Annual report submitted to the Program Review Committee on

 Signature of Department Chair/Lead Faculty Member Signature of Dean/Director

### Data and Analysis

### Program Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Years Prior | 2 Years Prior | 1 Year Prior |
| FTES | 779 | 819 | 652 |
| FTEF | 23.6 | 21.9 | 15.7 |
| WSCH/FTES | 540.9 | 615.1 | 682 |
| Number of Full-Time Instructors | 4 | 4 | 4 |
| Fill Rate | 74.7 | 86.5 | 93.2 |
| Success Rate | 80.7 | 84.3 | 82.6 |
| Persistence | 253 (57.6%) | 249 (52.2%) | 217 (51%) |
| Retention | 91.9 | 95.1 | 93.8 |

### Program Data Analysis

The ESL program budget was reduced by 40% effective fall 2012, so FTES were greatly reduced in the 2012/13 academic year. Nevertheless, WSCH/FTEF increased in that year because the ESL department had to increase class size to 40-54 for most classes in an attempt to accommodate the need. Still, there were long waiting lists for all classes that year.

### Curriculum Data -- Use data from the previous academic year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 0 | 1 | 0 | 0 | 64 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 0 | 0 | 0 | 0 | 0 |

### Curriculum Data Analysis

Six new ESL courses and 7 revisions were approved fall 2013. Only one course was revised in 2012/13.

* 1. **Program Student Learning Outcomes Data From the Previous Semester**

|  |  |
| --- | --- |
| Total number of PSLOs/sections | 37 sections |
| Percentage of PSLOs that were fully achieved | 70% of course-level SLOs  |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

ESL is not a program. It is a sequence of basic skills courses, so the ESL department did not assess PSLOs in 2012/13.

For fall 2012, for 37 sections, approximately 70% of course-level SLOs were fully achieved.

* 1. **Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| Design and implement a new ESL curriculum with courses that are aligned with and equivalent to the courses offered by GWC. Offer these courses fall 2013. |  | X |  |  | The ESL department has designed a new curriculum for grammar, reading, and writing that is aligned with OCC. It will be implemented spring 2014. Listening/Conversation classes will be revised during the spring 2014 semester for implementation fall 2014. |
| Design and implement a three-level non-credit program that can be offered in place of the lowest levels of the ESL curriculum spring 2014. |  | X |  |  | For spring 2014, the two lowest levels of ESL are to be offered only as non-credit classes. Additional non-credit courses will be developed during that semester for implementation fall 2014. |
| Work with a major publisher to identify published online courses that can be offered as part of the regular ESL curriculum. Offer the first online course during the fall semester 2013. |  | X |  |  | The ESL department has pursued discussions with Pearson ESL to identify particular online courses that might be offered as part of our ESL curriculum. We have identified a few promising courses that we could pilot in the near future - possibly as early as fall 2014. |
| Increase the participation of ESL instructors in the Summer Institute or other technology training programs offered by the college from 38% to 48% by fall 2014. |  | X |  |  | The Summer Institute was canceled for summer 2013, but it will be restored in 2014. In the meantime, the ESL department has scheduled special ESL-related technology training programs that have been implemented by Sylvia Amito’elau. They were well attended. |
| Continue to encourage students to create pathways from ESL to other Coastline courses by providing information about Coastline degree and certificate programs through workshops or large-group presentations for instructors as well as students. |  | X |  |  | Counselors have made presentations on Coastline degree and certificate programs to individual upper-level ESL classes. Large-group presentations for students and workshops for instructors are planned for spring 2014. |

Action Plan and Resource Request Based on Annual Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Institutional planning goals\*** | **How action will improve student learning** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
|  |  |  | Equipment  |  |  |  |  |
|  |  |  | Facilities |  |  |  |  |
|  |  |  | Personnel |  |  |  |  |
| Increase online ACCUPLACER and ACT assessment units  | SSSP # 55522 | Assessment will allow counselors to refer students to appropriate English and ESL classes. | Software | At least 2,000 additional ACT and ACCUPLACER units will be needed to comply with SSSP #55522: Assessment | 1 | $5200 | SSSP funding |
|  |  |  | Supplies |  |  |  |  |
| Adapt a published online ESL course for CCC. | PR Goal #3 | Accommodate students who cannot attend on-site ESL classes | Technology  | Instructors on non-instructional assignments | 2 | $5000 | Foundation or MP grants |
| Schedule additional technology training for ESL instructors | PR Goal #4 | Enhanced instruction with online resources and mobile devices | Training  | Instruction provided by OLIT staff | 3 | 0 |  |
|  |  |  | Other |  |  |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.