

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name: English for Multilingual Students (EMLS)

Program Type: Instructional Student Affairs Administrative Service Other

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 EMLS Department supports the BC 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 and proposed, including F.I.E.L.D. curriculum and coursework.
- 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 its 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.

Program Mission Statement: The English for Multilingual Students Department at Bakersfield College provides quality education to meet the needs of its diverse student population in a supportive environment.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
The EMLS Department does not offer a degree; however, we are currently working on creating a Certificate of Achievement that students can earn when they complete a series of our newly-formed non-credit courses.
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

- 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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Establish relationships with high school faculty and international contacts.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Members of the EMLS department continue to develop relationships with high school counselors, English Language Development (ELD) and adult school instructors, as well as international schools in order to recruit students for the EMLS Department, thereby promoting the core value of diversity by meeting the needs of the community.
2. Improve student success by consulting with IR and implementing best practices based on research outcomes.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	
3. Add non-credit courses to help Adult School students transition to CTE careers at BC.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: spring 2018 (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Non-credit courses were approved and added to the catalogue. However, they have not yet been implemented. We plan to offer our first non-credit courses in the spring semester, 2018.

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. An online advanced reading course	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability	An online advanced reading course will allow more students the opportunity to take college-level EMLS courses. Community member who work full	Fall 2018	Michael Westwood

	<input type="checkbox"/> 5: Leadership and Engagement	time don't always have time to take a traditional course. Online courses give them the flexibility they need. Michael Westwood will work with Bill Mosely and the Curriculum Committee to create and gain approval for the course.		
2. An online Intro to College Composition Course.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	There is some hesitation about offering online writing courses. However, there are many strategies that can be used to help verify student work, including proctored in-class writing assignments and tests. Offering more online courses will allow more students the opportunity to take college-level EMLS courses.		Michael Westwood, John Hart
3. F.I.E.L.D. (Farmworker Institute of Education & Leadership Development) is a nonprofit organization that provides (among other things) educational opportunities to Latinos, working people, and their families who live in rural communities. We will develop curriculum to help them with their mission.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Six levels of courses are written and will be submitted to eLumen once it is up and running. These evening courses will offer access to all levels of ESL in the community.	Fall 2018	John Hart, Jeannie Parent

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

- "While completing all assigned work may be unreasonable, teachers should endeavor to make a regular practice of completing assignments given to students. This concept, known as 'dogfooding,' has many benefits. Dogfooding allows instructors to write better instructions, anticipate potential areas of difficulty, and better empathize with students. It also leads to models that can be shared with students as appropriate." <https://www.cultofpedagogy.com/dogfooding/>
- Through the Adult Education Block Grant, the EMLS Department has partnered with the Bakersfield Adult School to make its courses accessible to the greater English learning adult community by offering courses off campus at the Job Spot on Panama Lane. In addition, Non-credit EMLS courses will be offered Spring 2018 in order to accommodate adult students for whom credit classes present financial issues.

3 Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics (gender, age and ethnicity).

- **Gender:** There has been a slight change in our student gender demographic. The previous range of females in our program over the past five years has consistently been between 61% - 64%, while the range of males has consistently been between 36%-39%. This year, the female demographic is slightly lower (58%) than previous years. Additionally, the male demographic is slightly higher (41%) than previous years. The female demographic of our program is still higher than the collegewide demographic: 58% EMLS to 54% collegewide. The male demographic of our program is now closer to the collegewide demographic: 41% EMLS to 44% collegewide.
- **Age:** All age demographic averages are consistent with the collegewide age demographic:

	2016-17 – EMLS	2016-17 – Collegewide
19 & Younger	35%	36%
20-29	46%	45%
30-39	11%	11%
40 & Older	8%	8%

- **Ethnicity:** There are no significant changes to the ethnicity demographic in our program. Consistently, 78% - 83% of our student population is Hispanic / Latino. That is far above the collegewide average of 67%. Bakersfield College is a sanctioned Hispanic serving institution, and the EMLS Department is in the forefront of serving the academic needs of the Hispanic community. We also serve (in proportion to our size) a significant number of the Asian/Filipino/Pac. Islander demographic compared to the collegewide average: 14% EMLS versus 4% collegewide.

Furthermore, the number of African American and White students seems to be increasing, from 1% to 2% African Americans, and from 2% to 6% White. This could be due to African American and White Students not being able to register for pre-collegiate level courses that are full in the English department due to registering late. They then enroll in EMLS classes which tend to still be open later.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity). It is important to note that the enrollment in our courses fluctuates due to the fact that the student population which we serve may be impacted by economics, financial aid changes, immigration policy changes, etc. more than the general college population.

- The unduplicated headcount total for 2016-17 was 607. This is up from 528 in 2015-16, a 15% increase. However, it is still lower than our five-year high of 847 in 2013-14.
- We were able to add one more section this year (23) compared to last year (22). However, the number of sections is still fewer than five years ago when we offered 25 sections.
- Census Day Enrollment increased from last year, from 897 to 977. This is a 9% increase. Nevertheless, this is still significantly lower than our five year high of 1,466 in 2013-14.
- Productivity is lower than our five-year high, from 12.9 in 2012-13 down to 11.3 in 2016-17. This is an 8% decrease. Nevertheless, our productivity is 2% higher than last year. Still, there is a 33% difference between the productivity of our department and the Collegewide Productivity of traditional classes. We would like to make up that difference and be more on par with the collegewide productivity average.

3. Changes in achievement gap and disproportionate impact.

It is important to note that our success and retention rates for individual demographic categories represent a five-year period instead of a one-year period because of small numbers. With that in mind, we have compared the individual demographics to the overall retention and success rates of the department. Over the past five years, EMLS Retention is 90% and Success is 69%.

- Among African Americans, our retention rate is 86% and success rate is 72%. Our retention and success rates for African Americans are much higher than collegewide (77% and 52% respectively).
- Our retention and success rate among American Indians is 100%. Nevertheless, this percentage may be influenced by individual results due to low enrollment numbers of this population in our classes.
- Among Asian/Filipino/Pac. Islanders, our retention is 91%, 1% higher than collegewide, and our success rate is 75%, 2% lower than collegewide.
- Among Hispanics (the population that makes up the majority of our classes), our retention is 90%, 4% higher than collegewide, and our success is 68%, 1% higher than collegewide.
- Among students with two or more races, our retention is 88% and success is 70%. However, like our American Indian population, this percentage may be influenced by individual results due to low enrollment numbers of this population in our classes.
- Among our White population, retention is 89%, the same as collegewide, and our success is 72%, 4% lower than collegewide.
- Among females, our retention is 91%, 5% higher than collegewide, and our success is 72%, 3% higher than collegewide.
- Among males, our retention is 88%, 1% higher than collegewide, and our success is 64%, 5% lower than collegewide.
- Among students 19 and younger, retention is 91%, 3% higher than collegewide, and success is 68%, 2% higher than collegewide.
- Among students 20-29, retention is 90%, 4% higher than collegewide, and success is 69%, the same as collegewide.
- Among students 30-39, retention is 88%, 1% higher than collegewide, and success is 74%, 2% lower than collegewide.

- Among students 40 and older, retention is 88%, 1% higher than collegewide, and success is 72%, 5% lower than collegewide.
4. Success and retention for face-to-face as well as online/distance courses.
 - Our success rates are equivalent to the collegewide success rates at 69%.
 - Our retention rates are at 90%, 3% higher than the collegewide average.
 - We currently do not offer any online/distance courses
 5. Any unplanned events that affected your program.
We have not had any unplanned events that have affected our program in a drastic way.
 6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
 - Currently, we do not offer a degree or certificate. However, we will soon offer a certificate for completion of our non-credit courses. A certificate will require 288 hours and 2 levels of improvement.
 7. Reflect on any changes you would like to see in your program in the next 3 years.
 - Enrollment has gradually increased on the main campus. However, enrollment is still low on the Delano campus. Obviously, we would like to increase enrollment in our courses on the Delano Campus.
 - We would like to increase the number of sections and courses offered on the Delano campus.
 - We would like to provide courses in rural communities such as Arvin, McFarland, Wasco, and other communities that are part of the Rural Initiative.
 8. We will begin offering course at the Bakersfield Adult School’s new Job Spot. This is part of the Adult Education Block Grant (AEBG). It will allow us to offer credit and non-credit courses at this location in order to provide access to students with financial and transportation issues. We would like to see an increase in course offerings at this location in the next few years.
 9. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.
 - We currently do not offer a degree; however, we will soon offer a certificate. Because we have not offered the certificate yet, it is difficult to project the number of students who will be awarded with this certificate. Nevertheless, we believe in the next three years, we should be able award at least 15 certificates.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
NA						
NA						
NA						
NA						

Resource Request and Analysis:

Resource Request	If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
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<p>Positions: Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	<ul style="list-style-type: none"> We received one full-time faculty and one temporary full-time faculty this year. Both are tremendous additions to our department. They come with fresh ideas about how to meet the needs of our students, including instructional methods and outreach techniques. They have also made it possible for our department to fulfill its shared governance responsibilities by serving on various campus-wide committees.
<p>Professional Development: Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<ul style="list-style-type: none"> John Hart, along with the director of the Intensive English Language institute at CSUB, Yuri Sakamaki, presented at Building Bridges a presentation called "Pronunciation Issues and Remedies for Multilingual Students." Michael Westwood (one of our new hires) presented at Intermountain TESOL, TESOL International, and Intermountain TESOL Mini-Conference. Faculty attended TESOL International, CATESOL, Intermountain TESOL, and Christian English Language Teachers (CELT) conferences this year as well as the local Building Bridges Conference. Faculty also attended various workshops and FLEX day activities offered on campus. Each of these conferences and workshops centered on teacher training and student success.
<p>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.</p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>NA</p>

<p>Technology: <i>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?</i></p>	<p><input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>The computer lab in LA 225 was completely overhauled with brand new computers and monitors. This will change the way the lab was being utilized. The lab had been underutilized due to the lack of working computers. There were consistently a number of computers that would not function properly, making it difficult to take a full class in to work on coursework. Now that all of the computers are working properly, instructors will be able to use the lab for which it was originally intended.</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>NA</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>Our budget is very small, but up to now, it has met the needs of our department to purchase office and classroom supplies such as staplers, pens, whiteboard markers, etc.</p>

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

We have been very pleased with the responsiveness we have received in the past to our needs outlined in previous Program Reviews. Our technology, facility, and faculty needs have always been addressed. We look forward to similar responses to this year’s report.

- Our technology needs include a document camera in LA 219 and a classroom set of Chromebooks used by the department.
- Our facility needs include office space for our fulltime hires.
- Our faculty needs include a new fulltime hire to replace Susan McQuerrey, who is retiring.
- We are pleased with the educational services that we provide to the international, migrant, immigrant, and local student populations. We look forward to making our services even more accessible through non-credit courses and through offerings at campuses beyond the Bakersfield main campus and Delano campus. We expect to see an increase in enrollment in our area. Not to mention, we have just learned that the CSUs will no longer offer remedial courses. This will also impact our enrollment. We need to be prepared to meet the needs of all of our student demographics of both traditional and non-traditional students.