



2019-2020
Annual Program Review

English as a Second Language (ESL)

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Section 1: Program Planning:

Internal Analysis: English as a Second Language

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
English as a Second Language Enrollment	2,437	2,180	2,363
College Student Resident FTES	6,343.35	5,928.76	6,189.62
English as a Second Language Resident FTES	280.23	199.96	229.38
Sections	93	84	88
Fill Rate	81.7%	80.9%	89.1%
WSCH/FTEF 595 Efficiency	343	342	341
FTEF/30	17.8	16.9	17.3
Extended Learning Enrollment	0	0	0

The percentage change in the number of English as a Second Language **enrollments** in 2017-18 showed a moderate increase from 2016-17 and a slight decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in English as a Second Language credit courses showed a substantial increase from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in English as a Second Language courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for English as a Second Language courses showed a substantial increase from 2016-17 and a moderate increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in English as a Second Language courses in 2017-18 showed a minimal difference from 2016-17 and a minimal difference from 2015-16.

The percentage change in the **FTEF/30** ratio for English as a Second Language courses in 2017-18 showed a slight increase from 2016-17 and a slight decrease in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of English as a Second Language **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
English as a Second Language Enrollment	2,437	2,180	2,363

Modality	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
Female	63.8%	62.3%	65.6%
Male	35.4%	36.5%	34.0%
Unknown	0.8%	1.1%	0.5%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	0.0%	0.1%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	93.9%	93.4%	95.6%
Hispanic	1.7%	1.7%	1.1%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	2.7%	3.5%	1.7%
Multi-Ethnicity	1.2%	0.9%	0.9%
Other/Unknown	0.5%	0.5%	0.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	5.2%	6.1%	4.4%
20 to 24	14.8%	14.0%	12.9%
25 to 29	10.9%	14.2%	11.0%
30 to 34	9.6%	9.0%	9.7%
35 to 39	7.2%	9.3%	10.2%
40 to 49	16.8%	17.3%	16.8%
50 and Older	35.5%	29.8%	34.8%

English as a Second Language courses made up 3.8% of all state-funded enrollment for 2017-18. The percentage difference in English as a Second Language course **enrollment** in 2017-18 showed a moderate increase from 2016-17 and a slight decrease from 2015-16. Enrollment in English as a Second Language during 2017-18 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 2017-18, English as a Second Language enrollment consisted of 65.6% **female**, 34.0% **male**, and 0.5% students of **unknown** gender. In 2017-18, English as a Second Language enrollment consisted of 0.1% **African American** students, 0.0% **American Indian/AK Native** students, 95.6% **Asian** students, 1.1% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 1.7% **White** students, 0.9% **multi-ethnic** students, and 0.7% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in English as a Second Language revealed 4.4% aged **19 or less**, 12.9% aged **20 to 24**, 11.0% aged **25 to 29**, 9.7% aged **30 to 34**, 10.2% aged **35 to 39**, 16.8% aged **40 to 49**, and 34.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
English as a Second Language Degrees	0	0	0
College Awarded Certificates	600	602	628
English as a Second Language Certificates	0	0	0

The percentage change in the number of English as a Second Language **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of English as a Second Language **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
English as a Second Language Success Rate	86.6%	85.7%	83.1%

Modality	2015-16	2016-17	2017-18
Traditional	86.6%	85.7%	83.1%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	89.1%	87.9%	84.6%
Male	82.8%	82.2%	80.7%
Unknown	72.7%	75.0%	66.7%

Ethnicity	2015-16	2016-17	2017-18
African American	-	-	0.0%
American Indian/AK Native	-	-	-
Asian	86.6%	86.6%	84.1%
Hispanic	64.3%	81.3%	44.4%
Pacific Islander/HI Native	-	-	-
White	87.8%	60.9%	66.7%
Multi-Ethnicity	95.0%	50.0%	66.7%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	87.3%	87.5%	94.4%
20 to 24	89.8%	88.7%	80.6%
25 to 29	89.7%	86.8%	75.3%
30 to 34	88.6%	91.2%	85.3%
35 to 39	80.5%	80.0%	80.5%
40 to 49	86.5%	84.8%	82.3%
50 and Older	85.0%	84.1%	85.5%

The percentage difference in the **course success rate** in English as a Second Language courses in 2017-18 showed a slight decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the English as a Second Language 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) 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** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English as a Second Language success rate for 2017-18, 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 2017-18, 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 2017-18, the success rate was substantially lower for **African American** students in English as a Second Language courses. However, this group of students comprised less than one percent of the English as a Second Language student population. The 2017-18 success rate was not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially 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 2017-18, the success rate was substantially higher for students aged **19 or less** in English as a Second Language courses, slightly lower for students aged **20 to 24**, moderately lower 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 higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
English as a Second Language Retention Rate	93.3%	93.0%	90.5%

Modality	2015-16	2016-17	2017-18
Traditional	93.3%	93.0%	90.5%
Online	-	-	-
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	94.7%	93.7%	91.6%
Male	90.8%	91.9%	88.5%
Unknown	90.9%	100.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	-	-	100.0%
American Indian/AK Native	-	-	-
Asian	93.2%	93.5%	91.3%
Hispanic	85.7%	93.8%	44.4%
Pacific Islander/HI Native	-	-	-
White	95.9%	73.9%	77.8%
Multi-Ethnicity	95.0%	100.0%	88.9%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	95.8%	98.2%	100.0%
20 to 24	96.1%	95.3%	91.4%
25 to 29	93.1%	94.6%	85.4%
30 to 34	93.2%	96.5%	88.2%
35 to 39	91.5%	89.1%	90.2%
40 to 49	92.1%	92.8%	90.8%
50 and Older	92.4%	90.7%	91.0%

The percentage difference in the **retention rate** in English as a Second Language courses in 2017-18 showed a slight decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the English as a Second Language 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) 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 2017-18, 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 2017-18, the retention rate was slightly higher 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 2017-18, the retention rate was moderately higher for **African American** students in English as a Second Language courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, slightly lower 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 2017-18, the retention rate was moderately higher for students aged **19 or less** in English as a Second Language courses, minimally different for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different for students aged **40 to 49**, and minimally different 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)

The ESL Department has consistently updated SLOs each semester. However, the ESL Department does not have PSLOs because it is not designated as a CTE certificate or AA degree program.

Course SLO assessment reports have been completed by all ESL faculty for ESL courses every semester. This practice is ongoing. The instructors receive a template in which they must report their SLO information. This information includes SLO descriptions, assessment methods, assessment results, and plan for use of the results. These reports are kept on file by the ESL Department Chair.

For Fall 2018 ESL C035 was assessed and reported here in accordance with the Student Learning Outcome Reporting Schedule. ESL C035 offered three sections during Fall 2018. The department chair reviewed the SLO report forms from the three instructors, Georgette Davis, Valerie Gustaveson, and Richard Hofferd. The instructors indicated that giving students extra practice with outlining and developing topic sentences and concluding sentences are recommended changes. Some instructors indicated that distinguishing facts and opinions was not introduced into the textbook until late in the semester. Others felt that students needed more practice with differentiation of implied information and stated information. The department chair summarized the instructors' recommended changes and sent an email to them requesting additional feedback on the recommended changes summaries.

By planning for additional instructional time for topic sentences and concluding sentences in the curriculum, it is expected that students will be more successful in these aspects of the student learning outcome. Students can also have a clearer relationship between their topic sentence and concluding sentence. By standardizing a reading selection for all sections, it will be easier to determine whether more emphasis may be needed on fact vs opinion or implied information vs stated information to inform future recommended changes.

For Spring 2019 ESL C039 was assessed and reported here in accordance with the Student Learning Outcome Reporting Schedule. ESL C039 offered two sections during Spring 2019. The department chair reviewed the SLO report forms from the two instructors, Mary Ahlman and Douglass Ward. The instructors indicated that students would benefit from more activities with model paragraphs focusing on topic sentences. Some language in the SLO itself should be clarified in student instructions for assessments to prevent misunderstandings of the task. The department chair summarized the instructors' recommended changes and sent an email to them requesting additional feedback on the recommended changes summaries.

Topic sentences appeared to be difficult for students in C035 and C039. Adding more models to course materials can better prepare students for transitioning to ESL level 4 and English 100 when they will be required to write thesis statements. Adjusting instructions to help English learners better understand a task is expected to improve the validity of the SLO assessment.

Table X *SLO Assessment and Plan*

Term	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
Fall 2018	ESL C035 SLO 1	Each instructor assigned a reading selection to their students. The students took tests based on the	Georgette Davis, Valerie Gustaveson, Richard Hofferd	Standardize the simplified reading selection among sections.

		reading assigned by their instructor. The students had to demonstrate that they could differentiate between fact and opinion as well as implied and stated information through written responses on the test.		Pre-teach fact vs opinion earlier in the semester.
	ESL C035 SLO 2	Each instructor assigned a writing prompt to their students. Each student responded to the prompt in writing with a unified paragraph containing a topic sentence, supporting details, and a conclusion.	Georgette Davis, Valerie Gustaveson, Richard Hofferd	Plan for additional instructional time for topic sentences and concluding sentences
Spring 2019	ESL C039 SLO 1	Each instructor assigned a reading selection to their students. The students took tests based on the reading assigned by their instructor. The students had to demonstrate that they could differentiate between fact and opinion and evaluate the support for the writer's opinions in the reading selection through written responses.	Mary Ahlman, Douglass Ward	Clarify the instructions of the task so that students understand that they should evaluate the support for the writer's opinions rather than why the student identified something as a fact/opinion.
	ESL C039 SLO 2	Each instructor assigned a writing prompt to their students. Each student responded to the prompt in writing with a unified, coherent paragraph containing a topic sentence, supporting details, and a conclusion.	Mary Ahlman, Douglass Ward	Incorporate more model paragraphs with topic sentence activities into lessons.

Curriculum Review

Suspensions

Between Fall 2018 and Spring 2019 38 courses were suspended. These courses include the following:

ESL C015 Reading and Writing 1C
 ESL C018 Listening and Conversation 1C

ESL C020 Grammar 2A
 ESL C021 Grammar 2B

ESL C023 Reading and Writing 2A
ESL C025 Reading and Writing 2B
ESL C026 ESL: Listening And Conversation 2
ESL C028 Listening and Conversation 2
ESL C030 Grammar 3A
ESL C040 Intensive Grammar 1B
ESL C041 Intensive Grammar 1C
ESL C043 Intensive Reading and Writing 1B
ESL C047 Intensive Listening and Conversation 1B
ESL C048 Intensive Listening and Conversation 1C
ESL C050 Intensive Grammar 2A
ESL C051 Intensive Grammar 2B
ESL C053 Intensive Reading and Writing 2A
ESL C055 Intensive Reading and Writing 2B
ESL C058 Intensive Listening and Conversation 2
ESL C060 Intensive Grammar 3A
ESL C063 Intensive Reading and Writing 3A

ESL C068 Intensive Listening and Conversation 3A
ESL C130 Grammar 3B
ESL C133 Reading and Writing 3B
ESL C138 Listening and Conversation 3B
ESL C140 Grammar and Writing 4A
ESL C143 Reading and Writing 4A
ESL C145 Reading and Writing 4B
ESL C147 Listening and Conversation 4A
ESL C148 Listening and Conversation 4B
ESL C150 Intensive Grammar 3B
ESL C153 Intensive Reading and Writing 3B
ESL C160 Intensive Grammar and Writing 4A
ESL C161 Intensive Grammar and Writing 4B
ESL C163 Intensive Reading and Writing 4A
ESL C165 Intensive Reading and Writing 4B
ESL C167 Intensive Listening and Conversation 4A
ESL C168 Intensive Listening and Conversation 4B

Retirement

Between Fall 2018 and Spring 2019 four courses were retired. These courses include the following:

ESL C022 ESL: Sentence Structure 2
ESL C042 ESL: Sentence Structure 2
ESL C044 ESL: Reading And Writing 2
ESL C046 ESL: Conversation and Listening 2A

Renumbering

Between Fall 2018 and Spring 2019 10 course numbers were updated. Course numbers were updated to maintain course number consistency within the Coast Community College District. Updated course numbers include the following:

ESL C408 ESL: Preparation	ESL C432 Reading, Writing, and Grammar 1B
ESL C412 ESL: Sentence Structure 1	ESL C435 Advanced Pronunciation
ESL C414 ESL: Reading And Writing 1	ESL C436 Speaking and Listening 1B
ESL C416 ESL: Listening And Conversation 1	ESL C442 Reading, Writing, and Grammar 2A
ESL C422 Integrated English Skills 1A	ESL C446 Speaking and Listening 2A

New courses

Between Fall 2018 and Spring 2019 four course numbers were updated. Course numbers were updated to maintain course number consistency within the Coast College District. New courses include the following:

ESL C042N Reading, Writing, Grammar 2B
ESL C043N Speaking & Listening 2B

ESL C028N ESL for Citizenship 1
 ESL C038N ESL for Citizenship 2

ESL C019 Listening and Speaking Skills 2B and ESL C031 Grammar, Reading, and Writing 2B will transition to noncredit in Spring 2020. New courses were created for this. These numbers of these new courses will also maintain number consistency within the Coast Community College District.

An initiative of the ESL department has been to develop an enhanced noncredit citizenship certificate. ESL C028N ESL for Citizenship 1 and ESL C038N ESL for Citizenship 2 will become our enhanced noncredit citizenship certificate beginning Spring 2020.

Certificates

The ESL department offers three enhanced noncredit certificates. Two certificates were created between Fall 2018 and Spring 2019. These certificates were created for the new citizenship program and to include the new noncredit 2B courses in an enhanced noncredit certificate. These certificates include the following:

Language Preparation for U.S. Citizenship Certificate of Competency
 ESL C028N English as a Second Language for Citizenship 1
 ESL C038N English as a second Language for Citizenship 2

ESL Intermediate Preparation for Careers Certificate of Completion
 ESL C042N Reading, Writing, and Grammar 2B
 ESL C043N Speaking and Listening 2B

Table Curriculum Review

Course	Title	Term Reviewed	Status
ESL C010	Grammar 1B	Fall 2017	Suspension
ESL C011	Grammar 1C	Fall 2009	Active
ESL C012	Listening and Speaking Skills 2A	Spring 2014	Suspension
ESL C013	Reading and Writing 1B	Spring 2009	Active
ESL C015	Reading and Writing 1C	Fall 2018	Suspension
ESL C016	Grammar, Reading, and Writing 2A	Spring 2014	Suspension
ESL C017	Listening and Conversation 1B	Spring 2009	Active
ESL C018	Listening and Conversation 1C	Fall 2018	Suspension
		Spring 2018	Active
ESL C019	Listening and Speaking Skills 2B	Spring 2019	Will offer a noncredit Listening and Speaking Skills 2B ESL C043N to be active spring 2020
ESL C020	Grammar 2A	Fall 2018	Suspension
ESL C021	Grammar 2B	Fall 2018	Suspension
ESL C022	ESL: Sentence Structure 2	Fall 2018	Retirement
ESL C023	Reading and Writing 2A	Fall 2018	Suspension
ESL C025	Reading and Writing 2B	Fall 2018	Suspension
ESL C026	ESL: Listening And Conversation 2	Fall 2018	Suspension

ESL C028	Listening and Conversation 2	Fall 2018	Suspension
ESL C030	Grammar 3A	Fall 2018	Suspension
		Spring 2018	Active
ESL C031	Grammar, Reading, and Writing 2B	Spring 2019	Will offer a noncredit Grammar, Reading, and Writing 2B ESL C042N to be active spring 2020
ESL C032	ESL: Sentence Structure 3	Spring 2018	Retirement
ESL C033	Reading and Writing 3A	Spring 2018	Suspension
ESL C034	ESL: Reading And Writing 3	Spring 2018	Retirement
ESL C035	Grammar, Reading, and Writing 3A	Spring 2018	Active
ESL C038	Listening and Conversation 3A	Spring 2018	Suspension
ESL C039	Grammar, Reading, and Writing 3B	Spring 2018	Active
ESL C040	Intensive Grammar 1B	Fall 2018	Suspension
ESL C041	Intensive Grammar 1C	Fall 2018	Suspension
ESL C042	ESL: Sentence Structure 2	Fall 2018	Retirement
ESL C043	Intensive Reading and Writing 1B	Fall 2018	Suspension
ESL C044	ESL: Reading And Writing 2	Fall 2018	Retirement
ESL C045	Intensive Reading and Writing 1C	Spring 2009	Suspended
ESL C046	ESL: Conversation and Listening 2A	Fall 2018	Retirement
ESL C047	Intensive Listening and Conversation 1B	Fall 2018	Suspension
ESL C048	Intensive Listening and Conversation 1C	Fall 2018	Suspension
ESL C049	Listening and Speaking Skills 3A	Spring 2018	Active
ESL C050	Intensive Grammar 2A	Fall 2018	Suspension
ESL C051	Intensive Grammar 2B	Fall 2018	Suspension
ESL C052	Listening and Speaking Skills 3B	Spring 2018	Active
ESL C053	Intensive Reading and Writing 2A	Fall 2018	Suspension
ESL C054	Grammar, Reading, and Writing 4A	Spring 2018	Active
ESL C055	Intensive Reading and Writing 2B	Fall 2018	Suspension
ESL C056	Listening and Speaking Skills 4	Spring 2018	Active
ESL C058	Intensive Listening and Conversation 2	Fall 2018	Suspension
ESL C060	Intensive Grammar 3A	Fall 2018	Suspension
ESL C063	Intensive Reading and Writing 3A	Fall 2018	Suspension
ESL C068	Intensive Listening and Conversation 3A	Fall 2018	Suspension
ESL C130	Grammar 3B	Fall 2018	Suspension
ESL C133	Reading and Writing 3B	Fall 2018	Suspension
ESL C138	Listening and Conversation 3B	Fall 2018	Suspension
ESL C140	Grammar and Writing 4A	Fall 2018	Suspension
ESL C141	Grammar and Writing 4B	Spring 2009	Active
ESL C143	Reading and Writing 4A	Fall 2018	Suspension
ESL C145	Reading and Writing 4B	Fall 2018	Suspension
ESL C147	Listening and Conversation 4A	Fall 2018	Suspension
ESL C148	Listening and Conversation 4B	Fall 2018	Suspension
ESL C150	Intensive Grammar 3B	Fall 2018	Suspension
ESL C153	Intensive Reading and Writing 3B	Fall 2018	Suspension

ESL C158	Intensive Listening and Conversation 3B	Fall 2013	Active
ESL C160	Intensive Grammar and Writing 4A	Fall 2018	Suspended
ESL C161	Intensive Grammar and Writing 4B	Fall 2018	Suspended
ESL C163	Intensive Reading and Writing 4A	Fall 2018	Suspension
ESL C165	Intensive Reading and Writing 4B	Fall 2018	Suspension
ESL C167	Intensive Listening and Conversation 4A	Fall 2018	Suspension
ESL C168	Intensive Listening and Conversation 4B	Fall 2018	Suspension
ESL C408	ESL: Preparation	Spring 2019	Updated course number to ESL C008N to be active spring 2020
ESL C412	ESL: Sentence Structure 1	Spring 2019	Updated course number to ESL C011N to be active spring 2020
ESL C414	ESL: Reading And Writing 1	Spring 2019	Updated course number to ESL C012N to be active spring 2020
ESL C416	ESL: Listening And Conversation 1	Spring 2019	Updated course number to ESL C013N to be active spring 2020
ESL C422	Integrated English Skills 1A	Spring 2019	Updated course number to ESL C065N to be active spring 2020
ESL C432	Reading, Writing, and Grammar 1B	Spring 2019	Updated course number to ESL C022N to be active spring 2020
ESL C435	Advanced Pronunciation	Spring 2019	Updated course number to ESL C090N to be active spring 2020
ESL C436	Speaking and Listening 1B	Spring 2019	Updated course number to ESL C023N to be active spring 2020
ESL C442	Reading, Writing, and Grammar 2A	Spring 2019	Updated course number to ESL C032N to be active spring 2020
ESL C446	Speaking and Listening 2A	Spring 2019	Updated course number to ESL 033N to be active spring 2020

Progress on Initiative(s)

Table X Progress on Forward Strategies

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.	

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Define a clearly articulated pathway leading from ESL to the Accounting program and build a co-enrollment ESL/Accounting collaborative program with contextualized instruction.</p>	<p>In Progress</p>	<p>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 the spring 2018 semester with a noncredit companion course. This pathway is being developed in collaboration with instructors in the Accounting Department.</p> <p>Update: Student surveys indicated that many ESL students were interested in pursuing education in the accounting field. The ESL department began developing a pathway to accounting beginning with career exploration workshops. The pathway from ESL to accounting was ultimately ended in consultation with the accounting department. The ESL department reached out to the Office Technology Program to transition to a collaborative program with contextualized instruction for the Business Information Worker Certificate.</p>	<p>Initiative change from ESL/Accounting collaborative program to ESL/Office Technology collaborative program</p>

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop an enhanced noncredit ESL Citizenship certificate.	In progress	<p>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.</p> <p>Update: Two noncredit Citizenship courses as part of an enhanced noncredit certificate have been developed and presented to the curriculum committee. These courses are expected to be offered Spring 2020.</p>	
Add one full-time Instructor	In Progress	<p>The ESL Department was highly ranked for demonstrating a need for a full-time instructor but was unsuccessful in its attempt for the Fall 2018/Spring 2019 year. The ESL Department will attempt to add one full-time instructor in the Fall 2019/Spring 2020 year.</p>	
Add one part-time Instructional Associate	In progress	<p>In Spring 2018 the ESL Department identified a need for a part-time Instructional Associate to support the night ESL students.</p> <p>Update: The ESL Department was unsuccessful in its attempt to add one part-time Instructional Associate for the Fall 2018/Spring 2019 year. The ESL Department will continue to investigate means of support for night students.</p>	
Add a computer lab that accommodates 35 students.	In Progress	<p>Update: Westminster Le-Jao Campus has received permission to spend \$40,000 of the WIOA grant to purchase computers for a lab.</p>	

Response to Program/Department Committee Recommendation(s)

Table X 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. ESL developed an ESL 099 for Spring 2020, and it is anticipated that the course will be a great asset for international students.
Collaborate with the Educational Block Grant to create enhanced non-credit courses.	Addressed	Collaborated with the Adult Education Block Grant (now identified as Adult Education) and created an enhanced noncredit certificate program. All noncredit ESL courses are now enhanced. Collaboration with the Adult Education program is now ongoing.
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 Business Information Worker workshops have been developed and will be offered in Spring 2019, Fall 2019, and Spring 2020 semesters. These workshops support ESL students with the language demands of the Business Information Worker Certificate Program.

Program Planning and Communication Strategies

The ESL Department primarily uses three methods of communication—email, paper-based reports, and face-to-face meetings.

The ESL department typically emails instructors has or a full-time faculty member has a face-to-face interaction with instructor(s) to arrange a face-to-face meeting to discuss program-level planning and curriculum.

The ESL department requires each instructor to complete a paper-based report for each course taught in a semester. The reports contain information about student SLO performance and recommendations for changes to curriculum based on the results of student SLO performance. The instructors had face-to-face meetings with the department chair when submitting their SLO reports to discuss and plan the changes to courses or instruction.

Paper-based SLO reports for courses identified within the SLO reporting schedule are summarized by the department chair and presented to faculty teaching courses to determine larger-scale curriculum revisions.

Coastline Pathways

One full-time faculty member served on the Career Exploration Workgroup in Coastline Pathways.

The ESL Department requested faculty members to have their pictures taken to support the Career Exploration Workgroup's objective of incorporating faculty biographies with faculty educational and professional background and contact information.

The ESL Department promoted the ESL classes through radio advertisements in multiple languages including Vietnamese, Spanish, and Korean in addition to English, Vietnamese, Spanish, and Arabic flyer distribution.

Implications of Change

The program analysis shows that overall, enrollment is trending downward. Courses are comprised of approximately two-thirds female and one-third male. Approximately 95% of enrolled students identify as Asian.

Compared to state success rates and Coastline College's set standard success rate, the students in Coastline College's ESL program have consistently demonstrated higher success rates. The student retention rates have slightly declined from 2015-2016 but have consistently remained above state retention rates and Coastline College's set standard retention rates.

The ESL Department has identified improvements in enrollment and retention as opportunities for change.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	3	31	1	1
Current year	1	2	38	1	1
1 year	1	3	39	1	2
2 years	1	3	39	1	2
3 years	1	4	39	1	2

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Ryan Boyd (Faculty)	English Language Civics Conference: North Orange Community College 2019 conference	243 project meets minimum requirements Successful extension of 243 project
Boyd (Faculty)	CUE: Equity-Minded Teaching Institute	Course assignment and syllabus revisions to improve equity within course
Judy Montague	New Gradebook Training	Aided faculty with acclimating to changes in Canvas's gradebook
Julie Jones (Faculty)	English Language Civics Conference: North Orange Community College 2019 conference	Maintained Compliance with WIOA grant
Part-Time Faculty	Flex Participation in: <ul style="list-style-type: none"> • Fall 2018 and department meeting • Spring 2019 	Reviewed and enhanced faculty knowledge of technology-based instructional applications and methods

Faculty have indicated that they would like professional development support in the following areas:

- Implementation of Student Learning Outcome assessments in Canvas
- Discipline community of practice for Canvas use and technology implementation in ESL courses
- Funding to participate in professional conferences
- WIOA training
- The effects of AB 705 on ESL placement

Section 3: Facilities Planning

Facility Assessment

Many teachers use the smart board in their classroom to enhance instruction. They are also very useful for creating interactive and engaging lessons. However, in some situations, the arrangement of the smart board and air vents in the classroom may make it difficult to use the classroom smart board. When air blows from the vents and contacts the smart board, it can create phantom touches which cause the display to rapidly shift. This can be distracting when this phenomenon occurs during lessons and can interrupt instruction when instructors or students are using the smart board.

Much of modern English language teaching includes student-to-student interaction, including pair and group work. This may not be the case for other disciplines in which instruction occurs in a lecture style. Replacing stationary furniture with mobile furniture in the classrooms at Westminster Le-Jao Campus would give instructors across disciplines the flexibility to easily reorganize classroom layout to suit the current activity.

Many ESL courses assign online assignments that have to be done in a computer lab. Unfortunately, the Westminster Le-Jao Campus has only two computer labs that all of these classes and classes in other departments have to share. These labs each accommodate only 30 students, so enrollment in our classes must be restricted to 30. If the instructor wishes to use the existing labs, while we could easily accommodate 35 students per class. A computer lab for 35 students would solve these problems. Westminster Le-Jao Campus has received permission to spend \$40,000 of the WIOA grant to purchase computers for a lab.

Section 4: Technology Planning

Technology Assessment

Many ESL courses assign online assignments that have to be done in a computer lab. Unfortunately, the Westminster Le-Jao Campus has only two computer labs that all of these classes and classes in other departments have to share. These labs each accommodate only 30 students, so enrollment in our classes must be restricted to 30. If the instructor wishes to use the existing labs, while we could easily accommodate 35 students per class. A computer lab for 35 students would solve these problems. Westminster Le-Jao Campus has received permission to spend \$40,000 of the WIOA grant to purchase computers for a lab.

The ESL Department assigns online assignments through Burlington English and My English Lab software. Burlington English is primarily used for ESL courses which contain integrated English language civics components. Burlington English software contains lessons, in-class activities, and homework which are curated for CASAS curriculum objective additional assessment plans (COAAPs). When students take CASAS tests and successfully pass COAAPs, payment points are awarded. This software is free to install. However, student accounts require payment to activate.

My English Lab is browser-based software which comes bundled with the required textbooks for many courses. Student accounts can be integrated into Canvas to allow students to utilize single sign-on to access their My English Lab accounts. Students new to the program or unfamiliar with computers may need additional assistance in setting up their account. ESL office staff and the utilization of Westminster Le-Jao Campus computer labs have proven essential in acclimating these students to My English Lab. When students enroll late in open enrollment classes, they may miss in-class training. Therefore, it would be beneficial for night staff, night success coaches, and night tutors to receive training in assisting students with setting up a My English Lab account as there are no staff members in the ESL office during night classes.

Faculty have begun reporting SLO results through Canvas in addition to paper-based reports. Faculty have voiced their opinion that reporting SLO results through the SLO Cloud is preferable as this process is much simpler than doing so through Canvas. However, in the past only courses which are on the ESL SLO reporting schedule in a given semester are able to report SLOs to the SLO Cloud. In order to make faculty compliance with regular SLO reporting outside of SLO reporting schedule, the ESL Department recommends that each course (credit and noncredit) be available on the SLO Cloud to receive SLO data each semester.

Section 5: New Initiatives

Initiative: Develop alternative placement methods for students entering the ESL program

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

Students will have greater access to meaningful learning experiences.

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).

How does this initiative play a part in Coastline Pathways?

This initiative allows ESL students to be placed into ESL classes through state-approved placement methods

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.

New guidance released in April 2019 states:

“Accuplacer: Colleges using Accuplacer for ESL are permitted to continue using Accuplacer for ESL through Fall 2019 for placement into Spring 2020. Approval for Accuplacer for ESL will not be renewed after Spring 2020.”

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

Faculty collaboration and research
Research Office support

Conference attendance

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

Compliance with Assembly Bill 705 and continued functional placement of students into ESL classes

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Fall 2019: Research and Development

Spring 2020: Piloting

Summer 2020: Implementation

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Add a computer lab that accommodates 35 students.	Rolling chairs, small footprint desks/computer mounts	Desks: \$13,265 Chairs: \$8,923.25	One-time	No health/safety compliance issues	Internal Research: Student enrollment limitations	Student Success, Completion, and Achievement	2020-21	1
Provide student support at night	Night ESL Office staff	\$14,000	Ongoing	No health/safety compliance issues	Internal Research: Faculty feedback during Fall 2019 Flex day	Student Retention and Persistence	2020-21	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 service 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