Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: English as a Second Language

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enrollment in the ESL Program increased over the past 3 years
- Overall, the ESL courses show retention and course completion rates that are quite high.
- The retention and successful course completion rates among all three groups remain high.
- Curriculum has been completely rewritten and updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included 3 new adjuncts.

2. Areas for Improvement:

- Continue to increase class size in all our sections.
- Continue to promote our classes in a variety of areas including social, outreach, flyers, etc.
- Increase our fill rates within the program.
- Work to increase headcounts in our credit and mirrored courses.

3. Projected Program Growth, Stability, or Viability:

- The retention rate for the ESL Program was higher than the rate at the institutional level though without statistical significance.
- In response to the Program's implementation of AB 705 which led to significant curricular revisions, we expect that program will grow due to program mapping and clear pathways, mirrored classes, self-placement, new partnerships, and support services.
- We have written 4 certificates for NC students to be eligible to obtain and we are currently working on drafting ones for the credit courses.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- Continue to grow all ESL classes, including modifying the ABEN curriculum
- Increase course advertisements

- Identify resources to support ESL students with online learning
- Continue to write more certificate for credit and noncredit courses
- Explore curriculum development on ESL computer literacy
- Explore curriculum development and certificates for inter-disciplinary programs (e.g. ESL & Viticulture, ESL & Business, ESL & Psychology, etc.)
- Use StarFish early alert system to improve retention
- Reach out to high schools, local colleges and additional consortia members to advertise our ESL classes

2. Assessment of Program's Recent Contributions to Institutional Mission:

- NC Course Certificates to better serve community members
- Provide a pathway with our updated mirrored curriculum to better offer open-access to Career Development and College Preparation
- Continuously evaluate and improve recent curriculum modifications and the Self-Placement tool

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Continued work with local educational partners (NVAE, PUC, Puertas Abiertas, UpValley Family Centers, etc.) to promote educational opportunities and prepare incoming students for college success.
- Expand our Equity services to better support ESL students from all backgrounds, including ranging work and study skills
- Maintain collaboration with community members and civic partners who make up our Consortia
- Create a more approachable pathway for students to receive Academic ESL courses to complete educational and job training goals

C. New Objectives/Goals:

- Explore possibilities to work with other programs to offer interdisciplinary certificates
- Hire additional ESL Support Specialists
- Strengthen the relationships between ESL, the Writing Center and English Department
- Identify additional avenues and funding for course advertisement and promotion
- Work with the Division and Counseling to draft greater educational plans for incoming International (F-1 Visa) students, especially ones with lower levels of English proficiency

Program Review Report Spring 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	English as a Second Language
Courses	ESL-55 (prev. 50)
	ESL-54
	ESL-60
	ESL-65 (prev. 64)
	ESL-70
	ESL-75 (prev. 74)
	ESL-80
	ESL-85 (prev. 84)
	ESL-106
	ESL-110

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	65	61	54	-16.9%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
ESL-50	12	11	11	-8.3%
ESL-54	9	13	14	55.6%
ESL-60	10	8	19	90.0%
ESL-64	--	10	18	--
ESL-70	7	11	9	28.6%
ESL-74	9	13	4	-55.6%
ESL-80	24	7	16	-33.3%
ESL-84	16	--	6	-62.5%
ESL-106	13	14	9	-30.8%
ESL-110	13	6	9	-30.8%
Within the Program	113	93	115	1.8%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the English as a Second Language Program decreased by 16.9% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the English as a Second Language Program increased by 1.8%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with enrollment increases:

- *ESL-60 (90.0%)*
- *ESL-54 (55.6%)*
- *ESL-70 (28.6%)*

Courses with enrollment decreases:

- *ESL-84 (-62.5%)*
- *ESL-74 (-55.6%)*
- *ESL-80 (-33.3%)*
- *ESL-106 (-30.8%)*
- *ESL-110 (-30.8%)*

For ESL-64, which was offered in two of the past three years, enrollments increased by 80% between 2018-2019 and 2019-2020.

Program Reflection:

Enrollment in the ESL Program increased over the past 3 years whereas headcounts decreased, while both areas decreased across the institution. This is in part due to a greater enrollment in Non-Credit ABEN courses which are not listed in the tables above. There is definitely a need for more NC ESL courses, which we had accounted for when we modified our curriculum in Fall of 2020. The updated curriculum was likewise modified to address AB 705.

Enrollments in our lower level Grammar and Writing courses increased (by 90% and 29%), which is indicative of the fact that these are the credit courses many NC students moved into after completing the ABEN college prep courses. The updated curriculum will further serve to increase enrollments in mirrored NC courses as students utilize them as a pathway to college level courses.

Enrollment in ESL 54 also increased, likely again because it is the Reading and Discussion course one level above the ABEN courses.

It is interesting that enrollment for ESL 54 increased, but ESL 50 decreased, since it was recommended to take both courses before moving to the next level. This is perhaps due to the fact that some courses were offered in different semesters. It is also noteworthy that ESL tends to have lower enrollments in the Spring due to harvest, which may be another factor in why 54 increased, but 50 decreased. Interestingly, the ESL 70 and ESL 74 had an opposite effect with the former increasing and the latter decreasing in enrollments. However, this seems to be a typical trend in the intermediate level with students more interested in writing and grammar than reading and discussion. While headcounts for both ESL 60 and ESL 64 also increased, there is no data for ESL 64 in the three year timeframe. The higher level courses, however, all had a decrease in enrollment. It could be that students may not have been prepared for those courses, as well as the trend with lower enrollments in the Spring.

Overall headcounts indicate that more students enrolling in the lower to intermediate levels. It will be interesting to see how our updated curriculum and mirrored courses will be reflected in headcounts and enrollment numbers. Hopefully, by the next program review, we can include the noncredit numbers, as we often have higher enrollment numbers in the NC mirrored courses over the most recent 2020-2021 academic year.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
ESL-50	1	12.0	1	11.0	3	3.7	6.8	-69.2%
ESL-54	1	9.0	1	13.0	3	4.7	7.2	-47.8%
ESL-60	1	10.0	1	8.0	4	4.8	6.2	-52.0%
ESL-64	--	--	1	10.0	3	6.0	7.0	--
ESL-70	1	7.0	1	11.0	2	4.5	6.8	-35.7%

ESL-74	1	9.0	1	13.0	1	4.0	8.7	-55.6%
ESL-80	1	24.0	1	7.0	2	8.0	11.8	-66.7%
ESL-84	1	16.0	--	--	1	6.0	11.0	-62.5%
ESL-106	1	13.0	1	14.0	1	9.0	12.0	-30.8%
ESL-110	1	13.0	1	6.0	1	9.0	9.3	-30.8%
Program Average*	9	12.6	9	10.3	21	5.5	8.2	-56.3%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the English as a Second Language Program has claimed an average of 8.2 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 56.3% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with decreases in average class size:

- *ESL-50 (-69.2%)*
- *ESL-80 (-66.7%)*
- *ESL-84 (-62.5%)*
- *ESL-74 (-55.6%)*
- *ESL-60 (-52.0%)*
- *ESL-54 (-47.8%)*
- *ESL-70 (-35.7%)*
- *ESL-106 (-30.8%)*
- *ESL-110 (-30.8%)*

Program Reflection:

Average class size in our program decreased incredibly in comparison to the institutional level. It is likely that many ESL students in the county prefer NC classes because they are more flexible with students' schedules, open entry/exit, and free of cost. These are some of the main factors that were taken into consideration when revising the ESL curriculum to attract more students in the area with the opportunity to take free NC Academic ESL courses. It is also worth noting that it appears some sections may have been canceled due to low enrollment, again likely due to the aforementioned reasons.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**

2017-2018	104	200	52.0%
2018-2019	80	200	40.0%
2019-2020	106	200	53.0%
Three-Year Program Total	290	600	48.3%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	13.8	2.0	6.9
2018-2019	10.7	2.1	5.1
2019-2020	15.4	3.2	4.8
Three-Year Program Total	39.9	7.3	5.5
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the English as a Second Language Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 48.3% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, enrollment decreased and capacity remained stable, resulting in a decrease in fill rate. Between 2018-2019 and 2019-2020, enrollment increased while capacity remained stable, resulting in an increase in fill rate.

Productivity decreased from 6.9 to 4.8 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 5.5 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include three English as a Second Language section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Fill rates in the ESL program are lower than those of the institution. Productivity also declined somewhat over the three year period. Nevertheless, our fill rates are higher than past fill rates.

4. Labor Market Demand

This section does not apply to the English as a Second Language Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
ESL-50	91.7%	--	--	75.0%		X
ESL-54	84.6%		X	76.9%		X
ESL-60	94.1%	X		73.5%		X
ESL-64	91.4%		X	77.1%		X
ESL-70	94.4%	X		83.3%	X	
ESL-74	92.6%	--	--	88.9%	X	
ESL-80	96.0%	X		84.0%	X	
ESL-84	96.2%	X		76.9%		X
ESL-106	95.7%	X		76.1%		X
ESL-110	86.4%		X	81.8%	X	
Program Level	92.7%			78.9%		
Institutional Level	90.5%			76.3%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the English as a Second Language Program was higher than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates of all English as a Second Language courses fell within the range of the program-level rate (without any statistically significant differences). The retention rate for the English as a Second Language Program falls in the 56th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the English as a Second Language Program was higher than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates of all

English as a Second Language courses fell within the range of the program-level rate (without any statistically significant differences). The successful course completion rate for the English as a Second language Program falls in the 53rd percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (13.8%) was lower than the difference at the institutional level (14.2%). (The difference was not statistically significant.)
This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following English as a Second Language courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *ESL-60 (20.6%)*
- *ESL-106 (19.6%)*
- *ESL-84 (19.3%)*
- *ESL-50 (16.7%)*
- *ESL-64 (14.3%)*
- *ESL-80 (12.0%)*
- *ESL-70 (11.1%)*

Program Reflection:

Overall, the ESL courses show retention and course completion rates that are quite high, though not significantly higher than those of the institutional level. Nearly all courses show 90% or higher retention rates, whereas most course completion rates are in the 70-80% ranges. This is likely due to the fact that students may feel the need to retake a course before acquiring the confidence to move to the next level. Nevertheless, the high retention rates likely indicate that the students feel confident and comfortable with continuing their ESL studies regardless of their abilities to complete them.

Again, the intermediate to advanced Writing and Grammar courses represent the highest percentage of retention and completion rates, which may indicate that students are more interested in these skills as they move higher up in the program. The lower levels have high retention rates, but lower completion rates. It could be that students entering credit courses after completing the ABEN NC courses were not fully prepared to master these skills in their first semester of enrollment. Students who are beginning credit courses in a foreign language learning course are often unaware of the effort that goes into learning a foreign language alongside the demand to complete assignments, quizzes, and other forms of assessments.

While more can be done to help retain these students, such as Starfish to help us notify both students and counselors of the students' progress in a more timely manner, the updated mirrored curriculum should also better serve these students as they now have the option to repeat a NC Academic ESL course multiple times before moving to the next level or deciding to take a credit course. Hopefully, we can obtain NC percentages for the next Program Review.

2. Student Equity

	Retention Rates	Successful Course Completion Rates

	(Across Three Years)		(Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	100%	86.4%	100%	65.3%
Hispanic			77.2%	73.9%
First Generation			82.1%	***75.0%***

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the English as a Second Language Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the English as a Second Language Program, the successful course completion rates at the program level were higher than the rate at the institutional level among all three groups. The successful course completion rate among first-generation students within the program was significantly higher than the rate at the institutional level.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institutional-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The retention and successful course completion rates among all three groups were higher than the institutional level. This is not surprising as many of our ESL students come from these backgrounds, and they tend to return frequently over the course of several semesters until they can complete the ESL sequence before entering into college level courses in other fields. It is worth noting that there is no data to identify retention rates of Hispanic and First Generation students over the three year period. This may be related to factors beyond the program, such as State and Federal legislation.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the English as a Second Language Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.

C. Student Achievement

This section does not apply to the English as a Second Language Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.

1. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the English as a Second Language Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
ESL	50	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	54	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	60	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	64	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	70	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	74	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	80	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	
ESL	84	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	

ESL	106	08/14/2020	No	S update 2020-2025	Irrelevant	
ESL	110	08/10/2010	No	S update 2020-2025	Obsolete 2020-2021	

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* *Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
N/A					

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The Curriculum section summarizes curriculum updates to the program over the years. It includes dates from the latest curriculum updates, as well as identifying course prerequisites, and changes needed to the courses.

Nearly all ESL courses were last updated around 2010. Recognizing this and also understanding the parameters of implementing strategies that respond to AB 705, we underwent a dramatic modification of our ESL Curriculum. Almost all the courses have now been archived since Fall 2020 as we began writing a mirrored curriculum in response to AB 705 as well as addressing the needs of the students in our communities. The only course that we kept significantly the same was ESL 106, though we still needed to make substantive changes. All courses have been approved by local (curriculum committee) and state governance, which will be included in the next program review.

Likewise, in previous years, we did not offer certificates within the ESL program. We have already written 4 certificates for NC students to be eligible to obtain and we are currently working on drafting ones for the credit courses. It would be extremely helpful to include the NC courses in the next Program Review, as the substantive changes we wrote will now have a direct impact on those students, enrollment rates, completion rates, and certificates.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
10	10	10	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
N/A					

Program Reflection:

Program, Course and Learning outcomes are concise and as consistent as possible through our different level courses, which aids in assessment. The department's assessment increased since the new coordinator entered their role. Prior to 2019, the program had set a 4 year schedule to get to 100% for the department. We currently rotate through SLO assessment every two to three years. We have also begun to implement a new set of PLO's which will undergo future assessments when certificates are approved.

Assessments have been completed according to this cycle, and we will continue to follow this process. Moving forward, there may be a need to map out which SLO's are assessed at which time, to be sure we are assessing each SLO regularly.

B. Summary of Learning Outcomes Assessment Findings and Actions

The cumulative average across all courses and semesters was 72% or higher, which meets the criteria for the program outcome. However, it should be noted that some of the new mirrored courses, including noncredit ones, were also assessed during this time, which are not listed above. Students demonstrated steady growth in their writing and composition skills; though some had difficulty at the 80 level. The abrupt shift to online classes in 2019 also appeared to have an effect on the students' test and quiz performances, in which they struggled with taking online tests/quizzes. The students seemed to have excelled in the areas of reading, note-taking, speaking and listening tasks.

To further improve student success, individual instructors plan to work on better preparing students to be able to work on computer platforms and continue to make time for student-teacher conferences. They also plan to present more model writing samples, give back continuous feedback, spend a greater amount

of time focusing on grammar in contextual and practical applications, as well as encourage them to complete more outside work.

ESL instructors expressed concerns about the need for more resources and student support. We had hired an ESL Outreach and Support Specialist in 2019, but the circumstances surrounding shelter-in-place and minimal in-person interaction halted this from continuing. We are, however, in discussions with the Office of Student Services to bring back a support specialist to help students in areas of difficulty. Likewise, we are still in discussions with the Spanish Department to continue offering language exchange activities to aid in oral communication skills.

Program Reflection:

We have found through our assessments that the majority of students are regularly meeting SLO's, though some struggle with writing at the beginner and high-intermediate levels. They generally have high speaking and reading comprehension levels, but need regular and consistent practice incorporating grammar into their writing. It may be challenging with the rise of online classes to be sure students are getting sufficient practice they need to improve these skills, and this is a topic we plan to cover in our department meetings as we grow our online offerings.

It was noted that there is a desire to meet together more frequently as a department to facilitate brainstorming and sharing of ideas pertaining to SLO's and assessment. This has been much more achievable since Zoom became a mainstream meeting modality as of Spring 2020.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ● Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

1A.1 Headcount and enrollment in the ESL Program increased over the past 3 years, while decreasing across the institution.
1A.2 Average class size in our program decreased incredibly in comparison to the institutional level.
1A.3 Fill rates in the ESL program are lower than those of the institution. Productivity also declined somewhat over the three year period.
1B.1 Overall, the ESL courses show retention and course completion rates that are quite high, though not significantly higher than those of the institutional level.
1B.2 The retention and successful course completion rates among all three groups were higher than the institutional level. Still there is limited data to identify retention rates of Hispanic and First Generation students over the three year period.
2A & B Course curriculum has undergone significant revision since Fall 2020 to address the above issues and respond to Ab 705
3A Assessment is occurring regularly, and the findings are positive.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: ESL
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Revise and refine the Self-Guided Placement Tool developed in Fall 2020	1A.1, 1A.2, 1A.3, 1B.1, 1B.2	2020-2023	1A.1, 1A.2, 1A.3, 1B.1
Continually revise and refine the newly approved mirrored curriculum	1A.1, 1A.2, 1A.3, 1B.1, 1B.2	2020-2023	1A.1, 1A.2, 1A.3, 1B.1
Training and collaborating with colleagues	1B.1, 1B.2	2020-2023	1B.1, 1B.2
Sharing of online teaching materials	1B.1, 1B.2	2020-2023	1B.1, 1B.2

Work with other programs at the college and local businesses	1A.1, 1A.2, 1A.3, 1B.1	2020-2023	1A.1, 1A.2, 1A.3, 1B.1
Community Outreach, including High Schools and other community institutions	1A.1, 1A.2, 1A.3	2020-2023	1A.1, 1A.2, 1A.3
Use of Starfish Early Alert System	1B.1, 1B.2	2020-2023	1B.1, 1B.2
Address and respond to local and state policies; e.g. AB 705	1B.1, 1B.2	2020-2023	1B.1, 1B.2

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The ESL Program is in need of tutoring services for students. Similar to the writing or math centers, our program could greatly benefit from the services of tutors (especially hiring student tutors). This would also help improve retention rates of First Generation Students, and minority populations. Tutors could also help host language exchange groups which would benefit both Spanish and ESL programs.

Similarly, the program would benefit from acquiring and/or adopting the following resources for our updated program:

- LibGuide
- Bi-Lingual Library Tour Orientations
- Textbook reserve collection of ESL materials and resources and multiple levels
- Extended morning and weekend hours
- Collaboration and integration of ESL faculty, students, and tutors into the Writing Success Center
- Supplies to print certificates
- Promotional materials
- ESL Outreach and Support Specialist(s)
- Part-Time faculty office hours

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Placement test and late-start classes

In order to properly place students coming into our program from various levels and backgrounds, we have streamlined the process using a self-guided placement test. Since students often need individualized instruction on placement, courses that are higher than entry level are offered as late-start courses. We also are encouraging instructors to reach out to the Welcome Center and Counselors before classes start to help students ensure they are registered in the proper course.

- Modified Curriculum

In response to AB 705 and the needs identified above, we have developed and designed a completely new curriculum for Academic ESL students to have the opportunity to enroll in our mirrored courses, in which students can decide if they'd like to complete a NC course or Credit course concurrently. This has been very effective in maintaining enrollments as well as provide students with the option to either earn a grade to move to the next level, or attend free NC courses as often as they can without the pressure of grades. It also allows students open-entry/open-exit admission as well as the opportunity to retake a class multiple times if they opt for the NC version of the level(s).

- Certificates

The goal of the Academic ESL Certificate Program is to provide students, prospective employers, and others with documented evidence of persistent continuance and academic accomplishments in ESL courses.

The objectives of the Academic ESL Certificate Program include:

1. Demonstrate ability to evaluate, comprehend and produce written and spoken English in a variety of contexts approaching ESL college-level communication.
2. Compose well-developed and organized pre-college level compositions.
3. Produce spoken English with increasing accuracy and fluency using a wide range of academic vocabulary, language functions, and sentence structures.

- Collaboration with the Spanish Department

During 2019-2020 we collaborated with the Spanish department, and held regular Language Exchange Meetings, where ESL students could practice English in a trade with Spanish language students practicing their Spanish.

- New PT hires

Three new Part- time adjuncts were hired during this 3 year time period.

- New FT hire

One new Full-time faculty was hired during this 3 year time period to also assume the role of a Program Coordinator and bolster the program.

B. Effective Practices

- Regular Assessment
- A variety of teaching methods are used to address different learning styles of students

Feedback and Follow-up Form

Completed by Supervising Administrator:

Senior Dean, Maria L. Villagomez

Date:

5.3.21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Retention and Successful Course Completion:** The ESL program enjoys high retention and SCC rates as well as an increase in enrollments over the recent years.

- **Student-Focused:** Through deep reflection and analysis, the ESL program remains focused on supporting students who can benefit from newly revised curricula as per AB 705 and new levels of support and assistance, such as self-placement tools, and one-on-one support with registration, as well as fieldtrips to museums, campus tours, etc.

- **Bilingual Services:** In the recent years, there has been an increase in bilingual services for our ESL students, a strategy to increase access to our program and equity in our services.

- **Quality of Faculty**: Last, but not least, is the firm commitment from the ESL Coordinator faculty inside and outside the classroom has been excellent.

I commend the ESL Coordinator and faculty for their outstanding diligence and their dedication to our students.

Great job, ESL!

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Continue to find innovative ways to increase enrollments.
- Continue the collaboration across disciplines to include Library Services, tutoring through the WSC, and student orientations for the online ESL student.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	Maintain quality PT faculty who can teach in innovative ways. Increase in bilingual staff.
Personnel: Classified	Tutors to support ESL students with writing.
Personnel: Admin/Confidential	None identified

Instructional Equipment	Increase access to laptop check out for ESL students.
Instructional Technology	Updated technology in large classrooms
Facilities	Maintain clean classrooms
Operating Budget	Continue to fund fieldtrips and outreach efforts for ESL students.
Professional Development/ Training	Some funds for continued professional development support
Library & Learning Materials	Some funds for books for our reserve section to support ESL students.