

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: English Language Development Noncredit (ELDN) **Academic Year:**
2025-2026

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Yes: Spanish Literacy and Advanced English Language Development Certificates of Competency effective Summer 2025.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

N/A for noncredit. However, all of our non-mirrored courses are offered each semester on the SM campus, and a student can earn a certificate within a semester using the accelerated courses should they choose, with the exception of the Spanish Literacy certificate which takes two semesters. For the LVC and SYVC campuses as well as other off-site community locations, at least one certificate type can be earned within a year.

4. Were there any staffing changes?

Typical turnover of part-time faculty.

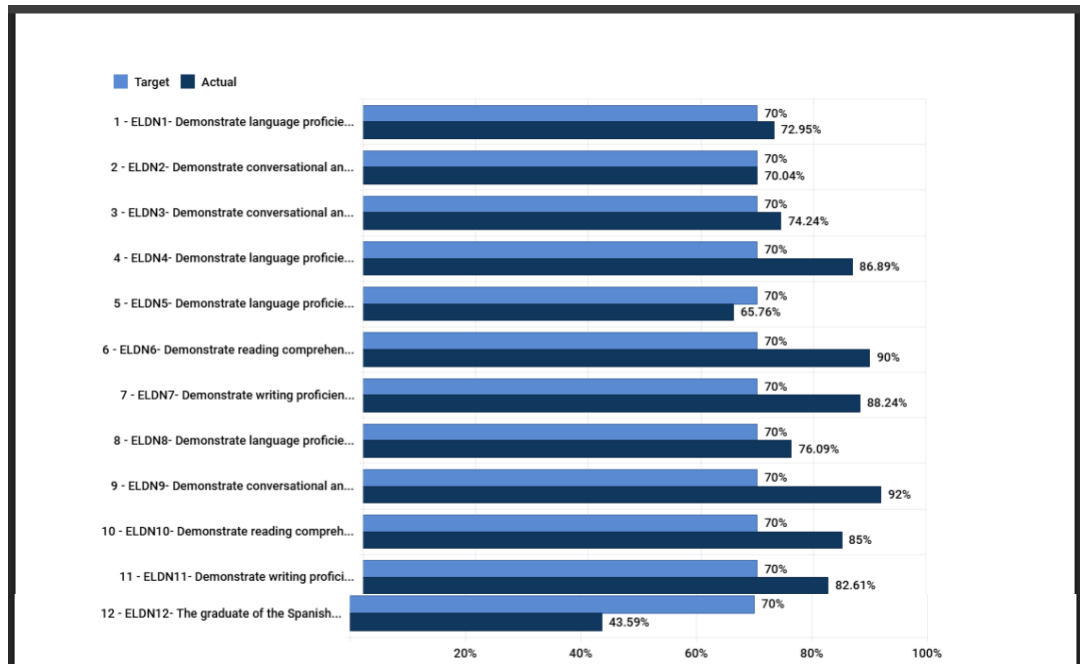
5. What were your program successes in your area of focus last year?

Innovative Scheduling was the focus, and it led to increased enrollment, headcount, and certificate earnings.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

The chart below are PLO results from the 25-26 year. Actual results exceed the target in all PLOs except for ELDN 5 and ELDN 12.



- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The previous year's results showed a lower actual score than the target in ELDN2 (conversation and pronunciation courses), 5 (intermediate integrated, leveled courses), and 12 (Spanish Literacy courses). The program has made primarily positive gains:

- **ELD N2 increased from 63.58% to 70.04%.**
- **While ELDN5 is still below the target, it increased from 55.73% to 65.76%.**
- **However, ELDN12 (Spanish Literacy) has dipped from 59.14% to 43.59%. These courses are challenging in the many students need a significant amount of time before they reach literacy levels. There are two faculty teaching these sections, and I will follow up with them to gain further insights into this data.**

- c. Please summarize recommendations and/or accolades that were made within the program/department.

ELDN faculty are amazing and dedicated to our program; at the end of each semester, they enter PLO data for their sections! This results in excellent data points to reflect upon and analyze.

- d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

We will continue to move forward, reporting out each semester for as many sections of courses as possible as this has been a successful and informative plan of action.

There are often accidental entries, and there isn't an easy solution to fix these, but I plan to work with Erik Arevalo to get these cleaned up at the end of each year before annual reporting.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

For the first time, we offered an asynchronous DE course, ELDN 7425 ELD Lab, using Burlington English (BE) curriculum. This is a self-paced lab. This has not yet been peer reviewed. There are challenges in showing substantive interactions since the majority, if not all, of the students don't use Canvas. The student-teacher interactions have been via phone, WhatsApp, or email after regular report monitoring of software use via the BE software reporting system.

Just this week I identified a messaging system within the software, so this may be an option to better show substantive contact with students.

- b. What were some key findings regarding RSI?
- Some strengths:
 - Some areas of possible improvement:
- c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

N/A

- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

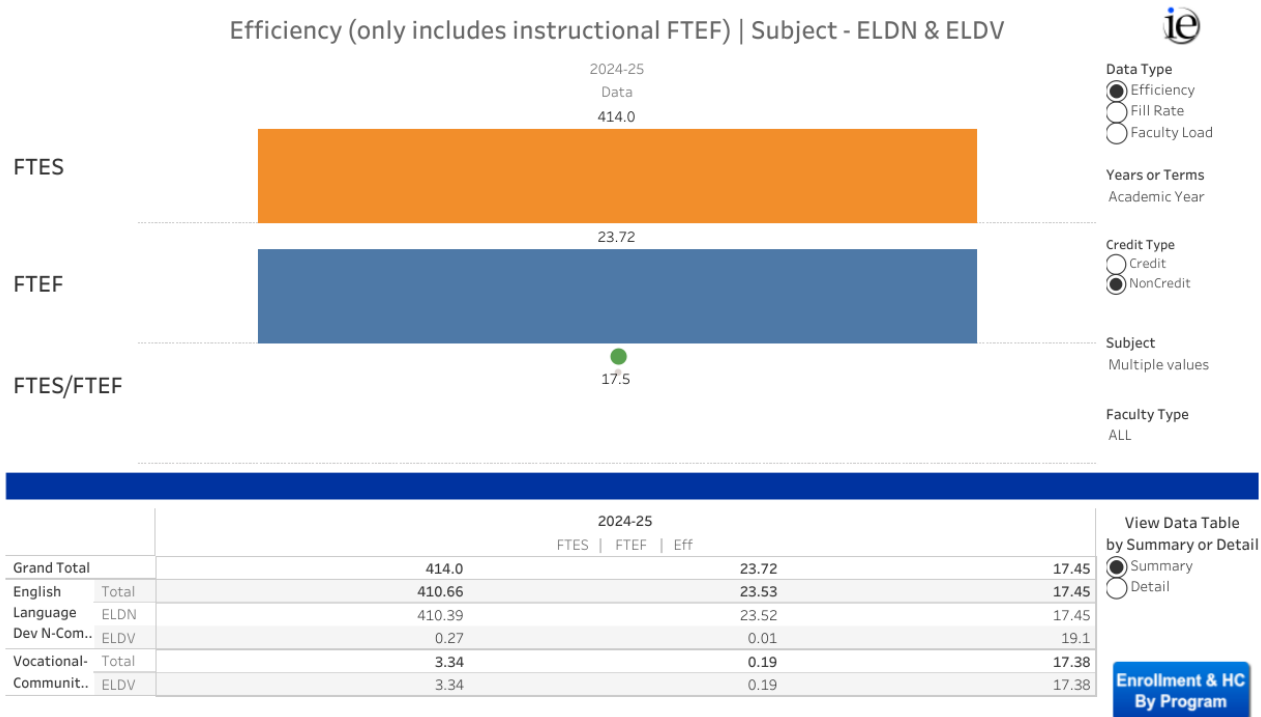
Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

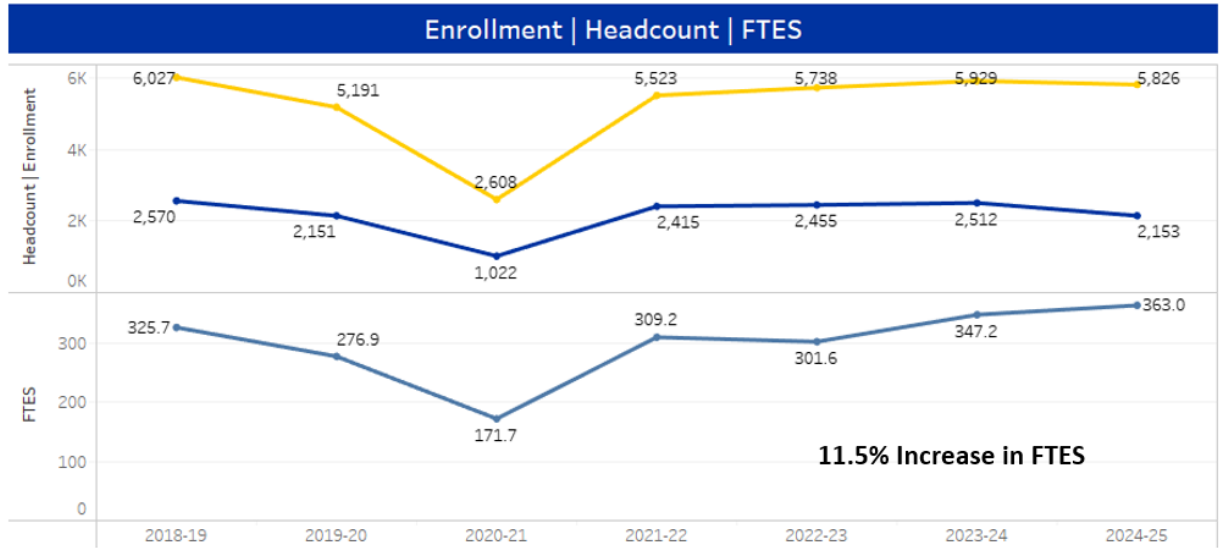
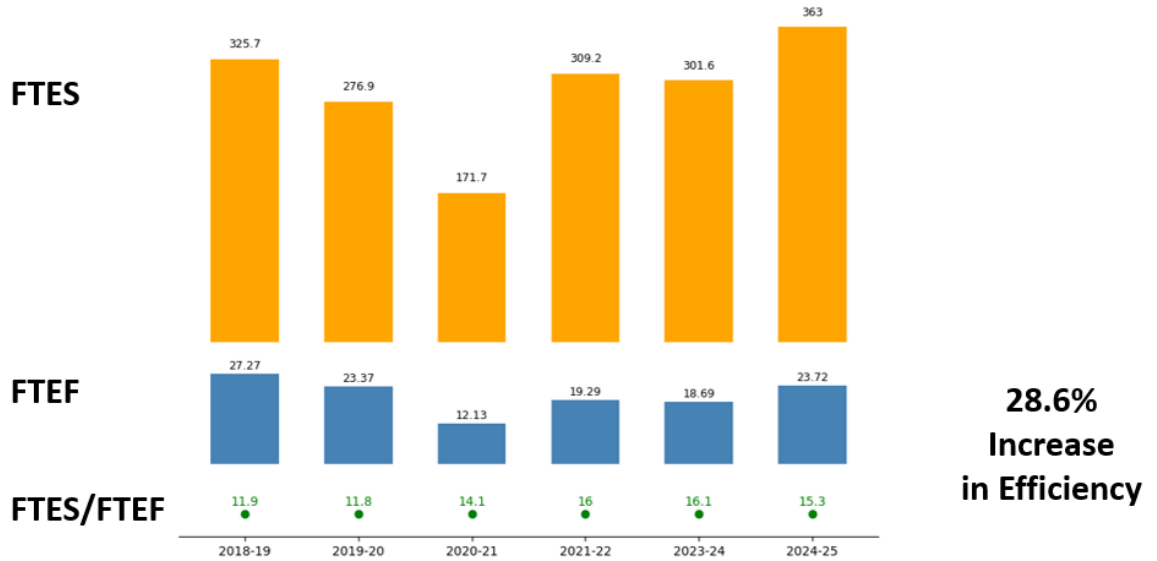
Headcount, Enrollment, FTES, FTEF, and efficiency (FTES/FTEF) were analyzed.

According to the data dashboard, 24-25 is the most current year available for efficiency rates. While the dashboard shows the information in the image directly below, it is not accurate since the data is set and includes projected positive attendance hours. While working on a board report in December of this academic year, I requested a data report which included the 18-19 year to get pre-pandemic numbers. In doing so, it revealed the error in the data dashboard. Three of my presentation slides from the Dec. board report follow the initial slide below.



Per correspondence with Armando Cortez in Institutional Research from December 2025, he explained, “I figured out the majority of the error. The FTES calculation on the higher value orange bar was taking the course estimate of FTES instead of using actual positive attendance hours for spring 2025. When I adjusted it to take actual hours it dropped from 414 to 350.7 FTES. Unfortunately looking at the data I gave you yesterday none of the FTES from the blue chart match the FTES from the efficiency chart. And it’s not something I’m going to be able to fix because I can’t go back and change the underlying data. It’s all close but it doesn’t match 100%. There is a long story behind the program review dashboards (this being one of them) and at this point it isn’t something I can fix. When I rebuild them using our new data source things will match and work correctly but we’re currently in a grey area until I can get to that next year.”

See the table below to see program growth from the 18-19 year to 24-25.



The main conclusions are:

- An increase in FTES by 11.5%
- An increase in efficiency (FTES/FTEF) by 28.6%.

- Even with a decrease in headcount and negligible decrease in enrollment, which nearly recovered to pre-pandemic levels in 23-24, FTES and enrollment numbers increased.

These increases are attributed to the following efforts.

Two Main Factors:

- Managed Enrollment Model
 - Improved student outcomes and efficiency
- Persistence & Retention Efforts
 - Collective faculty commitment and professional development

Additional Factors:

- Scheduling Changes
- Sequential Courses at All Sites
- Collaboration Between Community Education, Admissions & Records, and Noncredit Counseling

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Though this data isn't available yet, increasing the Online Live offerings to include the lower levels have proved helpful to students, and this can be seen by the higher number of students registered for the lower levels compared to the higher ones, with the evening courses typically having more students than the daytime ones.

Offering off-campus leveled courses in succession can be challenging because many students from that localized area register and attend the class even if it's above or below their level. This makes teaching more challenging, and it often interferes with a higher number of students ready to move onto the next level together.

There was no funding for PD this year due to CAEP budget constraints.

However, there will be a modest PD budget moving forward for the 26-27 year.

3. What are your plans for change or *innovation*?

Plans for innovation may include potentially offering Beginning and Intermediate Conversation courses at the same time as the integrated leveled courses. This may not be feasible given the lack of classroom space available. However, the new scheduling system may be helpful in finding a solution to this issue.

As mentioned earlier in this review and planning report, this is our first year offering an asynchronous DE course, ELDN 7425 ELD Lab, using Burlington English (BE) curriculum. Improvements in implementation and student use/engagement are ongoing each term it's offered. This course allows students to practice English at their own pace and schedule, and it's a helpful course when other courses are full and have a waitlist.

4. How will you **measure** the results of your plans to determine if they are successful?

Plans for innovation may include potentially offering Beginning and Intermediate Conversation courses at the same time as the integrated leveled courses. This may not be feasible given the lack of classroom space available. However, the new scheduling system may be helpful in finding a solution to this issue.

- **Scheduled courses showing adequate registration and attendance.**

As mentioned earlier in this review and planning report, this is our first year offering an asynchronous DE course, ELDN 7425 ELD Lab, using Burlington English (BE) curriculum. Improvements in implementation and student use/engagement are ongoing each term it's offered. This course allows students to practice English at their own pace and schedule, and it's a helpful course when other courses are full and have a waitlist.

- **An increase of registrations and possibly sections (pending funding for BE licenses) due to increased registration and attendance. We've already seen an increase from less than 10 students attending in the fall, to 15 attending in the spring, to 36 now registered for the summer section.**

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

No validation done this year.

2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

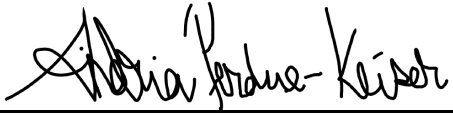
New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Program Review Signature Page:



Program Review Lead

06/04/2026

Date



Program Dean

Jun 5, 2026

Date



Vice President, Academic Affairs

Jun 16, 2026

Date









ELDN 25-26 Enrollment Trends and Efficiency Discussion Template Revised 8.28.23_YPU Combined

Final Audit Report

2026-06-16

Created:	2026-06-05
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAApXwl5XvWH3p3e2G8RP-xXs5E0Pfbz6IS

"ELDN 25-26 Enrollment Trends and Efficiency Discussion Template Revised 8.28.23_YPU Combined" History

-  Document created by Christy Lopez (clopez@hancockcollege.edu)
2026-06-05 - 10:16:27 PM GMT- IP address: 209.129.94.61
-  Document emailed to Alicia Paniagua (alicia.paniagua@hancockcollege.edu) for signature
2026-06-05 - 10:17:03 PM GMT
-  Email viewed by Alicia Paniagua (alicia.paniagua@hancockcollege.edu)
2026-06-05 - 10:17:10 PM GMT- IP address: 135.232.20.102
-  Document shared with Gabriella Trevino (gabriell.trevino@hancockcollege.edu) by Christy Lopez (clopez@hancockcollege.edu)
2026-06-05 - 10:20:34 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Alicia Paniagua (alicia.paniagua@hancockcollege.edu)
Signature Date: 2026-06-05 - 11:40:22 PM GMT - Time Source: server- IP address: 98.207.147.129 - Signature Appearance Selected: MOBILE_IMAGE
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2026-06-05 - 11:40:24 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-06-16 - 9:20:58 PM GMT- IP address: 104.47.58.126
-  New document URL requested by Robert Curry (rcurry@hancockcollege.edu)
2026-06-16 - 9:21:02 PM GMT- IP address: 209.129.94.61

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2026-06-16 - 9:23:52 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE

 Agreement completed.

2026-06-16 - 9:23:52 PM GMT