



2015

Annual Program Review

English as a Second Language

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:

In the ESL program, FTES decreased from 652 in 12/13 to 485 in 13/14, and enrollment decreased from 2,014 in 12/13 to 1,709 in 13/14 as the result of college administrative decisions:

1. The ESL Department instructional budget was reduced by 40% in fall 2012.
2. A full community-based ESL program at the Garden Grove Center was discontinued to make room for the STAR program.

Efficiency (FTEF/30 and fill rates):

ESL Department efficiency (FTEF/30) in 2013/14 was 14.3, and the fill rate was an excellent 90.9%.

Student Demographics:

Student demographics in the ESL Department in 13/14 were as follows:

1. GENDER: 58% of the students were female, and 39.6% were male.
2. AGE: 14% were in the 18-24 age group, 11.2% were 25-34, and the largest group, students over 35, comprised 74.7% of ESL student enrollment, reflecting the usual adult population in Orange County in need of ESL instruction. (Younger students who have attended American high schools generally are not in need of ESL instruction.)
3. RACE/ETHNICITY: 92.9% of students in the ESL Department are Asian or Pacific Islanders. 2.4% are Hispanic, 1.3% are White, and .8% are of Multiple Race. Coastline's district includes Little Saigon, the largest Vietnamese American community in the United States, so this explains the large percentage of Asian students at Coastline. However, although the most recent census indicates that the Hispanic population of Orange County is 34.1%, Hispanic enrollment in the ESL program is a disappointing 1.3%. This is partly because the Ranch Santiago Community College District does an excellent job of serving the local Hispanic population. Nevertheless, Coastline seeks to improve recruitment of Hispanic students.

Success:

The ESL Department's student success rate in 13/14 was 77.6%, and the college rate for face-to-face classes was also 77.6%.

Retention:

The student retention rate in ESL in 13/14 was excellent: 91.9%, compared with the college rate for face-to-face classes, 88.5%.

Persistence in Subject:

Fall-to-spring persistence in ESL was among the highest of all departments: 54%.

Awards (Degrees and Certificates):

The ESL Department does not award degrees or certificates.

Table 1.1 Program Review Data for English as a Second Language

| Academic Year | 2011-12 | 2012-13 | 2013-14 |
|--|--------------|--------------|--------------|
| ENROLLMENT | 2,843 | 2,014 | 1,709 |
| FTEs: | 819 | 652 | 485 |
| FTEF30: | 21.9 | 15.7 | 14.3 |
| WSCH/FTEF: | 615 | 682 | 558 |
| Fill Rates: | 86.6% | 93.3% | 90.9% |
| FALL TO SPRING PERSISTENCE WITHIN SUBJECT | | | |
| Fall-to-Spring: | 249 | 217 | 221 |
| F-to-S Persistence: | 52% | 51% | 54% |
| DEGREES AND CERTIFICATES | | | |
| Certificates: | 0 | 0 | 0 |
| Associate Degrees: | n/a | n/a | n/a |

| STUDENT DEMOGRAPHICS | | | |
|-----------------------------|-------|-------|-------|
| GENDER | | | |
| Female: | 60.7% | 60.3% | 58.7% |
| Male: | 37.5% | 37.8% | 39.6% |
| Unknown: | 1.8% | 1.9% | 1.6% |
| AGE at TERM | | | |
| Less than 19 | 4.5% | 4.0% | 4.7% |
| 20 to 24 | 6.8% | 9.6% | 9.3% |
| 25 to 29 | 5.4% | 5.1% | 6.1% |
| 30 to 34 | 5.8% | 5.2% | 5.1% |
| 35 to 39 | 8.8% | 5.9% | 6.7% |
| 40 to 49 | 24.6% | 24.1% | 21.9% |
| 50 and Older | 44.1% | 46.1% | 46.1% |
| RACE/ETHNICITY | | | |
| African American: | .0% | .0% | .0% |
| Asian/Pac Islander: | 93.0% | 92.0% | 92.9% |
| Hispanic: | 1.6% | 1.6% | 2.4% |
| Multiple Race: | .9% | 1.0% | .8% |
| White: | .5% | .5% | 1.3% |
| Unknown: | 3.7% | 4.9% | 2.6% |

Table 1.2 Program Review Data for English as a Second Language by Modality

| Academic Year | 2011-12 | 2012-13 | 2013-14 |
|--|---------------|---------------|---------------|
| Total SUBJECT Enrollment | 2,843 | 2,014 | 1,709 |
| - Success Rate | 84.3% | 82.6% | 77.6% |
| - Retention Rate | 95.2% | 93.9% | 91.9% |
| SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY | | | |
| Cable Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Correspondence Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Hybrid Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Online Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Telecourse Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Traditional Enrollment | 2,843 | 2,014 | 1,709 |
| - Success Rate | 84.4% | 82.6% | 77.6% |
| - Retention Rate | 95.2% | 93.9% | 91.9% |
| COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY | | | |
| Cable Enrollment | 875 | 558 | 766 |
| - Success Rate | 58.4% | 57.7% | 50.5% |
| - Retention Rate | 86.7% | 79.7% | 75.7% |
| Correspondence Enrollment | 453 | 524 | 813 |
| - Success Rate | 56.5% | 67.2% | 77.6% |
| - Retention Rate | 89.0% | 81.5% | 89.7% |
| Hybrid Enrollment | 1,245 | 689 | 627 |
| - Success Rate | 72.9% | 72.3% | 66.2% |
| - Retention Rate | 89.6% | 89.8% | 84.4% |
| Online Enrollment | 23,260 | 22,827 | 25,551 |
| - Success Rate | 64.3% | 62.0% | 62.9% |
| - Retention Rate | 87.0% | 82.2% | 81.2% |
| Telecourse Enrollment | 10,657 | 9,664 | 15,993 |
| - Success Rate | 57.3% | 53.7% | 55.3% |
| - Retention Rate | 87.8% | 80.5% | 82.8% |
| Traditional Enrollment | 14,712 | 12,345 | 10,517 |
| - Success Rate | 81.9% | 77.0% | 77.6% |
| - Retention Rate | 93.0% | 90.1% | 88.5% |

Program Student Learning Outcome(s)

The ESL Department has a Basic Skills course sequence. It is not defined as a program, so it does not have PSLOs.

Progress on Forward Strategy Initiative(s)

Table 1.3 Progress on Forward Strategies

| Initiative(s) | Status | Progress Status Description | Outcome(s) |
|--|-------------|--|--|
| 1. Design and implement a new ESL curriculum with credit courses that are aligned with those at OCC. | Completed | New 8-unit, 8 hr/week Grammar, Reading & Writing courses replaced 4-unit, 8 hr./wk. grammar and 4-unit, 8 hr./wk. Reading/Writing courses. This curriculum, aligned with the OCC ESL program, reduced total hours per week from 16 to 8. It was implemented in 2014. | The ESL program was able to accommodate more students on a greatly reduced budget. |
| 2. Design a three-level non-credit program that can replace the lowest ESL credit classes and that can be submitted to the State Chancellor's office as a Program (earning full apportionment) | In Progress | Course outlines have been written and are currently being entered into CurricUNET for submission and approval by Coastline's Curriculum Committee. | |
| 3. Identify existing online ESL courses that can be offered as part of the regular Coastline ESL curriculum. | In Progress | Student surveys indicate a lack of interest in online courses. However, two publishers have been contacted to explore online reading and vocabulary modules that could supplement the regular ESL curriculum. | |
| 4. Identify pathways from ESL to CTE programs and explore student interest in a pilot program, possibly accompanied by vocational ESL courses. | In Progress | ESL faculty have met with faculty in Coastline's Accounting Department to begin to develop a pathway to a Bookkeeping certificate. | Student surveys indicate interest in and enthusiasm for the Bookkeeping certificate. The ESL Department will conduct additional surveys to explore interest in other CTE certificates. |

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

| Year | Administrator | Management | F/T Faculty | Adjunct | Classified | Hourly |
|---------------|---------------|------------|--------------------------------|------------------|--|------------------------------|
| Previous year | N/A | N/A | Instructor 4 | Instructor 28 | Instructional Assoc. : 1 ½ Instructional Aide 1/2 | Instructional Aide 1/2 |
| Current year | N/A | N/A | Instructor 3 fall /2 spring | Instructor 28 | Instructional Assoc. : 1 ½ Instructional Aide 1/2 | Instructional Aide 1/2 |
| 1 year | N/A | N/A | Instructor 3 | Instructor 28 | Instructional Assoc. : 1 ½ Instructional Aide 1/2 | Instructional Aide 1/2 |

The ESL Department plans to keep classified staff (two permanent Instructional Associates and Instructional Aide plus one grant-supported hourly Instructional Aide) the same to provide lab assistants / grant record keepers/assessment and registration assistants to support the program.

The ESL Department currently has three full-time Instructors, having lost one, Lorraine Krampe, to retirement in 2014. A second full-time faculty member, Anita Preciado, will retire in December 2015. The Department plans to request one additional full-time instructor, temporarily raising the total to 4, to replace Lorraine Krampe. When Anita Preciado retires in December, the total, including the new instructor, will be three full-time instructors.

The program generated 485 FTES in 2013/14, and it supports 28 part-time Instructors. It is seriously understaffed at this time, needing a full-time instructor to assist in running the ESL Department's Title II grant project, applying for new grants, and providing staff development, assistance, and mentoring for the Department's large part-time faculty. The new Instructor will also help to coordinate ESL-to-CTE pathways, a project valued by the college.

Professional Development

The ESL Department conducted four Professional Development workshops for full and part-time faculty during the past year to help instructors develop competence in managing online curricula. Almost all of the ESL texts currently used by the Department have online components that provide in-class and homework assignments. Instructors have to train students in their use, manage them, and keep completion and grade records online in their Seaport grade books. This has required extensive training as well as follow-up mentoring by the full-time faculty.

ESL faculty are also learning to implement flipped-classroom techniques, including the use of narrated PowerPoint presentations and videos students can access at home. This has also required extensive training, primarily through one-to-one, mentoring by Sylvia Amitoelau and full-time ESL faculty.

Six ESL instructors attended Coastline's Summer Technology Institute in 2015. The ESL Department will continue to encourage instructors to take advantage of this very worthwhile professional development opportunity.

Section 3: Facilities Planning

Facility Assessment

All Coastline ESL classes are held at the Le-Jao Center, an ideal location for the low-income ESL population on the edge of Little Saigon, with convenient bus access. No changes in facilities were required during the past year, but the Le-Jao Center will undergo major renovations in spring 2016. At that time, some daytime ESL classes may need to be moved, temporarily, to another site.

Section 4: Technology Planning

Technology Assessment

All ESL classrooms have presentation computers and LCD projectors that are used daily. There are also two 32-station computer lab at the Le-Jao Center that are shared by all ESL classes. They are heavily used four days and evenings per week (Monday – Thursday). The college plan is to install Smart Boards in all classrooms at Le-Jao within the next year.

Section 5: New Initiatives

Initiative # 1: ESL-TO-BOOKKEEPING PATHWAY

Create an ESL-to-CTE Pathway leading to a Bookkeeping Certificate through Coastline’s Accounting Department. Continue discussions with Kevin Erdkamp and Rick Lockwood to plan the pathway. Then implement necessary ESL preparation and support for this pathway, possibly including the use of embedded tutors, team teachers, or a specific Vocational ESL curriculum to complement required Accounting courses. ESL students will begin taking courses for the certificate in the spring 2016 semester.

Describe how the initiative supports the college mission:

The initiative will encourage ESL students to stay at Coastline to complete a certificate program instead of transferring to other schools, as most do now.

What college goal does the initiative align with?

- | | |
|---|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Student surveys indicate that many ESL students are interested in short-term CTE certificates, and they have expressed a particular interest in Bookkeeping. In these surveys, some ESL students have also expressed interest in continuing beyond the certificate to pursue an AA degree in Accounting.

Recommended resource(s) needed for initiative achievement:

A review of the literature on similar projects is the starting point for each project. Embedded tutors may be needed, as the project progresses.

What is the anticipated outcome of completing the initiative?

More ESL students will stay at Coastline to complete a CTE certificate instead of transferring to other schools to reach their educational goals.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2015: Meet with Coastline Accounting faculty to initiate an ESL-to-Bookkeeping pathway and encourage ESL students to enroll in basic Accounting courses. Spring 2016: Enroll the first group of ESL students (not an official cohort) in Accounting courses. Provide embedded tutors to assist the students. Explore the feasibility of employing team-teaching strategies. Fall 2016: Encourage students to progress to more advanced Accounting courses for the Bookkeeping certificate.

Initiative # 2: RESEARCH ON ESL NONCREDIT-TO-CREDIT TRANSITION

Work with Coastline's Office of Institutional Research, Effectiveness, Planning, and Grant Development to create a report on Coastline ESL students' rate of transfer from noncredit to credit courses over a five-year period, from 2010 to 2015. Use these results to pursue grants targeting new refugees and providing access for other non-resident students.

Describe how the initiative supports the college mission:

The initiative will inform the ESL Department and Coastline administrators about the level of effectiveness the department has achieved in providing access to higher education for ethnic minorities, and especially non-residents in this category within the local community. It will also provide an opportunity to seek external sources of funding for the college.

What college goal does the initiative align with?

- | | |
|--|---|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | <input checked="" type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- | |
|--|
| <input type="checkbox"/> Learning Outcome (SLO/PSLO) assessment |
| <input checked="" type="checkbox"/> Internal Research (Student achievement, program performance) |
| <input type="checkbox"/> External Research (Academic literature, market assessment, audit findings, compliance mandates) |

Describe how the evidence supports this initiative.

The purpose of the initiative is to gather evidence analyze it, and use it for the good of the college.

Recommended resource(s) needed for initiative achievement:

This initiative relies on many hours of work by staff in the Office of Institutional Research, Effectiveness, Planning, and Grant Development.

What is the anticipated outcome of completing the initiative?

The ESL Department will have more data on its effectiveness, and it will use this data to seek grant funding.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2015: Begin gathering and analyzing data. Spring 2016: Prepare the report and begin exploring grant opportunities. Fall 2016: Apply for grants.

Section 6: Prioritization

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|--|--|-----------|--------------|---------------------------|----------|--------------|--------------------|----------|
| #1: ESL-To-Bookkeeping Pathway | One embedded tutor | | One-time | | | | Spring 2016 | 1 |
| #2: Research on ESL Noncredit-to-Credit Transition | Assistance from the Office of Institutional Research, Effectiveness, Planning, and Grant Development | | One-time | | | | Fall 2016 | 2 |
| | | | | | | | | |

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|---------------------------------------|------------------------------------|-----------|--------------|---------------------------|----------|--------------|--------------------|----------|
| Hire one new full-time ESL Instructor | Salary from Coastline General Fund | | ongoing | | | | Fall 2016 | 1 |
| | | | | | | | | |
| | | | | | | | | |

Prioritization Glossary

| | |
|----------------------------|--|
| Initiative: | Provide a short description of the plan |
| Resource(s): | The resource(s) are needed to support the completion of the initiative |
| Est. Cost: | Estimated financial cost of the resource(s) |
| Funding Type: | Specify if the resource request one-time or ongoing |
| Health, Safety Compliance: | Specify if the request relates to health or safety compliance issue(s) |
| Evidence: | Specify what data type(s) supported the initiative |
| College Goal: | Specify what College goal does the initiative align with |
| To be completed by: | Specify year of anticipated completion |
| Priority: | Specify a numerical rank to the initiative |