

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: English Language Development Academic Year: 2023-2024

- 1. Has your program mission or primary function changed in the last year?**

While our program mission has not changed, we are exploring ways to assist and support English 101 students who are still acquiring the language. The number of these students has significantly increased due to the passage of AB 705 and AB 1705.

- 2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

All credit and noncredit ESL course outlines of record were approved by AP&P for major modifications. The prefix for all ESL courses changed to English Language Development (ELD) or English Language Development Noncredit (ELDN). In addition, all ESL and NESL courses were assigned new numbers and course titles that better reflect student progression in the language development pathway.

A writing course entitled Advanced Writing (ELD 533/ELDN 7533) that is one level below ENGL 101 was also approved by AP&P. This course will be offered for the first time in Fall 2024.

The ELD Certificate of Accomplishment was modified to include the new highest level of reading, writing, grammar, and conversation. The majority of these courses are one level below college transfer.

- 3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?**

While the current program map was updated in Spring 2024, we have forwarded suggestions for changes to our dean to better reflect our program.

- 4. Were there any staffing changes?**

No, not at this time.

- 5. What were your program successes in your area of focus last year?**

This is our first year of using the new program review process. However, we have had several successes in the last year.

- Since mirroring all the credit ESL classes with noncredit ESL, the enrollment has increased significantly. We have not had to cancel any classes due to low enrollment.*

- *We are in the process of renaming the Language Lab to English Language Development Center to better reflect our goal of including any student, not just those in ELD courses, who needs assistance in English language acquisition.*
- *We have been approved to order new furniture in the English Language Development Center.*
- *We have been approved to remodel the English Language Development Center.*
- *We have just received class sets of the reading textbooks for High Intermediate Reading and Advanced Reading courses. This will reduce the financial burden on our students.*

Learning Outcomes Assessment

a. Please summarize key results from this year’s assessment.

Our Program Learning Outcome Total is 65%, which is below the goal of 70%. Here is a breakdown of each Program Learning Outcome by skill:

<i>Conversation</i>	<i>69%</i>
<i>Writing</i>	<i>65%</i>
<i>Grammar</i>	<i>63%</i>
<i>Reading</i>	<i>62%</i>

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

We believe the results of learning outcomes for conversation classes are higher than the other levels because our students tend to be more orally proficient than literate. There are several possible factors that may account for the program learning outcomes being below the threshold of 70%:

COURSE OFFERINGS

Limited course offerings result in students misplacing themselves in courses that are not appropriate for their proficiency level. In fact, we think most students select their courses based on day/time that it is offered.

LACK OF REQUIRED PLACEMENT TEST

We do not have data, but we suspect that the majority of students are not utilizing the online self-guided placement test. As a result, students may be misplacing themselves.

RANGE OF EDUCATION LEVELS

Unlike the native English-speaking traditional college student, our population is unique. Some students have graduated college in their native countries, while others have not completed elementary education. The students with lower education levels, have more obstacles to overcome because they lack academic literacy skills in their first language.

- c. **Please summarize recommendations and/or accolades that were made within the program/department.**

We intend to improve the self-guided placement test. In addition, we would like the test to be easier to locate and take online.

- d. **Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.**

Changes to our discipline prefix, course names, and course numbers will need to be updated in SPOL. We will also need to include our new advanced writing course. We plan to continue adding data from all courses to SPOL each semester as we have a small program.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

N/A

- b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

- c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

N/A

b. How does the program address needs that are not met by similar programs?

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>

Description:

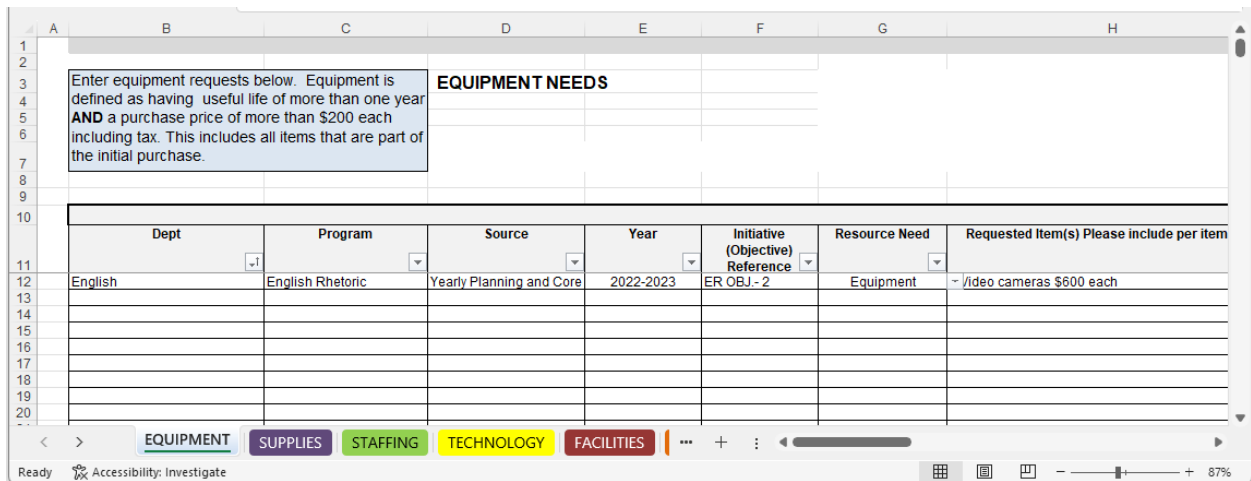
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



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Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

In Fall 2022, the full-time faculty and Language Lab Technician for credit and noncredit ESL and NESL met to brainstorm ideas on how to better integrate the two programs. The instructors researched ELD programs at other colleges and analyzed all of the CORs and determined there was a need for the following:

- A more appropriate program name and prefix
- A uniform numbering system for all courses
- Course names that accurately represent the students' proficiency level and skills from entry to exit of the programs
- An additional writing course at one-level below transfer

Work on addressing the concerns listed above, occurred from Spring 2023 through Fall 2023. All of the aforementioned changes become effective Summer 2024

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Starting in the Fall of 2022, all credit courses were mirrored with a corresponding noncredit class. This curricular change allowed noncredit students, who had previously been unable to access these classes due to legal and economic reasons, the opportunity to study at higher levels.

Our challenge is now in orienting noncredit students to the responsibilities required by a mirrored class (e.g., regular attendance, mandatory lab attendance, homework, exams, projects).

To assist with student success, we are implementing the following methods:

- 1) ELD Instructors and counselors are working together to inform potential and current students of the requirements and responsibilities of transitioning into mirrored classes.
- 2) We utilize embedded tutors in the classroom and Language Lab to assist students with academic work.
- 3) We have been using incentives, such as free school supplies, to encourage successful student habits, including attendance in class, lab, and workshops.

3. What are your plans for change or *innovation*?

In the Summer of 2024, the Language Lab will be renamed the English Language Development (ELD) Center and remodeled to provide an atmosphere that has increased functionality and an enhanced learning environment.

These changes will create quieter learning spaces for faculty, staff, and students using the rooms. In addition, the lab space will better accommodate instructional use, one-on-one and small group tutoring, quiet work and study, and special events. Modifications will also help to meet ADA and safety compliance guidelines.

In response to an increased number of ENGL 101 students who are still acquiring English language skills, we will be offering writing assistance in the ELD Center beginning in Fall of 2024. This is a piloted program with limited service.

4. How will you *measure* the results of your plans to determine if they are successful?

In Spring 2025, ELD Center Technician will survey students regarding their lab experience.

The ENGL 101 faculty who work in the ELD Center will track the number of students helped as well as survey their satisfaction with their experience.

We will also track the number of ENGL 101 students utilizing the ELD Center using Argos/Starfish.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

N/A

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

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Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and

misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	/video cameras \$600 each

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Program Review Signature Page:

Melinda Nishimori
Melinda Nishimori (Oct 3, 2024 11:35 PDT)
Program Review Lead


Oct 3, 2024
Date

George B. Phelan
George B. Phelan (Oct 3, 2024 16:36 PDT)
Program Review Lead

Oct 3, 2024
Date


Program Dean

Oct 3, 2024
Date


Vice President, Academic Affairs

Oct 10, 2024
Date












ELD _Curriculum and Teaching Design 2023-24


Final Audit Report

2024-10-10


Created:	2024-10-03
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAArulzVV3_It6EeWOFK5G-8GR0-IH1bGS7

"ELD _Curriculum and Teaching Design 2023-24" History

-  Document created by Lilian Ojeda (lojeda@hancockcollege.edu)
2024-10-03 - 3:42:42 PM GMT- IP address: 209.129.94.61
-  Document emailed to Melinda Nishimori (mnishimori@hancockcollege.edu) for signature
2024-10-03 - 3:44:46 PM GMT
-  Email viewed by Melinda Nishimori (mnishimori@hancockcollege.edu)
2024-10-03 - 6:34:46 PM GMT- IP address: 104.47.58.126
-  Document e-signed by Melinda Nishimori (mnishimori@hancockcollege.edu)
Signature Date: 2024-10-03 - 6:35:07 PM GMT - Time Source: server- IP address: 209.129.94.61
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2024-10-03 - 11:36:50 PM GMT
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