Department Information

Overview - Directions

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<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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List of Contributors

James Beck
Diane Harley
Carol King

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<th>Name</th>
<th>Title/Position</th>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

ESL faculty consistently work to support students by reviewing and updating curriculum to reflect improved learning strategies. They continue to use multiple measures for placement as well as encourage and provide tutorial support for students; they collaborate with the Panther Learning Labs. They have developed four new noncredit courses at the lower levels of ESL and work with the SVAEC Districts to align ESL curriculum. In addition, VESL courses are being developed. ESL faculty also participate in CAP conferences.

Kathy Mendelsohn, June 1, 2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

ESL does not award certificates or degrees currently, but a certificate of completion is planned for our new noncredit sequence, ESL 610, 615, 620, 625.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?
Hartnell does not advertise its ESL program, so potential students hear about our program by either word-of-mouth or by their own initiative in visiting campus. Hartnell does not have a dedicated ESL intake for those students who do appear on campus. These students often have limited English and therefore struggle asking for and understanding basic course information. There is an ESL page on Hartnell’s website that includes the sequence of courses and brief descriptions of each course with fulltime instructor contact information. Beginning this spring, we will have a dedicated ESL counselor on Alisal Campus, which will help walk-on ESL students. There is a plan to start a Wednesday ESL information table on Main Campus, though we have not gotten specific details. With the new adult ed director, it seems that there will be more outreach into the ESL community in the future.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
ESL is not listed.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too
many sections of the courses in your program?

ESL is currently offering a minimum program, meaning we are only offering only one section of each course per semester for evening and day student populations. In fact, we alternate the core classes semester to semester, e.g., 233 in fall and 243 in spring. Offering any less than this would dismantle the program because students who take 233 in fall would have nowhere to go if we did not offer 243 in spring. We would lose these students. Our previous lowest levels, 225 and 228, have had consistent low enrollments and so they have been replaced with new noncredit courses. We hope these 8-week, no-fee courses will attract new students and serve as a pathway to the credit courses.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Generally, ESL courses are scheduled so both day and evening students can make an ed plan and complete the ESL sequence in a timely manner. However, due to inconsistent enrollments, we have had to alternate core courses and listening/speaking courses between fall and spring semesters. For some time, we have not been able to offer every course each semester without running into enrollment problems. The opportunity for ESL students in the community ebbs and flows with the economy and the work season; thus, ESL enrollments are not going to be as consistent as English enrollments, which are largely based on high school graduates.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

The ESL instructors are including resources on their syllabi, such as the ESL Lab, Crisis Counseling, DSP&S, and Panther Lab. Most ESL students have been to the ESL Lab as a required component of a course, or have been assigned homework in the lab. They know to use the ESL lab as a place they can get tutoring and help with classroom assignments. We use smart classrooms to show students library research skills on the library website. In addition, many ESL instructors have SI (Supplemental Instruction) Leaders assigned to one or more of their courses. Data has consistently shown that students in courses with SI Leaders have higher success rates. Although we do not currently offer ESL courses at the King City campus, we have ESL tutors in the Panther Lab at the King City campus to help ESL students.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

The transfer volume shows a general increasing trend over the past 12 years. This could be due to ed plans and AA-T's.

What interactions do you have with students about transfer options? Please give examples.
ESL does not offer a transfer degree. ESL courses are a pathway for nonnative speakers to seek any degree or certificate that the college offers. ESL instructors speak informally with students on an individual and class basis about education goals and opportunities offered at Hartnell.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

Despite not being classified as a program, ESL has one "program" outcome:

*Given an academic reading, students will select one or more main points and produce a coherent, organized piece of writing that expresses and supports their own opinion about these points.*

This skill is needed for higher division college coursework that is required to attain a baccalaureate degree.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

This is a lot of data and we're not sure what we're supposed to be looking at. The instruction "in general" needs to be more specific. Tell us what to look for and we will do it.

How and when do you inform students about prospective employment opportunities?

Many ESL students are already employed and seeking better job skills for promotion. Many community members enroll in the ESL program exactly for this purpose. Our goal is to help them to improve their communication skills for both life and whatever profession they want to pursue.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?

Our program outcome focuses on synthesizing information in a written document, such as an article or essay, with the student's own knowledge and experience to produce a coherent piece of writing. This involves communication skills at multiple levels, which is germane to succeeding in all work environments.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

More workplace and specific career English courses need to be developed and offered via noncredit ESL. This type of course will not duplicate local adult school offerings and fulfill a community need.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

We know from the data and from our years of experience teaching at Hartnell that the ESL program prepares students for academic success and workplace promotions. Many former students return to let us know they've graduated from a university and have found work in their field. Others work in the
community but have gotten a promotion as a result of studying ESL for 6-12 months. Still others earn an associate degree or certificate and then report that they've found a desirable job.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

On-going activities (from 2017 PPA) that have increased program success:

1. Support ESL Lab 290s curriculum with Burlington English software--BE now on Alisal campus, plans to implement at King City 2018-19. Created new lab course based on career pathways currently ESL 239 so it can be piloted and eventually offered at all campuses.

2. Improve ESL Lab courses & tutoring--Usage (total hours) for ESL 290s has remained steady in the past year. Usage in INS 301 (tutoring) has increased. The ESL Lab now has more supplemental activities to support students in higher-level writing/reading courses (265, 101, 1A.)

3. ESL Lab computers have not been replaced yet, but we expect this to happen when the lab is moved in Summer 2019 to its new permanent location in B Bldg.

5. ESL Lab Coordinator--Fulltime position needed; in the meantime, Carol King is acting as coordinator. Lab instructors and tutors continue to collaborate and improve lab courses and procedures; thus, students are better served in a consistent, positive environment.

6. The use of Supplemental Instruction (SI) Leaders in lecture courses and peer tutors in ESL Lab is on-going. ESL SIs have had well-attended sessions consistently for 10+ years, which boosts ESL success/retention rates.

7. Stipends for reading ESL assessments for 2017-18 were awarded to James Beck and Carol King, who continue to read all ESL assessments for placement. With AB705 and the new noncredit courses, ESL placement at Hartnell needs to be revisited with the Placement Office.

10. Collaboration within Salinas Valley Consortium (AEBG) continues. Four noncredit courses (ESL 610,
615, 620, 625) were approved by the Chancellor's Office, and the Certificate of Completion has gone to Hartnell's Curriculum Committee for approval. The certificate will guarantee "enhanced funding" -- meaning FTES will be equal to those for credit courses. Two sections of ESL 610 are being offered the second half of this S2018 semester--one on Alisal and one on Main Campus. These two classes are completely full. Four other sections of ESL 610 are being piloted on Saturday mornings where they run concurrently with some Hartnell programs for children. Enrollments are disappointing low, probably due to last-minute advertising.