

COASTLINE COLLEGE

2018-2019

Annual Program Review

English as a Second Language (ESL)

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Section 1: Program Planning:

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
English as a Second Language Enrollment	2,471	2,441	2,214
College Student Resident FTES	6,073.20	6,343.35	5,928.76
English as a Second Language Resident FTES	316.29	279.68	199.66
Sections	89	93	84
Fill Rate	83.6%	81.7%	80.9%
WSCH/FTEF 595 Efficiency	372	332	324
FTEF/30	17.2	18.3	16.4
Extended Learning Enrollment	0	0	0

The percentage change in the number of English as a Second Language **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in English as a Second Language credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15. *In 2014-15 the Level 2 ESL courses (12 sections in all) were **credit** courses. They were all converted to **noncredit** courses, starting in fall 2015. This explains the decrease in credit enrollment in 2015-16.*

The percentage change in the number of **sections** in English as a Second Language courses in 2016-17 showed a substantial decrease from 2015-16 and a moderate decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for English as a Second Language courses showed a minimal difference from 2015-16 and a slight decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in English as a Second Language courses in 2016-17 showed a slight decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for English as a Second Language courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of English as a Second Language **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
English as a Second Language Enrollment	2,471	2,441	2,214

Modality	2014-15	2015-16	2016-17
Traditional	100.0%	100.0%	100.0%
Online	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	60.7%	63.7%	62.3%
Male	38.0%	35.4%	36.5%
Unknown	1.3%	0.9%	1.1%

Ethnicity	2014-15	2015-16	2016-17
African American	0.1%	0.0%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	94.1%	93.9%	93.4%
Hispanic	1.3%	1.7%	1.7%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	2.2%	2.7%	3.6%
Multi-Ethnicity	1.7%	1.2%	0.9%
Other/Unknown	0.6%	0.5%	0.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	5.3%	5.2%	6.1%
20 to 24	12.9%	14.8%	13.8%
25 to 29	8.3%	11.0%	14.1%
30 to 34	7.2%	9.6%	9.0%
35 to 39	7.2%	7.2%	9.5%
40 to 49	20.6%	16.8%	17.4%
50 and Older	38.4%	35.4%	29.9%

English as a Second Language courses made up 3.7% of all state-funded enrollment for 2016-17. The percentage difference in English as a Second Language course **enrollment** in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. Enrollment in English as a Second Language during 2016-17 showed 100.0% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, English as a Second Language enrollment consisted of 62.3% **female**, 36.5% **male**, and 1.1% students of **unknown** gender. In 2016-17, English as a Second Language enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 93.4% **Asian** students, 1.7% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 3.6% **White** students, 0.9% **multi-ethnic** students, and 0.5% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in English as a Second Language revealed 6.1% aged **19 or less**, 13.8% aged **20 to 24**, 14.1% aged **25 to 29**, 9.0% aged **30 to 34**, 9.5% aged **35 to 39**, 17.4% aged **40 to 49**, and 29.9% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
English as a Second Language Degrees	0	0	0
College Awarded Certificates	748	644	602
English as a Second Language Certificates	0	0	0

The percentage change in the number of English as a Second Language **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15. ***The ESL program does not award degrees.***

The percentage change in the number of English as a Second Language **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15. ***The ESL Department does not award certificates.***

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
English as a Second Language Success Rate	80.4%	86.6%	85.3%

Modality	2014-15	2015-16	2016-17
Traditional	80.4%	86.6%	85.3%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	82.8%	89.1%	87.6%
Male	76.5%	82.8%	81.7%
Unknown	81.8%	72.7%	75.0%

Ethnicity	2014-15	2015-16	2016-17
African American	100.0%	0.0%	0.0%
American Indian/AK Native	-	-	-
Asian	80.9%	86.6%	86.2%
Hispanic	76.5%	64.3%	81.3%
Pacific Islander/HI Native	-	-	-
White	78.7%	87.8%	59.1%
Multi-Ethnicity	64.0%	95.0%	50.0%
Other/Unknown	66.7%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	86.2%	87.3%	87.3%
20 to 24	82.4%	89.8%	88.6%
25 to 29	83.0%	89.7%	86.5%
30 to 34	78.8%	88.6%	90.7%
35 to 39	78.4%	80.5%	80.0%
40 to 49	78.6%	86.5%	83.6%
50 and Older	79.8%	85.0%	83.7%

The percentage difference in the **course success rate** in English as a Second Language courses in 2016-17 showed a slight decrease from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the English as a Second Language 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the English as a Second Language **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English as a Second Language success rate for 2016-17, the success rate was minimally different for **traditional (face-to-face)** English as a Second Language courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English as a Second Language success rate for 2016-17, the success rate was slightly higher for **female** students in English as a Second Language courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English as a Second Language success rate for 2016-17, the success rate was not applicable for **African American** students in English as a Second Language courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English as a Second Language success rate for 2016-17, the success rate was slightly higher for students aged **19 or less** in English as a Second Language courses, slightly higher for students aged **20 to 24**, slightly higher for students aged **25 to 29**, moderately higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
English as a Second Language Retention Rate	92.2%	93.3%	92.8%

Modality	2014-15	2015-16	2016-17
Traditional	92.2%	93.3%	92.8%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	92.8%	94.7%	93.5%
Male	91.3%	90.8%	91.7%
Unknown	90.9%	90.9%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	100.0%	0.0%	0.0%
American Indian/AK Native	-	-	-
Asian	92.7%	93.2%	93.3%
Hispanic	88.2%	85.7%	93.8%
Pacific Islander/HI Native	-	-	-
White	85.1%	95.9%	72.7%
Multi-Ethnicity	84.0%	95.0%	100.0%
Other/Unknown	83.3%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	98.9%	95.8%	98.2%
20 to 24	92.7%	96.1%	95.2%
25 to 29	92.0%	93.1%	94.4%
30 to 34	88.8%	93.2%	96.3%
35 to 39	87.6%	91.5%	89.1%
40 to 49	89.6%	92.1%	92.2%
50 and Older	93.4%	92.4%	90.5%

The percentage difference in the **retention rate** in English as a Second Language courses in 2016-17 showed minimal difference from 2015-16 and minimal difference from 2014-15. When comparing the percentage point difference in the English as a Second Language 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the English as a Second Language **retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English as a Second Language retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** English as a Second Language courses, not applicable for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English as a Second Language retention rate for 2016-17, the retention rate was minimally different for **female** students in English as a Second Language courses, slightly lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English as a Second Language retention rate for 2016-17, the retention rate was not applicable for **African American** students in English as a Second Language courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, minimally different for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, moderately higher for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English as a Second Language retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in English as a Second Language courses, slightly higher for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

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

All ESL classes assessed Course-Level SLO performance and completed templates, including Course Level SLOs/Assessment Method / Assessment Results / Use of Results (description of how the instructor will modify instruction and/or assessment if appropriate). These hard-copy reports are filed in the ESL office. In addition, as part of the college 3-year SLO assessment plan, the instructors for ESL C054, Grammar, Reading & Writing 4A, devised a detailed rubric to assess their students' SLO performance and submitted reports on their SLO data. They attempted to set their rubrics up on Canvas but were unsuccessful. The program will continue to pursue the goal of entering SLO data on Canvas.

There are no PSLOs for ESL.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

The ESL Department presented 8 course revisions, and they were approved by the Curriculum Committee April 20, 2018. In addition, 41 ESL course suspensions and 12 course retirements were announced at that meeting but, although they have been entered into CurricUNET, they were not submitted for approval. They will be submitted to the Curriculum Committee for approval at the September 2018 meeting.

*Noncredit courses that currently have numbers starting with 4 will soon be renumbered to conform to numbering conventions being implemented in 2018 at OCC and GWC. All Coastline noncredit ESL courses are included in a certificate program: ESL Preparation For Careers Certificate of Completion. **All Coastline noncredit ESL courses are enhanced.***

ESL courses currently being offered are as follows:

Table Curriculum Review

Course	Date Reviewed	Status
ESL C019: List. Spk Skills 2B	4/20/18	Active
ESL C031: Gr/Rdg/Wrt. 2B	4/29/18	Active
ESL C035: G/R/Wrt. 3A	4/20/18	Active
ESL C039:G/R/Wrt. 3B	4/20/18	Active
ESL C049: List. Spk Skills 3A	4/20/18	Active
ESL C052: List. Spk. Skills 3B	4/20/18	Active
ESL C054: G/R/Wrt. 4A	4/20/18	Active
ESL C056: List. Spk Skills 4	4/20/18	Active
ESL C412: Sent. Structure 1	10/06/17	Active
ESL C414: Rdg. & Wrt. 1	10/06/17	Active
ESL C416: List. & Compr. 1	10/06/17	Active
ESL C432: R/Wrt. /Gr. 1B	10/06/17	Active
ESL C436: Spk & List. 1B	10/06/17	Active
ESL C446: Spk & List. 2A	10/06/17	Active
ESL C 442:R/Wrt. /Gr. 2A	10/06/17	Active

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Offer a hybrid course: ESL Reading and Vocabulary 3A	In progress	Have met with publishers to discuss online reading and vocabulary programs. The final product might be a purely online, as opposed to hybrid vocabulary and idiom course.	
Define a clearly articulated pathway leading from ESL to the Accounting program and build a co-enrollment ESL/Accounting collaborative program with contextualized instruction.	In progress	Career exploration workshops have been developed to offer during the fall 2018 semester. Following the workshop series, students who decide to progress to an Accounting certificate will take their first Accounting certificate course during thw spring 2018 semester with a noncredit companion course. This pathway is being developed in collaboration with instructors in the Accounting Department.	
Develop an enhanced noncredit ESL Citizenship certificate.	In progress	A noncredit Citizenship course has been developed. An additional course will be developed to create a two-level Citizenship program that will qualify as an enhanced noncredit certificate.	

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Explore creating an accelerated program for international students.	In Progress	Advanced-level evening classes (Levels 3A, 3B, and 4) are being offered in an accelerated mode.

Collaborate with the Educational Block Grant to create enhanced non-credit courses.	Completed	Collaborated with the Adult Education Block Grant (now identified as Adult Education) and created an enhanced noncredit certificate program. All seven noncredit ESL courses are now enhanced. Currently 23 enhanced noncredit ESL sections are being offered.
Expand course offerings into online and hybrid in modalities.	In progress	An online vocabulary and idiom course is in the process of being developed.
Develop short-term certificates in collaboration with CTE.	In progress	Pathway to Accounting workshops have been developed and will be offered in the fall 2018 and spring 2019 semesters. These workshops lead to certificates offered by the Accounting Department.

Program Planning and Communication Strategies

Program planning, collection and use of SLO data, reports on performance data, and curriculum development are discussed with all ESL faculty at the ESL Discipline Meeting at the beginning of each semester. Smaller interest groups meet every few weeks. Throughout the semester, the ESL program coordinator communicates with the full ESL faculty through frequent email messages, sharing information from college committee meetings (Senate, PIEAC, Student Success) and other information relevant to the department. Email messages between the coordinator and individual faculty members and between faculty members are frequent. Since all ESL classes are held at the Westminster Le-Jao Campus, ESL instructors meet regularly in person.

GRANT PROJECTS: For over ten years, the Coastline ESL Department has been awarded Title II grants. The WIOA Title II grant award for 2018/19 is \$94,124. The ESL Department is responsible for applying for the grants, pre and post testing students, submitting all required reports, and maintaining compliance. Grant funds offset general fund expenses for office staff, advertising, professional development,, curriculum development, and instructional materials, including state-of-the-art online instructional supplements. Because of the WIOA grant’s emphasis on workforce training, the ESL Department has undertaken a grant project to help students identify career paths. Because many ESL students have indicated in surveys that they have an interest in accounting, the second phase of the project is to create a Pathway to Accounting that leads students who have chosen accounting as their field of specialization to prepare themselves for the English language demands of one of Coastline’s CTE certificates in the field of Accounting.

The ESL noncredit program also participates in projects initiated under what was formerly called the Adult Education Block Grant (AEBG). These projects are now simply called Adult Education because funding is ongoing and administered by the Coast District.

Implications of Change

The flow of new enrollments in ESL depends on the functions of the ESL office staff, answering calls from the public, greeting each prospective student, offering assessment and placement throughout the year (for the following semester), and then assisting each student individually in enrolling in appropriate classes. During the day, this intake process functions very effectively; however, the process for the

evening program has been greatly curtailed. Before the fall semester, 2015, the ESL office was open in the evening, and students could be assessed for admission to the evening program throughout the year. For fall 2015 through fall 2017, staff coverage for the ESL office was greatly reduced, and the office was often closed. For the full spring 2018 semester, the office was completely closed. Those who called the front office at Le-Jao during this time reached a receptionist who told them to call the ESL office during the day. There was no one to offer the student support services that were being offered so successfully in the day program. It is not surprising that this has led to a reduction in enrollment .

Overall enrollment has also been affected adversely by restrictions on the cap size of individual classes. In the past, many ESL classes had 35 to 40 students enrolled. Now most ESL classes are capped at 30 because they have online components that require the use of one of the Le-Jao computer labs. The computer labs can only accommodate 30 students. A computer lab that accommodates 35 or more students would allow increased enrollment in ESL classes.

The trend toward reduced enrollment in the credit program is partially explained by the conversion of an entire level (Level 2A: twelve sections per year) to noncredit. Reduced enrollment in general is partially explained by a great reduction in student services for the evening program.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	N/A	N/A	Full-time instructors: 3	Parti-time instructors: 30	Full-time Instructional Associate: 1 / Half-time Administrative Clerk: 1	
Current year 2018-19	N/A	N/A	Full-time Instructors: 3	Part-time instructors: 30	Full-time Instructional Associate: 1 / Half-time Administrative Clerk: 1	
1 year 2019-20	N/A	N/A	Full-time instructors: 4	Part-time instructors: 30	Full-time Instructional Associate: 1 / Half-time Administrative Clerk: 1	Part-time Instructional Associate: 1
2 years 2020-21	N/A	N/A	Full-time Instructors: 3 (one retired)	Part-time Instructors: 30	Full-time Instructional Associate: 1 / Half-time Administrative Clerk: 1	Part-time Instructional Associate: 1
3 years 2021-22	N/A	N/A	Full-time Instructors: 3	Part-time Instructors: 30	Full-time Instructional Associate: 1 / Half-time Administrative Clerk: 1	Part-time Instructional Associate

Professional Development

Provide a description of the program’s staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome

Section 3: Facilities Planning

All ESL classes are held at the Westminster Le-Jao campus, an ideal location on the edge of Little Saigon, with convenient bus access for the low-income ESL population. The Le-Jao campus has recently undergone a major renovation project that benefits ESL students with an expanded student lounge and an expanded Student Success Center where tutoring is available every day and evening. A sandwich shop will soon open, and this will further enhance the student experience.

Section 4: Technology Planning

Classrooms at Le-Jao are all equipped with Smart Boards, instructor podiums with computers, and LCD projectors. There are two major computer labs, rooms 213 and 215. All ESL classes include online homework, and most classes have assigned times to use one of the labs to train students to do the homework and to keep up with it throughout the semester. Each lab accommodates 30 students. The ESL program requests the addition of a computer lab, equipped with computers with a smaller footprint than those in 113 and 115, that accommodates 35 students. This would allow the cap for classes using the computer lab to be increased from 30 to 35 students.

Section 5: New Initiatives

1. **Initiative:** Hire a full-time ESL Instructor spring 2019

Describe how the initiative supports the college mission:

The college focuses on providing access and promoting student success. The ESL program provides access to college instruction to members of the community who are English language learners. It promotes success by scaffolding these students up to college-level English proficiency so that they can compete in all disciplines. The program serves culturally diverse students and helps them build the skills to pursue certificate and degree programs. A full-time instructor is needed at this time because one of the three full-time instructors plans to retire at the end of the spring 2019 semester. There are 30 part-time instructors in the program who rely on the support, coordination, and professional development training provided by the full-time faculty. The program also has to maintain compliance with two federal grants and one state-level grant by completing projects mandated by these grants. All of this requires a robust full-time faculty, and two full-time faculty members would not provide sufficient manpower to handle these challenges.

What college goal does the initiative support? Select one

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

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

Recommended resource(s) needed for initiative achievement:

Salary from college general fund

What is the anticipated outcome of completing the initiative?

Strengthening a program that is essential to English language learners for success in pursuing a pathway to CTE and degree programs at Coastline.

Provide a timeline and timeframe from initiative inception to completion.

Hiring during the spring 2019 semester and starting in fall 2019.

2. **Initiative:** Add a part-time Instructional Associate to serve ESL students in the evening program

Describe how the initiative supports the college mission:

The ESL office at the Le-Jao campus is currently closed in the evening, but it is open during the day. During daytime hours, the staff in the ESL office provide support for ESL students and faculty in the form of assessment, assistance with registration, assistance throughout the semester with Canvas and multiple online programs, and general assistance with the challenges of navigating a college system in what is to them a foreign language. An Instructional Associate assigned to the evening program would allow the office to be open four evenings per week from 4:00 to 8:00 p.m. to provide these same services to the working adults who have to attend evening classes.

What college goal does the initiative support? Select one

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

Describe how the evidence supports this initiative.

Student surveys conducted during the spring 2017 semester indicated that students greatly appreciate the support of the ESL office staff. ESL staff members help to train students in the labs and classrooms so that they can complete and keep up with online assignments and other assignments that are challenging because of the students' limited proficiency in English.

Recommended resource(s) needed for initiative achievement:

Title II one-time grant funding: approximately \$8,000.

3. **Initiative:** Add a computer lab at the Westminster Le-jao campus that accommodates 35 or more students.

Describe how the initiative supports the college mission:

The new lab would allow access to college instruction for more students. ESL classes are currently capped at 30 because the existing computer labs at Le-Jao can only accommodate 30 students. Most ESL classes have online components and require training and maintenance of effort in a computer lab

What college goal does the initiative support? Select one

- 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 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.
- X 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).
- X 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

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

Describe how the evidence supports this initiative.

All ESL SLOs are enhanced by online assignments. Students are trained to complete and keep up with online assignments through the use of the computer labs. This initiative allows more students to have access to the computer labs. This initiative would lead to increased enrollment. An increase in FTES is expected.

Recommended resource(s) needed for initiative achievement:

College general fund one-time expense: estimated at \$50,000.

What is the anticipated outcome of completing the initiative?

ESL enrollment (FTES) will increase because maximum capacity for individual classes will increase.

Provide a timeline and timeframe from initiative inception to completion.

This project could be completed during the spring 2019 semester.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. 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
Add one full-time Instructor	Salary from Coastline General Fund	\$90,000 / yr	ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1
Add one part-time Instructional Associate	Title II (WIOA) grant funding	\$8,000 / yr	One-time	No	Internal Research	Access and Student Support	2019-20	2
Add a computer lab that accommodates 35 students.	Coastline General fund	\$50,000	One-time	No	Internal Research	Access and Student Support	2019-20	3

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

Data Glossary

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

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of 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.