



# Instructional Annual Program Review and Planning Update Form Fall 2023

## BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

## DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan ([mbogan@fullcoll.edu](mailto:mbogan@fullcoll.edu)) and Bridget Kominek ([bkominek@fullcoll.edu](mailto:bkominek@fullcoll.edu))
    - Division representatives on the [Program Review and Planning Committee](#)
  - [Office of Institutional Effectiveness](#)

## SUBMISSION:

Program: English as a Second Language      Division: Humanities      Date: November 14, 2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: 

Printed Name: Jefferson Tiangco

Date: November 14, 2023

Dean Signature: 

Printed Name: Kim Orlijan

Date: 15 November 2023

## Part 1: Review of Data

### Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Completion Set Standard	Completion Aspirational Goal	Success Set Standard	Success Aspirational Goal
74.1%	86.7%	62.0%	78.3%

#### Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
ESL	434	80.6%	++	92.4%	++

In AY 2022-23, the ESL department's **average course success rate** was **80.6%** (+18.6 points above the college's set standard and +2.3 points above the college's aspirational goal), while the **average course completion rate** was **92.4%** (+18.3 points above the college's set standard and +5.7 points above the college's aspirational goal).

#### Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
ESL 035 F	40	77.5%	+	85.0%	+
ESL 056 F	15	86.7%	++	86.7%	+
ESL 029 F	16	87.5%	++	87.5%	++
ESL 083 F	41	78.0%	+	90.2%	++
ESL 049 F	21	81.0%	++	90.5%	++
ESL 082 F	33	78.8%	++	90.9%	++
ESL 048 F	12	75.0%	+	91.7%	++
ESL 038 F	13	76.9%	+	92.3%	++
ESL 045 F	27	74.1%	+	92.6%	++
ESL 010 F	15	66.7%	+	93.3%	++
ESL 184 F	61	83.6%	++	93.4%	++
ESL 190 F	80	88.8%	++	95.0%	++
ESL 036 F	28	64.3%	+	96.4%	++
ESL 025 F	14	78.6%	++	100.0%	++
ESL 046 F	8	100.0%	++	100.0%	++
ESL 058 F	10	90.0%	++	100.0%	++

**All ESL courses** offered during the 2022-23 academic year exceeded the college's course success set standard and completion standard. Meanwhile, 14 out of 16 courses exceeded the college's course completion aspiration goal, while 9 out of 16 courses exceed the college's course success aspirational goal.

ENGL 110 F	34	91.2%	++	97.1%	++
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Finally, the course success and completion rate for **ENGL 110 F, College Writing for Non-Native Speakers**, greatly exceeds the college's set standard (+29.2 points above the course success set standard and +23 points above the course completion set standard) and the college's aspirational goals (+12.9 points above the course success aspirational goal and +10.4 points above the course completion aspirational goal).

Completion Set Standard	Completion Aspirational Goal	Success Set Standard	Success Aspirational Goal
74.1%	86.7%	62.0%	78.3%

**Course Success and Completion by Program**

Subject	Race/Ethn	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
ESL	Asian	232	81.0%	++	91.8%	++
	Black/African American	8	100.0%	++	100.0%	++
	Hispanic	106	82.1%	++	94.3%	++
	Pacific Islander	1	0.0%	Below Standard	0.0%	Below Standard
	Two or More	43	90.7%	++	100.0%	++
	Unknown/Decline to State	16	31.3%	Below Standard	75.0%	+
	White	28	82.1%	++	89.3%	++

Based on disaggregated course data by race and ethnicity, the average success and completion rates for Asian and Hispanic students (the two highest race/ethnic groups among ESL students) both exceed the college’s set standards and aspirational goals. In fact, all but one identified race/ethnic groups (i.e. Pacific Islander, *n=1*) exceed the college’s completion and success aspirational goals.

**2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.**

The ESL program’s success and completion rates have consistently exceeded the college’s standards year after year. In fact, the rates from AY 2022-23 have improved upon the program’s numbers in AY 2021-22. It is also worth highlighting that the completion and success rates in ESL’s 5-unit core academic reading and writing courses (ESL 082, 083, 184, 190, and ENGL 110 F) all exceed the college’s set standard, and all but one core course exceed the college’s aspirational goal on both metrics.

The ESL program attributes our success first to the community of learners that ESL courses build inside and outside the classroom. ESL instructors consistently interact and engage with ESL students through language-oriented and critical thinking class activities and out-of-class assignments. In addition, students receive plenty of feedback from ESL professors, their peers, and support services through the Academic Support Center (i.e. Writing Center tutors, the ESL Weekly Arranged Lab Hour—WALH, and ESL Conversation Partners). The ESL WALH particularly builds success rates by functioning as a “co-requisite” to core classes, and students have valuable time and individual practice and reinforcement of complex language concepts with guidance from ESL lab instructors. Furthermore, many students take two or more courses in the ESL program, so students get to form strong connections with their instructors and other students. Through this constant interaction and engagement (in-person and online through Canvas, Starfish, social media, and other online platforms), ESL instructors are often aware of internal and external factors that can impact students’ success in their classes, and are, therefore, much more intentional in helping students and informing them of resources that can assist them in their situations. ESL instructors and classrooms often facilitate mentoring, counseling, networking, and motivating some of the most underserved students in preparation for all areas of their college experience. In the spring 2023 midterm WALH survey, students were asked what they were most proud of in their work at Fullerton College. ESL students reported that they felt more comfortable participating in their classes and that ESL courses helped build their confidence in their English language use.

*Sample responses from the Spring 2023 Midterm WALH Survey*

1	anonymous	following the pace of professors
4	anonymous	Before this semester when I spoke with someone I shied because I thought my speaking is not good but now my speaking is better.
9	anonymous	I communicate very well with professor and the students.
16	anonymous	meeting new people and growing to be comfortable around them each week
24	anonymous	I can write a whole paragraph without use a translate app, and I am fell more self-confidence.

Another factor that could have contributed to the improved rates, particularly the completion rates, is the program's commitment to providing live, mostly in-person courses. By Fall 2022, all morning courses were fully in-person, while night courses were in a hybrid/Zoom format to offer flexibility. In addition, the Weekly Arranged Lab Hour (WALH) component for core academic reading and writing courses in the morning (ESL 082, 083, 184, and 190) returned to in-person lab in Fall 2022. As previously mentioned, the ESL lab is an essential component of the ESL community. Here, students get a chance to work with different ESL instructors and meet other students in the program while they build and practice their language skills in a relaxed learning environment.

Finally, we acknowledge that our students' success would not be possible without their individual hard work and strong intrinsic motivation to improve their English skills for personal and professional reasons as well as academic goals.

Despite the success, many students still report some challenges in their classes, particularly with completing their assignments on Canvas. As Canvas and other online technology are increasingly used in most courses at Fullerton College, ESL is looking for ways to support our students with varying levels of technical skills throughout the semester. ESL is looking to collaborate with the Academic Support Center to schedule Canvas workshops tailored for ESL students throughout the semester (instead of mostly during the first few weeks of the semester).

**Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.**

- 1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?**

The ESL program continues to assess all CSLOs of every course offered each semester. The data provided by the OIE, however, does not contain any data. The ESL program was initially informed that ESL CSLOs are not mapped to FC's ISLOs since ESL does not have any degree or certificate programs and PSLOs. However, it is unclear whether this is accurate or not, as some academic departments in the Humanities Division which do not have degree and certificate programs have data in their SLO reports provided by OIE through eLumen. ESL is currently working with the SLO Humanities Division representative to determine if ESL's CSLOs need to be mapped with ISLOs.

Also, ESL is expected to receive state approval on two new certificate programs starting Fall 2024. These certificates will have PSLOs that will initiate a mapping project of ESL CSLOs to PSLOs and ISLOs.

- 2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?**

N/A. See response above.

## Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

### Step A: Briefly describe the request.

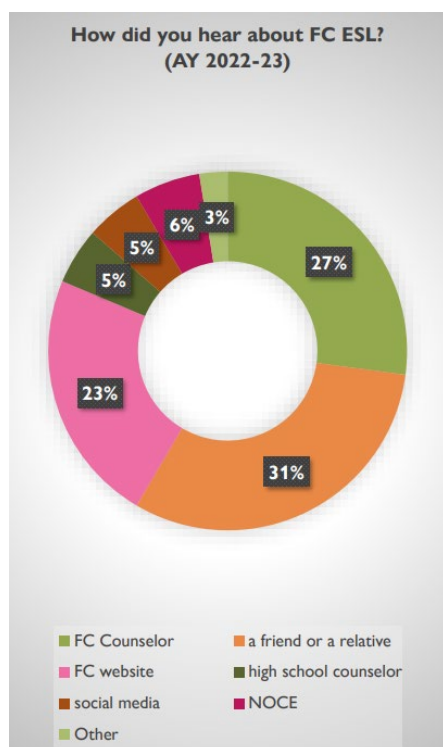
*Hire bilingual/multilingual outreach experts to promote the ESL program and degree and certificate completion at Fullerton College and assist new and returning students with the matriculation process.*

The ESL student population has changed since AB705. ESL students are older (25+), more socioeconomically disadvantaged, women of color, and less experienced in navigating American academic institutions than a typical Fullerton College student as previously described in the last comprehensive program review in 2021. To this date, outreach and enrollment have been the most pressing issue facing the ESL program.

While ESL enrollment numbers were expected to decrease due to AB705 changes in the curriculum, it was clear that the pandemic has exacerbated the disconnection of our English language learner community from the college. The ESL department’s enrollment numbers decreased by 32.3% and an additional 31.8% during the first and second years of the pandemic respectively. This is 10 times the loss compared to the collegewide average during AY 2020-21 and more than twice the enrollment loss collegewide the year after.

### Percentage change in enrollment

	AY 18-19	AY 19-20	AY 20-21	AY 21-22
<b>ESL</b>	<b>-16.4%</b>	<b>-10.2%</b>	<b>-32.3%</b>	<b>-31.8%</b>
<b>Humanities</b>	<b>-11.4%</b>	<b>-4.7%</b>	<b>-4.6%</b>	<b>-17.2%</b>
<b>Collegewide</b>	<b>-6.7%</b>	<b>+2.0%</b>	<b>-3.6%</b>	<b>-15.3%</b>



The ESL population is a high-touch population. Successful matriculation requires frequent personal support, preferably in-person. When asked, most students learn about the ESL program through a friend, a relative, or an FC employee (data from WALH surveys AY 2022-23). Many of our students have had to rely on their friends and family members to help them apply and register for classes, especially during the period of remote learning due to the pandemic.

Many incoming students are understandably confused or intimidated by the matriculation process involved, starting from the long and complex application form in CCCApply to the online registration process in MyGateway, all while coming from various English language proficiencies. During recent efforts by ESL faculty to help incoming Fall 2023 students apply and register for classes, we have learned that students had had trouble finding out what to do next after completing the college the application, getting in touch with FC student services staff, searching for information online, figuring out financial aid, and completing the class registration process.

Therefore, to support the college's goal and objective of strengthening connections with our community (Goal #3), increasing enrollment for student populations that disproportionately left the College after the start of the COVID-19 pandemic (Goal #3, Objective 2), and creating and expanding collaborations with local businesses and civic organizations (Goal #3, Objective 5), ESL, in coordination with the outreach department, is looking to hire two bilingual community outreach experts that will visit school districts, NOCE, local ethnic community centers or places of worship, businesses with many immigrant workers, and other local organizations where our target population usually gathers. The outreach experts will create bilingual promotional material, make presentations, conduct college tours, and help potential students apply to the college and guide them through the onboarding process to become a Fullerton College student. The ESL department, Humanities Division, and Outreach staff met and came to an agreement that Outreach will provide administrative support and supervision to the two outreach experts. In addition, to ensure the ESL program's needs and goals are met, this request includes an ESL faculty outreach liaison under a professor expert contract who will provide the outreach experts with important program information and updates, participate in outreach events, such as campus tours and HS visits, and collaborate in developing print and online marketing materials.

**Step B: Answer the following questions:**

**Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**

Yes. The ESL program's enrollment was disproportionately impacted by the pandemic. While there's a small uptick in enrollment numbers during the AY 2022-23, the great loss seen by the program can be and must be remedied now with targeted outreach so that the college can show its commitment to equity by providing support and resources to an often underserved and marginalized community. Any delay will affect our ability to successfully offer our program to our student population, which is almost entirely students of color.

**How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement? Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Having ESL-designated outreach experts will enhance our program's services by providing our ELL community the support they require at the onset of their credit ESL academic journey. ESL students in non-credit institutions, such as NOCE, often get hands-on ESL-designated support from application to certificate completion and transition to college. At FC, it is unfortunately very rare to have the same type of personal support in many of our student service areas at the college for English language learners. Providing the staffing support and resources will enable the ESL program to reconnect, recruit, and retain ELLs in our community.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**

The presence of ESL outreach experts as part of the ESL program's student support community addresses many of the college's goals and objectives, but particularly the following:

GOAL 1: ENSURE EQUITABLE ACCESS AND OUTCOMES - Fullerton College will use an inclusive and race-conscious approach to address persistent equity gaps.

- Objective 4: Improve the sense of belonging and mattering in shared physical and online spaces for students of color.

GOAL 2: SUCCESS FOR EVERY STUDENT - Fullerton College will support students in achieving their educational and career goals.

- Objective 2: Increase the number of students earning Associate Degrees, Associate Degrees for Transfer, and/or Certificates

GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY - Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

- Objective 2: Increase enrollment for student populations that disproportionately left the College after the start of the COVID-19 pandemic.
- Objective 5: Create and expand collaborations with local businesses and civic organizations.

This resource request also serves the ESL program’s goals in the 2021 comprehensive program of increasing enrollment by conducting targeted outreach and collaborating with FC student support departments (e.g outreach, counseling, matriculation) and NOCE. It is also part of the long-term plan to build an ESL community that supports our ELLs in the following areas: outreach, onboarding, counseling, academic success, and transfer or degree/certificate completion.

**Step C: Complete this chart with details of the request:**

Type of Resource	Requested Dollar Amount	<b>Potential Funding Source</b> It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	<b>2 Outreach Experts: \$ 40,000</b> \$20/hr @ 1,000 hrs/yr = \$20,000/expert  <b>1 ESL faculty admin: \$9,900</b> \$55/hr @ 15 hrs/mo. @ 12 mos	<ul style="list-style-type: none"> <li>• Student equity-based funding</li> <li>• Outreach funding (Covid-related or Non-covid related)</li> </ul>
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount:</b>	<b>\$49,900</b>	