COASTLINE
COMMUNITY COLLEGE

2017-2018
Comprehensive Program Review

English as a Second Language (ESL)

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Executive Summary

The Coastline English as a Second Language (ESL) Department provides specialized instruction for English Language Learners (ELL) who need to improve their skills in reading, writing, speaking, or comprehending the English language. All classes are currently taught onsite at the Le-Jao Center.

The instructional program offered by the ESL Department has undergone significant changes since fall 2013. Up to that time, students had the option of enrolling in an intensive program of 24 hours of classroom instruction per week in 16-week semesters. Starting with the spring 2014 semester, in response to a 40% reduction in the ESL Department's instructional budget, classroom instruction was reduced to 12 hours per week. Weekly Student Contact hours (WSCH) naturally decreased, as did FTES, once this change had been implemented. Between fall 2013 and spring 2016, ESL FTES decreased from 492.0 to 369.0. Enrollment dropped during this period from 2,600 to 2,247. However, at the time of this structural change in the program, in hours per week, the ESL Department also implemented a major change in the curriculum. Every ESL class implemented rigorous online homework assignments, using state-of-the-art programs from the major ESL publishers along with instructor-developed online lessons, as a way of making up for lost classroom time. This yielded a "flipped classroom" model that was apparently effective. Overall course success rates increased from 77.7% in 2013-2014 to 86.5% in 2015-2016, and the overall retention rate has increased from 91.9% in 2013-2014 to 93.2% in 2015-2016. Both rates are substantially higher than institutional-set standards. The most recent Coastline Scorecard tracking completion of a college-level course by 6-year cohorts of ESL credit students shows improvement from 11.1% by a cohort starting in 2007-2008 to 28% by a cohort that started in 2009-2010. Clearly, a greater percentage of ESL credit students are now following through and moving toward college-level courses than did in the past.

Responses to ESL Department student and faculty surveys conducted in the spring 2017 semester suggest that both students and faculty give the program a high approval rating. In anonymous responses from 21 faculty members and 447 students at all levels, one hundred percent of faculty responded that they were very satisfied (over 80%) or satisfied with the overall quality of the program and support from the coordinator of the program and full-time faculty. Over 96% of students who responded to the survey reported that they were satisfied or very satisfied with the quality of instruction, the number of levels in the program, and the overall quality of the ESL program. Student responses also indicated an interest in Citizenship instruction and a great interest in a number of Coastline AA Degree and CTE programs. Fifty-three percent of those surveyed indicated an interest in the Accounting program.

Plans for the program's future are informed by these surveys and also by input from faculty and students throughout the year. In addition to the ongoing focus on academic preparation for AA degree programs, The ESL Department is moving toward a much greater emphasis on workforce preparation, with plans to better inform and prepare students for Accounting and other CTE programs at Coastline. The program has also separated credit from noncredit instruction, offering only noncredit classes for the three beginning and low-intermediate levels (a program submitted to the State Chancellor's Office in October 2017 for approval as a 3-level enhanced noncredit certificate) and credit for the top four levels. The department plans to convert the lowest credit level to noncredit, reducing the load of ESL units and yielding a program of four semesters of noncredit and three semesters of credit instruction. New students undergo multiple-measure assessment to ensure appropriate initial placement, and accelerated progress through the program is encouraged.

Program goals include:
1. Define clearly-articulated pathways leading from ESL to selected CTE certificates and AA degree programs.
2. Build a co-enrollment collaborative program with ESL and the Accounting program including contextualized ESL instruction.
3. Continue the ESL online project: implement a hybrid ESL Vocabulary and Reading course.
4. Convert the lowest-level credit courses (ESL C031 and ESL C019) to noncredit.
5. Develop an enhanced noncredit Citizenship certificate.
6. Hire an additional full-time instructor in 2018/2019.

Section 1: Program Planning:

Mission Statement

The Coastline ESL program provides access to higher education for members of the local community who seek improvement in their English language skills. In a welcoming environment, the program empowers students to strengthen their reading, writing, speaking, and listening skills in order to achieve success in the workforce or in college degree or certificate programs and achieve their potential as effective communicators and problem solvers, informed citizens, and productive lifelong learners.

Overview

A. THE ESL CURRICULUM

The Coastline Community College ESL Department offers a seven-level (seven semester) sequence of ESL courses designed to build grammar, reading, writing, speaking, and listening skills to prepare English Language Learners (ELL) for success in academic and career preparation courses, in the workplace, and in their communities. The sequence consists of three semesters of noncredit beginning and low-intermediate instruction followed by four semesters of high-intermediate and advanced-level eight-unit Grammar, Reading, and Writing courses and four-unit Listening and Speaking courses. The highest-level Grammar, Reading, and Writing course, ESL C054, is an official prerequisite for English C099. A standardized assessment instrument (ACCUPLACER ESL) and multiple measures are used to place students in appropriate levels. As part of the multiple-measures assessment process, diagnostic tests are administered by the instructors of all ESL classes during the first week of classes to fine-tune placement and assess specific language needs.

Currently, all classes are conducted onsite at Coastline's Le-Jao Center. The weekly schedule, in simplified form, for 16-week semesters is as follows:

Grammar, Reading, and Writing courses: ESL C412, C414, C432, C442, C031, C035, C039, and C054

Day Classes:	8:00 a.m. to 12:15 p.m. Monday and Wednesday or Tuesday and Thursday
Evening Classes:	5:30 – 9:45 p.m. Tuesday and Thursday

Listening and Speaking courses: ESL C416, C436, C446, C019, C049, C052, and C056

Day Classes:	12:20 to 2:25 p.m. Monday and Wednesday or Tuesday and Thursday
Evening Classes:	6:30 to 8:35 p.m. Monday and Wednesday

The daytime schedule accommodates the needs of parents who need to drop their children off for school before 8:00 in the morning and pick them up after 2:30 p.m. The evening schedule accommodates working adults.

Currently, the ESL Department offers fifteen courses at seven discrete levels: seven noncredit courses (a sequence of three levels/three semesters) and eight credit courses (a sequence of four levels / four semesters). The noncredit courses are *ESL C412, Sentence Structure 1; ESL C414, Reading and Writing 1;ESL C416, Listening and Conversation 1; ESL C432, Reading, Writing, and Grammar 1B; ESL C436, Speaking and Listening 1B; ESL 442, Reading, Writing, and Grammar 2A;* and *ESL C446, Speaking and Listening 2A.* The credit courses are 8-unit Grammar, Reading, and Writing courses and 4-unit Listening and Speaking Skills courses at four discrete levels. The Grammar, Reading, and Writing courses are: *ESL C031, ESL C035, ESL C039,* and *ESL C054,* and the Listening and Speaking Skills courses are *ESL C019, ESL C049, ESL C052,* and *ESL C056.* (See Appendices A, B, C, and D for schedule and complete list of courses.)

Every course includes online homework assignments. Instructors teach students how to access and use the online supplementary lessons and maintain progress through the lessons throughout the semester through reserved one-hour-per-week appointments in one of the Le-Jao Center's two computer labs. Students who do not have internet access at home can use the computers in the Le-Jao Center's Student Success Center to complete homework assignments and maintain online contact with their classes.

Courses are taught primarily in a cooperative/collaborative mode, with students participating and communicating actively in pair and small-group interactions. Brief mini-lectures and full-class discussions keep students focused on the demanding, academically-oriented curriculum. Tests and quizzes are given frequently, and all instructors maintain Canvas grade books and communicate with students between classes online.

B. THE ESL STAFF

Staffing for the ESL program currently includes a faculty of three full-time Instructors and twenty-nine part-time instructors and office support staff including two permanent classified employees: The classified employees are Tiffany Tran, a full-time Instructional Associate responsible for overseeing the daytime functions of the ESL assessment, lab support, and registration office, assisted by Celicia Ha Tran, a half-time Administrative Clerk, funded through the General Fund Instructional budget.

The ESL office staff members perform the following functions in the ESL office at the program's headquarters, the Le-Jao Center, in support of students and instructors for 43 ESL sections in a 7-level system:

- Serve as receptionists for the ESL program: answer the telephones, respond to the needs and requests of visitors and current and prospective ESLI students, provide information about the overall ESL program and individual courses.
- Assess and orient all new ESL students and train students to register and complete fee waiver applications online:
  a. Administer, score, and interpret standardized ESL tests (currently the ACCUPLACER ESL test). Assign students to appropriate course(s) on the basis of test scores in a seven-level program. (As part of a multiple-measure system, instructors will administer diagnostic tests during the first week of classes to fine-tune placement.)
  b. Explain placement results to students individually and assist them in setting up their ESL day or evening schedules.
  c. Train students to register for classes and complete fee waiver forms online.
  d. Assist students in determining and documenting residency status
  e. Assist students in documenting visa status as needed

f. Assist students in correctly determining fees

- Assist students with very low-level English proficiency (literacy level) in locating and accessing Adult Education programs through the K-12 system.
- Participate in discussions with ESL instructors regarding course and program modification to meet student needs.
- Assist instructors and students in adding new students to existing classes and making student class changes; maintain regular contact with instructors to determine appropriateness of level changes; and secure instructors' permission to add new students.
- Maintain positive attendance and student performance records for grant compliance:
  a. Collect monthly attendance reports from instructors
  b. Monitor, document, and file student attendance records for all ESL classes on a monthly basis and submit final attendance reports for all noncredit students for grant reports.
  c. Input student, course, and program data to maintain program records.
- Conduct <u>CASAS</u> tests, standardized pre and post tests required by the Title II grants for all noncredit students, on a quarterly basis, score tests, and maintain records as needed to maintain compliance with grants
- Submit online grant reports on attendance and pre and post test results for all noncredit students
- Advise ESL students throughout the semester on matters related to the ESL program including the appropriateness of their placement, understanding instructors' expectations and standards, and positive approaches to problems with classes.
- Assist students in ESL computer labs under the supervision of instructors. Help to train students to access the Canvas system, navigate online programs that accompany ESL texts, and help students understand all computer-assisted assignments. Translate instructions, as needed.
- Assist students in interpreting correspondence from the college.
- Translate and interpret for instructors, staff, and students as necessary
- Assist and encourage students, as needed, to schedule appointments with Coastline Counselors to prepare Student Education Plans that will lead them beyond the ESL program into degree and certificate programs.

Under Tiffany Tran's supervision, the ESL office maintains a non-threatening, respectful, welcoming atmosphere for all current and prospective ESL students. Most ESL students are Vietnamese, so the bilingual proficiency of staff members in Vietnamese and English is especially valuable. The program seeks to secure Work Study and other hourly assistants who speak Spanish or other foreign languages to broaden the scope of available student assistance. For all matters involving non-ESL courses, they assist students in making appointments with Counselors, some of whom are also bilingual. By responding to students' questions and concerns on a daily basis, the ESL office staff members keep small problems (especially those related to communication) from turning into large problems throughout the year. These are daily, ongoing matters that would otherwise have to be handled by the Dean's office, the Admissions office, or the Office of Instruction.

Because the program lost the half-time Instructional Associate position that was the only office staff member supporting the evening program, the evening students and instructors now lack the support of many of the functions listed above. This situation can be alleviated through the replacement position listed in this report as a resource request: a 19 ½ hour Instructional Associate. In the meantime, an

hourly worker will be able to assist students in registering for the next semester, but a permanent replacement for the lost Instructional Associate is needed to administer standardized tests to new students, place them in appropriate levels, assist students throughout the semester in navigating Canvas, MyCCC, and ESL online homework assignments in the labs, and perform many other essential instructional functions that will increase evening enrollment and promote student success.

The full-time faculty members of Coastline's ESL Department are Dr. Linda Kuntzman, who coordinates the program, Judy Montague, who serves as the primary curriculum specialist for the program, and Ryan Boyd, who began his employment at Coastline in August, 2017. All three provide support for the part-time faculty through continual communication, training, and mentoring. They meet with part-time faculty regularly throughout the year to respond to their input and their specific needs in relation to the ESL program. In addition to coordinating the ESL program, Dr. Kuntzman is responsible for applying for grant funding and keeping the program in compliance with grants. (A complete list of her duties appears in Appendix E.) The ESL program currently has two Title II WIOA grants (with projected funding for the 2017/18 academic year of $122,000), one of which presents a new mandate to coordinate with a CTE program, the local Workforce Investment Board, and local One-Stop Centers to assist students in preparing for employment. The ESL program is currently exploring a cooperative project with Coastline's Accounting Department.

Internal Analysis: English as a Second Language (ESL)

ENROLLMENT AND FTES:
The number of enrollments in **English as a Second Language** courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in **English as a Second Language** credit courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):
The number of sections in **English as a Second Language** courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the number of sections in 2013-2014.

The fill rate in **English as a Second Language** courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a moderate decrease (-5.0% to -9.9%)** in comparison with the fill rate in 2013-2014. The fill rate decreased from 88% in 2013-2014 to 81.4% in 2015-2016.

The FTEF/30 ratio in **English as a Second Language** courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014. The FTEF/30 ratio for ESL increased from 8.9 in 2013-2014 to 17.7 in 2015-2016.

The WSCH/FTEF ratio in **English as a Second Language** courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in <u>English as a Second Language</u> courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a substantially higher rate (>= 10.0%)** than the college success average* (*66.6%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* (*56.6%*) for credit course success.

TERM RETENTION RATE:

The term retention rate in <u>English as a Second Language</u> courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately higher rate (5.0% to 9.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

MODALITY:

In 2015-2016 **none (0%)** of the **English as a Second Language** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **none (0%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **All (100%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *female students*; and there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **there was no or incomplete data** in <u>English as a Second Language</u> course success rates for *African American* students; there **there was no or incomplete data** in <u>English as a Second Language</u> course success rates for *American Indian* students; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for *Multi-race* students; there **was NOT a disproportional impact** in <u>English as a Second Language</u> course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Trends and Program Priorities:

1. REDUCTION IN FTES AND WSCH: In 2013-14, the ESL program generated **492 FTES**. In 2015-16, it generated **369 FTES.** This was not a surprising change. An administrative decision to reduce the ESL instructional budget by 40% led to a major shift in the structure of the educational program. In the fall 2013 semester, students enrolled in the full, intensive program were receiving 24 hours of classroom instruction per week. It was essentially an immersion program. In response to the budget cut, instruction was reduced to 12 hours per week, starting with the spring 2014 semester. The change in hours alone led to a reduction in FTES and, of course, Weekly Student Contact Hours (WSCH). In addition, enrollment decreased. One possible explanation for the drop in enrollment is that some students prefer a more intensive program.

2. STRUCTURAL AND CURRICULAR CHANGES IN THE ESL PROGRAM:

   - Weekly Schedule: Currently, all ESL classes are held on site at the Le-Jao Center. As part of the plan to reduce classroom hour per week from 24 to 12, starting with the spring semester 2014, the weekly schedule for students was changed from four days per week to two. Daytime students can now attend classes from 8 a.m. to 2:30 p.m. (a schedule that accommodates the needs of parents who need to drop their children off at school in the morning and pick them up in the afternoon) on Mondays and Wednesdays or Tuesdays and Thursdays, completing a full semester course load (12 hours per week / 12 units). On their "off days," they can make use of the computers at the Le-Jao Student Success Center to complete online homework assignments. Evening students can take a full 12-unit course load by attending four nights a week. (See Appendix A for the fall 2017 schedule of classes.)

   - Separation of noncredit from credit courses: The Coastline ESL program offers a seven-level (seven-semester) ESL sequence designed to build grammar, reading, writing, speaking, and listening skills to prepare English Language Learners for success in academic or CTE programs. Before spring 2014, students at all levels had the option of taking noncredit courses that were "stacked" with each credit course. As part of the spring 2014 restructuring of the program, credit and noncredit courses were separated. Courses at the three beginning and low intermediate levels (levels 1A, 1B, and 2A) are now noncredit courses, and those at the four high-intermediate and advanced levels, 2B, 3A, 3B, and 4, are offered for college credit. The noncredit courses are free, and they can be repeated up to three times. Unlike credit students, those taking noncredit courses are not eligible for financial aid. However, a major advantage for noncredit students who

have not yet achieved California residency status is that they may take ESL classes without having to pay nonresident tuition. These classes are free for all students.

- Proposed reduction in the credit program: For credit students who qualify for PELL Grants, one concern is that they may exceed the 30-unit maximum of ESL units for grant eligibility before completing the program. For this reason, the ESL Department plans to reduce the number of credit levels from four to three (by converting Level 2B to noncredit) and reduce the number of units in the advanced-level core course from eight to six.

- Enhanced non-credit: the ESL Certificate program. The Coastline noncredit ESL program has presented a proposal to be recognized by the State Chancellor's Office as a three-level certificate program. (See Appendix D.) This program has been approved by Coastline's Curriculum committee. If the proposal is approved by the State Chancellor's Office, Coastline's noncredit courses will qualify for "enhanced noncredit" status, and all noncredit ESL courses within the 3-level certificate program will then qualify for full apportionment. That is, apportionment for these courses will be the same amount per FTES as apportionment for credit courses.

3. INCREASE IN COURSE SUCCESS RATES AND RETENTION RATES: Overall course success rates increased from 77.7% in 2013-2014 to 86.5% in 2015-16, and the overall retention rate has increased from 91.9% in 2013-2014 to 93.2% in 2015-2016. These rates, both substantially higher than institution standards, may be attributable to many factors, including:
   - Face-to-face interactive instruction: Students respond well to continual interaction with instructors and fellow students in a cooperative learning environment, working in pairs and small groups. This has been the mode of instruction in Coastline's ESL program since 1980, but it is now combined with a greatly-enhanced online homework component that prepares students for effective interaction in the classroom.
   - "Flipped-classroom" mode: Reducing the hours of instruction from 24 hours per week to 12 hours per week led to an increase in instructor-developed online lessons and increased implementation of state-of-the-art published online programs that students study as homework.

4. CURRENT ASSESSMENT SYSTEM: The ESL Department currently uses the ACCUPLACER ESL test along with multiple measures to place new students in appropriate levels. For the past fifteen years, every ESL instructor has also been required to administer a diagnostic test (generally an in-class writing sample with a level-appropriate prompt) and submit a brief written report to the program coordinator on their findings. (Did any students need to be moved up or down a level? What were the students' strengths and weaknesses? Which of their language needs appear to be most urgent?). With the combination of standardized testing and such multiple measures, most students appear to be placed in appropriate levels. Opportunities to accelerate are offered and encouraged within the department, but most students appear to be satisfied with their placement and with the number of levels they need to complete. (See Student Surveys, Question 4.)

5. FUTURE ASSESSMENT SYSTEM: The California Assessment Initiative (CAI) was a proposal to implement a new English/ESL assessment system in community colleges statewide. This project has been discontinued, but there is hope that a similar project will be undertaken in the future

because it was designed to meet a critical need. The CAI English/ESL assessment was to be a "Y" test, meaning a test for both native and non-native English speakers that would distinguish the English Language Learners (ELL) from the native English speakers by recognizing the types of errors common among ELL students, and steer them into an appropriate ESL test. Such an assessment system could yield an immense improvement in the community college matriculation process. A common problem at Coastline, as in many other community colleges, is that many ELL students choose regular English Department assessment and end up in English classes that do not address the specific language needs of ELL students. (Examples are the use of verb tenses, articles, modals, prepositions, and idioms, subjects not addressed even in remedial English classes.) The ESL department has worked cooperatively with the ESL departments at Orange Coast College and Golden West College to define competencies for each level of instruction. (Golden West has a 7-level ESL sequence, comparable to Coastline's sequence, and OCC maintains a 6-level sequence, comparable to the top 6 levels of Coastline's program.) And Coastline's Research department has worked with the ESL department to analyze this information. Although the CAI will not be implemented, there is hope that this research, carried out by community college districts statewide, will still lead to a much-needed statewide assessment system in the future.

6. ADDITIONAL RESEARCH RESULTS: The most recent SCORECARD on ESL completion from the Coastline Research office, tracking completion of a college-level course by 6-year cohorts of ESL credit students shows improvement from 11.1% by a cohort starting in 2007-2008 to 28% by a cohort that started in 2009-2010. Clearly, a higher percentage of credit ESL students are now following through and moving toward college-level courses than did in the past. ESL instructors now focus more on Pathways at Coastline, offering students more information about CTE and AA degree opportunities and strategies to move successfully from ESL to these programs.

7. Title II WIOA (Workforce Innovation and Opportunity Act) Grants: For over ten years, the Coastline ESL Department has been awarded Title II grants. The ESL Department is responsible for applying for the grants, pre and post-testing students, submitting all required reports, and maintaining full compliance.   The program has never been out of compliance and has consistently been represented at regular grant meetings to keep up with changes in requirements. The projected grant award for 2017/18 is $122,000. These funds offset college General Fund expenses for office staff, advertising, professional development, curriculum development, and instructional materials, including state-of-the-art online instructional supplements. Because of a special emphasis on Workforce training in this year's grant, the ESL Department has proposed a cooperative project with the Accounting Department to prepare ESL students for enrollment in accounting classes and specialized accounting certificates. We will also work closely with the local Workforce Investment Boards and One-Stop Centers to offer assistance for our students in seeking eventual employment.

8. The Block Grant: The ESL Department also works closely with the Coast District Block Grant (AEBG) project, exploring ways to offer a variety of enhanced noncredit options for students at Coastline and our sister colleges, Orange Coast College, and Golden West College. Since 2014, the coordinator of the ESL Department has met monthly with (and for two years chaired) the Block Grant ESL Workgroup, representatives of the three sister colleges and local K-12 Adult Education programs, to align the ESL programs of the colleges and the Adult Education programs in our district and explore pathways to CTE and AA degree programs for ESL students in our community.

9. Online ESL: The ESL Department continues to explore published, highly-produced online ESL courses that Coastline could offer. We have determined that a hybrid course would work best to introduce ESL students to online instruction in a supportive environment. We are especially interested in Vocabulary and Reading programs. So far, we have not identified a program that suits our students and our program and that offers an acceptable partnership with the publisher. We may have to develop our own program. The Department's new Full-Time instructor, Ryan Boyd, is especially interested in working on this project.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	2,600	2,414	2,247
FTES	492.0	388.0	369.0
FTEF30	8.9	11.7	17.7
WSCH/FTEF	725	412	343
Sections	81.0	89.0	88.0
Fill Rate	88.0%	83.7%	81.4%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	1,707	1,427	1,188
GENDER			
Female	58.8%	61.0%	62.5%
Male	39.7%	37.5%	36.6%
Unknown	1.6%	1.5%	0.9%
AGE at TERM			
Less than 19	4.7%	6.6%	6.0%
20 to 24	9.3%	13.5%	17.3%
25 to 29	6.1%	7.8%	9.8%
30 to 34	5.2%	5.5%	7.4%
35 to 39	6.7%	6.7%	6.9%
40 to 49	22.0%	19.6%	15.0%
50 and Older	46.0%	40.3%	37.7%
RACE/ETHNICITY			
African American	0.0%	0.1%	0.0%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	93.0%	93.2%	92.3%
Hispanic/Latino	3.3%	2.8%	2.5%
2 or More Race	0.2%	0.1%	0.3%
White	1.2%	3.3%	4.1%
Unknown	2.2%	0.4%	0.6%
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%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	77.7%	80.3%	86.5%
Course Retention (A-F, P, NP)	91.9%	92.1%	93.2%

*Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.*

Academic Year	**2013-14**	**2014-15**	**2015-16**
GRADED ENROLLMENT	1,710	1,427	1,188
-Overall Success Rate	77.7%	80.9%	86.5%
-Overall Retention Rate	91.9%	92.4%	93.2%

STUDENT DEMOGRAPHICS			
GENDER			
Female	1,003	870	742
Male	680	535	435
Unknown	27	22	11
Success Rate			
- Female	80.5%	83.1%	88.9%
- Male	73.5%	77.2%	82.8%
- Unknown	81.5%	81.8%	72.7%
Retention Rate			
- Female	93.1%	93.0%	94.6%
- Male	90.1%	91.4%	90.8%
- Unknown	92.6%	90.9%	90.9%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,710	1,427	1,188
-Overall Success Rate	77.7%	80.9%	86.5%
-Overall Retention Rate	91.9%	92.4%	93.2%

AGE at TERM			
Less than 19	81	94	71
20 to 24	158	192	205
25 to 29	107	112	116
30 to 34	88	79	88
35 to 39	115	96	82
40 to 49	375	279	178
50 and Older	786	575	448

Success Rate

Less than 19	72.8%	86.2%	87.3%
20 to 24	75.3%	82.8%	89.8%
25 to 29	82.2%	83.0%	89.7%
30 to 34	80.7%	79.7%	88.6%
35 to 39	75.7%	79.2%	80.5%
40 to 49	77.1%	78.9%	86.5%
50 and Older	78.4%	80.3%	84.8%

Retention Rate

Less than 19	90.1%	98.9%	95.8%
20 to 24	90.5%	92.7%	96.1%
25 to 29	91.6%	92.0%	93.1%
30 to 34	92.0%	89.9%	93.2%
35 to 39	94.8%	88.5%	91.5%
40 to 49	90.1%	89.6%	92.1%
50 and Older	92.9%	93.6%	92.2%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,710	1,427	1,188
-Overall Success Rate	77.7%	80.9%	86.5%
-Overall Retention Rate	91.9%	92.4%	93.2%

RACE/ETHNICITY			
African American	57	40	30
American Indian	1,590	1,330	1,097
Asian	0	2	0
Hispanic/Latino	4	2	4
Pacific Islander	38	6	8
White	21	47	49
Unknown	0	0	0

Success Rate

African American	71.9%	72.5%	80.0%
American Indian	77.9%	81.4%	86.5%
Asian	0.0%	100.0%	0.0%
Hispanic/Latino	50.0%	0.0%	100.0%
Pacific Islander	78.9%	66.7%	100.0%
White	85.7%	78.7%	87.8%
Unknown	0.0%	0.0%	0.0%

Retention Rate

African American	96.5%	87.5%	90.0%
American Indian	91.6%	92.9%	93.1%
Asian	0.0%	100.0%	0.0%
Hispanic/Latino	100.0%	50.0%	100.0%
Pacific Islander	97.4%	83.3%	100.0%

White	95.2%	85.1%	95.9%
Unknown	0.0%	0.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,710	1,427	1,188
-Overall Success Rate	77.7%	80.9%	86.5%
-Overall Retention Rate	91.9%	92.4%	93.2%

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	1,710	1,427	1,188

Success Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional	77.7%	80.9%	86.5%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online			
Self-Paced			
Telecourse			
Traditional	91.9%	92.4%	93.2%

Survey Data

During the spring 2017 semester, the Coastline ESL Department, with the assistance of Coastline's Research Department, conducted a confidential online survey of ESL faculty and students.

1. **THE FACULTY SURVEY:** Twenty-one ESL faculty members responded to the survey, and their responses indicate the following:

- One hundred percent (100%) of current ESL faculty members who responded to the survey reported that they were very satisfied with the following:
  - Support for your students from the ESL office staff
  - Support for your classes and the program from your Program Coordinator and full-time faculty

- Of the 18 who have taught at other schools, 100% reported that "My teaching experience is better at Coastline compared to other schools."

- One hundred percent of current ESL faculty members who responded to the survey reported that they were very satisfied (over 80%) or satisfied with the following:
  - Overall quality of the program
  - Currency of the curriculum (up-to-date in relation to transfer standards and SLOs)
  - Variety of classes
  - Delivery modes appropriate to student needs
  - Number of levels
  - Your own success in the program
  - Extent to which ESL faculty have input to the schedule development process (instructors' assignments)

- One hundred percent of current ESL faculty members who responded to the survey reported that they were very satisfied (70-79%) or satisfied with the following:
  - Opportunity of faculty to participate in curriculum review and program development
  - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, military, etc.)
  - Adequacy of instructional facilities
  - Tutorial services (Student Success Center or classroom)

- There was more of a mixed response to items such as the following (and these are areas the department would especially seek to improve):
  - Quality of general instructional equipment (audio-visual, instructor classroom computer & projector, etc.): 73.68% very satisfied, 21.05% satisfied, and 5.26% dissatisfied)
  - Availability of computers for student use during class time: 73.68 % very satisfied, 16.79% satisfied, and 10.53% dissatisfied
  - Safety at the Le-Jao Center: 78.95% very satisfied, 15.79% satisfied, and 5.26% dissatisfied.
  - Outreach to your students from Coastline Student Services (Financial Aid, EOPS, etc.); 56.25%very satisfied, 37.5% satisfied, and 6.25% dissatisfied.

2. **THE STUDENT SURVEY:** Student surveys provide data that is essential for assessing the effectiveness and success of the ESL program. During the spring 2016 semester, four hundred and forty-seven day and evening ESL students from all levels responded to the Program Review

survey, conducted anonymously online, and some of their most interesting responses appear below:

Q 2: Please rank up to three reasons why you are taking classes in Coastline's ESL program.

Answered: 406
Skipped: 41

	1st Reason	2nd Reason	3rd Reason	Total
–	–	–	–	–
–	77.33%	13.33%	9.33%	
To earn an A.A./A.S. degree	174	30	21	225
–	40.91%	41.82%	17.27%	
To transfer to another college to earn a B.A.	45	46	19	110
–	26.32%	46.05%	27.63%	
To earn a certificate	20	35	21	76
–	26.51%	45.78%	27.71%	
To become a U.S. Citizen	44	76	46	166
–	22.10%	45.86%	32.04%	
To prepare for a new job	40	83	58	181
–	25.50%	28.86%	45.64%	
To improve job skills	38	43	68	149
–	21.28%	29.79%	48.94%	
To prepare for General Education College courses (Science, History, Math, etc.)	20	28	46	94
–	29.27%	14.63%	56.10%	
Other: (Please Explain)	12	6	23	41

ANALYSIS: Earning a degree, transferring, and preparing for employment are important goals for many ESL students. A surprising number of students also report that earning U.S. citizenship is their first or second reason for taking ESL classes. We hope to increase the number of students interested in pursuing CTE certificates as students learn more about CTE opportunities in the Coast District.

General Satisfaction

Q4: Please rate your level of satisfaction with each of the following as related to classes in the ESL program. (Skip any items that are not applicable to you.)

Answered: 398
Skipped: 49

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
–	–	–	–	–	–
–	59.95%	37.21%	2.33%	0.52%	
Quality of instruction	232	144	9	2	387

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
–	41.23%	55.71%	2.79%	0.28%	
Variety of classes / types of classes	148	200	10	1	359
–	43.05%	54.50%	1.91%	0.54%	
Number of levels of ESL classes	158	200	7	2	367
–	42.12%	55.43%	2.45%	0.00%	
Your progress through the ESL levels (from level to level)	155	204	9	0	368
–	46.93%	50.40%	2.40%	0.27%	
Scheduling of classes (time and day)	176	189	9	1	375
–	44.99%	53.12%	1.63%	0.27%	
Overall quality of the ESL program	166	196	6	1	369
–	34.57%	62.77%	2.66%	0.00%	

ANALYSIS: We were pleased that over 96% of students who responded to the survey expressed satisfaction with the <u>quality of instruction</u>, the <u>number of levels in the ESL program</u>, and the <u>overall quality of the ESL program.</u>

Q5: How satisfied are you that: (Skip any items that are not applicable to you.)

Answered: 401
Skipped: 46

	Very Satisfied –	Satisfied –	Dissatisfied –	Very Dissatisfied –	Total –
–	47.29%	49.35%	2.58%	0.78%	
Classes help me reach my goals	183	191	10	3	387
–	47.83%	49.87%	1.53%	0.77%	
Assignments help me improve my English skills	187	195	6	3	391
–	52.23%	43.83%	3.15%	0.79%	
Instructions for assignments are clear	199	167	12	3	381
–	66.67%	31.51%	1.56%	0.26%	
Teachers respect different cultures	256	121	6	1	384
–	58.40%	39.47%	1.87%	0.27%	
Teachers meet the needs of different types of students (older adults, working adults, disabled)	219	148	7	1	375
–	55.24%	40.58%	2.88%	1.31%	
ESL office workers are helpful	211	155	11	5	382

ANALYSIS: It is important to note that the students appreciate the support they receive from the ESL office staff. As noted earlier in this report, the office staff members assist students in many important ways throughout the semester. This survey data supports the request in this report to replace the evening office staff position that was eliminated. Survey results suggest that the ESL instructors'

teaching methods and mode of interacting with students as well as the lessons they plan and implement are appreciated by the students.

Q6: Please rate your level of satisfaction with each of the following SERVICES and ENVIRONMENT as related to Coastline College. (Skip any items that are not applicable to you.)

Answered: 399
Skipped: 48

–	Very Satisfied –	Satisfied –	Dissatisfied –	Very Dissatisfied –	Total –
–	37.57%	58.96%	2.31%	1.16%	
Availability of counseling services	130	204	8	4	346
–	40.48%	56.19%	2.42%	0.91%	
Quality of counseling services	134	186	8	3	331
–	42.71%	53.56%	1.36%	2.37%	
Quality of Financial Aid Counseling & Services	126	158	4	7	295
–	25.32%	63.52%	7.73%	3.43%	
Quality of student health services	59	148	18	8	233
–	40.68%	53.56%	5.08%	0.68%	
Availability of Tutoring	120	158	15	2	295
–	41.06%	55.03%	3.07%	0.84%	
Convenience of ESL assessment and registration	147	197	11	3	358
–	23.61%	45.09%	23.08%	8.22%	
Classroom Temperature	89	170	87	31	377
–	47.23%	49.87%	2.37%	0.53%	
Cleanlines of facility (classrooms, bathrooms, Student Lounge, etc.)	179	189	9	2	379
–	37.91%	56.04%	5.22%	0.82%	
Enough Places to eat and study	138	204	19	3	364
–	45.81%	50.26%	3.14%	0.79%	
Quality of computers and software in ESL lab	175	192	12	3	382
–	44.01%	53.76%	1.67%	0.56%	
Quality of AV Equipment (LCD Projector, Sound System)	158	193	6	2	359

ANALYSIS: The advantages of onsite counseling, tutoring support at the Student Success Center, and office support in assessing, placing, and assisting students with registration, all provided at the Le-Jao Center, are clearly appreciated by the students.

Q 16:   Would you like to apply for a Work Study job at Coastline?
Answered: 279

Skipped: 168

Answer Choices –	Responses –
–	55.56%
Yes	155
–	44.44%
No	124
TOTAL	279

ANALYSIS: This was a surprising response. The ESL program will follow up by providing information on Work Study opportunities at Coastline.

Q 18: If you are planning to take other classes after ESL, what college do you plan to attend?
Answered: 391
Skipped: 56

Answer Choices –	Responses –
–	47.06%
Coastline College	184
–	14.07%
Golden West College	55
–	8.18%
Orange Coast College	32
–	1.53%
Other community college	6
–	2.56%
Cal State University (CSU)	10
–	1.79%
University of California (UC)	7
–	1.02%
Private college or university	4
–	23.79%
Don't know or N/A	93
TOTAL	391

ANALYSIS: It is encouraging that most ESL students plan to stay at Coastline. The ESL Department will encourage more students to stay by stepping up efforts to offer our students helpful information about CTE certificates and AA degree opportunities at Coastline.

Q 22:   Please indicate your status or interest in each of the following A.A. degree Majors.
Answered: 386
Skipped: 61

	Presently working on	Interested but haven't started yet –	Not interested	Total
–	–		–	–

–				
–	9.29%	32.86%	57.86%	
Art	26	92	162	280
–	9.93%	48.97%	41.10%	
Business Administration	29	143	120	292
–	7.09%	37.69%	55.22%	
Economics	19	101	148	268
–	29.21%	39.05%	31.75%	
English	92	123	100	315
–	1.57%	20.78%	77.65%	
French	4	53	198	255
–	5.02%	30.12%	64.86%	
Gerontology	13	78	168	259
–	9.25%	49.66%	41.10%	
Health and Fitness	27	145	120	292
–	3.75%	37.83%	58.43%	
History	10	101	156	267
–	4.62%	33.08%	62.31%	
Human Services	12	86	162	260
–	1.94%	31.01%	67.05%	
Liberal Studies (for Teaching)	5	80	173	258
–	12.15%	41.67%	46.18%	
Mathematics	35	120	133	288
–	5.24%	34.08%	60.67%	
Psychology	14	91	162	267
–	1.54%	21.15%	77.31%	
Spanish	4	55	201	260
–	4.92%	26.14%	68.94%	
Sociology	13	69	182	264

ANALYSIS: It is not clear that ESL students understand the various AA Degree majors. The ESL Department will make an effort to explain the various AA degree and CTE certificate options available at Coastline.

Certificates of Achievement

Q 23: Please indicate your status or interest in each of the following certificate programs:
Answered: 372
Skipped: 75

–	Presently working on –	Interested but haven't started yet –	Not interested –	Total Respondents –
–	6.90%	53.10%	40.34%	
Accounting	20	154	117	290

Program				
–	3.68%	25.00%	71.69%	
Biological Technology	10	68	195	272
–	3.10%	26.36%	70.93%	
Building Code Professional	8	68	183	258
–	8.24%	53.41%	39.78%	
Business	23	149	111	279
–	10.44%	53.20%	36.70%	
Computer Networking	31	158	109	297
–	4.51%	35.71%	60.53%	
Digital Media Design	12	95	161	266
–				
Emergency Management / Homeland Security	3.02%	37.36%	60.00%	
	8	99	159	265
–				
Entrepreneurship & Small Business Management	4.55%	52.65%	43.18%	
	12	139	114	264
–	2.73%	30.86%	67.58%	
Gerontology	7	79	173	256
–	6.60%	45.14%	48.26%	
Health Care Management	19	130	139	288
–	2.37%	30.83%	67.19%	
Infomatics	6	78	170	253
–	2.41%	38.15%	59.84%	
Management & Supervison	6	95	149	249
–	3.83%	47.13%	49.81%	
Office Support Specialist	10	123	130	261
–	1.24%	21.99%	76.76%	
Paralegal Studies	3	53	185	241
–	1.60%	24.40%	74.80%	
Process Technology	4	61	187	250
–	2.28%	34.98%	63.12%	
Real Estate Broker	6	92	166	263
–	3.57%	31.75%	64.68%	
Real Estate Studies	9	80	163	252
–	1.96%	37.25%	61.18%	
Retail Management	5	95	156	255
–	3.54%	36.22%	60.24%	
Supply Chain Management	9	92	153	254

ANALYSIS: Over half of the respondents to items specific to various CTE programs indicated an interest in Accounting, Business, and Entrepreneurship as well as Computer Networking. This data supports Program Goals # 1 and 2: facilitating pathways to selected CTE certificates and establishing a collaborative program of contextualized instruction with the Accounting program.

Distance Learning Status

Q 24: Are you interested in taking an online ESL course?

Answered: 358

Skipped: 89

Answer Choices –	Responses –
–	55.59%
Yes	199
–	44.41%
No	159
TOTAL	358

ANALYSIS: This data supports Program Goal # 3, developing a hybrid ESL Reading and Vocabulary course. Over half of the respondents to this item indicated an interest in online instruction, and a hybrid course is a good introduction to online instruction, with the face-to-face support that should help students to be successful.

Q 25: Use of Computers:

Answered: 397

Skipped: 50

–	Yes –	No –	Total –
–	94.91%	5.09%	
Do you have a computer at home?	373	20	393
–	98.21%	1.79%	
Do you have Internet access at home?	384	7	391
–	89.00%	11.00%	
Do you use computers in your ESL class?	348	43	391
–	92.01%	7.99%	
Do you use the Internet for your ESL class?	357	31	388
–	93.26%	6.74%	
Do you use the ESL lab?	360	26	386
–	93.14%	6.86%	
Are lessons on the computer effective?	353	26	379
–	91.76%	8.24%	
Are online lessons effective?	345	31	376

ANALYSIS: Every ESL class requires online homework. It is encouraging that 98.21% of respondents report that they have internet access at home and 91.76% find online lessons effective.

Q 26: Rate your Computer and Internet skills:

Answered: 398

Skipped: 49

–	Excellent –	Very Good –	Good –	Poor –	Total –
–	15.61%	20.63%	48.15%	15.61%	
Typing / Word Processing	59	78	182	59	378
–	23.91%	27.25%	43.70%	5.14%	
Using the Internet	93	106	170	20	389
–	23.47%	26.13%	44.00%	6.40%	
Using Email	88	98	165	24	375
–	19.32%	26.37%	44.13%	10.18%	
Using MyCCC	74	101	169	39	383
–	18.11%	25.72%	38.58%	17.59%	
Using Canvas	69	98	147	67	381
–	13.19%	21.70%	38.74%	26.37%	
Using Microsoft Word	48	79	141	96	364
–	10.25%	14.40%	26.32%	49.03%	
Using Power Point	37	52	95	177	361

ANALYSIS: It is encouraging that most ESL students rate their skills as "good" or better at all of the above.

Q 27:   In which of the following would you like more training? (Mark all that apply.)

Answered: 345
Skipped: 102

Answer Choices –	Responses –
–	54.49%
Typing / Word Processing	188
–	39.71%
Using the Internet	137
–	29.86%
Using Email	103
–	39.42%
Using MyCCC	136
–	41.16%
Using Canvas	142
–	51.30%
Using Microsoft Word	177
–	63.19%
Using Power Point	218

Total Respondents: 345

ANALYSIS: Training in all of the above would be appreciated by Coastline's ESL students. The ESL program will find out if there is sufficient student interest to justify offering workshops on these topics in the Le-Jao computer labs.

Complete responses from both surveys can be accessed online:

Student PR Survey	447	https://www.research.net/results/SM-D7PQB72H/
Faculty PR Survey	21	https://www.surveymonkey.com/results/SM-KZDXR2RH/

Student (SLOs) and Program Student Learning Outcome (PSLOs)

- The ESL Department has been consistently updating SLOs
- The ESL Department does not have PSLOs because it is not designated as a Program (a certificate or AA Degree program). The ESL Department offers a sequence of courses.
- Course SLO Assessment reports have been completed by all ESL faculty for all ESL courses every semester, and this practice is ongoing. The instructors receive a template online that shows SLOs, assessment plans, assessment results, and plans for improvement on the basis of assessment results. These reports are kept on file by the ESL program coordinator.
- For fall 2017, assessment results for all classes will continue to be required and collected. In addition, the instructors of the four core credit courses, ESL C 031, ESL C035, ESL C039, and ESL C054, will have training to enter SLO results on Canvas. The Department will then follow these four courses over the next five years to track SLO results and improvements made in response to these results (closing the loop).
- Model rubrics will be developed for the four courses being tracked
- Training to enter SLO results on Canvas will be offered to all instructors.
- Over the next five years, model rubrics will be developed for all ESL courses.

Curriculum Review

Table Curriculum Review Active Courses

Course	Date Reviewed	Status
ESL C408: Preparation	Sp 2008	Active: to be revised 12/8/17
ESL C412: Sentence Structure 1	10/6/17	Active
ESL C414: Reading & Writing 1	10/6/17	Active
ESL C416: List. & Conv. 1	10/6/17	Active
ESL C422: Integrated Eng. Skills 1A	Fl 2016	Active
ESL C432: R/W/G 1B	10/6/17	Active
ESL C 435: Advanced Pronunciation	Sp 2008	Active: to be revised 12/8/17
ESL C 436: Spk & List. 1B	10/6/17	Active
ESL C 442: R/W/G 2A	10/6/17	Active
ESL C446: Spk & List. 2A	10/6/17	Active
ESL C012: List. & Spk. 2A	Fl 2014	Active
ESL C016: G/R/W 2A	Fl 2014	Active

ESL C031: G/R/W 2B	11/15/13	Active
ESL C019: List & Spk 2B	Fl 2014	Active
ESL C035: G/R/W 3A	4/11/14	Active
ESL C049: List & Spk 3A	Fl 2014	Active
ESL C039: G/R/W 3B	11/15/13	Active
ESL C052: List & Spk 3B	Fl 2014	Active
ESL C054: G/R/W 4A	4/11/14	Active
ESL C056: List & Spk 4A	Fl 2014	Active
ESL C141: Gr. & Wrt. 4B	Fl 2011	Active
ESL C010: Gr. 1B	10/6/17	Suspended 10/6/17
ESL C011: Gram. 1C	Fl 09	To be suspended 12/8/17
ESL C013: Rdg. &Wrt. 1B	Fl 09	To be suspended 12/8/17
ESL C015: Rdg. & Wrt. 1C	Fl 09	To be suspended 12/8/17
ESL C017: L ist. & Conv. 1B	Fl 09	To be suspended 12/8/17
ESL C018: List. & Conv. 1C	Fl 09	To be suspended 12/8/17
ESL C020: Gr. 2A	Fl 09	To be suspended 12/8/17
ESL C021: Gr. 2B	Fl 09	To be suspended 12/8/17
ESL C023: Rdg. & Wrt. 2A	Fl 09	To be suspended 12/8/17
ESL C025: Rdg. & Wrt. 2B	Fl 09	To be suspended 12/8/17
ESL C028: List. & Conv. 2	Fl 09	To be suspended 12/8/17
ESL C030: Gr. 3A	Fl 09	To be suspended 12/8/17
ESL C033: Rdg. & Wrt. 3A	Fl 09	To be suspended 12/8/17
ESL C038: List. & Conv. 3A	Fl 09	To be suspended 12/8/17
ESL C040: Intensive Gr. 1B	Fl 09	To be suspended 12/8/17
ESL C041: Intensive Gr. 1C	Fl 09	To be suspended 12/8/17
ESL C043: Intensive Rdg. & Wrt. 1B	Fl 09	To be suspended 12/8/17
ESL C045: Intensive Rdg. & Wrt. 1C	Fl 09	To be suspended 12/8/17
ESL C047: Intensive List. & Conv. 1B	Fl 09	To be suspended 12/8/17
ESL C048: Intensive List. & Conv. 1C	Fl 09	To be suspended 12/8/17
ESL C050: Intensive Gr. 2A	Fl 09	To be suspended 12/8/17
ESL C051: Intensive Gr. 2B	Fl 09	To be suspended 12/8/17
ESL C053: Intensive Rdg. & Wrt. 2A	Fl 09	To be suspended 12/8/17
ESL C055: Intensive Rdg. & Wrt. 2B	Fl 09	To be suspended 12/8/17
ESL C058: Intensive List. & Conv. 2	Fl 09	To be suspended 12/8/17
ESL C060: Intensive Gr. 3A	Fl 09	To be suspended 12/8/17
ESL C063: Intensive Rdg. & Wrt. 3A	Fl 09	To be suspended 12/8/17
ESL C068: Intensive List. & Conv. 3A	Fl 09	To be suspended 12/8/17
ESL C130: Gr. 3B	Fl 09	To be suspended 12/8/17
ESL C133: Rdg. & Wrt. 3B	Fl 09	To be suspended 12/8/17
ESL C138: List. & Conv. 3B	Fl 09	To be suspended 12/8/17
ESL C140: Gr. & Wrt. 4A	Fl 09	To be suspended 12/8/17
ESL C143: R & Wrt. 4A	Fl 09	To be suspended 12/8/17
ESL C145: R & Wrt. 4B	Fl 09	To be suspended 12/8/17
ESL C147: L & C 4A	Fl 09	To be suspended 12/8/17
ESL C148: L & C 4B	Fl 09	To be suspended 12/8/17
ESL C150: Intensive Gr. 3B	Fl 09	To be suspended 12/8/17
ESL C153: Intensive Rdg. & Wrt. 3B	Fl 09	To be suspended 12/8/17
ESL C158: Intensive L & C 3B	Fl 09	To be suspended 12/8/17
ESL C160: Intensive Gr & Wrt. 4A	Fl 09	To be suspended 12/8/17
ESL C161: Intensive Gr. & Wrt. 4B	Fl 09	To be suspended 12/8/17

ESL C163: Intensive R & Wrt 4A	Fl 09	To be suspended 12/8/17
ESL C165: Intensive R & Wrt. 4B	Fl 09	To be suspended 12/8/17
ESL C167: Intensive List. & Conv. 4A	Fl 09	To be suspended 12/8/17
ESL C168: Intensive List. & Conv. 4B	Fl 09	To be suspended 12/8/17
ESL C001: Grammar Prep	Fl 09	To be retired 12/8/17
ESL C002: Grammar 1A	Fl 09	To be retired 12/8/17
ESL C003: Rdg. & Wrt. Prep	Fl 09	To be retired 12/8/17
ESL C004: Rdg. & Wrt. 1A	Fl 09	To be retired 12/8/17
ESL C006: List. & Conv. Prep	Fl 09	To be retired 12/8/17
ESL C007: List. & Conv. 1A	Fl 09	To be retired 12/8/17
ESL C022: Sentence Structure 2	Fl 10	To be retired 12/8/17
ESL C026: List. & Conv. 2	Fl 10	To be retired 12/8/17
ESL C032: Sentence Structure 3	Fl 10	To be retired 12/8/17
ESL C034: Rdg. & Wrt. 3	Fl 10	To be retired 12/8/17
ESL C042: Sentence Structure 2	Fl 11	To be retired 12/8/17
ESL C044: Rdg. & Wrt. 2	Fl 11	To be retired 12/8/17
ESL C046: Conv. & List. 2A	Sp 11	To be retired 12/8/17

ANALYSIS: In ESL, courses addressing specific skills have to have unique course numbers for each level. Over the years, there have been changes in the ratio of hours to units, and with each change, the department has had to generate new courses with new numbers. So there have been many numbers

Courses to be suspended 12/8/17: These are all courses that were included in the ESL sequence but that have not been offered since fall 2013. However, almost all are prerequisites for courses currently being offered. The ESL Department was recently given permission by the Curriculum Committee to detach these courses as prerequisites for courses currently being offered because language skills would have faded in the past four years, and it would not be unreasonable to re-test students who had taken those courses to be sure they are being placed in correct levels. If students challenge their placement, suspended courses may be accepted as prerequisites.

Progress on Initiative(s)

Table Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Design and implement a three-level noncredit program that can be submitted to the State Chancellor's Office as a certificate program earning full apportionment.	Completed proposal and application. Approved by Curriculum Committee October 6, 2017	2015-16: Course outlines and revisions for the noncredit courses were submitted to Coastline's Curriculum Committee and approved as stand-alone courses. Fall 2017: Submitted 3-level certificate program to the Curriculum Committee and State Chancellor's Office.	October/November 2017: Awaiting approval of 3-level enhanced noncredit certificate proposal from the State Chancellor's Office

Identify courses that can be offered in online or hybrid mode and develop curricula for these courses.	In progress	2015-16 Have met with publishers to discuss online ESL vocabulary and reading courses that could be added to the ESL curriculum. 2016-17: New instructor, Ryan Boyd, has joined project.	The new ESL instructor, Ryan Boyd, has agreed to work on this project. Currently doing research through www.onetonline.org and other sources.
Develop an ESL-to-Accounting pathway	In progress	2015-16 Have met with Accounting faculty to discuss the addition of embedded tutors to the courses necessary for one of the Accounting CTE certificates. 2016-17: Secured Title II grant funding for project.	Secured a WIOA Title II grant to fund this project. Have begun curriculum development.
Research ESL non-credit to credit transition.	In progress	2016-2017 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.	The ESL Department plans to continue to pursue this project.
Implement the California Assessment Initiative (CAI) placement test.	canceled	2016-2017 ESL faculty completed course mapping and completed the work required from the state for the CAI project. However the State Chancellor's Office has now canceled the project.	This project has been canceled at the state level.
Develop a two-level noncredit ESL/Citizenship curriculum that can be submitted to the State Chancellor's Office as an enhanced noncredit certificate.	In progress	Fall 2017 Offered a pilot class with 30 students. Will offer a second class during the spring 2018 semester. Developing course outlines.	Fall 18 pilot class has been successful: 90% retention and many with a strong interest in continuing. Recruiting additional students for spring 2018.

Program Planning and Communication Strategies

The ESL Department faculty members meet regularly in the following ways to discuss program/level planning and initiatives, SLO results, and curriculum adjustments:

1. Typically 85% to 90% of all part-time faculty members and all full-time faculty attend the ESL Discipline meeting on the evening of the All-College meeting every semester.
2. Topics at Discipline meetings include best practices, shared rubrics, coordination of multiple sections of courses, model syllabi, deadlines and requirements, and other subjects related to coordination of the program and improvement of the quality of instruction as well as faculty concerns and suggestions for improving the overall program.
3. The coordinator maintains regular email contact with all ESL faculty, and faculty members stay in touch with one another through email. (See Appendix E for a list of coordinator duties.)
4. Meetings among faculty members, and especially those sharing the same course level, occur frequently in the teachers' workroom at the Le-Jao Center.
5. Part-time and full-time faculty members meet daily in the full-time faculty room.
6. The coordinator serves on the Academic Senate, PIEAC, and the Student Success Committee.

Forward Strategy

In accordance with Coastline Master Plan Objectives:

1. To strengthen post-Coastline outcomes: Define clearly-articulated pathways leading from ESL to selected CTE certificates offered at Coastline. Explore partnerships with CTE programs to support student success and certificate completion. The direction of this project will continue to be informed by student survey findings on areas of interest

2. To strengthen community engagement and foster industry connections: Build a co-enrollment collaborative program with ESL and the Accounting program including contextualized ESL instruction. Implement a recently-funded ESL Department Title II grant project that combines the Accounting co-enrollment project with partnerships with local Workforce Investment Boards and One-Stop Centers to assist students with CTE certificates in securing employment.

3. To increase student success, retention, and persistence with emphasis in distance education: Continue the ESL online project: implement a hybrid ESL Vocabulary and Reading course.

4. To increase student success, retention, and persistence: Convert the lowest-level ESL credit course to noncredit to reduce the load of ESL units, allowing students to maintain compliance with the financial aid limit of 30 ESL units.

5. To explore and enter new fields of study: Develop an enhanced noncredit Citizenship certificate.

6. To strengthen post-Coastline outcomes by providing a high-quality instructional program that prepares students for academic success: hire an additional full-time instructor in 2018/2019.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean		2	30	3	1
Current year 2017-18	Dean		3	29	2	1
1 year 2018-19	Dean		3	30	3	1
2 years 2019-2020	Dean		2	30	3	1
3 years 2020-2021	Dean		2	30	3	1

Based on the data in this report and our forward strategy, the ESL Department plans to maintain its current size, so part-time faculty should remain stable. One full-time faculty member was added, starting in the fall 2017 semester. The two continuing full-time instructors plan to retire by the end of the 2019 spring semester, necessitating the addition of another full-time faculty member. The ESL Department seeks to add this new full-time faculty member in the fall semester, 2019. This will leave the program with two full-time faculty members for 2020-2021. (See Appendix H: full-time Instructor job description.)

Permanent ESL office staff members in 2015-2016 were one full-time Instructional Associate, one half-time Instructional Associate, and one half-time Instructional Aide (now classified as an Administrative Clerk). The program lost one half-time Instructional Associate, and it hopes to regain this necessary support, or its equivalent, to support the evening programs, starting in the fall semester, 2018.

Professional Development

In this report, the faculty survey indicates the following participation in professional development activities at Coastline:

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
14 Faculty members	CANVAS Training	Everyone can use the grade book in CANVAS
6 Faculty members	Summer Technology Institute	Greater use of online resources
13 Faculty members	Publishers' workshops	Use of latest texts & software
19 Faculty members	ESL Discipline meeting training workshop	Better use of online resources

Forward Strategy

1. Plan and implement regular professional training for faculty, based on continuing input.
2. Present a proposal to add one full-time faculty member at the Academic Senate prioritization meeting in the fall semester, 2018.

Based on our forward strategy, the ESL Department will need to:

1. Prepare a presentation justifying the Department's request for an additional full-time instructor and make the presentation in the fall 2018 semester.
2. Contact the Faculty Success Center to arrange for periodic training over the next five years on:
   - Canvas capabilities beyond grade books
   - Advanced Smart Board training
   - Researching OER resources
   - Implementation of new ESL software programs

Section 3: Facilities Planning

Facility Assessment

1. The Le-Jao Center: 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 has recently undergone a major renovation project that will benefit ESL students with an expanded student center and Student Success Center.

2. Classroom Furniture: The program requests movable furniture (such as desks on wheels) for some classrooms at Le-Jao to be compatible with the usual mode of instruction for ESL, Math, and other disciplines. Since 1980, ESL classes have been taught in a collaborative/communicative mode, with students working in pairs and small groups. Lecturing with all students facing the front of the classroom is generally done only in short mini-lecture sessions of 10 minutes or less, followed by pair and small group work. However, most of the classroom furniture at Le-Jao is designed for straight lecture: heavy, difficult-to-move long tables and heavy chairs without wheels, all facing the front of the classroom. Moving this furniture during class to accommodate small-group work risks injuring students or instructors. Easily movable furniture would solve this problem.

Forward Strategy

Considering the rationale presented above, the ESL Department requests the identification of funding to secure more flexible classroom furniture over the next five years:

1. Seek input from instructors in all departments housed at Le-Jao to determine how many would like to have movable classroom furniture.
2. Form a committee of those who are interested in this change, and find out what kind of furniture would meet the needs of the majority in the group.
3. Research movable furniture, present possible options to the committee, choose particular ones to present to the Dean, the VP, the Facilities Committee, and PIEAC (or those administering grant projects) to request funding. Purchase and install the furniture in selected Le-Jao classrooms.

Section 4: Technology Planning

Technology Assessment

In 2015-2016 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 many years, but they continue to master the advanced capabilities of the new equipment. Two 31-station computer labs at the Le-Jao Center are also heavily used, day and evening, shared by all ESL classes.

In 2016-17, the ESL Department organized Canvas training events tailored to the needs of ESL instructors. All ESL instructors now use the Canvas grade book. They have requested additional training, so during the fall 2017 semester, there will be training on entering SLOs through Canvas and exploring other capabilities of Canvas.

Additional training on the uses of Canvas and on the use of the Le-Jao Smart Boards will continue over the next five years. Training is also planned for instructors who will implement the new online ESL course, once it has been developed and approved.

Request for an additional computer lab at the Le-Jao Center:

> The Le-Jao Center currently has only two classroom-size computer labs. Each of these two labs accommodates only 31 students. Every ESL class needs one hour of lab time per week to train students to do their online homework and maintain online lessons throughout the semester. Most of the Le-Jao classrooms can accommodate at least 38 students, but the students have to be able to fit in the lab. Restricting enrollment to 31 per class so that all students will fit in the lab means enrolling seven fewer students per class than the classrooms can hold. Such a policy would reduce FTES and deny access to higher education to hundreds of potential ESL students

per year. This problem could be alleviated by adding a computer lab with a capacity of 35 or more students at Le-Jao.

Forward Strategy

In line with the Coastline College Mission statement, the ESL Department seeks to provide access to higher education to as many students as possible. Toward this end, a computer lab with a capacity of 35 students or more would allow the ESL Department to enroll more students in each class.

During the next five years, these would be the steps to implement this plan:

1. Research computers, lab furniture, and arrangements to create a computer lab that will accommodate 35 or more students.
2. Seek approval from the Dean, and seek funding from the college, bond measures, or grants. Implement the lab.

Section 5: New Initiatives

1. **Initiative:** Offer a hybrid course: ESL Reading and Vocabulary 3A

Describe how the initiative supports the college mission:
Creates greater access to the ESL program in support of student success and achievement.

What college goal does the initiative support?   Select one
X Student Success, Completion, and Achievement
X Instructional and Programmatic Excellence
X Access and Student Support
☐ Student Retention and Persistence
X Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment

☐ Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Other college are successful developing online ESL courses

Recommended resource(s) needed for initiative achievement:
Training for faculty to create an ESL online course environment

What is the anticipated outcome of completing the initiative?
Student will enroll and complete courses online

Provide a timeline and timeframe from initiative inception to completion.
Training to be complete in fall and spring in the 2017-2018 academic term. Course development in spring 2018 a offered in fall 2018.

2. <u>**Initiative:**</u> Define a clearly articulated pathway leading from ESL to the Accounting program and build a co-enrollment ESL/Accounting collaborative program with contextualized instruction.

Describe how the initiative supports the college mission:
This initiative guides diverse student populations to complete pathways leading to the attainment of certificates and career readiness.

What college goal does the initiative support?   Select one
X Student Success, Completion, and Achievement
X Instructional and Programmatic Excellence
X Access and Student Support
X Student Retention and Persistence
X Culture of Evidence, Planning, Innovation, and Change
X Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
☐ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
X Strengthen post-Coastline outcomes (e.g., transfer, job placement).
X Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance, PR student survey)

X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Student surveys indicate a high level of interest in pursuing Accounting certificates. External research (e.g., on www.onetonline.org) indicates availability of jobs in Accounting and Bookkeeping in Southern California.

Recommended resource(s) needed for initiative achievement:
Training for faculty in contextualized instruction, Burlington online ESL pre-Accounting and pre-Bookkeeping lessons.

What is the anticipated outcome of completing the initiative?
Student will take credit courses in Accounting, and some will complete Accounting certificates.

Provide a timeline and timeframe from initiative inception to completion.
Training to be complete in fall and spring in the 2017-2018 academic term. Course development in spring 2018 a offered in fall 2018.

3. **Initiative:** Develop an enhanced noncredit ESL Citizenship certificate.

Describe how the initiative supports the college mission:
This initiative, a two-level noncredit ESL Citizenship program, will provide access to ELL students and support student success and achievement. The course will prepare students to pass the USCIS examination to become naturalized citizens and empower them to become active, productive members of their communities.

What college goal does the initiative support?   Select one
X Student Success, Completion, and Achievement
X Instructional and Programmatic Excellence
X Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
X Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
☐Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
X Strengthen post-Coastline outcomes (Citizenship)
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
X Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance, PR survey results)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Program Review student surveys reveal a high level of interest in Citizenship training.

Recommended resource(s) needed for initiative achievement:
Training for faculty and citizenship preparation texts and software.

What is the anticipated outcome of completing the initiative?
Students will become better informed about U.S. history and government, and most will pass the USCIS examination to become naturalized citizens.

Provide a timeline and timeframe from initiative inception to completion.
Course development and teacher training in spring 2018.   Courses submitted to the State Chancellor's office as a noncredit certificate in spring 2018. Courses offered in spring 2019.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Movable classroom furniture	General Fund	$20,000	One-time	Yes	PR report	Instructional/Program excellence	Fall 2018	2
Le-Jao Computer Lab	General Fund	$50,000	One-time	N/A	Access		Fall 2018	1

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Full-time position to be requested for spring 2019.	General Fund	$100,000 / year	One-time	N/A	Internal research	Student Success	Spring 2019	1
Additional half-time (19 ½ hour) ESL Office Instructional Associate	General fund	$25,000 /year	One-time	N/A	Internal research	Access & student support	Fall 2018	2

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is 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 (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the initiative aligns with
To be completed by: Specify year of anticipated completion
Priority: Specify a numerical rank to the initiative

                    *   *   *   **APPENDICES**   *   *   *

PR_APPENDIX_A_Fall_2017_schedule.pdf
PR_APPENDIX_B-ESL_Credit_Curriculum.docx
PR_APPENDIX_C_Credit_&_Noncredit_Levels.pdf
PR_APPENDIX_D_Noncredit_Certificate.pdf
PR_APPENDIX_E_coordinator_duties.docx
PR_APPENDIX_F_Scorecard.msg
PR_APPENDIX_G_Progress_chart.pdf
PR_APPENDIX_H_FT_job_description.pdf

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total <u>full-time equivalent students</u> (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 Attendance Accounting Method 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 (15 LHEs per fall and spring terms). 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.

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 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.

F2S 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.

Checklist

Program Planning
☒ Internal Analysis
☒ PSLO Assessment
☒ Progress on Forward Strategies

Human Capital Planning
☒ Staffing
☒ Professional Development

Facility Planning
☒ Progress on Forward Strategies

Technology Planning
☒ Progress on Forward Strategies