



Skyline College

Comprehensive Program Review

2024 - 2025

SKY Dept - English for Speakers of Other
Languages

Instructional Comprehensive Program Review

Submitter Name:

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Submission Date:

01/23/2025

BACKGROUND

1.A. DIVISION:

Language Arts (LA)

PROGRAM NAME:

English for Speakers of Other Languages

1.B. YEAR OF REVIEW:

2024 - 2025

1.C. PROGRAM REVIEW TEAM

Leigh Anne Shaw and Erinn Struss

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

The ESOL Department's mission statement is "to develop English language competence in speakers of other languages to support academic college study, pursuit of vocational certificates, enhancement of career options, and increase in civic engagement." This statement directly reflects Skyline College's Mission, Vision, and Values. The ESOL department is a critical force in providing pathways for a global and diverse community of learners to achieve their goals. We provide a warm and welcoming environment for individuals to learn and transform their lives regardless of their immigration status or nation of origin.

ii. Alignment with the College Values:

Academic Excellence

Open Access

Social Justice

Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.

Academic Excellence

The ESOL department is committed to academic rigor and quality with relevant, recent, and evolving curricula. Our course texts are chosen specifically for relevance to student lives, and our assignments are chosen to grow students' language skills for success in academic coursework.

Open Access

The ESOL department is committed to providing English language learners with open access to our program, and by extension, other college programs. To this end, we provide comprehensive and responsive student services through the ESL Connect office and we work in close contact with campus services to ensure our students' advancement toward their goals.

Social Justice

Social justice is a cornerstone of our beliefs in the ESOL department, as we are committed to empowering language learners who hail from communities often marginalized in the United States. We advocate tirelessly for our students by giving input to campus and district policies, procedures, and practices.

Student Success & Equity

The ESOL department is key to address equity gaps for language learners to ensure that each student has the opportunity to succeed. We want to support English language learners in achieving their goals, and as the MVV

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says, strengthen “their voices,” especially in English, through their educational experience in their ESOL coursework.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

1.866

Adjunct Faculty FTE:

1.667

Classified Professionals FTE:

1

Manager/ Director FTE:

0

Dean FTE (if applicable):

0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

We have lost one full time faculty position; this has been very hard on our department in terms of labor and morale. We have made progress in building back our adjunct faculty since the pandemic. We anticipate the retirement of the senior faculty member within three to five years; therefore, it is critical that we engage in another hiring process soon to maintain staffing integrity and effective delivery of services.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

All full-time faculty and several of the part-time faculty have undergone quality online teaching and learning training (QOTL); one person has been recertified. One faculty took a research leave to focus on the needs of adult language learners, which our program serves in great numbers. Both full-time faculty members in the department are members of the regional organization, CATESOL, and attend conferences of our regional, national, and international professional organizations.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

The faculty have attended multiple sessions on Artificial Intelligence (AI) and its roles and impact on the classroom; we continue to struggle with how to meaningfully work with AI in the language learning classroom, especially for students who see language-learning as a high-stakes challenge.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program’s achievements since the last CPR.

We are building back the enrollment since the losses of numbers during the pandemic of 2020, where we sustained a 50% loss of students. As of 2023, we had gained back nearly 30% of that loss and we continue on what appears to be an upward trend.

ESOL 400 was revised and was accepted for: Skyline 9C2, Arts and Humanities - Humanities; CSU GE Area C: Arts and Humanities: C2 - Humanities (Literature, Philosophy, Languages Other than English; and IGETC Area 3: Arts and Humanities: B: Humanities. This is a great win for our students, who no longer see ESOL 400 as “empty units” and can use them towards transfer.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The legislative decimation of placement testing and the forced adoption of guided self-placement in our district has had less than optimal results in terms of how students, whose language is limited, place themselves within our

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program or the College. We see a trend of low-skilled students overplacing themselves while high-skilled students underplace themselves; this means added hours by faculty in the first two weeks to assess and shuffle students into the best classes for their needs. We see high school students who, by law, are to be directly placed into ENGL 100 or 105, but who lack the language proficiency to thrive; if directed to our program, they often place low and struggle socially with that placement.

Additionally, with the elimination of basic skills classes, we have seen several native speaker students, with verifiable learning differences, moved into ESOL classes due to their challenges to thrive in ENGL 105. ESOL is not an appropriate placement for native speakers with learning differences. While native-speaking students who have learning differences are not our “target” student population, we worry that they are not being well-served by the elimination of classes such as ENGL 846.

The free college initiative at SMCCD has had both positive and negative effects. While we have certainly seen greater access, we also see students who enroll without a nuanced appreciation for the gravity of academic study, the requirements, and the time commitment. This concern has been echoed by our sister colleges.

We used to have robust relations with the adult school, and those dissipated somewhat during the pandemic; we are starting to build those relationships back. We had a memo of understanding allowing students to go directly from the adult school into our Level 3, bypassing the placement test. With the decimation of placement testing, that MOU is no longer serviceable, and we are talking about ways to reintegrate alignment between our program and the adult schools.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

As noted in 2.A, we are building back our enrollment post-Pandemic.

In 2018-2019, Skyline College had 15,276 students (unduplicated headcount) and in 2022-2023, the College had grown about 2% to 15,623 students. However, the ESOL unduplicated headcount has decreased over that time. In 2018-2019, we had 351 students; however, in 2022-2023, we had 274 students: a 22% percent decrease. We do not know exactly what has caused this drop in enrollment; we suspect that the political climate at the time may have dissuaded immigrants from attending or calling attention to themselves through ESOL enrollment. Direct placement of students into ENGL 100/105 per AB 705 and AB 1705 may have also contributed.



SKYLINE COLLEGE STUDENT CHARACTERISTICS

College-Wide

Unduplicated Headcount by Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Summer	5,340	5,231	6,788	5,733	4,974
Fall	9,452	9,209	9,707	8,771	8,606
Spring	9,280	9,652	10,181	9,188	9,660
Total	15,276	15,461	17,524	16,016	15,623

SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): ESOL

Unduplicated Headcount by Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall	236	203	111	105	148
Spring	227	153	83	99	179
Total	351	295	158	171	274

3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

All of our students can be viewed as equity-impacted, whether through immigration status, socioeconomic level, first generation to attend college, or other challenges that immigrants face. Through the ESL Connect office, the ESOL department is able to provide direct outreach, hand-on registration and support, a dedicated ESOL counselor, retention services, and warm handoffs to partner programs. The ESL Connect office is our center for open access and works closely with counseling, Priority Enrollment Programs (PEP), financial aid, placement, the Undocumented Community Center, local adult schools, and high schools.

Our student population is generally older than the College at large. For example, while the College saw 29.5% of the students aged 18 or under in 2022-2023, that age range made up only 6.6% of our department. However, we are seeing our population trend younger; in 2018-2019, 61.2% of our students were under the age of 29, but, in 2022-2023, that rose to 66.5%. This is surprising given that AB 1705 mandates that all high school students be placed directly into ENGL; we deduce that this trend is due to the excellent matriculation efforts put forward by counseling and the ESL Connect office to serve high school ELLs who come to the campus with low English skills. Perhaps it is also indicative of the continuing need for ESOL even for students who have attended U.S. high schools.

Department(s): ESOL



Unduplicated Headcount by Age

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Age Under 18	5.4%	7.8%	1.9%	7.6%	6.6%	73	7.3%
Age 18 - 22	37.6%	38.6%	37.3%	36.8%	45.3%	413	41.1%
Age 23 - 28	18.2%	14.6%	15.8%	15.8%	14.6%	175	17.4%
Age 29 - 39	19.4%	19.7%	25.9%	24.6%	19.3%	215	21.4%
Age 40 - 49	12.3%	14.2%	13.9%	11.1%	7.3%	112	11.1%
Age 50 - 59	5.7%	4.4%	3.2%	2.9%	5.5%	49	4.9%
Age 60 +	1.4%	<1%	1.9%	1.2%	1.5%	14	1.4%
Total	351	295	158	171	274	1,005	100.0%

We are seeing an increase in female-identified students (8.8% increase) over male-identified students (9.8% decrease). This does not match enrollment trends across the college, which has not seen a significant increase or decrease by gender.

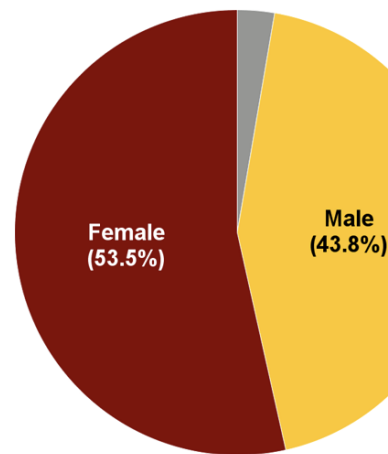
Unduplicated Headcount by Gender

	Female	Male	Unreported
2018-2019	53.6%	45.9%	<1%
2019-2020	51.9%	48.1%	
2020-2021	60.1%	39.9%	
2021-2022	56.7%	42.1%	1.2%
2022-2023	62.4%	36.1%	1.5%
Total	570	428	7
Total %	56.7%	42.6%	0.7%

SKYLINE COLLEGE STUDENT CHARACTERISTICS College-Wide

Unduplicated Headcount by Gender

	Female	Male	Unreported
2018-2019	52.6%	44.9%	2.6%
2019-2020	52.3%	45.0%	2.6%
2020-2021	55.6%	41.9%	2.5%
2021-2022	54.0%	43.3%	2.7%
2022-2023	53.2%	44.0%	2.8%
Total	26,187	21,441	1,319
Total %	53.5%	43.8%	2.7%



Regarding race and ethnicity, it is always challenging to get a clear picture of race given that ESOL students do not fit into the same narrowly-defined categories students must choose from on CCCApply (defined by census categories). For example, “Black-Non-Hispanic” students in ESOL are often from African nations and are not of the same background as “Black-Non-Hispanic” students at the College at large; we do not record high numbers of these students. Meanwhile, “White-Non-Hispanic” can include students from Central Asia, Southwest Asia (Middle East) and Brazil, and it should not be assumed that they have the advantages that White students typically have at a college. Most Pacific Islanders who come to Skyline College are native or near-native English speakers, so the identification in this category may be accidental, or it may reflect a student from Southeast Asia, such as Indonesia. As with our last program review, we are still unable to get clear data that disaggregates students by countries of origin, which is far more informative in terms of measuring access and success, especially in terms of disproportionate impact for our particular program. For example, we do not have data on success rates on students from Myanmar vs. students from China, or students from El Salvador

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vs. students from Argentina. Anecdotally, we see differences in those students' success rates, and we know that there are differences in their learning experiences based on their languages and geopolitical experiences, but the data does not allow us to be more nuanced in our examination of our student populations.

We are noticing that our Latino population has dropped significantly, and we do not know why. It could be an effect of AB 705 placing students directly into ENGL 100/105 instead of funneling them through ESOL, or it could be factors that we are unaware of. This is difficult to ascertain; we cannot know details about students who are not here.

ESOL Data

Unduplicated Headcount by Ethnicity

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Asian	50.7%	44.7%	46.8%	59.1%	63.9%	528	52.5%
Black - Non-Hispanic	<1%	1.4%	1.3%		<1%	9	<1%
Filipino	5.4%	7.1%	7.0%	2.9%	2.9%	57	5.7%
Hispanic/Latino	23.4%	23.4%	24.7%	26.3%	19.7%	238	23.7%
Pacific Islander	<1%		<1%	<1%		1	<1%
White Non-Hispanic	15.7%	17.3%	13.9%	8.8%	10.2%	135	13.4%
Unreported	3.7%	6.1%	5.7%	1.8%	2.6%	36	3.6%
Multiraces				<1%		1	<1%
Total	351	295	158	171	274	1,005	100.0%

Skyline Data

Unduplicated Headcount by Ethnicity

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Am. Ind./Alaska Native	<1%	<1%	<1%	<1%	<1%	58	<1%
Asian	19.9%	19.3%	20.4%	19.9%	20.6%	10,262	21.0%
Black - Non-Hispanic	2.7%	2.4%	2.4%	2.6%	2.4%	1,279	2.6%
Filipino	16.0%	14.8%	13.3%	13.9%	13.5%	6,159	12.6%
Hispanic/Latino	30.8%	31.3%	30.7%	31.2%	31.5%	14,911	30.5%
Pacific Islander	1.3%	1.3%	1.3%	1.3%	1.2%	670	1.4%
White Non-Hispanic	19.2%	19.6%	20.8%	20.1%	19.7%	10,295	21.0%
Unreported	2.6%	4.0%	3.2%	3.0%	2.8%	1,613	3.3%
Multiraces	7.3%	7.1%	7.7%	8.0%	8.1%	3,700	7.6%
Total	15,276	15,461	17,524	16,016	15,623	48,947	100.0%

Because of politics on a global scale, we are seeing an increasing number of students from Myanmar, Palestine/Jordan, and Ukraine, many of whom are facing emotional distress and who simultaneously need to work to support families back home and navigate immigration services while studying at the College. We see a drop in students from China and Yemen due to political shifts in US policy; additionally, we see fewer students from some Central American countries where Temporary Protected Status was recently revoked.

Surprisingly to us, more of our students are full-time than the College average. In Fall of 2022 35.3% of Skyline students were full-time students whereas among ESOL students in the same semester 58.1% were full-time. This has been a change from Fall of 2018 when only 47.9% of our ESOL students were full-time students. We don't know exactly what accounts for this change, but we might point to the excellent matriculation services provided through the ESL Connect office and the strong pathways being created from high schools to our program.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

- ESOL 808:** We were able to offer the standalone course, ESOL 808: English for Job Searching, only twice, and not on a regular basis. Reasons may be due to its standalone nature, its lack of inclusion in any counseling educational plan, and possible overlap with classes offered by Counseling. Also, it was difficult to find a teacher for its one-unit load and when the course ran, that one-unit really added to the teacher's overall workload (It seemed like more than one-unit of work). Thus, we decided to discontinue the course.

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- **PACE Learning Community:** Because of three factors, we stopped our PACE Learning Community (LC). First, the severe dip in enrollment during and after the pandemic did not allow us to offer multiple sections of courses such as ESOL 854 or ESOL 875 as would be needed to best run the LC. Secondly, because of the inability to offer in-person community building activities during the Pandemic, the learning community lost much of its value for students who had a deep desire for face-to-face interactions to practice their English and meet people. Thirdly, we lost the instructor who was the motivating force behind the learning community. While we retained one instructor for the learning community, given the other LC challenges, running the community proved too challenging for one faculty member.
- **ESOL 400:** In terms of enrollment in courses, ESOL 400's enrollment dipped during the pandemic and is slowly building back to the pre-pandemic levels. As of Fall of 2024, ESOL 400 attained fully transferable status to both the CSU and the UC, making it a substantive course for students to take instead of "empty" units. We hope that this will result in growth in ESOL 400 sections; however, this data is not yet available for this CPR cycle.
- **ESOL 840:** This course's enrollment also dipped during the pandemic and is following a similar trend to 400; we also have not offered as many sections of this course. When the few sections fill up, we cannot know how many students turn away before being turned away; therefore, we hope to offer more sections for greater access. We have seen slow early registration and high late registration; thus, some semesters we have had to refer students to our sister schools where there are more abundant sections. Other students must wait a semester before they start their ESOL journey.
- **Grammar courses:** Our elective ESOL grammar classes (875, 874, and 873) have lower enrollment than our core reading, writing, and grammar courses. Part of this is because ESOL 873 and 874 are only offered on the weekend, and thus, are not as available to as wide of a range of students, but also because they are not core courses and students may not see their value in terms of extra units. The enrollment in these classes dipped during the pandemic and is slowly building back as is the trend with all of our classes. ESOL 875 is offered every semester, while 873 and 874 are offered once a year, alternating semesters.
- **Listening/Speaking courses:** We consistently see lower enrollments in ESOL 853 compared to its paired core course, ESOL 830; we see a similar trend in ESOL 854 vs its paired core course, ESOL 840. This may speak to the difficulty of placing the burden of placement on the student instead of on a matriculation tool such as an assessment test, as some students may not understand all of the courses that are available for them to take.
- **Student skill level upon arrival:** We are starting to see an increase in students who arrive with English skills lower than our lowest course offering (Level 3 - ESOL 830/853/873). Thus, we are investigating two possible paths to offering a Level 2 class. We have reactivated our Level 2 course (ESOL 820) and we are inviting the local adult school to offer their uppermost level on campus at Skyline College. We will see which we can get up and running for Fall 2025.

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Headcount by Course	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	Grand Unduplicated Total
ESOL-400	83	91	96	68	57	34	30	39	55	73	603
ESOL-808							14	10			24
ESOL-820	25										25
ESOL-830	23	31	25		7	16	16	12	29	24	173
ESOL-840	90	79	65	68	28	13	26	25	49	55	471
ESOL-853	30	18	21		6	16	11	7	17	17	137
ESOL-854	31	39	23	18	9	9	19	11	12	22	188
ESOL-873			19		10		18		11		58
ESOL-874		28		14		8		11		17	75
ESOL-875	49	21	50	29	20	9	11	9	11	11	217

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

Preparation for non-credit offerings: In an effort to make our large-unit coursework more accessible to students on a low budget, or with little time, or with less firm study plans, we created non-credit mirrored courses for ESOL 830, 853, and 873. These courses have never been offered because the District currently lacks a mechanism for offering non-credit through the college; however, we are hopeful that this can be rectified and we can start making non-credit ESOL an option.

Placement: We have been working with our sister colleges on Guided Self Placement (GSP) since at least 2018-2019. Per AB705, we needed a multiple measure such as a GSP to help students choose classes. As a District, we worked for several years to create an online GSP process that is now managed by Dr. Tracy Huang at the District Office. As of Fall of 2023, students can now use the GSP or opt to take an Accuplacer placement test to help them figure out their level and choose their classes.

Counseling: Counselors report great difficulty interpreting the GSP and multiple measures, such that placement has become an equity issue. Per the law, students coming from American high schools, especially our feeder high schools, do not do any sort of placement (GSP or Accuplacer) unless they request it. In lieu, they look at a description of our levels and choose a class that they think best suits their perceived level. This self-assessment of skills is a lot to expect of a high school student who only arrived recently in the country and may not speak English; thus, accuracy with this process is dubious at best. We feel that this approach may not best serve those students coming from the high schools (see the point below about the need for a descriptive video). Our full time faculty continue to be a resource for counselors who struggle to best place high school students whose language skills are insufficient for success at college.

HS Counseling Outreach: Through the ESL Connect office, we have stronger connections with counseling at Skyline as well as at the local high schools. An annual counselor's breakfast was held November 21, 2024, to set up ways to better place high school students into ESOL. Follow-up activity will include a meeting between ESOL faculty and HS counselors.

Placement Guidance Video: In our last funding request (the request for 2024-2025), we requested funding to create a guidance video; unfortunately, the funding was denied. We will continue to pursue this option in order to provide clarity on the expected skill sets of students at each level; this is critical, as it aids counselors in placement, and it may be helpful if students view it before choosing their classes.

SKY Dept - English for Speakers of Other Languages EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

- i. **How do the overall course success rates compare to the College and/or Division success rates?**
ESOL's success rates slightly exceed those of the college as a whole.

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2018-2019	50,987	39,026	76.5%	88.3%	11.7%
2019-2020	50,221	38,429	76.5%	91.6%	8.4%
2020-2021	49,606	38,366	77.3%	98.7%	1.3%
2021-2022	42,407	31,960	75.4%	95.0%	5.0%
2022-2023	43,795	33,705	77.0%	90.6%	9.4%
Total	237,016	181,486	76.6%	92.8%	7.2%

SKYLINE COLLEGE STUDENT OUTCOMES Department(s): ESOL



Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2018-2019	638	501	78.5%	92.5%	7.5%
2019-2020	496	384	77.4%	93.8%	6.3%
2020-2021	242	180	74.4%	99.2%	0.8%
2021-2022	269	200	74.3%	97.0%	3.0%
2022-2023	403	311	77.2%	94.8%	5.2%
Total	2,048	1,576	77.0%	94.6%	5.4%

- ii. **What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

Low income students do slightly better in our ESOL courses than they do in classes at the College as a whole. Across the College, low income students had a 72% success rate from Summer of 2018 to Spring of 2023, while low income

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students in ESOL classes had a 77% success rate during approximately the same time periods.

SKYLINE COLLEGE STUDENT OUTCOMES Department(s): ESOL

		FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	All Terms
Low Income:	Enrollment	163	152	171	120	61	46	56	59	104	150	1,082
	Withdrawal	4%	8%	9%	3%	0%	0%	0%	3%	5%	2%	4%
	Success	81%	74%	79%	71%	74%	70%	66%	76%	76%	87%	77%
Low Income: Yes	Enrollment	168	155	128	77	76	59	89	65	80	69	966
	Withdrawal	10%	9%	6%	6%	1%	2%	3%	5%	10%	7%	7%
	Success	79%	80%	83%	75%	79%	73%	76%	77%	64%	74%	77%
ALL	Enrollment	331	307	299	197	137	105	145	124	184	219	2,048
	Withdrawal	7%	8%	8%	4%	1%	1%	2%	4%	7%	4%	5%
	Success	80%	77%	81%	73%	77%	71%	72%	77%	71%	83%	77%

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Low Income:	Enrollment	4,098	11,685	11,652	4,277	11,663	12,264	6,109	11,493	11,681	5,078	10,259	10,655	4,705	10,923	12,865	139,407
	Withdrawal	7%	11%	10%	7%	10%	5%	1%	2%	1%	1%	2%	7%	6%	8%	8%	6%
	Success	85%	76%	79%	86%	77%	78%	87%	77%	80%	83%	75%	81%	86%	77%	80%	79%
Low Income: Yes	Enrollment	3,211	10,606	9,735	3,017	9,719	9,281	3,592	8,764	7,967	2,825	7,040	6,550	2,152	6,651	6,499	97,609
	Withdrawal	11%	14%	15%	11%	14%	6%	1%	2%	1%	3%	2%	13%	10%	12%	13%	9%
	Success	79%	72%	74%	78%	72%	74%	79%	72%	73%	72%	68%	70%	77%	68%	72%	72%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

Male-identified students have lower success rates in our courses than female-identified students. This is different from the data for Skyline as a whole. For example, 78% of women succeed across the College versus 75% of men; however, in our program, 81% of women succeed versus 71% of men; a 10% difference. We do not know exactly what accounts for this difference. We see that we have a predominantly female teaching force that mirrors our professional field. Anecdotally, many of the males who take our classes report outside life commitments that often compete for their attention with our classes more so than the females in our classes.

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment	4,083	11,213	10,783	4,070	10,590	10,831	5,744	10,700	10,558	4,674	8,748	8,949	3,869	8,780	9,637	123,229
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	1%	1%	1%	2%	10%	7%	10%	10%	7%
	Success	82%	76%	78%	82%	76%	79%	83%	76%	79%	80%	73%	76%	83%	74%	78%	78%
Male	Enrollment	3,072	10,515	10,090	3,053	10,273	10,164	3,734	9,150	8,681	3,054	8,217	7,859	2,817	8,419	9,248	108,346
	Withdrawal	8%	12%	12%	8%	11%	5%	1%	2%	1%	2%	2%	9%	7%	9%	9%	7%
	Success	83%	73%	75%	83%	73%	74%	84%	73%	75%	78%	72%	77%	84%	74%	77%	75%
Unreported	Enrollment	154	563	514	171	519	550	223	407	409	175	334	397	171	375	479	5,441
	Withdrawal	4%	13%	8%	11%	10%	5%	0%	2%	0%	3%	4%	11%	10%	13%	12%	8%
	Success	92%	75%	80%	80%	77%	69%	87%	73%	80%	80%	69%	79%	79%	76%	77%	77%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

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SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL

		FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	All Terms
Female	Enrollment	175	171	141	109	89	62	86	70	118	147	1,168
	Withdrawal	6%	9%	8%	4%	0%	0%	1%	3%	5%	3%	5%
	Success	85%	80%	84%	77%	81%	82%	76%	84%	74%	84%	81%
Male	Enrollment	153	135	158	88	48	43	58	53	63	70	869
	Withdrawal	7%	7%	8%	5%	2%	2%	3%	6%	11%	6%	6%
	Success	74%	73%	78%	67%	69%	56%	67%	66%	63%	79%	71%
Unreported	Enrollment	3	1					1	1	3	2	11
	Withdrawal	*	*					*	*	*	*	*
	Success	*	*					*	*	*	*	*
ALL	Enrollment	331	307	299	197	137	105	145	124	184	219	2,048
	Withdrawal	7%	8%	8%	4%	1%	1%	2%	4%	7%	4%	5%
	Success	80%	77%	81%	73%	77%	71%	72%	77%	71%	83%	77%

ESOL

Success Rate by Course	Female	Male	Gender Unreported
ESOL-400	87%	82%	100%
ESOL-830	67%	41%	100%
ESOL-840	82%	75%	100%
ESOL-853	76%	54%	
ESOL-854	85%	78%	
ESOL-873	66%	32%	100%
ESOL-874	74%	39%	
ESOL-875	84%	77%	100%

Success Rate by Course	African American	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/Ethnicity Unreported
ESOL-400	67%	87%	97%	79%	100%	83%	100%	71%

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Success Rate by Course	African American	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/Ethnicity Unreported
ESOL-830	0%	66%	50%	45%	50%	56%		83%
ESOL-840	67%	82%	86%	71%	100%	78%		67%
ESOL-853	100%	68%	50%	72%		60%		80%
ESOL-854	0%	86%	33%	75%		90%		100%
ESOL-873		60%	60%	50%		40%		75%
ESOL-874		57%	100%	61%		71%		60%
ESOL-875	100%	87%	77%	67%		90%		86%

Again, we must point out the difficulty in comparing our success rates with the College as a whole due to the limitations of the federal ethnic categories. For example, despite both Chinese and Burmese students being categorized as “Asian,” a Chinese speaker’s journey to English is notably different than that of a Burmese speaker, and their different, current life circumstances affect their learning. Similarly, students who hail from any of the sixteen Spanish-speaking countries in the Western hemisphere cannot be expected to have identical language-learning journeys due to differences in educational access, geopolitical experiences, and residency challenges in the U.S. Meanwhile, our “white” category is far more diverse than that of the College, encompassing Central Asians, Europeans, Brazilians, and Southwest Asian/North Africans (SWANA, or formerly “Middle East”). Without nuanced ethnic data, our analysis about our students’ success is incomplete. For example, we have anecdotal data that show that Arab males have generally low success rates versus Arab females, but there is no data to verify it.

Hispanic students have the lowest rates of success in our classes across the board, and the lowest retention. We have difficulty pointing to one specific factor, just as we lack knowledge of who they really are:

- Are they North American, Central American, South American, or European? This has a vast impact on their foundational skill set for learning English, just as their prior education, exposure to violence or political instability, or level of economic hardship does.
- Are they employed? We know that our working adults are challenged to devote enough time to the course. We know that Latino males, in particular, miss class or drop out chiefly due to work and life issues such as job changes that conflict with the class or sudden changes in familial responsibilities.
- Was their K-12 education interrupted, and did they attend a U.S. high school? We know that our high school students are still adjusting to college life and still building language and social skills. If they attended a U.S. high school, they may still carry stigma associated with their time as EL designees.
- Do they have documentation or residency issues? We know that this significantly impacts study.
- Are they female- or male-identified? We see that women are faring better than men; they have higher retention and success.

We continue to employ best practices to support these students. The curriculum in the ESOL 830 class features an inspiring writer, Francisco Jimenez, whose struggles mirror those of many of our students; students report high affinity for the book. Every ESOL 830 class features a campus orientation, with ESL Connect coordinator Mylene Foo now doing training on WebSmart and the student service portal. Mylene’s staff further support all students in using systems and monitoring grades. ESOL 840, also features a high-interest book about personal triumph in education and also spends time acclimating students to Canvas. Most classes do campus and services tours including the Library, the ESL Connect, and The Learning Center. In ESOL 400, we do major portions of the class writing in class to reduce the burden on what students need to do at home, and we use the division laptop cart to support students without that technology. We employ regular grade check-ins, ESL Connect and ESL Retention referrals, regular contact with counselors and the International Students Program office, and some professors do one-on-one conferencing with students in class. We are employing the highest-touch, strongest strategies we know to offer.

Despite our best efforts, we see lower success rates, especially among Latino and Arab males, than we would like to see. We reflect on what we know as language teachers: that it takes around seven years for language proficiency, and most of our students are only with us for two or three semesters. We also know that learning a language requires different strategies and techniques than learning any other subject, and perhaps our students lack good language learning strategies.

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SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL



Male	Enrollment	11	4	10	4	3	1	3	1	3	1	41
	Withdrawal	*	*	*	*	*	*	*	*	*	*	0%
	Success	*	*	*	*	*	*	*	*	*	*	80%
Unreported	Enrollment							1				1
	Withdrawal							*				*
	Success							*				*
Filipino Total	Enrollment	16	12	18	14	6	7	5	1	9	3	91
	Withdrawal	6%	0%	6%	7%	-100%	-100%	-100%	-100%	-100%	-100%	3%
	Success	88%	92%	78%	71%	-100%	-100%	-100%	-100%	-100%	-100%	82%

Hispanic/Latino		FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	All Terms
Female	Enrollment	66	56	48	25	23	13	27	21	24	27	330
	Withdrawal	5%	14%	4%	0%	0%	0%	0%	5%	8%	4%	5%
	Success	85%	71%	81%	68%	65%	77%	59%	86%	46%	70%	73%
Male	Enrollment	25	18	32	21	14	14	20	8	13	16	181
	Withdrawal	8%	17%	3%	10%	7%	0%	5%	*	*	19%	9%
	Success	72%	67%	75%	52%	57%	71%	65%	*	*	50%	61%
Unreported	Enrollment	2									1	3
	Withdrawal	*									*	*
	Success	*									*	*
Hispanic/Latino Total	Enrollment	93	74	80	46	37	27	47	29	37	44	514
	Withdrawal	5%	15%	4%	4%	3%	0%	2%	7%	14%	9%	7%
	Success	82%	70%	79%	61%	62%	74%	62%	76%	35%	64%	69%

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Success Rate by Course	Full Time (12+ Units)	Part Time (<12 Units)
ESOL-400	85%	83%
ESOL-830	51%	60%
ESOL-840	82%	76%
ESOL-853	68%	69%
ESOL-854	94%	74%
ESOL-873	56%	55%
ESOL-874	60%	63%
ESOL-875	86%	75%

Success Rate by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59	Age 60 +
ESOL-400	95%	82%	85%	87%	85%	95%	83%
ESOL-830		50%	59%	56%	77%	36%	80%
ESOL-840	90%	77%	82%	82%	73%	77%	100%
ESOL-853	100%	68%	58%	64%	75%	83%	80%
ESOL-854	100%	81%	86%	78%	83%	83%	100%
ESOL-873		0%	100%	53%	86%	50%	80%
ESOL-874	0%	38%	33%	68%	67%	82%	100%
ESOL-875	100%	79%	74%	78%	86%	100%	100%

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

Enrollment of “Hispanic” students in ESOL 400 should, in theory, match that of ESOL 830 and ESOL 840, but it doesn’t. There is about a 9% point difference between our level 4 (840) and level 5 (400) courses in the enrollments of Hispanic students. Meanwhile, the enrollment of Asian students does the opposite. There is a significant increase in the percentage of Asian students (11.8% between 830 and 840). We do not have data on the percentage of international students in each class, but we suspect these differences can be explained, in part, by the number of international students who come into our program from Asian countries, chiefly Myanmar and China, and who then enroll in the higher level courses. International students need a certain TOEFL proficiency score, or similar score, to qualify to study with the District. Thus, it is likely that our largely Asian international students simply arrive at a higher level of proficiency overall than our domestic students and, therefore, make up a larger portion of our higher courses. Alternatively, international students may be using the GSP to place themselves higher in order to avoid paying for units at the non-resident tuition level.

We are also noticing, perhaps as an effect of the Pandemic, the lowered study skills prevalent at all levels. Students’ self-monitoring and effort reflect the uncertainty and inconsistency of education for the past four years.

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This is evident in students' weakened ability to prepare for tests and ensure that assignments are completed in entirety. This lack of study skills, combined with a heavy work schedule, is not conducive to strong learning.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

ESOL Success Rate by Course

2018-2019 to 2022-2023

Success Rate by Course	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	Total Success Rate	Total Withdraw Rate
ESOL-400	80%	87%	88%	78%	79%	88%	77%	90%	84%	95%	85%	4%
ESOL-808							79%	50%			67%	13%
ESOL-820	64%										64%	20%
ESOL-830	74%	39%	52%		57%	50%	69%	58%	69%	54%	57%	13%
ESOL-840	83%	76%	82%	76%	86%	85%	81%	76%	71%	78%	79%	5%
ESOL-853	80%	78%	57%		50%	50%	73%	71%	59%	82%	69%	12%
ESOL-854	84%	87%	91%	67%	89%	89%	84%	91%	58%	82%	83%	7%
ESOL-873			63%		90%		39%		36%		55%	14%
ESOL-874		64%		43%		50%		55%		82%	62%	12%
ESOL-875	84%	90%	92%	69%	60%	67%	73%	89%	73%	91%	81%	10%

We definitely see the predicted "Pandemic Effect" of inconsistent success rates; we see that success dropped across the board in Spring 2020 and, for most classes, slowly climbed back up as faculty and students adjusted to online learning. At the full return to campus in Fall 2022, success dropped again nearly across the board, but bounced back up in Spring of 2023. We are hopeful that we have weathered the adjustments and are on an upward trend.

ESOL 802 (open-level conversation) At this time, we do not have data from PRIE in our provided charts in The Platform on ESOL 802. This is because it was first offered in Summer of 2023 and then again in Summer of 2024. The data is through Spring of 2023.

ESOL 830 (level 3 grammar/reading/writing) is a core course preparing students for the academic rigors of ESOL 840 and ESOL 400; it is an intermediate level class, with at least two skill levels below it. Due to self-placement, the course really has no real "floor" in terms of skill set that students come into the class with; thus, it serves students of a very wide range of levels. Also, the diversity of each class is not reflected anywhere in our data; there are anywhere from 10 to 15 different countries, at least 10 different languages, and at least 5 different writing systems represented. In Spring 2019, we eliminated the previous course ESOL 820 due to low enrollment; this meant that former ESOL 820s now went into ESOL 830; we see extraordinarily low success rates in that semester as we struggled to reimagine ESOL 830 as our foundational course. To address this upheaval, we streamlined the focus of ESOL 830 to sentence and paragraph, and we re-ordered grammar topics across all levels. Success improved until Spring 2020 when we had to cancel ESOL 830 due to low enrollment. The Pandemic of 2020 disproportionately affected this level, who often lack the technological skill to be successful at online learning; finally in Fall of 2021, success rates were back up to nearly 70%. The course continues to show varying success rates. We have also revived the ESOL 820 COR so that we could teach it if necessary.

It is evident that this level struggles with studying outside of class. Nearly all students are working and have family obligations that prevent them from devoting the time necessary to learn a language well. It is well known that attention (the ability to focus on specific stimuli while ignoring others) is a key factor in effective language learning. The standard suggestion for study is to spend twice the amount of class time in out-of-class study; it is difficult to see how students at this level are able to devote 12 hours per week to study for

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this 6-hour class. What's more, it is clear that many students do not have effective study strategies and have varying expectations about what language learning entails.

ESOL 853 (level 3 listening/speaking) is at the same level as ESOL 830, but it is not a core course. It also shows varying success rates ranging from 50% - 82%. Curriculum and time slot for this course have stayed relatively the same, while the teacher has shifted. This course is not required, and many students skip it despite being counseled to take it. This may be due to: 1) inability to take 10 units of ESOL in one semester; 2) inability to take 5 hours of coursework in a given day; 3) students not being aware of 853 as an option. Thus, this course shares only a small number of enrollees with 830. In contrast to 830, 853 is often taken as a standalone, frequently by older students who are working or retired and looking for conversational practice and who are not committed to completing a degree or certificate.

ESOL 873 and 874 (grammar levels 3 and 4) are offered in alternate semesters. They are not required and are usually counselor-recommended to students who indicate low skills for the core course they wish to take; they also might be standalones for residents who desire one grammar course experience. They are only offered on Saturday, which brings with it its own student characteristics; some are degree-focused, and others are not. These courses accordingly show great range in success rates despite being offered at the same time slot, with the same curriculum, and by the same instructor.

ESOL 875 (level 5 grammar) is offered every semester only during the day, and always mid-day to afford access by morning and afternoon ESOL 400 students. Students either take it because they were strongly urged by a counselor or teacher, or because they are genuinely interested in learning advanced English grammar. As a non-required class, its success fluctuates between 70%-90%; high success rates may reflect the dedication and pursuit of knowledge by students who would choose to take an elective grammar class during their lunch hour.

ESOL 840 (level 4 grammar/reading/writing) is a core course that we offer several sections of every semester including in the mornings and evenings. For the past two semesters (Spring 2024 and Fall 2024, not in our PRIE data), we have also offered it in afternoons. Students take it as a pathway to ESOL 400, ENGL 100/105, and/or other classes at the College. Oddly, the overall success of students in this class increased during the Pandemic (Fall of 2020 86%, Spring of 2021 81% success) and then went down once we returned to face-to-face instruction (Spring of 2022 76% success and Fall of 2022 71% success). Honestly, this could be due to different staffing of the course and different norms for grading and what constituted student success.

ESOL 854 (level 4 listening/speaking) is at the same level as ESOL 840, but it is not a core course. The success rates in this course vary wildly by semester from 91% to 58%. Much of the discussion about ESOL 853 (above) also applies to this course.

ESOL 400 (level 5 composition, transferable) is the course with the greatest variance in teacher, time slot, and curriculum. Even throughout the chaos of the Pandemic, ESOL 400 maintained high success rates. This may be due to quality curriculum choices and strong interaction among the teachers, who share materials and frequently discuss grading and teaching techniques. It is also the course that prepares students for ENGL 100/105 and is a prerequisite for many transfer-level courses, so many students who take it are a bit more goal oriented. A greater number of full time students take this course than our other course; 65.5% of ESOL 400 students are full-time students versus 26% for ESOL 830 and 52.2% for ESOL 840. ESOL 400 just received CSU and IGETC transfer status, which we expect to further contribute to high success rates.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

25

Percentage:

84.3

ii. How well is the program meeting its PSLOs?

Current PSLOs are:

- Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

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- Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.
- Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

The program is meeting its PSLOs at 82.8%, well above the benchmarked 70%. However, we see a downward trend since the beginning of tracking PSLO data in 2020:

- 2020-2021: 88.9%
- 2021-2022: 86.2%
- 2022-2023: 83.3%

Factors include: the Pandemic and the sudden shift to online teaching and learning; the hiring and unsuccessful tenure process of a full-time member; and the loss of our adjunct faculty.

Reading (comprehension) is indicated as the most difficult outcome for the program, chiefly in the foundational ESOL 830 as well as the transferable ESOL 400. Factors may include the sudden introduction of more complex reading than students have had prior to entering the course, and significant cognitive load in navigating the demands of the class together with life obligations.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

The PSLOs still currently represent the program's purpose and goals and we see no reason to change them at this time.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

We have assessed all courses offered as of Fall of 2024, in our SLO assessment cycle for these three years (2022-2025). **The only courses we have not assessed are our mirrored non-credit courses as we have not been able to offer these classes due to a lack of a non-credit enrollment process.** These are ESOL 573, ESOL 553, and ESOL 530. In our previous assessment cycle (2019-2022), we assessed all courses (100%).

- ESOL 802: Criteria met 2022-2023
- ESOL 400: Criteria met 2022-2023
- ESOL 840: Criteria met 2022-2023
- ESOL 830: Criteria met 2023-2024
- ESOL 854: Criteria met 2021-2022
- ESOL 853: Criteria met 2021-2022
- ESOL 874: Criteria not met 2023-2024
- ESOL 873: Criteria not met 2022-2023
- ESOL 875: Criteria met 2023-2024
- ESOL 808: Criteria met 2021-2022

ESOL 873 and ESOL 874 have lower assessment success than we would like to see. Being standalone, elective grammar courses, consistent results are difficult to produce, as the up-and-down numbers show. Students who take these Saturday-only classes may or may not be degree-focused, and they may or may not self-place into the best level for their needs and skills. Additionally, the grammar class may be the only class they are taking, and grammar instruction is best when taken in tandem with other skills to reinforce it. Access to a quality learning experience is a challenge for Saturday-only classes. Students on Saturdays have very limited access to campus resources, so they may not have the support that they need; additionally, the campus is sparsely populated; very few students are on campus, and buses run

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less frequently. Some Saturdays, instructors have even had difficulty getting all the doors for the building unlocked so that students can come to class. For the past several semesters, instructors have also had difficulty getting the bookstore to stock the grammar book for this course. Thus, there are a number of institutional barriers for Saturday students.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

We would like to see higher success in ESOL 830 and 853. We know that placement has created a less predictable “floor” for this level (the lowest level at which a student can enter the class). Because students enter at various levels of proficiency, this impacts success as some students have a steep learning curve in adjusting to the rigors of 830 and 853. Thus, if we can better inform students of what to expect in the class, students may choose classes that better fit their proficiency level. As noted earlier, we hope to make a video that will assist students in their placement choices. We also know that level 3 is the first semester of U.S. academic English that most of the students have ever had. We will continue to provide the orientation to campus services, the training in Canvas, and other support through the ESL Connect office. One strategy being employed in ESOL 830 is to increase assessment as well as review before the assessment. This may give students more information about how they are doing in the class and help them self-monitor and improve. Another strategy is to do more writing during class time to offer more support to students and lower the burden of what they must complete at home. A further strategy could be to share and emphasize study strategies that can specifically aid adult learners and encourage them to prioritize their study.

In the past, we have held faculty retreats to share teaching strategies and talk about goals and concerns. Now that we are finally building back our adjunct pool, it may be time for another departmental retreat. One of the topics could be how to maximize success in grammar instruction. Another topic can be how to impart study strategies and behaviors that can increase successful language learning.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

We offer one certificate, the Proficiency in American Culture and English (PACE) Certificate. It was more popular in 2020-2021 as 37 students achieved it versus just one in 2021-2022 and two in 2022-2023. It takes students only 6.1 semesters on average to complete this certificate, which is shorter than the College average of 8.28 semesters. As for the sudden drop in students getting the PACE certificate, this may be because many students are no longer taking the specific combination of classes required for the certificate, such as HIST 235, or it may be that students are not getting the certificates automatically. We had thought that certificates were automatically rewarded once students had the requirements; however, maybe they are not being flagged in the system and/or students are not putting in the paperwork for the certificate. We will need to investigate this with Counseling and Admissions and Records.

In Spring of 2022, in coordination with the Transfer Center, we put in a data request with PRIE for information on the most popular certificates, Associate's Degree, and Transfer Degrees for ESOL students. From Fall of 2011 to Spring of 2022, the most popular certificates and degrees for “former” ESOL students are: (1) Accounting (31 Associates Degrees and 30 Certificates), ECE (15 Associates and 26 Certificates), the PACE Certificate (38), Interdisciplinary Studies: Letters & Science, (36 Degrees), Business Administration for Transfer (36), Interdisciplinary Studies: Social & Natural Sciences (29 Associates), Human Services (25 Certificates), Business (CSU 23), Business (IGETC 23), Allied Health Sciences (Associates 20), Business Administration (Certificates 19), Allied Health Sciences (Associates 18), and Automotive (Certificate 18). The average time for students to get: a certificate is 2.53 years; an associate 3.23 years, and associate of transfer 3.26 years. The top school that our students transfer to is SF State with 256 students going there, followed by UC Davis (40), San Jose State (38), and UC Berkeley (36).

The Program Services Director of the Transfer Center, the Program Services Director of the ESL Connect, and an ESOL faculty member put in the data request and met with a PRIE Planning and Research Analyst. When the team looked at this data together (Fall of 2022), we were surprised by the relative speed at which ESOL students got through to certificates and degree completion; unfortunately, we do not have a snapshot of the College data for this same time period for comparison. It is also useful for us to see that Accounting, Business, Sciences, and ECE offer the most popular programs to our students; thus, if we need to work on partnerships or would like to consider reshaping our materials or learning objectives, we can keep these popular programs in mind.

SKY Dept - English for Speakers of Other Languages

Top 20 Program Descriptions	Degree Type						Total Total Degrees	Total % Total Degrees
	Associate Transfer		Associate		Certificate			
	Total Degrees	% Total Degrees	Total Degrees	% Total Degrees	Total Degrees	% Total Degrees		
Accounting		0.0%	31	7.6%	30	5.9%	61	5.4%
Early Childhood Education		0.0%	15	3.7%	26	5.1%	41	3.6%
Proficiency in American Culture & English (PACE) (Certificate)		0.0%		0.0%	38	7.5%	38	3.3%
Interdisciplinary Studies: Letters & Science Skyline Pattern		0.0%	36	8.8%		0.0%	36	3.2%
Business Administration (Associate Degree-Transfer CSU or UC)	36	16.1%		0.0%		0.0%	36	3.2%
Interdisciplinary Studies: Social & Nat Sci Skyline Pattern		0.0%	29	7.1%		0.0%	29	2.5%
Human Services: Promoter Education & Employment Project		0.0%		0.0%	25	4.9%	25	2.2%
Business: Business Admin. for Transfer, CSUGE	23	10.3%		0.0%		0.0%	23	2.0%
Business: Business Admin. for Transfer, IGETC-CSU	23	10.3%		0.0%		0.0%	23	2.0%
Allied Health Science (Associate Degree)		0.0%	20	4.9%		0.0%	20	1.8%
Business Administration (Certificate)		0.0%		0.0%	19	3.7%	19	1.7%
Allied Health Science		0.0%	18	4.4%		0.0%	18	1.6%
Automotive Technology: Electricity/Electronics		0.0%		0.0%	18	3.6%	18	1.6%
Interdisciplinary Studies: Social & Behav Sci Skyline Pattern		0.0%	17	4.2%		0.0%	17	1.5%
Natural Science		0.0%	16	3.9%		0.0%	16	1.4%
Interdisciplinary Studies: Letters and Science (Associate Degree)		0.0%	15	3.7%		0.0%	15	1.3%
Accounting (Associate Degree)		0.0%	15	3.7%		0.0%	15	1.3%
Business Administration (Associate Degree-Transfer CSU)	14	6.3%		0.0%		0.0%	14	1.2%
Univ Transfer: Intersegmental General Ed Transfer to Univ of CA (Certificate)		0.0%		0.0%	14	2.8%	14	1.2%
Mathematics (Associate Degree-Transfer CSU or UC)	14	6.3%		0.0%		0.0%	14	1.2%
Accounting (Certificate)		0.0%		0.0%	14	2.8%	14	1.2%
Automotive Technology: Engines Technology		0.0%		0.0%	13	2.6%	13	1.1%
Univ Transfer: Inter General Ed Transfer to CA State Univ (Certificate)		0.0%		0.0%	13	2.6%	13	1.1%
Human Services		0.0%	3	0.7%	9	1.8%	12	1.1%
Early Childhood Education (Associate Degree)		0.0%	12	2.9%		0.0%	12	1.1%
Early Childhood Education (Certificate)		0.0%		0.0%	12	2.4%	12	1.1%
Business: Business Administration (Ended Spring 2013)		0.0%	10	2.4%		0.0%	10	0.9%
Interdisciplinary Studies: Social and Natural Sciences (Associate Degree)		0.0%	10	2.4%		0.0%	10	0.9%
Cosmetology		0.0%	2	0.5%	8	1.6%	10	0.9%

ii. What changes do the data suggest are necessary for the program to explore?

We thought that students who had taken the courses were automatically entered in the system to get a certificate, but the data above suggests otherwise. We need to investigate why students who have all the requisites for the PACE Certificate are not getting it.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

Not applicable to ESOL.

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

Surveying this population needs to be done in-person because ESL students frequently miss or ignore electronic surveys. However, developing questions on surveys with vocabulary and grammar that ESOL students can parse often limits our ability to ask a well-nuanced question. Furthermore, students' attendance and success is often impacted by myriad life circumstances that are difficult to both communicate in a survey and disaggregate responses by such a diverse population in a meaningful way. Thus, past surveys have not given us terribly informative data that we can act on; students are generally complimentary about the program, with comments such as "all good" and "I like this class" and do not offer strong suggestions for improvement.

We do look carefully at surveys from teacher evaluations (again, which contain language difficult for language learners to parse), and they are generally very positive and surface-level in response. Students seem to appreciate teachers' innovations and efforts to craft meaningful activities; the most common response is "everything is great." We feel that surveying the instructors of GE classes and certificate classes, specifically those which many of our students take once they leave our program or in which they may be simultaneously enrolled, may yield more specific information that can help us improve our program's ability to prepare students for their Skyline coursework and beyond.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee.

Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

SKY Dept - English for Speakers of Other Languages

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

2024-2025

I. Create a video to better inform students and counselors as to the best way to place into our levels.

- A. Request funding
- B. Outline our sister college's, CSM's, video as a template.
- C. Develop an outline and plan for, at least, a rudimentary video.
- D. Write the transcript.
- E. Record the video.

II. Create a survey for faculty teaching courses popular with former ESOL students:

- A. Work with PRIE to make a targeted survey for instructors teaching Accounting, Business, ECE, and Science classes to see what reading, writing assignments do in those courses and what specific listening and speaking skills students need to best succeed in those classes

III. Hold a retreat for faculty to discuss success and teaching strategies

- A. Request funding for food and compensation
- B. Schedule a half-day amenable to all ESOL faculty
- C. Plan the schedule

2025-2026

I. Work on CORs for:

- A. Common numbering across the District.
- B. Alignment with the Common European Framework of Reference (CEFR) level descriptions.
- C. To best prepare students for courses that they take upon completion of and/or while they are taking ESOL.
 1. Decide which CEFR levels all of our courses might align with starting with 830 and 400 as our goal posts.
 2. Decide which objectives, content, and assignment types might best work at each level (except 400 which is fixed as it is per CSU/IGETC transfer).
 - a. CEFR alignment with course descriptions and Skyline faculty survey results to shape instructional objectives, course content, and representative assignments work.
 - i. Begin with ESOL 830, move to 840, and then 400
 - ii. Use 830 benchmarks to align 853 and 873
 - iii. Use 840 benchmarks to align 854 and 874
 - iv. Use 400 benchmarks to align 875

Goals & Resource Requests

Increase Enrollment

Increase enrollment by 18% in two years

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Increase headcount and enrollments by 18% so that we can offer at least two more sections of classes

1. Continue ESL Connect's work to advertise to new students with partnerships with: (1) Skyline's Marketing Department; (2) Skyline's Outreach Department at local K-12 and community events; (3) local K-12 districts and schools; (4) adult schools and Transition Coordinator.
2. Continue ESL Connect's work to identify ESOL students in the middle of matriculation who need help: (1) to sift through CCC Apply data and find students who haven't completed the steps for matriculation with Outreach, Skyline Counselors, Assessment, and the CRM team; (2) to identify ELLs at the HS who might need ESOL coursework; (3) to work with the Skyline Counselors and Outreach to comply with AB 705 and AB 1805 and inform students of their options; (4) to help students in their matriculation
3. Continue ESL Connect's partnerships with Counseling in having a dedicated ESL counselor and in frequent communication with counselors, the Dean of Counseling, and their needs.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)

STATUS

Goal Status Date

11/07/2024

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

We are continuing to increase enrollment in our program.

Optional Tables & Graphs

Goals & Resource Requests



SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): ESOL

Unduplicated Headcount by Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall	236	203	111	105	148
Spring	227	153	83	99	179
Total	351	295	158	171	274

Enrollments by Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall	331	299	137	145	184
Spring	307	197	105	124	219
Total	638	496	242	269	403

Resource Request

Division Name

Language Arts (LA)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

ESL Connect Student Assistant Funding

Resource Description

Funding to provide for student assistants in the ESL Connect office. These students assist new and continuing ESOL students with all aspects of matriculation as well as support services.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

With student assistants, the ESL Connect office can remain open and serve students from multiple language backgrounds, thus supporting Skyline College’s open-access value as well as the District’s mission #4 to Provide developmental education in language skills required for the successful completion of educational goals. It supports the CCCCO’s vision for success commitments to Focus relentlessly on student success, Always design and decide with the student in mind, Pair high expectations with high support, and Enable action and thoughtful innovation.

Cost

8,000

Level of need, with 1 being the most pressing

1

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Goals & Resource Requests

Data

Increase our mechanisms for getting data on HS ELLs and current and former ESOL students at the College.

Year Initiated

2017 - 2018

Implementation Step(s) and Timelines

First, work with District's CCC Apply dashboard to see if we can tailor one question to get more relevant data on ELLs from the high schools.

Get longitudinal data. This will take several years.

Then, do a PRIE data request.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

10/13/2023

Academic Year Updated

2022 - 2023

Goal Status

Discontinued

Goal Status Narrative

Our request was denied by the District

Prepare students for success in GE and credential classes

Continue cross departmental and program collaboration if and when possible with popular programs and services at the College namely, the CTE programs (Auto, ECE, Business Cert), Business, Allied Health, the ISP, Counseling, SPWD, and the Transfer Center.

Year Initiated

2017 - 2018

Implementation Step(s) and Timelines

1. Survey programs that have ESOL 400 as a prerequisite to learn what types of skills students need to be successful.

2. If possible, partner with programs that our students frequent. This is a continuing aspirational goal; further steps and timelines aren't set. We are stating our ongoing desire to collaborate with CTE, Business, and Allied Health in any efforts they recognize to serve ESOL students in their programs.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

Goals & Resource Requests

STATUS

Goal Status Date

10/13/2023

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

We are open to partnerships. We need grants or structures that motivate and integrate partners and efforts.

Assist students in getting into the appropriate ESOL class for their needs

For greater accessibility and accuracy of placement, we need to make sure students are guided to the appropriate class(es) that best match(es) their skill level and goals.

In coordination with Counseling, Assessment, the ISP Office, ESL Connect, and other ESL programs throughout the district, help disambiguate the levels and offerings in our program to ensure greater accuracy of course choice for students, thus saving them time and increasing success.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Create a descriptive video illustrating skills and expectations in various class levels for use by prospective students, counseling, transition coordinators, faculty, staff, and our adult school partners.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

11/07/2024

Academic Year Updated

2024 - 2025

Goal Status

Behind Schedule

Goal Status Narrative

We requested funds for a video to explain our levels to students and counselors. The funding was denied. This remains a critical need in accurately placing students and ensuring success.

STATUS

Goal Status Date

10/13/2023

Academic Year Updated

2023 - 2024

Goal Status

Completed

Goal Status Narrative

Goals & Resource Requests

Step 1: Request upgrades to classrooms, furniture, and/or software materials that enhance the affective domain for quality language learning. In progress. Dean is working on this.

STATUS

Goal Status Date

10/13/2023

Academic Year Updated

2022 - 2023

Goal Status

Completed

Goal Status Narrative

Step 2: Provide textbooks to embedded tutors, and review and revise textbook choices to increase low- or zero-cost resources while maximizing student learning. Completed for 2023-2024. Will need to be monitored for 2024-2025.

STATUS

Goal Status Date

10/13/2023

Academic Year Updated

2022 - 2023

Goal Status

Behind Schedule

Goal Status Narrative

Step 3: Review and revise curricular offerings to align with the Common European Framework of Reference (CEFR), enabling greater nuance in accurate placement of learners in the program.

Resource Request

Division Name

Language Arts (LA)

Year of Request

2024 - 2025

Resource Type

Contract Services

Resource Name

Video about our levels

Resource Description

Create a 5-6 minute descriptive video through MCPR illustrating skills and expectations in various class levels for use by prospective students, counseling, transition coordinators, faculty, staff, and our adult school partners.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

We need to make sure students self-assess using the GSP as accurately as possible (Per AB705 and 1705). To do that, students and our partners need to better understand our levels of classes. That means we need a well made video describing the levels that students can watch prior to doing the GSP. These videos can also be used with counseling, our adult school partners, the ESL Connect, the ISP Office, and the Transition Coordinator.

Timeline:

(1) We have a low-quality 15-minute faculty-made video. We would need to make a transcript of the video and decide what to cut and what to keep.

(2) Work with MCPR on their timeline to make a more professional-quality video stating the same information in under 10-minutes.

Cost

9,000

Level of need, with 1 being the most pressing

1

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