

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name English Language Development Noncredit (ELDN) Academic Year 2024-2025

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

No, it hasn't.

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

Yes. Two new certificate of competency programs were created and approved for Summer 2025.

- **Spanish Literacy**
 - **With the creation of Spanish Literacy 2 course last year, a certificate was created to allow students to earn this achievement.**
- **Advanced English Language Development**
 - **With the change to the older NESL certificates last year from Basic and Advanced to Basic and Intermediate for ELDN, we needed an advanced certificate for students taking the mirrored ELDN (mirrored to credit ELD) courses.**

We also renewed a partnership within Santa Maria Bonita School District (SMBSD) starting with one course scheduled in fall at the Battles Elementary Family Resource Center. This is the first time to do so since the pandemic in March of 2020.

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

As a noncredit program, we do not have two-year program maps in place. All courses are offered each semester, and with some of our accelerated term courses, students theoretically could complete a certificate in one semester, though most students need more time for language acquisition.

However, I would like for noncredit to be included in Guided Pathways and program mapping in the future.

4. Were there any staffing changes?

No, there weren't.

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

- **We successfully shifted from NESL to ELDN (with all new course names and numbering) as well as VESL to ELDV.**

- Updated CORs with student-friendly language were successfully integrated into course syllabi.
- Spanish Literacy 2 (ELDN 7410) and Advanced Writing (ELDN 7533) were successfully scheduled.
 - Spanish Literacy 2 was well attended, and the fall section is already full with 30 students!
 - Advanced Writing doesn't have as much traction yet. It was successfully offered for two semesters. However, student numbers have been low. Better exposure and possible changes to the Self-Guided Placement Tool may help increase numbers as well as continued collaboration with Counseling.
- The Self-Guided Placement Tool was successfully completed and launched, though further tweaking and student engagement is needed.
- The program flyer and updates to webpages provided up-to-date program information to our students.
- Reduction of hours of the ELDV courses (which provide English language support for the ECSN courses), allowing for improved scheduling times for students who attend late Friday evenings and all-day Saturdays.

Learning Outcomes Assessment

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

2024-2025 PLO Entry Data:

PLOs by Courses in Certificate Program	Actual Result of 70% Target
ELDN 1 Basic Integrated Skills	70.74
ELDN 2 Basic Conversation/Pronunciation	63.58
ELDN 3 Intermediate Conversation/Pronunciation	79.12
ELDN 4 Intermediate Grammar	71.01
ELDN 5 Intermediate Integrated Skills	55.73
ELDN 6 Intermediate Reading Comprehension	70
ELDN 7 Intermediate Writing Proficiency	82.61
ELDN 8 Advanced Grammar	78.26
ELDN 9 Advanced Conversation/Pronunciation	100
ELDN 10 Advanced Reading Comprehension	88.89
ELDN 11 Advanced Writing Proficiency	74.19
ELDN 12 Spanish Literacy	59.14

This is the first year we've had the mirrored courses (mirrored noncredit with credit ELD courses) included in the data, bringing ELDN from 6 PLOs to 12. The results show 9 out of 12 PLOs meeting the target percentage. This leaves room for growth in ELDN 2, 5, and 12.

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

Increasing rigor in the Beginning Conversation course under ELDN 2 may be one way to increase that percentage. Additionally, our evening integrated course section offerings began earlier in Fall 2024 (at 6:30 p.m. compared to 7:00 p.m. last year) to allow classes to end earlier (at 9:30 p.m. instead of 9:50 p.m.) so the break can be taken in the middle of the class per the Academic Senate for California Community Colleges (ASCCC) protocol; this led to a necessary change in the conversation courses that preceded these integrated courses, changing the scheduling from 2 hours twice a week for 8 weeks to 1 hour twice a week for 16 weeks. This may have an impact on student performance at the lower levels.

The courses under ELDN 5 shifted with the certificate changes, so further observations will need to take place to determine pathways for growth. However, these are higher level courses, so increasing the assessment rigor at the lower levels may better ensure students who are recommended to move on are truly prepared for the higher-level courses.

ELDN 12 is for the two Spanish Literacy 1 and 2 courses. These courses have students entering at all different literacy levels. And as such, these courses are meant to be repeated as many times as students need in order to reach Spanish Literacy levels with some emerging English literacy. Therefore, a target of 70% will not consistently be achieved.

This last point truly applies to all our ELDN PLOs as this is an English language learning program in Noncredit Community Education. Students have the Self-Guided Placement Tool, but this is primarily for new students to utilize (and a standard of practice using this tool needs to be established in Community Ed and elsewhere). Existing students typically move from course to course based on teacher recommendation and/or their own confidence levels. With this dynamic of students self-selecting their levels, many students may need to repeat a course more than one time in order to be and/or feel prepared to advance to the next level; this may lead to PLO entry data potentially not reaching and/or exceeding target levels. Even so, as a program, the faculty coordinator and program faculty will continue to make improvements as needed for increased student success.

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

See recommendations integrated into the response to 5.b. above.

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

There are changes in the works; the ELDN faculty coordinator led a PD in May 2025 to revise SLO assessments that needed more rigor based on observable data in the classroom across levels as well as more detailed instructions for faculty for better standardized practices throughout the program. We will continue to enter PLOs for the majority of the non-mirrored ELDN sections offered each term in Spring and Fall semesters.

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)?

While all of the non-mirrored ELDN courses are built for DE, they have not been offered as such to date.

- 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

N/A

- a. Does the program meet documented labor market demand?
- 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:	
<p><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></p> <p>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.</p>	

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

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

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Area of Focus Discussion Template

INNOVATIVE SCHEDULING

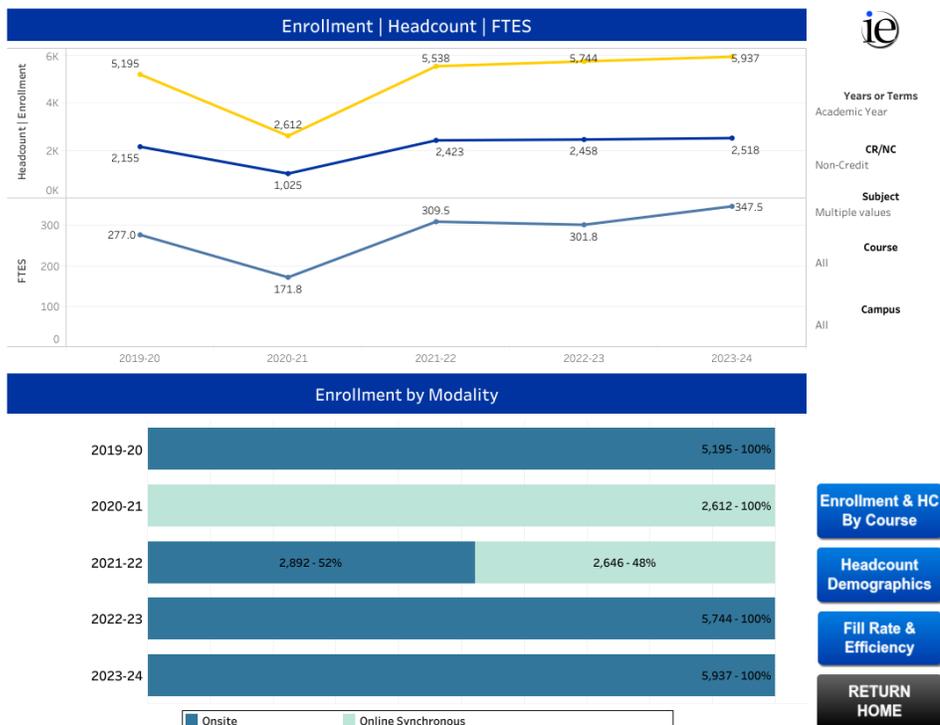
Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

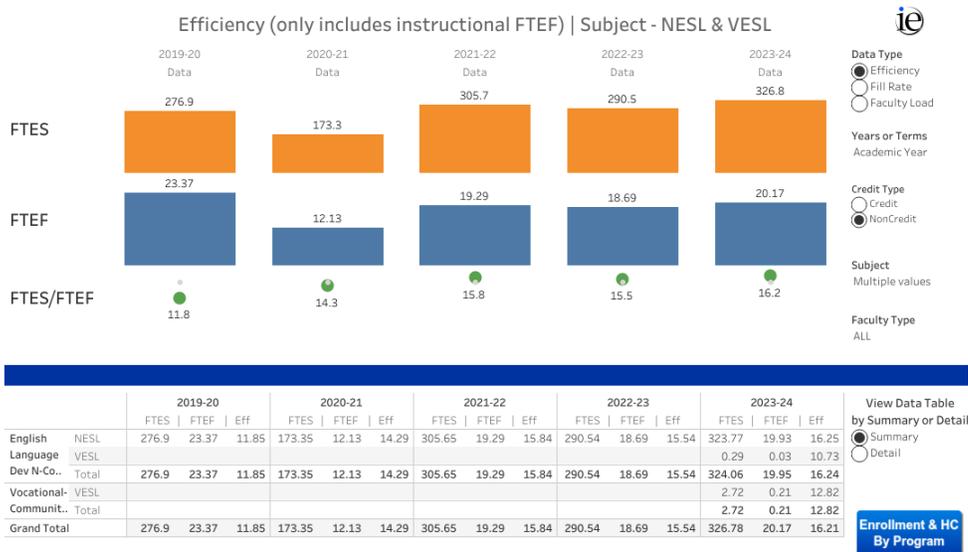
1. What data were analyzed and what were the main conclusions?

Enrollment & Headcount Data:



- The graphic shows a steady increase in enrollment and headcount from 2021-2022 through 2023-2024, numbers which surpass pre-pandemic ones. The ELDN (NESL) program has made incredible and noteworthy growth.
- FTES have also surpassed pre-pandemic numbers climbing from 309.5 in 2021-2022 to 347.5 in 23-24.

FTES/FTEF Efficiency:



- FTES/FTEF efficiency ratio has improved from 11.8 in 2019-2020 to 16.2 in 2023-2024.

ELDN/ELDV Certificates Awarded (NESL/VESL inclusive):

CERTIFICATE TYPE	ACADEMIC YEARS		
	22-23	23-24	24-25 (to date)
Completion	21	31	unknown
Competency	9	37	unknown
TOTAL	30	68	78

- Certificates earnings continue to increase. The 2023-2024 academic year earnings more than doubled, from 30 the year prior to 68.
- The current academic year (2024-2025) will be the last year students can earn the completion certificates, so there may be a dip in certificate earnings in future years due to this.
 - Noncredit counseling has done an excellent job over the past couple of years to help eligible students receive the completion certificates.

Based on the above graphics, it is evident the ELDN program is growing, and there is room for continued growth by reaching students through Online Live offerings. This will continue to be a *small percentage* of ELDN offerings.

Online Live sections are scheduled for Fall 2025, for a total of 6 upper-level sections. This includes two Low Intermediate sections (a.m. & p.m.), two High Intermediate sections (a.m. & p.m.), and two Intermediate Conversation sections (a.m. & p.m.)

- Faculty coordinator will continue to exam the schedule to make concise changes with the goal of scheduling faculty in the most impacted areas as well as areas for growth in the community with the greatest need.
 - Faculty coordinator will continue to schedule courses in a manner that will help students earn certificates at off- and on-campus locations by scheduling leveled course in succession with a conversation course in the Summer term.
 - Faculty coordinator will continue to assure there is at least one faculty member per level AND a.m./p.m. section assigned to teach leveled courses in succession, allowing for students to follow the same instructor should they want to.
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?

Increase Online Live offerings to include the lower levels; District support to do this will be paramount. Finding more well-qualified faculty to teach these Online Live sections will be a priority.

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.

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

Potentially increase Online Live offerings to include the lower levels.

With one year of the time change to evening sections under our belts, a student survey will be helpful in gathering student feedback on this change, including what changes/innovation may be necessary moving forward.

Potentially offer Beginning and Intermediate Conversation courses at the same time as the integrated leveled courses; starting with one section each of Intermediate Conversation for the a.m. and p.m. This has never been done before as the faculty coordinator didn't want to compete with the integrated leveled courses. There may be a gap to be filled by doing so now (several years later) as well as a solution to the issue the 6:30 time change caused for the conversation courses in the evenings.

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

Potentially increase Online Live offerings to include the lower levels.

- **Enrollment and Headcount data**

With one year of the time change to evening sections, a student survey will be helpful in gathering student feedback on this change, including what changes/innovation may be necessary moving forward.

- Student survey results

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- Registration numbers leading to subsequent offerings
- Enrollment and FTES data

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

No validation done this year.

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.***

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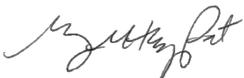
Program Review Signature Page:



Program Review Lead

05/29/2025

Date



Program Dean

05/29/2025

Date



Vice President, Academic Affairs

07/17/2025

Date

ELDN Yearly Planning Discussion - Innovative Scheduling 24.25

Final Audit Report

2025-07-17

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By:	Lilian Ojeda (lojeda@hancockcollege.edu)
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