

Annual report submitted to the Program Review Committee on _____

Signature of Department Chair/Lead Faculty Member: _____

Signature of Dean/Director/Administrator _____

Data and Analysis: Program Data for ESL: ***English as a Second Language***

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	1,976	2,685	2,843	2,014	1,709
FTEs:	826	779	819	652	485
FTEF30:	36.9	23.6	21.9	15.7	14.3
WSCH/FTEF:	367	541	615	682	558
Fill Rates:	72.5%	74.8%	86.6%	93.3%	90.9%
SUCCESS AND RETENTION DATA					
Success Rate:	72.7%	80.7%	84.4%	82.6%	77.6%
Retention Rate:	90.8%	91.9%	95.2%	93.9%	91.9%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	107	253	249	217	221
F-to-S Persistence:	39%	58%	52%	51%	54%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

Data Term Definitions available on last page of this report template.

Program Data Analysis

- A. Data for 2013-14: Clearly meeting educational needs of members of our community and encouraging students to persist in pursuit of college education:
- Excellent fill rates: 90.0%
 - Excellent retention rate: 91.9%
 - Fall-to Spring Persistence: among the highest of all departments: 54%
- B. Trends over past five years:
- Decrease in FTES from 819 in 2011-12 to 485 in 2013-14 the result of college administrative decisions:
 1. ESL Department instructional budget reduced by 40% in fall 2012
 2. A full community-based ESL program at the Garden Grove Center was discontinued spring 2014 to make room for the STAR Program.
 - To accommodate the resulting waiting lists (over 300 students) on a reduced budget, the ESL Department:
 1. Cut hours-per-course in half so that more students could be accommodated on a smaller budget
 2. Reduced the number of levels of instruction from 9 to 7.

(Box will explain as needed)

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	10	6			28
Certificates 18 units or greater:					N/A
Certificates less than 18 units:					N/A
Degrees: (AA, AS or AA-T, AS-T)					N/A

Curriculum Data Analysis

Courses: Coastline’s credit ESL courses, already aligned with OCC’s courses in terms of levels (by Compass ACT cut scores) were brought into alignment in terms of hours per week in 2013/14:

1. Four-unit Grammar courses (8 hrs/wk) and Reading & Writing courses (8 hrs/wk) were combined to create eight-unit Grammar, Reading, & Writing courses (8 hrs/wk):
 - a. Original grammar courses (ESL C040, C041, C050, C051, C060, C150, and C160) and reading & writing courses (ESL C043, C045, C053, C063, and C153) are not offered at this time, although they may be used as summer courses in the future.
 - b. New Grammar, Reading, & Writing courses (ESL C016, C031, C035, C039, and C054) were approved by the Curriculum Committee fall 2013 for implementation spring 2014.
2. Four-unit Listening & Conversation courses (8 hours/wk) were first reduced to 4 hrs./wk. Then they were replaced by new Listening & Speaking courses that more closely matched OCC’s curriculum.
 - a. Four-unit Listening & Conversation courses (ESL C047, C048, C058, C068, C158, and C167) were reduced from 8 hours per week to 4 hours per week. These courses are not offered at this time.
 - b. New Listening & Speaking courses (ESL C012, C019, C049, C052, and C056) were approved by the Curriculum Committee spring 2014 for implementation fall 2014.

Certificates and Degrees: ESL is a basic skills sequence that serves as preparation for degrees and certificates in all disciplines. There are no ESL certificates or degrees.

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)*

Review the SLOs printouts for the previous semester’s achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

From the “Course Number” column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A
From the “Fully Achieved” column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A

Discussions what can be done to improve the Percent of courses that meet PSLOs

- ESL is a basic skills course sequence – not a program, so there are no PSLOs for ESL. However, in analyzing course-level SLOs for 56 ESL sections reporting SLO Assessments for fall 2013, the average number of students who “Fully Achieved” SLOs was 67.7%.

In discussions with the ESL faculty at the spring 2014 ESL discipline meeting, the following suggestions were proposed for improving the SLO success rate:

- Distribute SLOs in online grade book during first 2 weeks of class (to anticipate and prepare for assessments).
- Coordinate SLO assessments with online text supplements
- Prepare students for the format of SLO assessments through practice assignments at the beginning and middle of the semester.
- Use consistent rubrics throughout the semester and conduct SLO assessments using those rubrics.
- Always include SLOs on the course syllabus and explain them in class during the first week.

(Box will explain as needed)

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
1. Design and implement a new ESL curriculum with courses that are aligned with those offered by Golden West College.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The ESL program designed and implemented a new ESL curriculum with courses aligned with OCC instead of GWC. It was determined that the OCC curriculum more closely met the needs of our students. These courses are now fully implemented, they have produced successful results, and surveys indicate both students and faculty approve of them.
2. Design a three-level non-credit program that can be offered in place of the lowest ESL levels.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	The first level of the non-credit program has been implemented. The course outlines for the second and third levels of the three-level non-credit program will be submitted to the Curriculum Committee during the spring 2015 semester.
3. Identify existing online ESL courses that can be offered as part of the regular Coastline ESL curriculum. Offer the first online course during the fall 2013 semester.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	The ESL program has explored existing online ESL courses and has begun discussions with Burlington Online to create a vocabulary/reading course that can be offered for credit in an online or hybrid format. In surveys, students express little interest in a purely online course. However, all of our current ESL courses have online supplements that students find very helpful, so a hybrid course might be successful.
4. Increase the participation of ESL instructors in Coastline's technology training workshops.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ten ESL instructors participated in Coastline's 2014 summer technology institute: more than in previous summers. Instructors also participate in tech. training throughout the year. The department will continue to encourage participation in all technology workshops at Coastline.
5. Continue to encourage students to identify pathways from ESL to Coastline degrees and certificates by providing information about these programs through workshops and assemblies.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Class-by-class orientation workshops by counselors for upper-level ESL students have been successful in encouraging students to progress toward degrees and certificates. It was determined that assemblies would be less effective because of the students' range of levels of ESL proficiency. Fall-to-spring persistence through the ESL levels was 54% in 2013/14.

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				
Hire an additional full-time ESL instructor to replace Lorraine Krampe, a FT ESL Instructor who retired this year.	Accreditation recommendation / SSSP /Master Plan Goal 1 (St. Success)	Will support two ESL Title II grant projects that provide teacher training & latest software; will help to implement SSSP requirements.	Personnel	Funding	1	\$100,000 / yr.	General Fund
			Software				
			Supplies				
Continue to work with Burlington to design and implement an online or hybrid ESL course. (PR goal #3)	Mission Goals 2 & 3	Extend outreach to students who are unable to attend face-to-face ESL classes	Technology	NONE. (Students will purchase access codes.)	4	NONE	
Increase instructor participation in Coastline tech. training (PR goal # 4)	Mission Goal 3	Enhance implementation of “flipped classroom” mode by ESL Dept.	Training	NONE. (Training is already offered by the college.)	3	NONE	
-Design and implement the second and thirs levels of a 3-level 0-unit ESL Sequence (PR Goal #2) -Encourage counselors to offer more orientation workshops in ESL classrooms. (PR goal # 5)	AB 86 Mission Goals 4 & 2	- Lowest-level courses repeatable, if necessary, and not charged against students’ financial aid limitations. -Students will become better informed about degree and certificate programs at CCC.	Other	NONE.	2	NONE	

*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.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

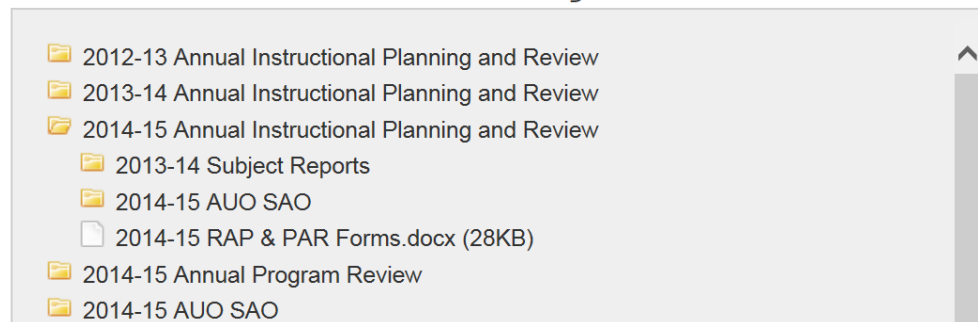
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in the course.

FTEs: Total full-time equivalent students (FTEs) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring in Subject Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F-to-S Persistence Rate as Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.