Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

English as a Second Language

**Principal Author(s):**

Jefferson Tiangco

**Dean:**

Jeanette Rodriguez

**Submission Date:**

12/03/2024 9:40:14 AM

**Author Signature:**

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| Electronically signed by Jefferson Tiangco on 12/03/2024 9:34:54 AM |

**Manager Signature:**

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| Electronically signed by Jeanette Rodriguez on 12/03/2024 9:40:14 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

In AY 2023-24, the ESL department’s average course success rate was 78.7% (+16.7 points above the college’s set standard and +0.4 point above the aspirational goal), while the average course completion rate was 89.5% (+15.5 points above the college’s set standard and +2.8 points above the aspirational goal).

In addition, the course success and completion rate for ENGL 110 F, College Writing for Non-Native Speakers, greatly exceeds the college’s set standard (+27.5 points above the course success set standard and +22.1 points above the course completion set standard) and the college’s aspirational goals (+11.2 points above the course success aspirational goal and +9.4 points above the course completion aspirational goal).

Finally, based on disaggregated course data by race and ethnicity, the average success and completion rates for Asian and Latinx students (the two highest race/ethnicity 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 set standard.

The ESL program’s success and completion rates have consistently exceeded the college’s standards year after year. The ESL program attributes our success 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 and support from their ESL professors, peers, and support services through the Academic Support Center (i.e. Writing Center tutors, the ESL Weekly Arranged Lab Hour—WALH, Hornets Tutors, and ESL Conversation Partners). This ESL team works together to identify areas in our program that need additional support. In some cases, we have been able to identify individual students who need more attention, and ESL instructors, WALH staff, and Hornets Tutors collaborate and come up with ways to help inspire the student to persist and succeed in their courses. Finally, as students move though the course sequence together, they benefit from a cohort-model and develop close relationships with each other and a strong connection to our program.

1. **Where 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 meets and exceeds the college’s standards and aspirational goals.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

There were no significant changes between the 2023 and the 2024 program review data. The ESL program exceeded college standards in both academic years.

# Part 2: Additional Resource Request Reasoning and Support

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

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

The ESL program disproportionately lost students after the Covid pandemic, particularly men of color, low-income, and international students. Since the 2022 Program Review update, ESL has received one-time program review funding for two ESL Outreach Experts focused on enrollment and reengagement activities. The experts work under the Educational Partnerships and Outreach department and conduct regular visits to local schools and NOCE to support prospective students in the onboarding process. They have also organized campus tours in collaboration with ELD faculty from local high schools and FC ESL faculty. Currently, enrollment has plateaued after reaching its lowest level in AY 2021-2022 at 343 (201 headcount). In AY 2022-2023, it increased to 434 (233 headcount), and in AY 2023-2024, there was a slight decrease to 380 (226 headcount). Moreover, ESL has seen an increase in beginner and intermediate level students (enrolled in ESL 082, 083, and beginning/intermediate language support courses), who typically require more support during the onboarding process. To continue the momentum that the ESL outreach experts have built for the past year, ESL requests ongoing funding for this enrollment and reengagement effort.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

Since the start of the pandemic, ESL student enrollment saw a continuous decline. After returning to in-person classes, the ESL program, particularly our faculty, made great efforts to reengage with our students and our community. However, it was clear that the additional support provided by the Outreach experts was needed as evidenced by the increase in student headcount, particularly in our beginner/intermediate level courses. In addition, with the results of the recent election, we are expecting new policies that may once again negatively target our community of students and further disenfranchise them, similar to what happened in 2017 with the travel ban to majority Muslim countries. As such, we need to continue the momentum we built 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?**

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.

**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.**

Yes, the request is personnel-related. The loss of the two outreach experts after their one-time contract-funding ends will essentially end ESL’s targeted outreach and student support efforts. As explained in ESL’s 2021 comprehensive program review and each program review update thereafter, the ESL population is a high-touch population. Successful onboarding 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. 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. We have learned that students have 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. Our Outreach Experts have provided this support often at the local high schools during their visits. We hope to continue this support by requesting ongoing funding for this request.

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

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.

**For each separate resource request, complete this chart with details of the request:**

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| --- | --- |
| **Type of Resource** |  |
| Personnel | Manager |
| Facilities | 2 Outreach Prof Experts ($40,000)  $20 / hour; 26 hours per week; 38 weeks  ESL Faculty Admin ($6,500)  $55/hour @ 3 hours per week; 38 weeks |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | 2 Outreach Prof Experts ($40,000)  $20 / hour; 26 hours per week; 38 weeks  ESL Faculty Admin ($6,500)  $55/hour @ 3 hours per week; 38 weeks |
| **Total Requested Amount:** | $46,500 |

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| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |