



2016-17

Annual Program Review

English as a Second Language

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:

The number of enrollments in English as a Second Language courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of enrollments in 2012-2013. In 2012, the ESL Department budget was decreased by 40%, an administrative decision that explains the change in the size of the program.

The FTES in English as a Second Language credit courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with FTES in 2012-2013. This change is also explained by the 40% budget cut that occurred in 2012.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in English as a Second Language courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013. The size of each section (number of hours per week per section) was cut in half in 2013 so that more students could be accommodated on a greatly decreased budget. This explains the increase in the number of sections.

The fill rate in English as a Second Language courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013. The ESL program in 2012 for full-time ESL students was 24 hours per week, almost an immersion program. This program was much more desirable to students than the 12 hour per week program that had to be implemented after the 2012 budget cut.

The FTEF/30 ratio in English as a Second Language courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in English as a Second Language courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013. Cutting the time per class by 50% because of budget cuts greatly reduced the weekly student contact hours. The decrease in enrollment that resulted from the change to a less desirable program (12 hours per week as opposed to 24 hours per week) also led to a reduction in weekly student contact hours.

Course Success Rate:

The course success rate in English as a Second Language courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in English as a Second Language courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Modality:

All ESL courses are delivered by face-to-face classroom instruction to ensure the use of the English language for active communication. However homework increasingly includes online exercises and communication.

Demographics:

GENDER: The ratio of males to females has not changed significantly since 2012-13. Males represent 37.6% of the student population in ESL, while 60.8% are females. Women who are able to attend ESL classes during the day while their children are in school and their husbands work partially explain this disparity.

AGE: The trend in ESL is toward younger students. Since 2012-13, students in the 20-24 range increased from 9.7% to 13.4%, the 25-29 range increased from 5.1% to 7.8%, and those over 50 decreased from 46.2% to 40.3%.

RACE/Ethnicity: Consistently, over 90% of the students in Coastline's ESL program are Asian, primarily Vietnamese. Coastline's district includes Little Saigon, the largest Vietnamese American community in the United States. This explains the large number of Vietnamese students enrolled in Coastline's ESL program. However, although the most recent census indicates that the Latino population in Orange County is 34.1%. Coastline's ESL program is a disappointing 1.3%. This is partly because the Rancho Santiago Community College District serves a student population that is primarily Latino and provides excellent CTE programs that attract Latino students. Nevertheless, Coastline seeks to improve recruitment of Latino students.

Implications of Change

Although there has been a decrease in FTES production in Coastline's ESL program over the past three years, primarily because of budget cuts, the course **success rate** in ESL has greatly increased and stands at **80.3%**, substantially higher than the institutional standard for course success (55.4%). And the **retention rate, 92.1%**, is substantially higher than the institutional-set standard of term retention (70.3%). The program seeks to continue this good record while gradually increasing enrollment through vigorous outreach and recruitment.

Table 1.1 Program Productivity Data for ESL

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	2,000	1,705	1,438
FTES	506.2	394.3	293.7
FTEF30	2.1	8.9	11.7
WSCH/FTEF	4,035	725	412
Sections	32.0	45.7	58.0
Fill Rate	156.4%	104.4%	79.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	1,999	1,707	1,437
GENDER			
Female	60.5%	58.8%	60.8%
Male	37.6%	39.7%	37.6%
Unknown	1.9%	1.6%	1.5%
AGE at TERM			
Less than 19	4.0%	4.7%	6.5%
20 to 24	9.7%	9.3%	13.4%
25 to 29	5.1%	6.1%	7.8%
30 to 34	5.3%	5.2%	5.6%
35 to 39	5.9%	6.7%	6.8%
40 to 49	23.9%	22.0%	19.6%
50 and Older	46.2%	46.0%	40.3%
RACE/ETHNICITY			
African American	0.0%	0.0%	0.1%
American Indian	0.1%	0.1%	0.2%
Asian	93.2%	93.9%	94.0%
Hispanic/Latino	1.4%	1.8%	1.3%
Pacific Islander	0.0%	0.0%	0.0%
White	1.1%	2.0%	3.9%
Unknown	4.3%	2.3%	0.4%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	0.0%	0.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	100.0%	100.0%	100.0%

Table 1.2 Program Review Data for ESL by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,999	1,707	1,437
-Overall Success Rate	83.1%	77.7%	80.3%
-Overall Retention Rate	93.9%	91.9%	92.1%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	0	0	0
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	1,999	1,707	1,437

Success Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional	83.1%	77.7%	80.3%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional	93.9%	91.9%	92.1%

Table 1.3 Program Review Data for ESL by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,999	1,707	1,437
-Overall Success Rate	83.1%	77.7%	80.3%
-Overall Retention Rate	93.9%	91.9%	92.1%
STUDENT DEMOGRAPHICS			
GENDER			
Female	1,209	1,003	874
Male	752	677	541
Unknown	38	27	22
<u>Success Rate</u>			
- Female	84.5%	80.5%	82.7%
- Male	80.7%	73.4%	76.3%
- Unknown	86.8%	81.5%	81.8%
<u>Retention Rate</u>			
- Female	93.9%	93.1%	92.7%
- Male	93.8%	90.1%	91.1%
- Unknown	100.0%	92.6%	90.9%

Table 1.4 Program Review Data for ESL by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,999	1,707	1,437
-Overall Success Rate	83.1%	77.7%	80.3%
-Overall Retention Rate	93.9%	91.9%	92.1%

AGE at TERM			
Less than 19	80	81	94
20 to 24	193	158	193
25 to 29	102	104	112
30 to 34	105	88	80
35 to 39	117	115	98
40 to 49	478	375	281
50 and Older	924	786	579

Success Rate			
Less than 19	78.8%	72.8%	86.2%
20 to 24	84.5%	75.3%	82.4%
25 to 29	78.4%	81.7%	83.0%
30 to 34	79.0%	80.7%	78.8%
35 to 39	86.3%	75.7%	77.6%
40 to 49	82.2%	77.1%	78.3%
50 and Older	84.3%	78.4%	79.8%

Retention Rate			
Less than 19	100.0%	90.1%	98.9%
20 to 24	97.4%	90.5%	92.7%
25 to 29	83.3%	91.3%	92.0%
30 to 34	90.5%	92.0%	88.8%
35 to 39	93.2%	94.8%	86.7%
40 to 49	93.3%	90.1%	89.3%
50 and Older	94.7%	92.9%	93.4%

Table 1.5 Program Review Data for Real Estate by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,999	1,707	1,437
-Overall Success Rate	83.1%	77.7%	80.3%
-Overall Retention Rate	93.9%	91.9%	92.1%

RACE/ETHNICITY			
African American	0	0	2
American Indian	1	1	3
Asian	1,864	1,603	1,351
Hispanic/Latino	28	30	19
Pacific Islander	0	0	0
White	21	34	56
Unknown	85	39	6

Success Rate			
African American	0.0%	0.0%	100.0%
American Indian	0.0%	100.0%	100.0%
Asian	83.5%	77.7%	80.5%
Hispanic/Latino	85.7%	66.7%	73.7%
Pacific Islander	0.0%	0.0%	0.0%
White	61.9%	85.3%	78.6%
Unknown	81.2%	79.5%	66.7%

Retention Rate			
African American	0.0%	0.0%	100.0%
American Indian	100.0%	100.0%	100.0%
Asian	93.7%	91.5%	92.5%
Hispanic/Latino	100.0%	100.0%	84.2%
Pacific Islander	0.0%	0.0%	0.0%
White	85.7%	97.1%	85.7%
Unknown	98.8%	97.4%	83.3%

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 1.6 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
1. Design and implement a three-level non-credit program that can be submitted to the State Chancellor's Office as a certificate program earning full apportionment.	In progress	Course outlines for the non-credit courses were submitted to Coastline's Curriculum Committee and approved as stand-alone courses. They were also approved by the State Chancellor's Office. Designation as a certificate program is pending.	
2. Identify courses that can be offered online and develop curricula for these courses.	In progress	Have met with publishers to discuss online ESL vocabulary and reading courses that could be added to the regular curriculum.	
3. Develop an ESL-to-Bookkeeping pathway	In progress	Have met with Accounting faculty to discuss the addition of embedded tutors to the courses necessary for the Bookkeeping Certificate.	
4. Research ESL non-credit to credit transition.	In progress	Have met with Coastline's Office of Research, Effectiveness, Planning, & Grant Development to plan collection and analysis of data showing ESL students' rate of transition from non-credit to credit courses.	

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	N/A	N/A	FT Professors: 3	Adjunct Instructors: 28	Instructional Associates: 1.5, Instructional Aides: .5	Grant- supported Instr. Aide: 19 hours
Current year 2015-2016	N/A	N/A	FT Professors: 2	Adjunct Instructors: 28	Instr. Associates: 1.5, Instr. Aides: .5	Grant- supported Instr. Aide: 19 hours
1 year 2016-2017	N/A	N/A	FT Professors/ Instructors: 3	Adjunct Instructors: 28	Instructional Associates: 2	Grant- supported Instr. Aide: 19 hours
2 years 2017-2018	N/A	N/A	FT Professors/ Instructors: 3	Adjunct Instructors: 30	Instructional Associates: 2	Grant- supported Instr. Assoc.: 19 hours
3 years 2018-2019	N/A	N/A	FT Professors/ Instructors: 4	Adjunct Instructors: 30	Instructional Associates: 2	Grant- supported Instr. Assoc.: 19 hours

The ESL Department plans to keep classified staff (1.5 Instructional Associates and a half-time Instructional Aide or two full-time Instructional Associates) plus one grant-supported Instructional Aide or Instructional Associate to provide lab assistants / grant record keepers / assessment and registration assistants / receptionists to support the program. The department proposes conversion of the half-time Instructional Associate and a half-time Instructional Aide positions to one full-time Instructional Associate position to provide more continuity of support for ESL students, especially in the computer labs.

The ESL Department currently has two full-time Professors, and it is in the process of hiring one additional college-approved full-time Instructor. The new full-time Instructor replaces one of two full-time Professors who have retired over the past two years. The program generated 293.7 FTES and supported 28 part-time Instructors in 2015-16, so it can easily support and definitely needs one more full-time Instructor in addition to the one being hired at this time. The proposed start date would be fall 2018. The new Instructor would support the expansion of grant activities in support of newly-arrived Middle Eastern refugees in Orange County.

Professional Development

The ESL Department has conducted six Professional Development workshops for full and part-time faculty over the past year. The workshops focused on the use of Seaport for SLO and grade book record keeping and then the transition to Canvas. There were also workshops to train instructors to use the new Smart Boards at the Le-Jao Center and workshops to introduce new online supplementary materials. Almost all of the 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. This has required extensive training as well as follow-up mentoring by full-time faculty.

Section 3: Facilities Planning

Facility Assessment

All ESL classes are held at the Le-Jao Center, an ideal location on the edge of Little Saigon, with convenient bus access for the low-income ESL population. The Le-Jao Center is currently undergoing a major renovation project that will benefit ESL students with an expanded student center and Student Success Center.

Section 4: Technology Planning

Technology Assessment

New Smart Boards were installed in all classrooms at the Le-Jao Center, and all ESL instructors were trained in their use as well as the use of new multi-media presentation systems and LCD projectors. The instructors have been using LCD projectors for several years, but they continue to master the advanced capabilities of the new equipment. Two 32-station computer labs at the Le-Jao Center are also heavily used, day and evening, shared by all ESL classes.

Section 5: New Initiatives

Initiative: Implementation of the California Assessment Initiative Placement Test

Describe how the initiative supports the college mission:

The new California Assessment Initiative (CAI) test, CCCAssess, will be piloted, validated, and implemented as the new assessment instrument for placement of ESL students in the current seven-level program. The ESL program currently has three non-credit levels and four credit levels, and the new statewide assessment system will align Coastline’s ESL levels with those of our sister colleges, OCC and GWC, as well as ESL programs statewide.

What college goal does the initiative align with?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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.

The Local Validation process will ensure valid cut scores that will correctly place ESL students in appropriate levels that are aligned with the levels of ESL programs throughout California.

Recommended resource(s) needed for initiative achievement:

Coastline’s office of Institutional Research, Effectiveness, Planning, and Grant Development will conduct the Local Validation process to establish valid placement procedures. The current test, the Compass ACT ESL test will no longer be available after November 30, 2016, so, in the interim, before the new test can be used, the ACCUPLACER ESL test will be used for placement, and units of that instrument will also need to be purchased by the college.

What is the anticipated outcome of completing the initiative?

Coastline’s ESL program will be aligned with ESL programs statewide.

Provide a timeline and timeframe from initiative inception to completion.

October 1 – November 30, 2016: Parallel ACT and ACCUPLACER assessment
November 30 – January 1: ACCUPLACER implemented as ESL placement test
Spring Semester, 2017: Piloting, validation, and implementation of CCCAssess when the test is released statewide.

