Campus due to language barriers.

Similarly, the ESLC embodies the **College Solidarity Statement's** mission of "creating (and curating) a more welcoming, more inclusive campus." We provide a safe and affirming space for students from BIPOC and other minoritized groups, and actively combat linguism (an aspect of racism) by celebrating students native languages while supporting their growth in English.

In alignment with **CSM's Strategic Priorities and Goals**, ESLC faculty and staff develop rigorous, personalized, curricula and materials to prioritize "critical thinking, intellectual curiosity, information literacy, and mindful learning as the center of the student experience." In doing so, the ESLC supports the **SMCCCD Strategic Goal** of using, "emerging practices to accelerate student progression of ESL sequences into transfer-level courses" because our programs provide students with the individualized support necessary to advance into transfer level course work.

The return to in-person instruction, along with AB540 and AB1232 have led to an increase in enrollment in LOCs (Lab-only classes) and in ESL courses overall, especially in our Level 2 (low intermediate) courses. See the ESL Department program review for details.

## **2. Results of Previous Program Review (200-500 words)**

### **Goal 1: Continue providing Lab Only Courses (LOCs) in online and F2F modalities**

All LOCs are online, but students can complete appointments in person.

### **Goal 2: Continue providing appointments in online and F2F modalities**

We offer appointments in both modalities, leading to more appointments and increased visits:

#### **Center Usage (Data from Accudemia)**

	<b>Unique Visits</b>	<b>Total # of appointments</b>	<b>In-Person Appointments</b>	<b>Zoom Appointments</b>
Fall 2021	1020	251	4	247
Spring 2022	1534	408	54	354
Summer 2022	682	176	0 (Not offered in Summer)	176
Fall 2022	1934	459	194	265
Spring 2023	2578	429	218	211
Summer 2023	601	147*	0	147

\*Enrollment capped in LOCS. See 3b for more.

### **Goal 3: Discuss college-wide need and support non-ESL students who don't have course options .**

- Increased communication with DRC and Ability Path.
- In Fall 2023, all students in LOCs are ESL students.

### **Goal 4: Revise ESL 895 (Reading Improvement for Multilingual Students)**

- Connected with the library to improve ESL text access.
- ESLC Book Club for deeper practice.
- ESL899 will enable advanced study.

### **Goal 5: Continue making the ESLC a social/informational “hub.”**

With the return of F2F instruction, the ESLC has made great progress in this area:

- Redesigned bulletin board to promote events and services on campus.
- ESL Parents Group (Started Sp22).
- Collaboration with other campus groups to host events, e.g.:
  1. Workshop series on mental health with the Wellness Center.
  2. Movie night with the Chinese Students and Scholars Association (CSSA).
  3. Resumé workshop with Career Services
  4. Preparing for finals workshop with Student Services

**a) Explain any curriculum or programmatic changes since last program review**

**Curriculum Changes:**

- ESL897 revision to require 5 (formerly 10) chapters.
- LOC CORs for advanced levels of Listening and Speaking (ESL865) and Reading (ESL899).

**Program Changes:**

- ESL PSC to provide wraparound student support.
- Accudemia, adopted by Learning Centers to manage appointments (Fall 2021), has positively impacted appointment attendance.
- Restored tutoring hours to 15 per week (Fall 2023)

**b) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment:**

Our assessment focused on whether students were equitably supported in in-person vs. online appointments, especially since the move to Accudemia required that appointments be 30 minutes (Formerly they were 20). With PRIE, we administered a survey to students who attended appointments during April of 2023.

**Outcomes:**

Questions	In-Person Students (n=27)	Zoom Students (n=10)
Was the staff in the ESLC Center friendly when you arrived?	Yes: 27 No: 0	Yes: 10 No: 0
Was the appointment instructor/instructional aide helpful during your most recent individual appointment?	Yes: 26 No: 1	Yes: 10 No: 0
Was this appointment useful for your English language skills?	Yes: 26 No: 1	Yes: 10 No: 0
How did you feel about the length of your appointment?	Too short: 8 Just right: 18 Too long: 1	Too short: 4 Just right: 6 Too long: 0

**Improvements/Changes**

Overall, students were satisfied with all appointments, strong evidence for continuing in both modalities. Since most students said the appointments were either too long or just right, returning to 20 minute appointments would negatively impact students.

This supports a need for more FLCs so that we can continue strong support for students during 30 minute appointments as enrollment increases.

We would like to repeat this survey for each semester to increase our sample size.

### 3. Current Program Review (200-400 words)

a) **Student population equity:**

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Increased time spent by students in the ESLC:</p> <p><b>2020-2021:</b> 1592.03 hours  <b>2021-2022:</b> 2781  <b>2022-2023:</b> 4684.53</p>	<p>With the return to campus, students are using the center as a study space.</p>	<p>The restored peer tutor budget improved drop-in support.</p>	<ul style="list-style-type: none"> <li>• Support from ESL PSC.</li> <li>• More student assistant hours.</li> <li>• Peer tutoring.</li> <li>• Maintain and expand workshops on study skills and mental health.</li> <li>• Expand collaboration with campus organizations (e.g. MRC, SparkPoint, MCCDC)</li> <li>• Lower materials costs with class textbook sets.</li> <li>• Continue free printing.</li> </ul>
<p>2. High % of first generation students (ESLC: 54%; CSML 47%).</p>	<p>Many students have just finished high school and/or are recent immigrants pursuing new educational opportunities.</p>		
<p>3. Young student population (ESLC: 95.1% 24 or younger; CSM: 76%).</p>	<p>They need extra support to adapt to US academic culture.</p>		

b) **Modes of Delivery equity:**

Changes since Last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. Limiting enrollment to 6-10 per class in Summer LOCs (all online)</p> <ul style="list-style-type: none"> <li>• Higher pass rates                             <ul style="list-style-type: none"> <li>○ ESL849: Su:22: 80%; Su23: 100%</li> <li>○ ESL895: Su22: 100%; Su23: 100%</li> <li>○ ESL907: Su22: 100%; Su23: 100%</li> <li>○ ESL908: Su22: 50%; Su23: 100%</li> </ul> </li> <li>• Could not serve all interested students.</li> </ul>	<p>In Summer of 2020, appointments for summer lab-only classes moved online; enrollment increased (Su19: 37 Students; Su20 58; Su21 47; Su22 50), but staffing did not.</p> <p>In Summer 2022, we needed 350 appointments to ensure that the 50 students enrolled could pass, but we could only staff 230. Pass rates suffered, especially in ESL908.</p> <p>Denied more FLCs, we worked with the LAD Dean to set enrollment caps. Students got appointments and pass rates improved, but 16 waitlisted students never got spots.</p>	<ul style="list-style-type: none"> <li>• Continue to limit enrollment in Summer LOCs.</li> <li>• Increase staffing to raise class caps.</li> </ul>
<p>2. Increased in-person appointments in Spring and Fall (Summer = 100% virtual).</p> <p>F21: 4 in-person; 247 on Zoom                      Sp22: 54 in-person; 354 on Zoom                      F22: 194 in-person; 265 on Zoom                      Sp23: 213 in-person; 211 on Zoom</p>	<p>In Fall 2022, in-person options returned, except for Saturdays appointments.</p> <p>Choice of medium allows for flexibility, especially for working students and parents.</p>	<ul style="list-style-type: none"> <li>• Continue both in-person and online appointments.</li> <li>• Training for faculty.</li> </ul>

**(c) Challenges and Opportunities:**

**Increased Population of Level 2 Students**

Since Level 2 classes have returned with increased enrollment, low-level students come to the ESLC for help not only with academics, but also with registration, financial aid, technology, books etc. The ESLC lacks staffing to fully meet this need. Fortunately, our new PSC provides an **opportunity** to address this.

**4. Planning**

**a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:**

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p><b>1.</b> Are students equitably supported in both in-person and online appointments?</p> <ul style="list-style-type: none"> <li>● Discipline specific</li> <li>● Prioritized due to concerns about serving students equitably in multiple modes, especially as our level 2 enrollment increases.</li> <li>● April 2023 results were encouraging, but the sample size is too small.</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat the survey from the previous assessment cycle (See 2c).</li> <li>● Pay special attention to responses from level 2 students.</li> <li>● Implement survey for 1 month each semester (excepting summer) in:                             <ul style="list-style-type: none"> <li>○ October 2023</li> <li>○ April 2024</li> <li>○ October 2024</li> <li>○ April 2025</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration with PRIE.</li> </ul>

**b) Program goals**

<b>Goal</b>	<b>Actions</b>	<b>Measurable Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Support Needed</b>
<p>1. Integrate ESL PSC with ESLC faculty and staff</p> <p><b>Equity gap:</b> ESL students had no point-person to provide wraparound support with matriculation, enrollment and retention.</p>	<ul style="list-style-type: none"> <li>• PSC attends monthly ESLC meetings.</li> <li>• ESLC staff and faculty participate in PSC training.</li> <li>• PSC schedules regular, in-person office hours in ESLC during peak times.</li> </ul>	<ul style="list-style-type: none"> <li>• Students interact directly with the PSC.</li> <li>• Increased enrollment and retention in ESL courses.</li> </ul>	<p>Fa23: Begin to introduce PSC to ESLC</p> <p>Sp24: Fully establish patterns of interaction and support</p>	<p>Director of Strategic Initiatives and Economic Development (SIED).</p> <p>ESLC instructional aides and faculty</p> <p>ESL PSC</p>	<p>Collaboration and regular communication with SIED.</p>
<p>2. Implement new LOCs.</p> <p><b>Equity gap:</b> Students in ESL895 and 849 wanted to continue their studies, but had no viable options. LOCs fill a need for flexible, personalized learning for working students and parents.</p>	<ul style="list-style-type: none"> <li>• Move new ESL899 (Advanced Reading) and 865 (Advanced Listening and Speaking) through the curriculum process.</li> <li>• Develop materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Students enroll first in 849 or 895 and then continue to the advanced courses.</li> <li>• Increased success rates in LOCs.</li> </ul>	<p>Fa23: Submit CORs</p> <p>Fa24: Start courses by setting up canvas shells, Etc.</p>	<p>ESLC instructional aides and faculty</p> <p>Curriculum Committee</p> <p>LAD Dean</p>	<p>Increased funding for additional licenses for DreamBox Reading Plus and Native Accent.</p> <p>Collaboration with the library.</p>
<p>3. Continue support for students both online and face-to-face</p> <p><b>Equity gap:</b> Access to campus is a challenge, especially for working students and parents.</p>	<ul style="list-style-type: none"> <li>• Offer LOCs online but allow in-person appointments</li> <li>• Offer appointments in both modes for all ESL Students.</li> <li>• Work with LAD Dean to ensure we have enough FLCs to staff appointments.</li> <li>• Offer peer tutoring in both modes.</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-annual surveys to assess satisfaction with online and in-person appointments.</li> </ul>	<p>FA23 onward for all actions.</p>	<p>ESLC instructional aides and faculty</p> <p>LAD Dean</p> <p>VPI</p> <p>ESL PSC</p>	<p>Sufficient FLCs to meet appointment demand.</p> <p>Ongoing training for new faculty in how to run appointments and use learning software to support LOCs students.</p>