

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: English for Multilingual Students (EMLS)

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 English for Multilingual Students (EMLS) Department supports the Bakersfield College 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;
- offering both credit and non-credit 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 the EMLS 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;
- offering courses in a variety of locations including the rural and adult school sites.

Instructional Programs only:

- A. The EMLS Department offers a Certificate of Achievement that students can earn when they complete a series of non-credit courses.
- B. The EMLS Department does not offer a degree.
- C. The EMLS Department does not offer a degree.

Program Goals:

- A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

Strengthen relationships with the community, the adult school, local high schools, and international contacts in order to increase enrollment.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal.

The Strategic Directions initiatives that this goal advances are

- 2.2 – Double the number of international students in 3 years
- 2.3 – Increase the number of students transferring from the Bakersfield Adult School by 10%
- 2.4 – Increase the number of students participating in Summer Bridge by 15%

Progress on goal achievement:

- The addition of Endee Grijalva as the program director of the Job Spot has improved the EMLS Department's ability to communicate with the Bakersfield Adult School and local high schools. She has made it easier for Bakersfield Adult School students to directly transfer into EMLS courses.
- The addition of the Job Spot and EMLS courses that are offered there have increased the number of sections that we offer (see Program Analysis #2). Enrollment at the Job Spot has increased, and we hope to see continued increase.
- Funding from the Rural Initiative has allowed the EMLS Department to market itself with program fliers and on the Spanish television channel Univision.
- Jaime Lopez, who is the Rural Initiative program director in Delano, has also had a tremendously positive impact on the EMLS program. His outreach efforts with the Delano Adult School and the surrounding rural community have increased enrollment in the EMLS sections that are offered in Delano. Jaime is pushing for at least one EMLS section to be taught in both Wasco and McFarland.

Status Update – Action Plan and any link to Resource Requests:

- We will continue to use the services of Endee Grijalva and Jaime Lopez to reach out to the community.
- Members of the EMLS department will continue to develop relationships with the community, the adult school, local high schools, and international contacts through
 - Jeannie Parent's regular visits to the Bakersfield Adult School four times a year;
 - John Hart's visits to high schools, especially Mira Monte High School;
 - Beth Rodacker's promotion of the EMLS Department at community functions and establishing a student exchange relationship with a school in Japan;
 - Mike Westwood's continued contacts within the Delano community.

2. Program Goal:

Create an online advanced reading course.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal.

Unfortunately, there are no Strategic Direction initiatives that directly relate to the goal of creating an online course. However, this goal does reflect Bakersfield College's Core Value on community and the ability to "respond to [the community's] needs by serving as an open institution which engages all students."

Progress on goal achievement:

The EMLS Department created an online advanced reading course and offered it in the spring semester as a hybrid. We offered it fully online in fall 2018.

Status Update – Action Plan and any link to Resource Requests:

The EMLS Department marks this goal as completed.

3. Program Goal:

Add non-credit courses to help adult school students transition to Bakersfield College.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal.

The Strategic Directions initiatives that this goal advances are

- 2.3 – Increase the number of students transferring from the Bakersfield Adult School by 10%
- 2.4 – Increase the number of students participating in Summer Bridge by 15%

Progress on goal achievement:

- Non-credit courses were approved and added to the catalogue in the fall 2017. We offered our first non-credit courses in spring 2018. Enrollment was low; however, as of fall 2018, more than a quarter of the students that are registered for EMLS courses are registered for non-credit sections.

Status Update – Action Plan and link to Resource Requests

- We will continue to work with Endee Grijalva and Jaime Lopez and the Rural Initiative to promote the EMLS non-credit courses within the community.

4. Program Goal:

Improve student success by consulting with the Office of Institutional Effectiveness and implementing best practices based on research.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Unfortunately, there are no Strategic Direction initiatives that directly relate to the goal of improving student success by consulting with the Office of Institutional Effectiveness. However, this goal does reflect Bakersfield College’s Core Value on learning and the ability to “foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.”

Progress on goal achievement:

This is a goal in progress.

Status Update – Action Plan and link to Resource Requests

The plan is to contact the Office of Institutional Effectiveness at least one time during the coming year to request data that will guide the choices that effect the EMLS Department.

B. List new or revised goals (if applicable)

Program Goal:

Offer a college-level writing class that is equivalent to English B1A.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

This goal is in response to AB 705 and direction from the state [Chancellor’s Office](#). It relates to Strategic Direction Initiative 2.7 – Increase the percentage of transfer-level English completion in the first year.

Progress on goal achievement:

We are in the process of writing EMLS B1A, college level English, and plan to be able to offer it face-to-face and online in summer 2019.

Status Update – Action Plan and link to Resource Requests:

- Mike Westwood is the lead curriculum author. John Hart, Jeannie Parent, and Beth Rodacker are contributors.
- The course will be ready for the Curriculum Committee to review by the first review date in fall 2018.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - AB 705 will affect EMLS; however, we do not know at this time the extent of the impact. We expect our enrollment in some courses to decrease as more and more students are placed into college-level English. Nevertheless, the addition of EMLS B1A (college-level English) will hopefully mitigate any decrease in enrollment that may occur in below-college-level courses.
 - The Writing Center was moved to a noisy, small location that is not conducive to learning. EMLS students use the Writing Center prolifically, so this has affected the support system they have depended on for years, making success more unlikely.
 - Also, the Supplemental Instruction program was cut, leaving needy EMLS students out of the opportunity to reinforce skills they learn in class. Students who desperately need these services and have used them consistently are no longer able to utilize them.
2. How does your trend data (or other data your area collects) impact your decision making process for your program?

The enrollment trend data dictates the number of sections that the EMLS Department can offer. Although enrollment decreased in fall 2017 and spring 2018, the number of sections the EMLS Department currently offers has increased due to the addition of non-credit sections.

Census Day Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1,466	1,371	897	977	905
Distance Ed	-	-	-	-	2
Total				977	907

Active Sections	2016-17	2017-18
Traditional	43	64
Distance Ed		1
Total	43	65

The trend data shows a slight decrease in enrollment in the past five years; however, **fall 2018** enrollment is much higher than it has been in the last three years.

Advanced Level	Credit Students	NC Students
B50 (Writing)	103	12
B51 (Reading)	54	10
B52 (Speaking)	24	5
Total Credit	181 or 87%	
Total NC	27 or 13%	
Total Students	208	
Intermediate Level	Credit Students	NC Students
B60 (Writing)	81	11
B61 (Reading)	25	5
B62 (Speaking)	30	33
Total Credit	136 or 74%	
Total NC	49 or 26%	
Total Students	185	
Beginning Level	Credit Students	NC Students
B70 (Writing)	83	21
B71 (Reading)	23	14
B72 (Speaking)	22	16
Total Credit	128 or 72%	
Total NC	51 or 28%	
Total Students	179	
Program Totals		
Total Credit	445 or 78%	
Total NC	127 or 22%	
Total Students	572	

3. Evidence of Department Dialog of data

The EMLS Department has had substantive discussion in the form of email discussion and department meetings. Please see [attached documentation](#).

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

The student demographic has not changed significantly since the past cycle. All student demographic changes have stayed within one percentage with the exception of two age groups:

Age	2016-17		2017-18	
	#	%	#	%
20-29	281	46%	246	41%
40 & Oder	47	8%	72	12%

This could be a result of additional marketing to the Latino community and communication with the adult school through Endee Grijalva and Jaime Lopez.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

- There were no statistically significant changes to student success and retention rates for face-to-face courses. Any statistical change was within one percentage of the last cycle.

EMLS	2016-17		2017-18	
	Retention	Success	Retention	Success
Traditional	88%	66%	87%	67%

- The statistical data for the one hybrid course that we offered in Delano in spring 2018 is insignificant, as the enrollment was too low. However, the online course that is being offered right now (fall 2018) has 15 enrolled students. The EMLS Department will have better statistical data for success and retention of online courses in the next cycle.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there are changes that could be made to reduce them. For in-depth review of equity issues, and on changes that are being made campus wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Our retention and success rates among different groups are statistically on par with the college-wide retention and success rates. We do not exceed a four percent difference of the college retention and success rates in most demographic areas except for American Indian (we only had one American Indian student listed on our trend data). Therefore, we do not see a significant difference in equity among groups that is any different than the college-wide equity gaps. If the college can discover the differences, or gaps, between top performing groups and others, then it would help the EMLS Department to make changes to reduce them.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.
 - Jeannie Parent was nominated for the Wendy Wayne Ethics Award due to her involvement with Kern Welcoming and Extending Solidarity to Immigrants, which visits immigrants in the Mesa Verde Detention Facility and advocates on their behalf. Jeannie also gave a BC flex workshop on immigrants in the community last year, and has given numerous presentations and trainings in the community regarding immigrants in detention.
 - Mike Westwood presented *Do no harm: Digital tools and multilingual students* at Building Bridges, 2018. Mike also presented *Reflections on 'dogfooding' at the community college* at CATESOL 2017 Annual Conference in Santa Clara.
 - Both Mike Westwood and John Hart are pursuing doctoral degrees.
 - Beth Rodacker organized to invite poet/writer/scholar Jimmy Santiago Baca to BC as a Leven Center guest speaker, and Jimmy Santiago Baca also spoke at the Delano prison.
 - Beth Rodacker enrolled in and completed the Online Teaching & Learning Summer Cohort 2018 with Professor Matt Jones and other BC faculty.
 - Beth Rodacker organized and attended the Educators' Rustic Retreat and attended it in New Mexico in June 2018.

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
 - Beth Rodacker and Jeannie Parent are members of the Dreamers Affinity Group.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
- Since our classes are not transfer level, dual enrollment and Inmate Education are not available to EMLS classes. Unfortunately, although many of Kern County inmates are not fluent in English, so EMLS classes would be appropriate and highly desirable, the current policy prevents offering such courses.
 - We have greatly benefited from Rural Initiatives. Rural Initiatives has promoted the EMLS Department and supported the non-credit students by purchasing textbooks and providing supportive services.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

1: Space Allocation

2: Renovation

- LA 219 received new carpet. While the new carpet looks nice when it is clean, it does not get vacuumed very often and looks dirty.

3: Furniture

- LA 204 received new desks. The chair and desk are detached. This benefits students as the previously attached chairs were uncomfortable and too small for today's students, and they were difficult to move around in various configurations when doing group work.
- LA 225 received new chairs.

4: Other

5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

1: Replacement Technology

2: New Technology

- The addition of document cameras in LA 214 and LA 219 have greatly enhanced student learning. Instructors can project textbooks and other document on the whiteboard, and students can interact with the contents of the textbook on the whiteboard.
- The computers and monitors in the language lab, LA 225, were replaced with new computers and monitors. The new computers are much faster, and the monitors are sleeker.

3: Software

4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

The EMLS department has struggled with low enrollment in recent years due to several factors, including the economy, fear of deportation in the immigrant community, financial aid restrictions, and the recent multiple measures implementation. However, last year, we started offering non-credit courses. The word has gotten out in the community, and more re-entry adults and others who had no opportunity to attend college because of their immigration status or lack of a GED or high school diploma are now joining EMLS classes. In fact, approximately 22% of the enrollment in fall 2018 is comprised of non-credit students. The need for English in the community is overwhelming, and the BC EMLS department is responding to meet that need and request the help of the administration to fill the gaps. In addition, the department is being proactive regarding the forthcoming state legislation, AB 705, by creating a new, transfer-level EMLS course, EMLS B1A, to offer students the option to complete their freshman composition requirement in a class that is culturally sensitive, diverse, and comfortable for language learners who may otherwise flounder in a regular ENGL 1A class.

The EMLS Department may be few in number, but we are a robust team of dedicated faculty members who are determined to help our unique student population along their individual educational pathways. The resources we use are a vital part of that goal. Our requests we make are modest but necessary in order to maintain high academic and pedagogical standards. Additionally, the increasing popularity of our non-credit courses as well as the addition of a transfer-level EMLS course necessitate an additional full-time faculty member. Susan McQuerrey retired last year, and we were not able to hire a full-time replacement. It has been like being down a teammate. We genuinely need the full-time hire that we have requested in this program review. As our resource and faculty requests are met, we will be able to run on all cylinders and play our role to produce an increased number of well-prepared and well-educated Bakersfield College graduates.