



**Instructional Program Review – Annual Update for 2017-2018  
Completed in 2019**

Date:	March 27, 2019
Program and Department:	English as a Second Language (ESL)
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2014-2015
Submitted By:	George Phelan and Melinda Nishimori
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input checked="" type="checkbox"/> 2-year scheduling plan <input checked="" type="checkbox"/> Justification for Resource Requests (if needed)

**I. Alignment of the Program with the AHC Mission**

**AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.**

a. Have there been any changes that would require a change to your Program Mission?

The ESL Program Mission remains unchanged although the implementation of AB 705 has resulted in the restructuring of courses in the program to ensure that ESL students can complete transfer requirements within three years.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:

[http://www.hancockcollege.edu/public\\_affairs/mission.php](http://www.hancockcollege.edu/public_affairs/mission.php)

The credit ESL program is designed to help students acquire the English language skills necessary to become successful in their personal, vocational, and academic goals.

**II. Student Success, Program Accessibility and Program Capacity**

\*Data for this section provided by the office of Institutional Effectiveness.

ESL	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
<b>Sections</b>	28	28	28	21	24	25
<b>Headcount</b>	185	172	169	125	147	152
<b>Enrollment</b>	392	370	356	263	280	316
<b>Retention % F2F</b>	86.70%	89.70%	92.40%	88.20%	85.70%	84.11%
<b>Retention % Online</b>						
<b>Retention %</b>	86.70%	89.70%	92.40%	88.20%	85.70%	84.11%
<b>Success % F2F</b>	67.10%	70.30%	69.10%	72.60%	74.60%	67.20%
<b>Success % Online</b>						
<b>Success %</b>	67.10%	70.30%	69.10%	72.60%	74.60%	67.20%

ESL	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
<b>FTES</b>	59.78	59	52.9	40.52	44.71	48.81
<b>FTEF+</b>	4.68	4.939	5.233	4.091	4.787	4.51
<b>FTES/FTEF</b>	12.77	11.95	10.11	9.9	9.34	10.27

ESL	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
<b>Degrees</b>						
<b>Certificates</b>	0	0	1	7	5	2.5
<b>Total</b>	0	0	1	7	5	2.5

a. Please comment on data and trends

Program enrollment and efficiency have continued to decline. As a result of decreased enrollment and the implementation of AB 705, we have restructured the program by eliminating course offerings at the lower levels. By Fall 2019, we hope to see an increase in the overall efficiency of the program because of these changes.

The data suggests that the retention and success rates have increased in the last two years and are above the 5-year average.

- b. If this year's figures for the program are below the set standard explain steps you will take to improve.

Enrollment has fallen below the standard.

- 1) We will create flyers with class information to distribute to counselors, the community, and English Language teachers at local feeder high schools.
- 2) We will continue to advocate for the hiring of a permanent part-time bilingual outreach coordinator. We create flyers each semester; however, we are unable to provide the bilingual outreach needed make an effective impact.
- 3) We will offer a "mirrored" grammar course to encourage the transition of noncredit ESL students to credit courses.

- c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

N/A

Describe how the program works to promote student success (completions, job placement, transfer). Include teaching innovations and use of academic and student support.

- 1) In Fall 2018, the ESL program began utilizing embedded tutors in the classroom.
- 2) The program has designed, created, and publicized an ESL flowchart to illustrate the three-year pathway to transfer-level English.
- 3) The program has explored low/no cost option for students. As a result, we applied for and were granted Basic Skills Initiative funds to purchase class sets of novels for the reading classes.
- 4) The program requires a lab component for reading, writing, and grammar classes. The lab component offers students opportunities to apply and practice concepts learned in the classroom.
- 5) We have begun to use directed labs for all our reading, writing, and grammar courses.
- 6) The program employs and supervises an ESL ambassador (student worker) who assists students with the enrollment, financial aid, testing, and registration process.
- 7) The program offers a Certificate of Accomplishment for those completing the highest levels of coursework.
- 8) Each semester, the credit ESL program provides a "Lunch and Learn Workshop" in which counselors describe the student services available on campus.
- 9) The program schedules a registration event during the semester to assist students in enrolling for courses for the upcoming semester.
- 10) The program personally encourages students to apply for AHC Foundation Scholarships and enroll in EOPS.
- 11) The program identifies students experiencing academic challenges during the first month of the semester. ESL instructors refer students to the LAP and Tutorial Programs.
- 12) ESL instructors refer high-achieving ESL students to the Tutorial Program to serve as tutors.

- d. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

- The ESL program awarded 12 Certificates of Accomplishments in the last two academic years.
- The ESL program has restructured the curriculum to align with AB 705 requirements to provide a three-year pathway to English 101.
- Each year, the ESL program awards 3-4 scholarships (*Ana Calderon Scholarship* and *Fidel Herrera Scholarship*) through the AHC Foundation for current or former ESL students.

### III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

[http://research.hancockcollege.edu/student\\_learning\\_outcomes/matrix.html#Top](http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top)

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes, we are on track with our plan with the exception of *ESL 572: Speech for Nonnative Speakers*. This course is taught by part-time Speech faculty once every two years. We have requested SLO data for the course, but it has not been provided by part-time faculty.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

The two full-time ESL instructors meet regularly to discuss program data, goals, and challenges. The ESL faculty also meet with counselors and the noncredit ESL faculty to discuss improvement plans, including ways to bridge the noncredit and credit programs. As a result of these meetings, the ESL faculty in the credit and noncredit program have created a “mirrored” course that is available for students to take for credit or noncredit option. This course will be offered in Fall 2019.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

The SLO data indicates the lab components of our courses are vital to our students’ success and retention. The continued support of the Language Lab and Writing Center are necessary components of a successful ESL program.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

No, our outcomes and assessments do not indicate the need for adjustments to course outlines, SLOs, or PSLOs other than textbook changes. All course adjustments were made as a result of AB 705.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, all course outlines have been reviewed and revised in response to the AB 705 initiative.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corerequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

#### IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

In 2018-2019, the credit ESL program began the process of restructuring to improve efficiency and implement AB 705.

- To create a 3-year pathway to English 101, we have worked with the reading discipline to cross-list Reading 510, Reading 310, and Reading 110 with ESL.
- To improve efficiency, we have eliminated the lowest two ESL levels of coursework.
- The elimination of courses at the lower levels will reduce the time students have to develop their fluency in English.

- b. List any (internal or external) conditions that have influenced the program in the past year.

Due to decreased enrollment (internal) and AB 705 (external) the credit ESL program has eliminated lower-level course offerings.

#### Data for Program with Vocational TOP Codes (CTE):

[http://www.hancockcollege.edu/institutional\\_effectiveness/reports.php](http://www.hancockcollege.edu/institutional_effectiveness/reports.php)

Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

N/A

d. Industry employment and wage trends

N/A

e. TOP code employment CORE indicator report

N/A

f. Advisory committee recommendations

N/A

**V. Continuous Improvement of the Program**

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Update the ESL brochure to include information about the Certificates of Accomplishment	We postponed updating the ESL brochure until the restructuring of the ESL program is complete. We plan to update the ESL brochure Spring 2020.
Restructure the ESL program to align with AB705 guidelines.	<ul style="list-style-type: none"> <li>• 11 ESL courses underwent major modifications in Fall 2018.</li> <li>• 5 ESL courses were sunset and 3 courses were cross-listed with the reading discipline.</li> <li>• The prerequisites for all ESL courses were removed.</li> <li>• A flowchart illustrating the ESL pathway to English 101 was developed and distributed.</li> </ul>

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Basic Skills Initiative	Funding for class sets of novels	\$300	The purchase of these novels has decreased the cost for students in the reading courses.
Basic Skills Initiative	Funding for imbedded tutors in four ESL classes	\$5,874	Imbedded tutors have increased access to tutoring services for ESL students. Imbedded tutors have facilitated group activities in the classroom.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need )	Resource Request (From table Below)	Anticipated Completion Date or On-going
N/A							

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Credit ESL, 2019	Bilingual outreach facilitator	Increase enrollment in ESL	Staffing	N/A	30 hr/wk @ \$20.00 x 49 weeks x .018 (workers comp) = \$29,929.20	Ongoing