

Annual Program Review Template 2023

## Annual Program Review 2023

1. Number of full-time faculty in the program.

3

2. Number of part-time faculty in the program.

7

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

The ESLL Department lost a full-time faculty member in Spring of 2022.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

The identified actions for improvement were:

- Curriculum: Increase mirrored course offerings; Curricular changes to meet the demands of current students and state-wide policy changes; Breaking up heavily loaded NCEL courses; Aligning our courses with Adult Education; Create pathway programs for students with non-academic interests.
- Scheduling: Increase online course offerings post-Covid-19
- Marketing: Collaborating with outreach on ESL Orientations and international student office; Collaborate with Julie Ceballos and marketing to improve ESLL department website
- Research: Explore the requirements for starting language schools at Foothill in competency-based and task-based models of education; Research adult education initiatives and enrollment trends in order to attract more adult and resident learners

New Goals:

- Create instructional and marketing content for the department web page and for Canvas shells
- Provide software and instructional materials to offer comparable spaces, resources, and services for ESLL students regardless of modality or campus site
- Expand the Guided Self Placement tool to include Levels 1 and 2

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

The department has completed all actions except for breaking up heavily loaded non-credit courses. We have increased the number of mirrored courses and courses offered virtually, face-to-face, and in HyFlex form. We have also met with Marketing to continue the department website. We continue to collaborate with outreach. ESLL intends to meet with the International Student Office, especially given the new staffing there. ESLL continues to align courses with Adult Education programs in the area along with VESL pathways locally at the college. Beginning in Winter 2023, the ESLL department piloted a program at a local hotel to offer on-site ESLL instruction to employees to help advance them in their careers. New curriculum is being developed this year to continue these efforts, such as ESL for Customer Service.

7. Explain your implementation timeline and if there have been any changes or updates.

Curriculum work is ongoing; given the smaller size of the department, the three full-timers have been continuously creating and revising curricular offerings to keep up with the demands stemming from state initiatives, our diverse student population, and college priorities.

Post-pandemic, the department has increased both in-person offerings to bring students back to campus and virtual offerings to meet student demand. To reach this balance, one full-time faculty member has been teaching primarily "HyFlex" classes. The department has also increased hybrid offerings, partly in-person and virtual, including asynchronous/synchronous options. The department has also increased mirrored course offerings. This year and next, the department is converting two courses into non-credit mirrored options.

Marketing collaboration with Julie Ceballos and updating our website is ongoing. The ESLL department looks forward to more closely collaborating with Outreach and the International Student Office in Winter and Spring 2024.

Expanding GSP will allow students to more accurately self-place.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

The department has intentionally increased course offerings by modality and monitored enrollment trends to expand or add alternative times, modalities, and locations. Only one course has been cancelled and we are revising it to become a mirrored option.

Based on collaboration and local CTE demands, including a VESL retreat with CTE, we created a new course, ESL for Customer Service, and offered a 10-month pilot program off-site at a local hotel. We also launched the use of EnGen, an ESL workplace software program, to the hotel students.

We met with Julie Ceballos and received professional development training in Omni and updated our web page.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

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Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

Credit ESLL: Black and Latinx students are disproportionately impacted. Black students show -64 ppg and Latinx -12. Black students need 4 successes to eliminate the gap and for Latinx and 10 successes, primarily among males. Overall, males in credit ESLL courses have a -11 ppg and would need 18 successes to erase this gap. 7 students identified as unknown gender and have a -23 ppg and would need 2 successes to eliminate this gap. Individuals with disabilities have a -31 ppg and need 4 successes to eliminate the gap. Low-income students have a -8 ppg and need 13 successes.

Non-Credit ESLL: Black students had a -10 ppg and need 1 success to erase the gap. Latinx students had -13 ppg and need 17 successes. White students have a -8 ppg and need 8 successes. Overall males have -5 ppg and need 4 successes. Low-income have -15 ppg and need 32 successes.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

The ESLL department needs a survey of students, the community, and a review of this data to define student needs and barriers to success. The department is dedicated to actively improving outcomes in these areas by: inquiring how to decrease attrition and increase throughput; truly understanding our students' goals and needs; better communicating our offerings and pathways, and creating or revising offerings and/or content to achieve these goals.

**Click on the link below to view the Annual Program Review Rubric.**

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This form is not yet ready.

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## Rubric Annual Program Review

### Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

### Feedback

The Annual Program Review clearly outlines the work that the department has been doing to meet the needs of a diverse population of students with diverse needs/goals. I commend the department for already moving forward on some of the new goals and actions, including removing prerequisites to increase access and remove barriers that were embedded within the GSP, as well as working with the International Office to structure classes to meet the on-campus requirements for F1 students and increase access through a mirrored 228 class. I also support the department's increasing collaboration with the English Department. I believe the new role of department chair has had a valuable impact on the department's ability to track and prioritize their activities in consultation with the dean. I'm looking forward to continued updates and conversations on the department's progress.

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This form is completed and ready for acceptance.