ALLAN HANCOCK COLLEGE

PROGRAM REVIEW

2020-2021

Program Name: English as a Second Language

Self Study Members: Melinda Nishimori
George Phelan

PROGRAM REVIEW

ENGLISH AS A SECOND LANGUAGE

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2020-21, ESL completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.
(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION	ACTION TAKEN,RESULTAND STATUS
1. Continue to utilize best practices from AB 705 such as using embedded tutors.	
2. Encourage male students by informing them of the men's support group and providing motivational presentations by students who have completed the ESL program.	
3. Seek to hire a young male student worker to serve as a role model for male students.	
4. Work in conjunction with AHC Outreach to raise community awareness about credit ESL classes.	
5. Offer synchronous DL courses to accommodate our working, evening, and remotely located student population.	
6. Create and disseminate promotional materials including a description of "mirrored classes."	
7. Create and offer a transitional writing course for ESL students to prepare for ENGL 101.	
8. Rename the discipline and renumber the courses to increase clarity of ESL course progression.	
9. Create additional "mirrored" classes in noncredit ESL.	
10. Schedule Reading and ESL instructors to teach courses within the ESL pathway that they have not traditionally taught.	
11. Coordinate with AHC Foundation and AIM to fund more scholarships for students who do not qualify for financial aid.	
12. Conduct a survey and/or focus group to determine reasons students matriculate/don't matriculate from noncredit to credit ESL.	

ALLAN HANCOCK COLLEGE

Allan Hancock College Program Review

2020-2021 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation.

I. Program Mission *(must align with college mission statement)*

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The English as a Second Language (ESL) program provides students the language and academic foundation necessary to achieve their personal, vocational, and academic goals through the study of reading, writing, grammar, and conversation at the intermediate and advanced levels. The program also provides a supportive environment for language learners as they assimilate to life as college students in the United States.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

One of the most important program goals of the last two years has been the implementation of AB 705. As a result of AB 705, the credit ESL discipline has completed the following activities:

- Eleven ESL courses underwent major modification in Fall 2018 (See Appendix A1).
- Five ESL courses were sunset and three courses were cross-listed with the Reading discipline in order to create a three-year pathway to English 101.
- The prerequisites and advisories for all ESL courses were removed.
- A flowchart illustrating the three-year pathway from ESL to English 101 was developed and disseminated via the AHC website (see Appendix A3).
- A computerized self-guided placement tool for incoming ESL students was developed and has been implemented. The tool was created in conjunction with the noncredit ESL faculty, Reading faculty, counselors, as well as Institutional Effectiveness and IT staff.
- The ESL program has utilized embedded tutors (student workers) in the classrooms according to AB 705 best practices.

A second important goal of the credit ESL discipline has been to seek ways to build enrollment.

- ESL faculty have met with their Dean and Vice-President of Academic Affairs to discuss the structure of the program and the lack of bilingual community outreach.
- ESL faculty have continued to advocate through Annual Updates for a bilingual outreach facilitator.
- ESL faculty have "mirrored" credit and noncredit ESL classes to increase access and build enrollment through matriculation. The first mirrored courses, ESL 550/NESL 550: Fundamentals of Grammar, were offered in Fall 2019. These courses have reached maximum capacity enrollment for the last two years. By Fall 2020, four additional mirrored courses, ESL 551/NESL 551: Intermediate Grammar and ESL 552/NESL 552: Advanced Grammar, will be offered.
- ESL faculty have promoted the credit class offerings via radio and/or print advertisements each semester as the budget has allowed (See Appendix A4).
- ESL faculty have distributed an ESL class schedule to graduating seniors in English Language Development (ELD) classes at Santa Maria High School, Pioneer Valley High School, and Righetti High School. In addition, local high school English Language Development students from Lompoc visited the Santa Maria Campus and participated in an ESL orientation and class.

- The program has attempted to offer classes at different times and locations. For example, a conversation class was offered at the Lompoc Valley Center (LVC) in Fall 2018. Unfortunately, the enrollment was insufficient to warrant offering more classes there.

The credit ESL program has delayed the following outreach activities due to Covid-19.

- Create an outreach poster that could be placed in local businesses where nonnative English speakers frequent.
- Create and distribute a brochure advertising the new 3-year pathway to English 101.

A third goal of the ESL discipline has been to provide orientations and workshops for students to help them become aware of student services (e.g., financial aid, scholarships, Student Education Plans) and student success skills.

- Mayra Morales and Dayana Zepeda have provided ESL workshops on student services and course selection each semester.
- Students in advanced ESL reading classes receive a library orientation as part of their course.

A final goal of the ESL discipline was to maintain a welcoming and engaging Language Lab in order to build an ESL learning community.

- Adrienne Sandvik was hired as Language Lab Coordinator in Fall 2015. Ms. Sandvik has been crucial to the development and success of the Language Lab as a home and resource center for both credit and noncredit students. Before the pandemic, Ms. Sandvik held weekly workshops inviting both credit and noncredit students in order to expand on students' language skills (See Appendix A6).
- Ms. Sandvik developed specific grammar and mechanics handouts to address language needs. These resources provide "just in time" remediation that has been recommended by AB 705 best practices.
- Ms. Sandvik created and distributed an ESL newsletter highlighting individual student success stories (See Appendix A7).
- The ESL instructors began scheduling directed labs for reading, writing, and grammar in the Language Lab to maximize student-teacher interaction.
- The Language Lab has employed Learning Facilitators (student workers) in order to help orient students to a variety of instructional technology and lab practices as well as provide one-on-one tutoring.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The credit ESL program currently has two full-time instructors. The number of faculty is adequate to serve the needs of the current population. The Language Lab continues to be an essential part of the ESL experience, bringing together both noncredit and credit students for language workshops. These workshops help noncredit students become familiar with the credit program. During the pandemic, the Language Lab and its Learning Facilitators have oriented and assisted students with all of the technologies used in online learning (accessing loaner laptops, using AHC email, navigating Canvas, downloading and using scanning software, using Zoom, etc.).

The ESL program also employs two Student Ambassadors (student workers). Their responsibilities include responding to inquiries about the program via a dedicated credit ESL phone line, distributing outreach materials, assisting students with questions about admission, financial aid, and registration, and attending classes to become more familiar to the students in order to help them.

NEED FOR ESL OUTREACH

There is no systematic outreach being conducted in Spanish for credit ESL students. Due to the pandemic, ESL Ambassadors have been very limited in their ability to go off-campus to promote the program.

We have met with the Public Affairs Office to create a plan for attracting students. However, all media outreach requires funding and personnel, which is limited. We have requested that the Project Director of Student Activities and Outreach assist with credit ESL outreach; however, the pandemic has stopped progress in this area.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

What are your program student learning outcomes?

Upon completing the ESL series of courses, ESL students will be independent language learners and have core competencies in grammar, reading, writing, speaking, and listening to achieve their personal, vocational, and academic goals.

Have each of these been assessed since the last comprehensive program review?

All course student learning outcomes have been assessed since the last comprehensive program review with the exception of ESL 572: Public Speaking Skills and ESL 574: Interpersonal Speaking Skills, which have been sunset.

Describe changes you have made to courses or the program based on these data.

Writing Course Changes

1. As a result of the 2014-2015 Program Review, the ESL program instituted directed labs for writing classes. The increased time with the instructor of record has improved the quantity and quality of writing feedback for students. As a result, the students have a better understanding of what their writing challenges are and how to improve their writing.
2. The recent development of rubrics is leading to systematic feedback for specific areas of writing. Although these rubrics have been tested in some levels, we intend to modify and fully utilize them in the future. We believe these rubrics will help standardize writing assessment scoring among faculty.
3. The ESL instructors would like to increase the amount of writing that is done in response to extensive reading as opposed to prompts from a writing textbook. We are seeking a dual-purpose reading/writing textbook that addresses this need.

Reading Course Changes

1. As a result of the 2014-2015 Program Review, the ESL program instituted directed labs for reading. Directed labs provide instructors and students more time to discuss reading journals and individualize feedback.
2. We continue to use a variety of fiction and nonfiction reading genres. We feel this helps broaden students' exposure to a variety of vocabulary and rhetorical structures.

Grammar Course Changes

1. As a result of the 2014-2015 Program Review, the ESL program instituted directed labs for grammar classes. The directed lab has allowed instructors to meet with students to review their grammar fluency journals and address individual errors.
2. The *Grammar in Context* textbook series now provides students with online assessments and exercises that help individualize instruction.

Conversation Course Changes

1. CSLO data indicated that students needed and wanted more opportunities to speak rather than focus on a variety of other skills (listening, grammar, vocabulary, and pronunciation). As a result, we rewrote the course outlines of record and adopted a more conversationally focused textbook.
2. We have encouraged students to practice speaking more by creating assignments that require them to engage with English speakers outside of class.
3. During the pandemic, we have utilized Flipgrid as a tool for students to record and share their presentations. Flipgrid also provides a means by which instructors can give written and/or recorded feedback to students. We will continue to utilize this technology post-pandemic.
4. During the pandemic, we have utilized TED Talks for authentic listening practice and as a prompt for engaging students in meaningful discussions.

V. Distance Learning (if applicable)

Describe the distance education courses offered in your program and any particular successes or challenges with these course. Include the enrollment as well as percentage of courses offered by modality in the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

Our experience with synchronous online learning during the pandemic has caused us to reevaluate our teaching modalities. We have decided to continue some synchronous online classes after the pandemic to accommodate our working evening students who have limited time to drive to and from the campus and/or who live in outlying areas of the District.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

- Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Describe how the program works to promote student success, retention, and equity:

1) The Language Lab plays a central role in ESL success and retention. First, our discipline has instituted directed labs for all reading, writing, and grammar classes. These labs provide more one-on-one interaction with the instructor of record. Secondly, the Lab Coordinator has developed a series of "just in time" remediation workshops in grammar and mechanics for credit and noncredit students. These labs and workshops provide a physical learning space and community for ESL students.

2) Twice each semester, two specialist ESL counselors offer workshops on various topics designed to orient students to college services and assist them in course selection according to their student education plan.

3) The ESL discipline has utilized student workers both in the classroom as well as in the Language Lab to provide peer tutoring and assistance.

4) Students in advanced reading classes receive a library orientation.

5) In Fall 2015, the ESL program began offering Certificates of Accomplishment for students who have completed advanced-level reading, writing, grammar, and conversation classes (See Appendix A2).

STUDENT SUCCESS THROUGH COURSE COMPLETION & RETENTION

The average six-year retention rate for ESL is 90%, while the average AHC retention rate is 88%. It is possible that the ESL learning community in the Language Lab contributes to our higher than average retention rate.

The average six-year success rate for ESL is virtually identical to that of the college (72% ESL vs. 73% for AHC). When analyzing the ESL success rate by age, data from 2019-2020 shows that male students under 20 years of age have significantly lower success rates than their elder counterparts. Unfortunately, we do not have the data from the preceding four years to be able to identify a trend; however, we would like to explore ways to connect with and encourage our young male students to continue at AHC. In the future, we would like to provide support to our male students by:

- Hiring male student workers who have successfully completed the ESL program.
- Having successful male students return and speak to our current students about their educational experiences and the necessity of learning English.
- Informing male students of the AHC Men's Support Group and encouraging them to attend.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Credit ESL enrollment has declined from 59 FTES in 2014-2015 to 42 FTES in 2019-2020. A possible cause may be the lack of credit outreach in Spanish in the community.

Another trend that English 101 instructors have observed since the implementation of AB 705 is that ESL students who self-place in ENGL 101 lack experience writing in response to extended texts or books.

Actions Taken to Increase Enrollment and Respond to Student Needs

1) Reduced the number of ESL courses offered.
2) Mirrored courses with noncredit ESL.
3) Advertised via radio and print (flyers) as budget allowed.
4) Conducted high school outreach via high school and AHC counselors.
5) Utilized student workers to perform limited program outreach.

Future Actions

1) Create a stronger pathway for students from the lowest credit ESL level to ENGL 101 by standardizing course numbers and names.
2) ESL instructors plan to teach higher level courses along the ESL pathway to ENGL 101 to gain a more comprehensive understanding of students' needs.
3) Develop an outreach plan in conjunction with the outreach department.
4) Increase the number of mirrored courses to build enrollment.
5) Although we do not have data indicating student interest in continuing synchronous online courses, we believe these courses fulfill a need for students who cannot drive to campus or be on campus, particularly at night. We will pilot one evening synchronous online class in Fall 2021 in order to see if this modality can expand our enrollment.
6) Develop an ESL writing course one level below transfer English that addresses ESL students' needs.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

The Reading and ESL disciplines have worked together to create a three-year pathway for ESL students to reach ENGL 101 as mandated by AB 705. This included major modifications to all the ESL courses. The pathway to ENGL 101 for ESL students needs refinement in terms of course numbering and titles to facilitate matriculation and course selection.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.) *Revised March*

To assist students on the Educational Master Plan's Student Journey (Connection → Entry → Progress → Completion→ Transition), the ESL discipline plans to implement the following long-term plans:

1. Grow enrollment
   - Increase mirrored course offerings (Fall 2021)
   - Offer synchronous DL courses (Fall 2021)
   - Partner with AHC Outreach to raise community awareness about the credit ESL program (Spring 2022)
   - Continue working with AHC counselors who liaise with local high schools (Spring 2022)
2. Provide a stronger pathway to transfer-level English
   - Develop and offer a transitional writing course for ESL students to prepare for ENGL 101 (Spring 2022)
3. Better integrate Reading, English, CR ESL, and NCR ESL (Spring 2022)
   - Explore renaming the program and renumbering the courses to increase clarity of course progression.
   - Schedule instructors to teach courses within the pathway that they have not traditionally taught in order to understand gaps in English development.
4. Create promotional materials to communicate the ESL Pathway to transfer-level English
   - Work with Public Affairs to develop a plan for communicating the pathway (Fall 2022)
5. Create informative materials to help prospective students and the campus community better understand how mirrored courses are different than traditional NCR ESL classes. (Fall 2023)
6. Seek ways to help engage and retain our younger male students. (Spring 2023)

Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission

The English as a Second Language (ESL) program provides students the language and academic foundation necessary to achieve their personal, vocational, and academic goals through the study of reading, writing, grammar, and conversation at the intermediate and advanced levels. The program also provides a supportive environment for language learners as they assimilate to life as college students in the United States.

Program Outcomes

Program SLO 1: Demonstrate reading comprehension across genres.

Program SLO 2: Demonstrate writing proficiency for a variety of academic purposes.

Program SLO 3: Improve conversational and classroom presentation skills.

Program SLO 4: Demonstrate use of appropriate grammatical structures in a variety of contexts.

Course/Program Alignment

Outcomes will be introduced, developed and practiced with feedback, and demonstrated at their highest levels as shown below.

PSLO 1: Assessed through unit tests

PSLO 2: Assessed through writing rubrics

PSLO 3: Assessed through conversation rubrics

PSLO 4: Assessed through unit tests

Implementation of Assessment

(Key: I=Introduced; R=Reinforced; M=Mastery level)

COURSES	PLO 1: Reading	PLO 2: Writing	PLO 3: Conversation	PLO 4: Grammar
ESL 537: Intermediate Reading for ESL	R			
ESL 540: Advanced Reading for ESL	M			
ESL 538: Intermediate Writing for ESL		R		
ESL 541: Advanced Writing for ESL		M		
ESL 555: Pronunciation for ESL			R	
ESL 543: Intermediate Conversation for ESL			R	
ESL 544: Advanced Conversation for ESL			M	
ESL 550: Fundamentals of Grammar				I
ESL 551: Intermediate Grammar for ESL				R
ESL 552: Advanced Grammar for ESL				M

YEAR	PLOs to Assess	Courses to Sample
Summer 2021	PLO 3 (Conversation)	555
Fall 2021	PLO 1 and PLO 3 (Reading and Conversation)	537, 540, 543
Spring 2022	PLO 3 (Conversation)	544
Summer 2022	PLO 4 (Grammar)	550
Fall 2022	PLO 4 (Grammar)	551
Spring 2023	PLO 4 and PLO 2 (Writing and Grammar)	552, 538, 541

Dissemination of Information

Results will be shared with the noncredit ESL, Reading and English programs

PLAN OF ACTION – PRE VALIDATION
Six Year

DEPARTMENT: Languages & Communication PROGRAM: Credit English as a Second Language

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND **ACHIEVEMENT**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
1. Continue to utilize embedded tutors in the classroom and in the Language Lab.	C.8	Fall 2021
2. Encourage male students to participate in men's support group.	B.2, B.3, C.9	Spring 2023
3. Seek to hire a young male student worker to serve as a role model for male students.	B.2, B.3, C.8	Spring 2023
4. Invite former successful male students to speak in the ESL classes.	B.2, B.3	Spring 2023

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**		
Enrollment Changes		
1. Work in conjunction with AHC Outreach to raise community awareness about credit ESL classes.	A.1	Spring 2022
2. Offer synchronous DL courses to accommodate our working, evening, and remotely located student population.	A.5, B.8, D.5	Fall 2021
3. Create and disseminate promotional materials, including explanation of "mirrored classes."	A.1	Fall 2022
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**

Curricular Changes 1. Creating and offering a transitional writing course for ESL students to prepare for ENGL 101. 2. Explore renaming the program and renumbering the courses to increase clarity of course progression.	C. 5 C.5	Spring 2022 Spring 2022
Co-Curricular Changes 1. Create additional "mirrored" classes in noncredit ESL. 2. Schedule instructors to teach courses within the ESL pathway that they have not traditionally taught.	B.5 C.5	Fall 2021 Spring 2022
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE **ADDITIONAL RESOURCES**

Facilities		
Equipment		
Staffing		

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. According to the student survey, 62% of the respondents indicated that they were highly satisfied with the quality of instruction in the credit ESL program. Additionally, 34% indicated they were somewhat satisfied with the quality of instruction.

2. Students also expressed a high degree of satisfaction with the textbooks and course materials. 65% indicated they were highly satisfied and 31% were somewhat satisfied with the books and materials for the course.

3. According to the student survey, 56% of the respondents indicated that they were highly satisfied with the content of the courses in the program. Additionally, 35% indicated they were somewhat satisfied with the content.

IMPLICATIONS FOR PLANNING

We will continue to review new textbooks that engage ESL students as well as implement best practices of AB 705.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 30% of the total respondents were either dissatisfied or neutral with regard to the physical facilities and space (e.g. classrooms and labs).

2. According to the student survey, 5% were dissatisfied and 17% were neutral with regard to instructional equipment (e.g. computers and lab equipment).

3. According to the student survey, 9% were dissatisfied and 11% were neither dissatisfied nor satisfied with the availability of the courses offered in the ESL program.

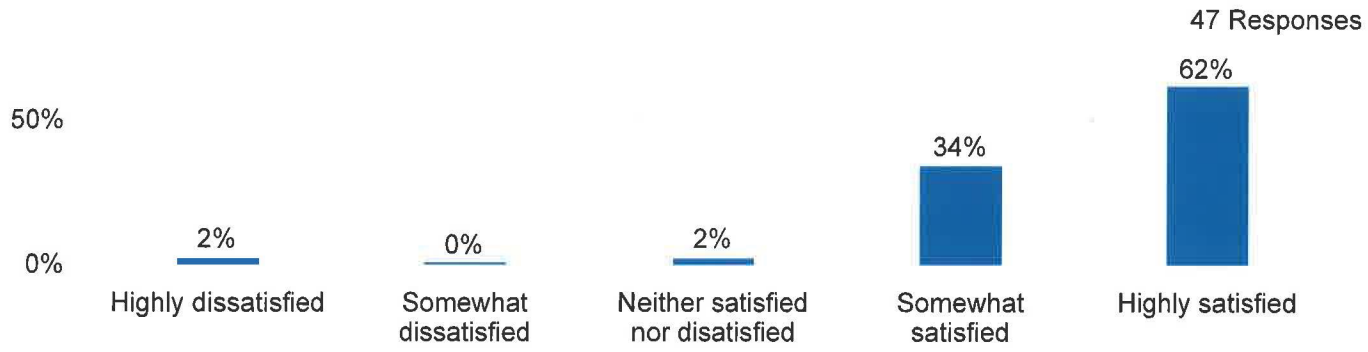
IMPLICATIONS FOR PLANNING

The level of dissatisfaction expressed in the survey results with regard to physical facilities, learning spaces, and instructional equipment are a result of the limitations of Emergency Remote Teaching through videoconferencing. Once students return face-to-face, we expect the level of satisfaction in these areas to increase.

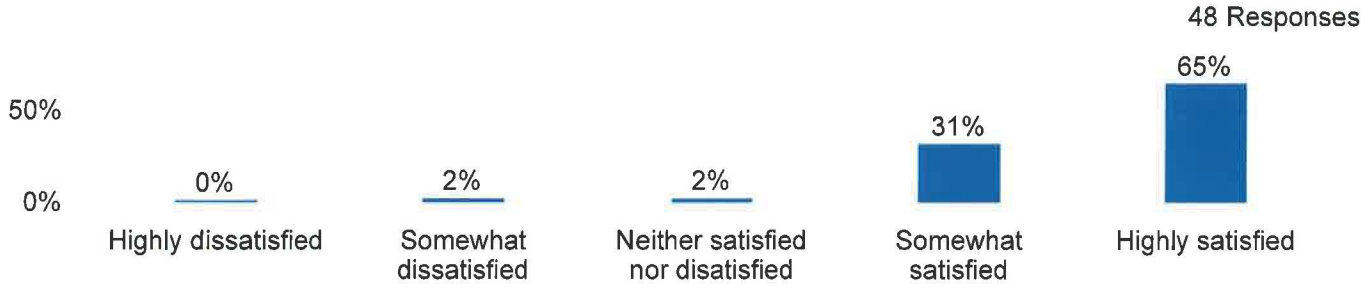
We are working toward improving the availability of ESL courses by adding a noncredit course that "mirrors" a credit course. The first mirrored grammar class was successfully offered in Fall 2019 with 28 students. As the number of mirrored courses increases, we expect to provide noncredit students with greater access to the credit program via these "bridge" courses. In addition, we hope to work more closely with Hancock's outreach program to increase enrollment, which will allow us to offer more courses.

ESL Program Review
Fall 2020
Total Responses = 58

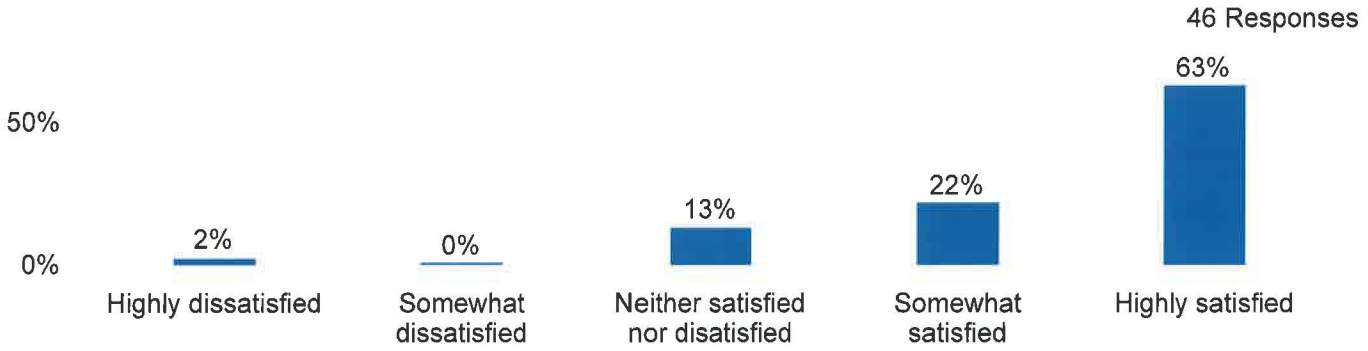
Q2_1 - Quality of instruction within the program



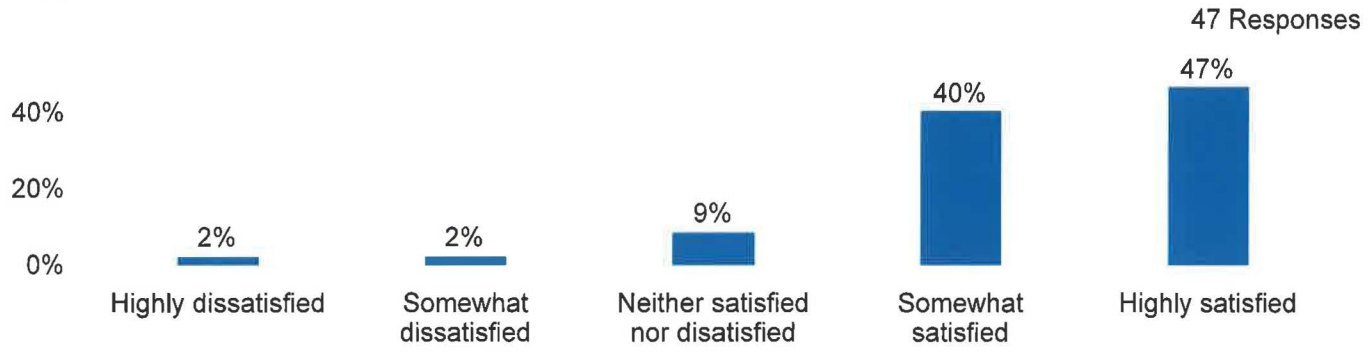
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



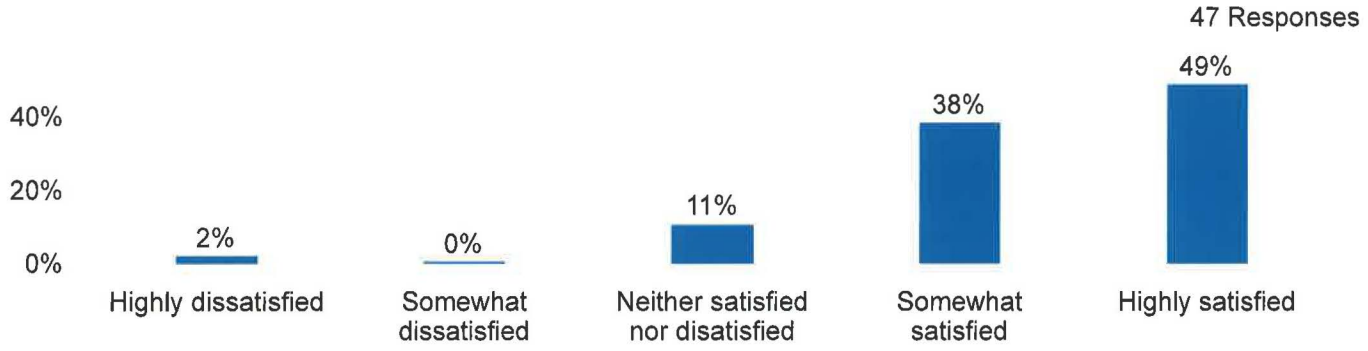
Q2_3 - Advice about the program from counselors



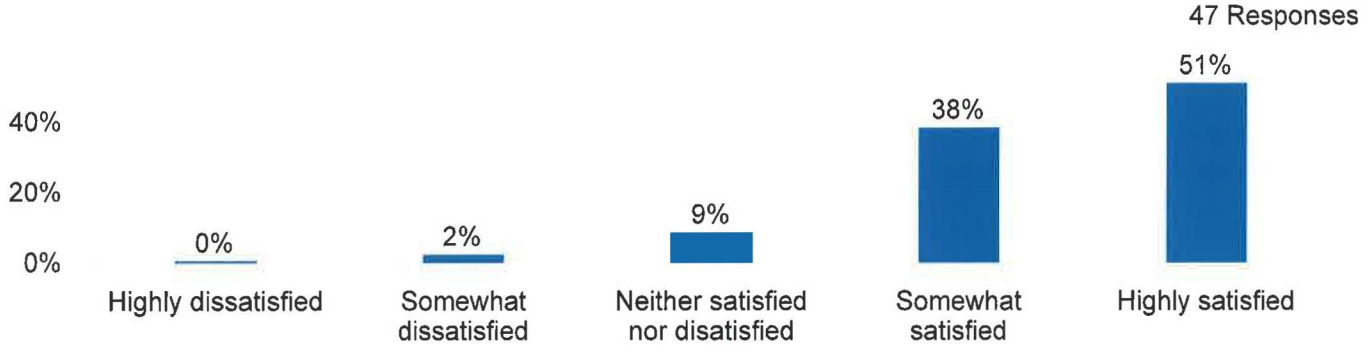
Q2_4 - The way this program meets your educational goals



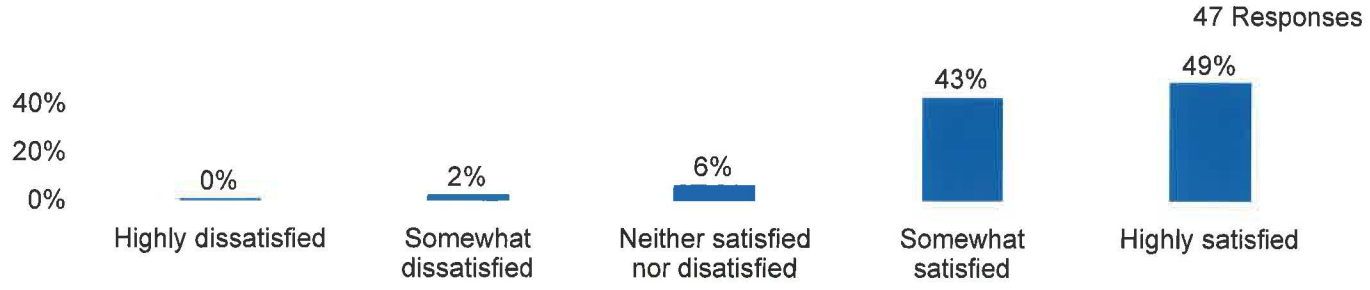
Q2_5 - Contribution towards your intellectual growth



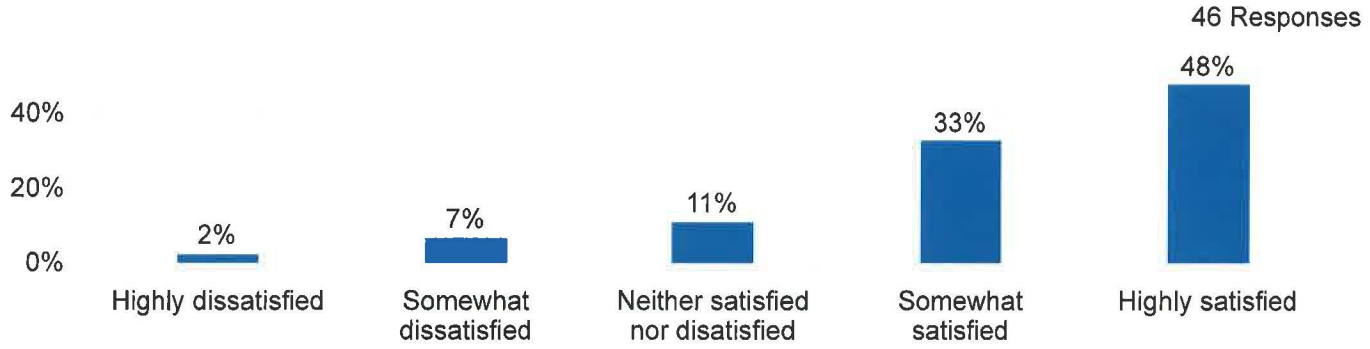
Q2_6 - Clarity of course goals and learning objectives



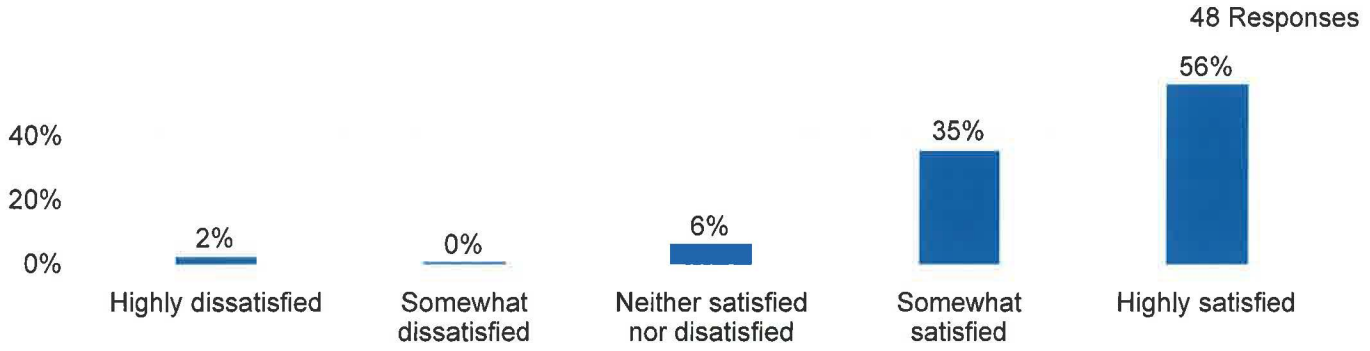
Q2_7 - Feedback and assessment of progress towards learning objectives



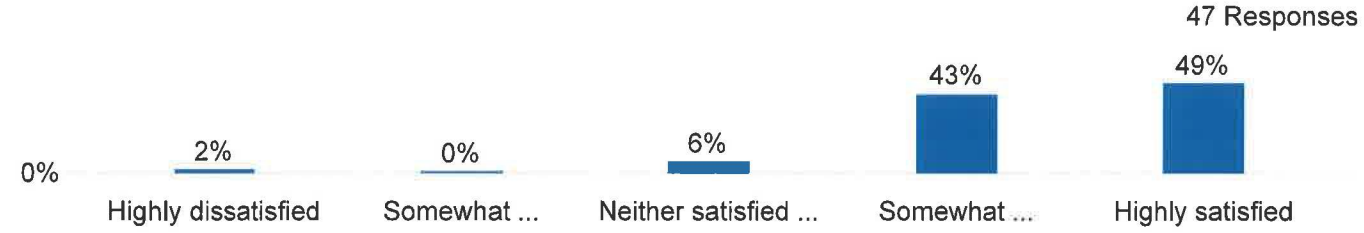
Q2_8 - The availability of courses offered in the ESL program



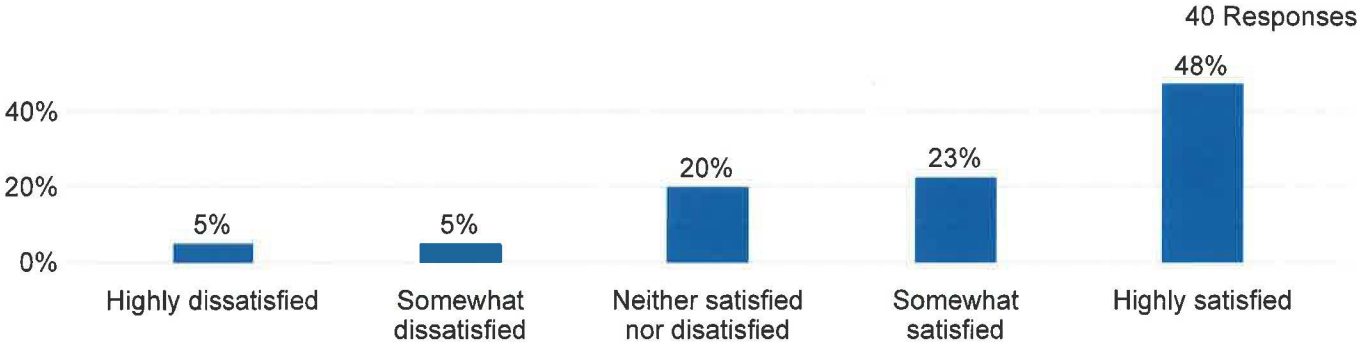
Q2_9 - The content of courses offered in the **PROGRAM**



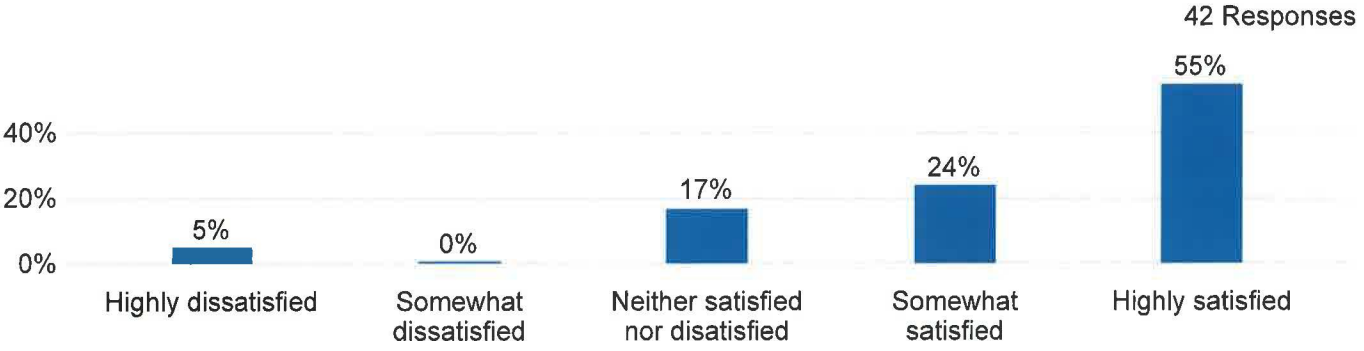
Q2_10 - The coordination of courses offered in the ESL program and courses offered in other departments that may be required for your major



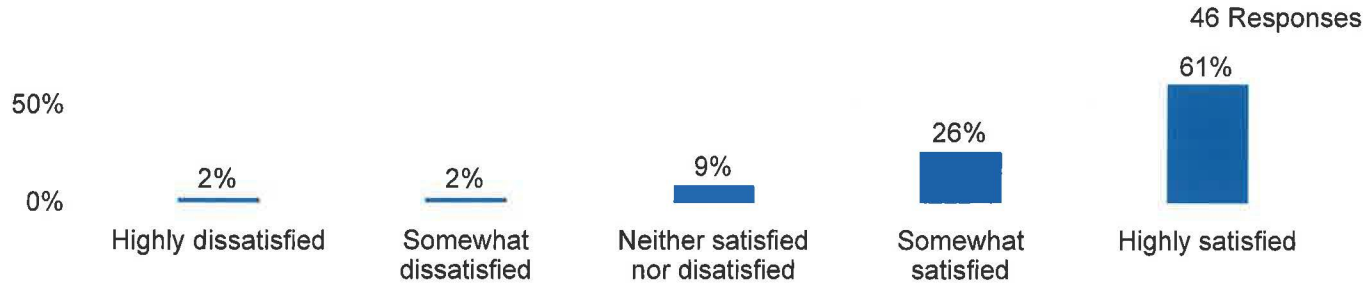
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



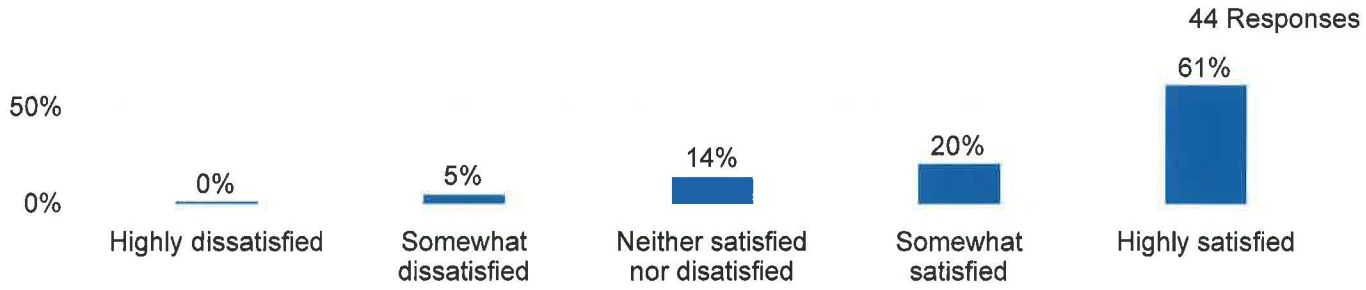
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



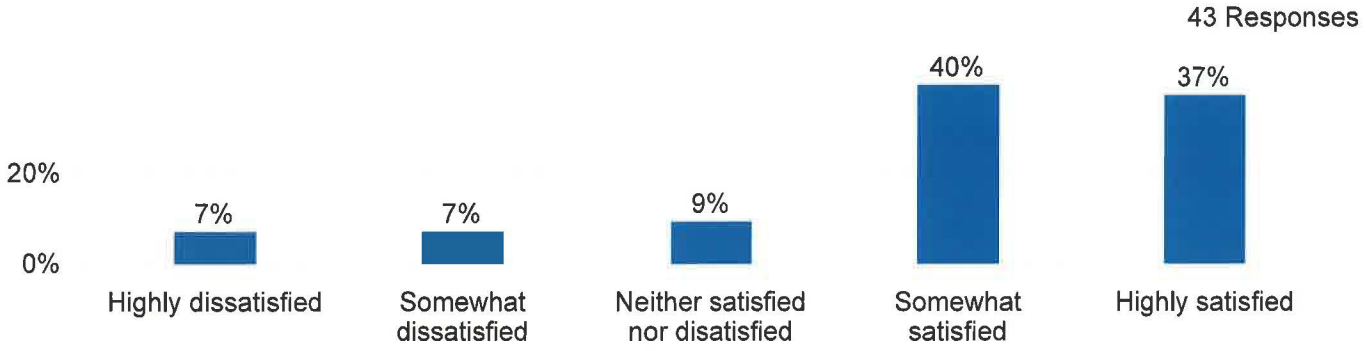
Q2_13 - Presentation of classes via the college's Canvas course management system



Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

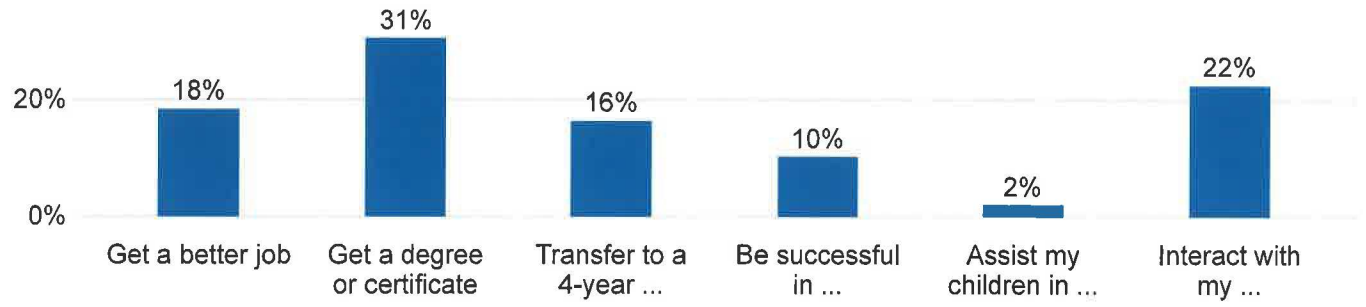


Q2_15 - Availability of appropriate resources in the libraries



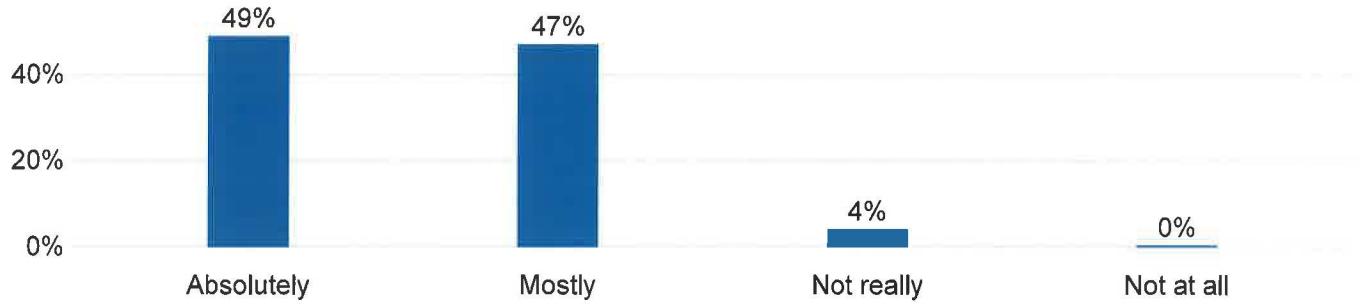
Q13 - What is your primary goal in taking ESL class(es)?

49 Responses



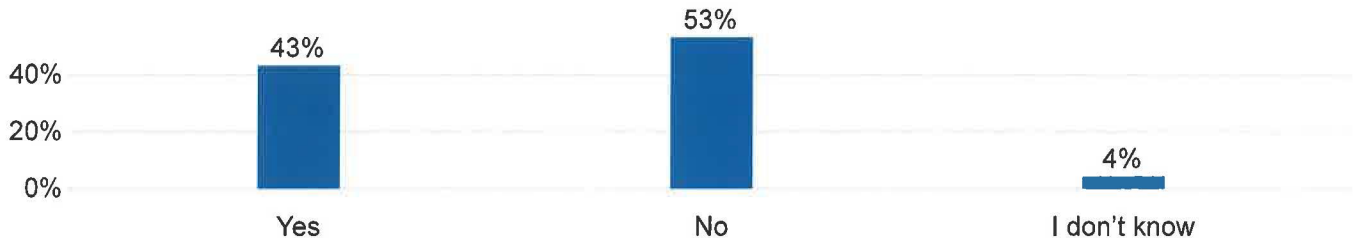
Q14 - Are ESL course helping you reach your goal?

49 Responses



Q16 - In the past, have you taken a noncredit ESL class through Allan Hancock College?

49 Responses



Q17 - How did you hear about the ESL program at Allan Hancock College?

49 Responses

Program Data

STEP 1 | Choose subjects: ESL

Subjects: ESL

STEP 2 | Choose awards: Multiple values

Awards: ESL & ESL Program

STEP 3 | Choose majors: None

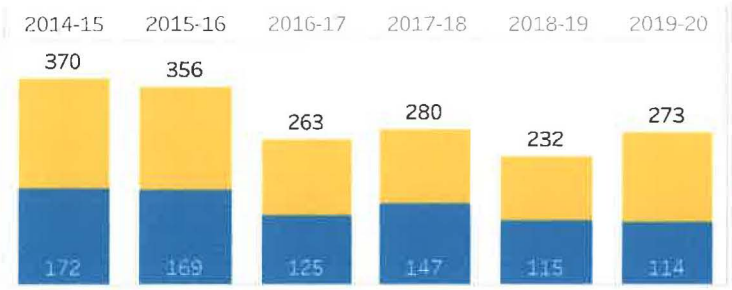
Student Majors: None

Contents

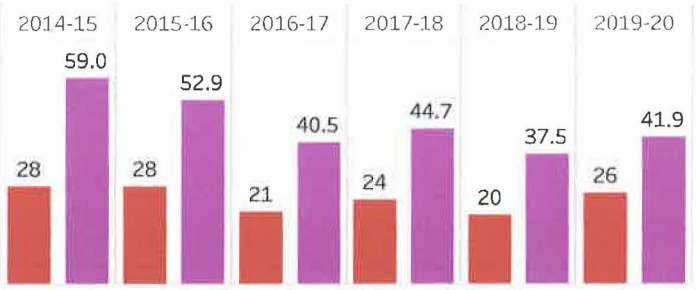
1 - Enrollment, headcount, sections, FTES, retention, success
2 - Demographics
3 - Equity outcomes
4 - Online\Face to face comparison
5 - Efficiency
6 - Program awards & majors
7 - Faculty load
A - Course demographic detail
B - Awards by major detail

Quick Program Facts

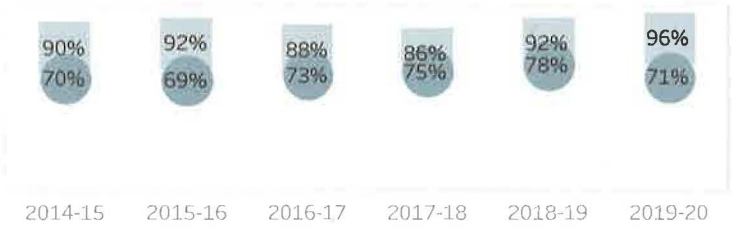
Headcount (undup)=Blue | Enrollment (dup)=Gold



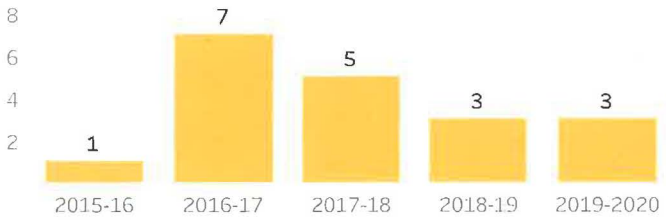
Sections=Red | FTES=Purple



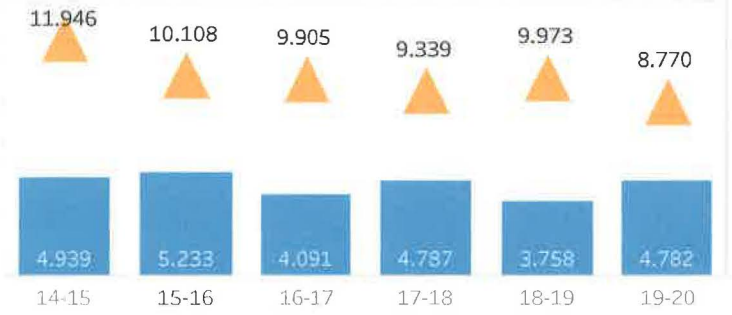
Retention=square | Success=circle



Credit Awards - Gold=Cert | Green=AA/AS / Pink=ADT



FTEF=Bar | FTES/FTEF=Triangle



Program Efficiency Fall 2019

Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

1 Outcomes ESL

course_
All

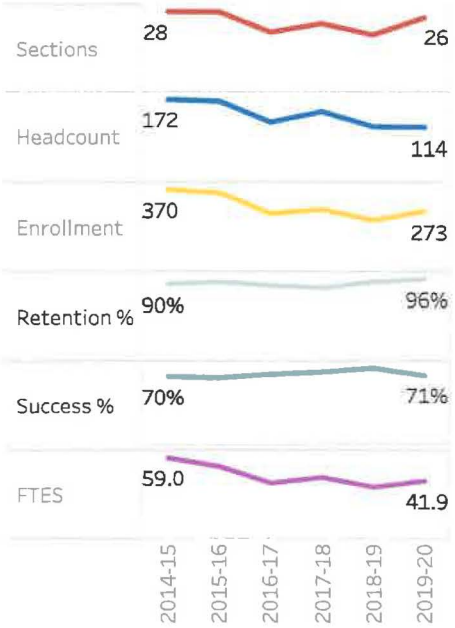
EW Grade
Exclude EW

	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020
Sections	2	13	13	2	13	13	1	10	10	13	11	1	10	9	2	12	12
Headcount	11	124	104	22	114	106	12	87	72	114	85	31	78	64	30	77	69
Enrollment	11	199	160	25	165	166	12	126	125	156	124	31	110	91	35	128	110
retained	11	182	139	24	150	155	12	108	112	137	103	29	100	85	35	126	79
Retention %	100%	91%	87%	96%	91%	93%	100%	86%	90%	88%	83%	94%	91%	93%	100%	98%	90%
success	9	144	107	24	112	110	9	83	99	113	96	27	85	70	28	82	68
Success %	82%	72%	67%	96%	68%	66%	75%	66%	79%	72%	77%	87%	77%	77%	80%	64%	77%
FTES	1.0	30.6	27.4	2.9	25.1	24.9	1.2	20.5	18.8	26.3	18.4	3.1	19.8	14.6	4.2	20.5	17.2

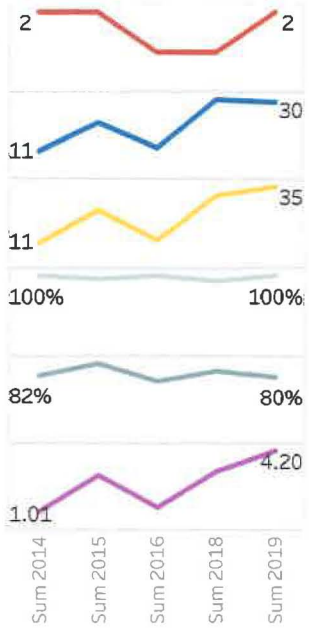
Outcomes Allan Hancock College Credit

	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Winter 2020	Spring 2020
Sections	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159	299	1,208	46	1,212
Headco..	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580	4,940	12,091	1,198	11,342
Enrollm..	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193	7,252	30,166	1,586	26,977
Retention %	89%	87%	85%	90%	86%	84%	89%	90%	88%	87%	88%	90%	87%	87%	88%	90%	87%	88%	88%	92%	88%	87%	92%
Success %	78%	70%	71%	77%	70%	71%	73%	80%	71%	77%	74%	80%	71%	79%	74%	80%	71%	79%	74%	81%	72%	75%	85%
FTES	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827	846	4,136	138	3,763

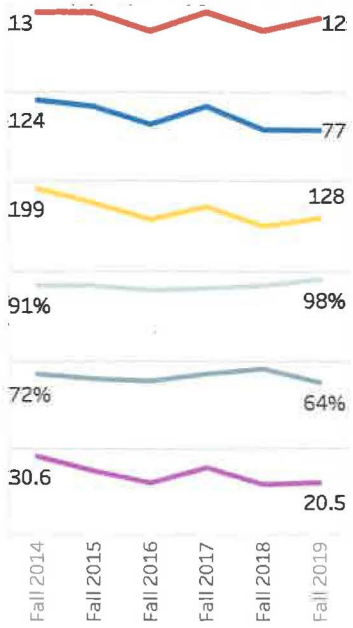
ESL Academic Year



Summer Terms

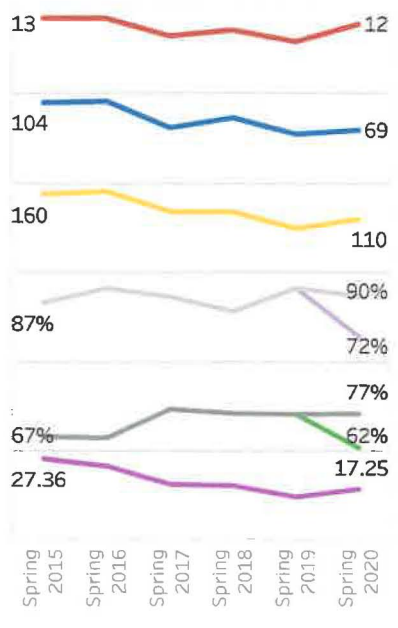


Fall Terms

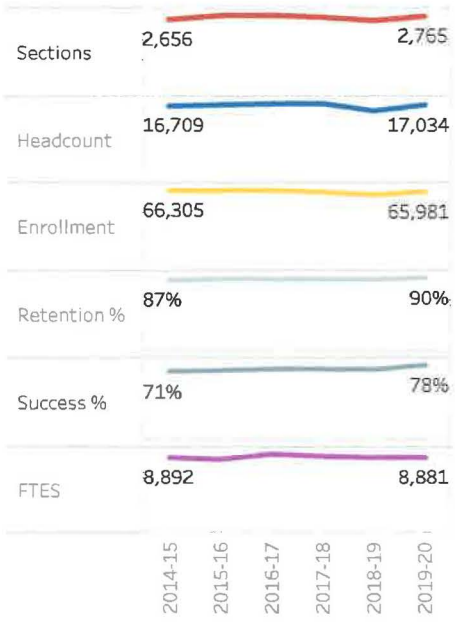


Winter Terms

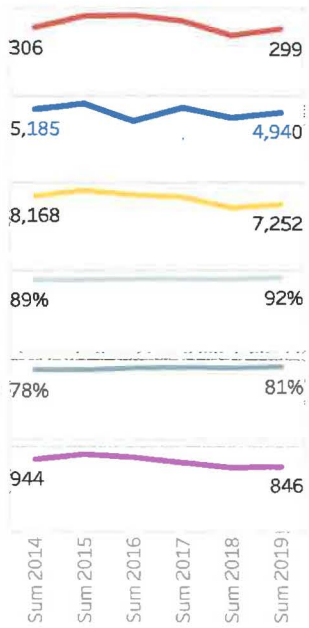
Spring Terms



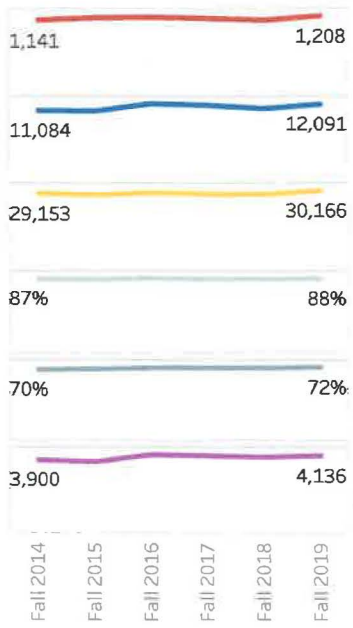
AHC Credit Academic Year



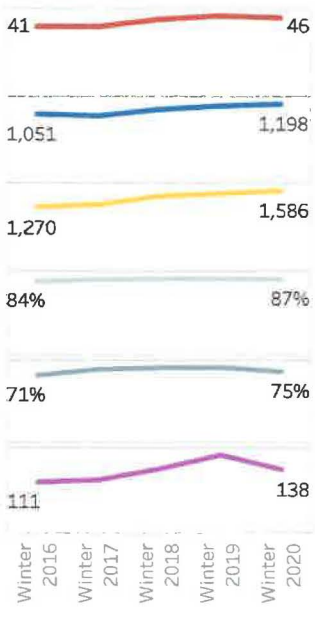
Summer Terms



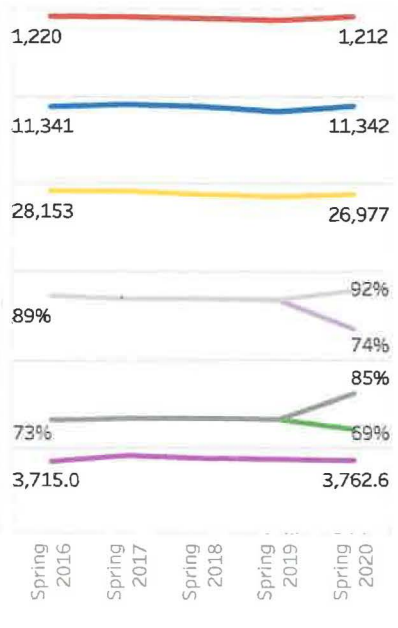
Fall Terms



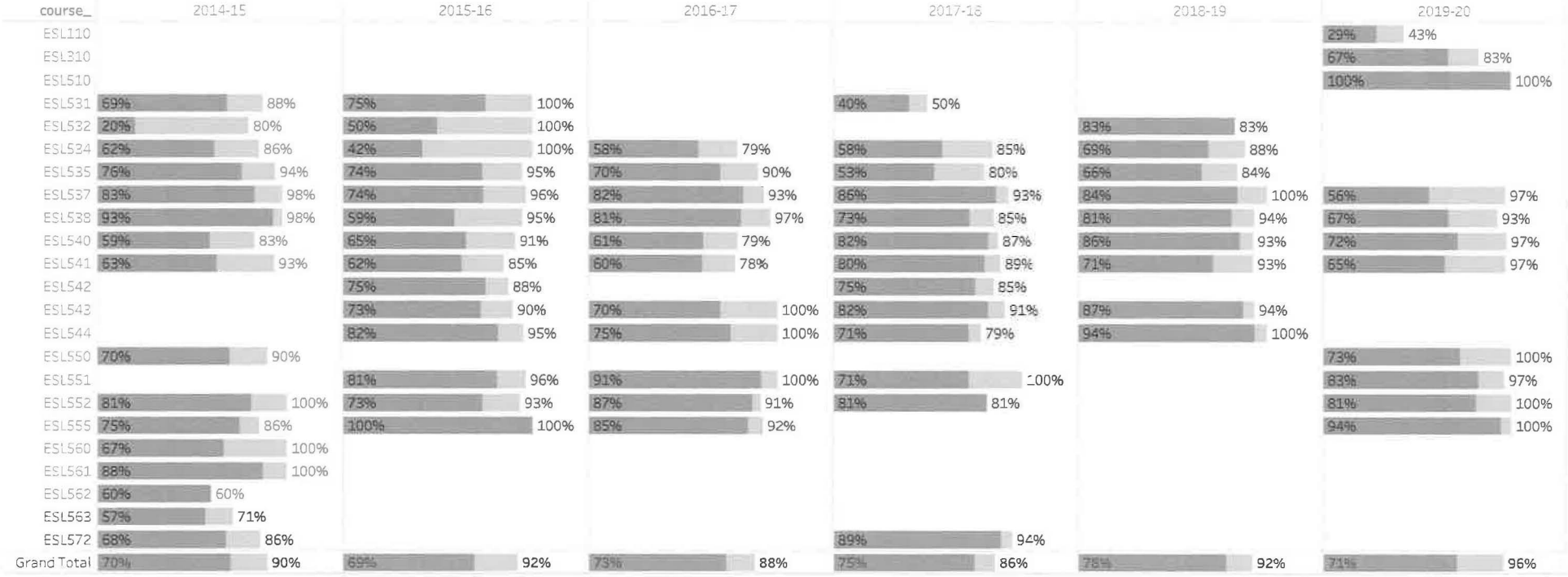
Winter Terms



Spring Terms



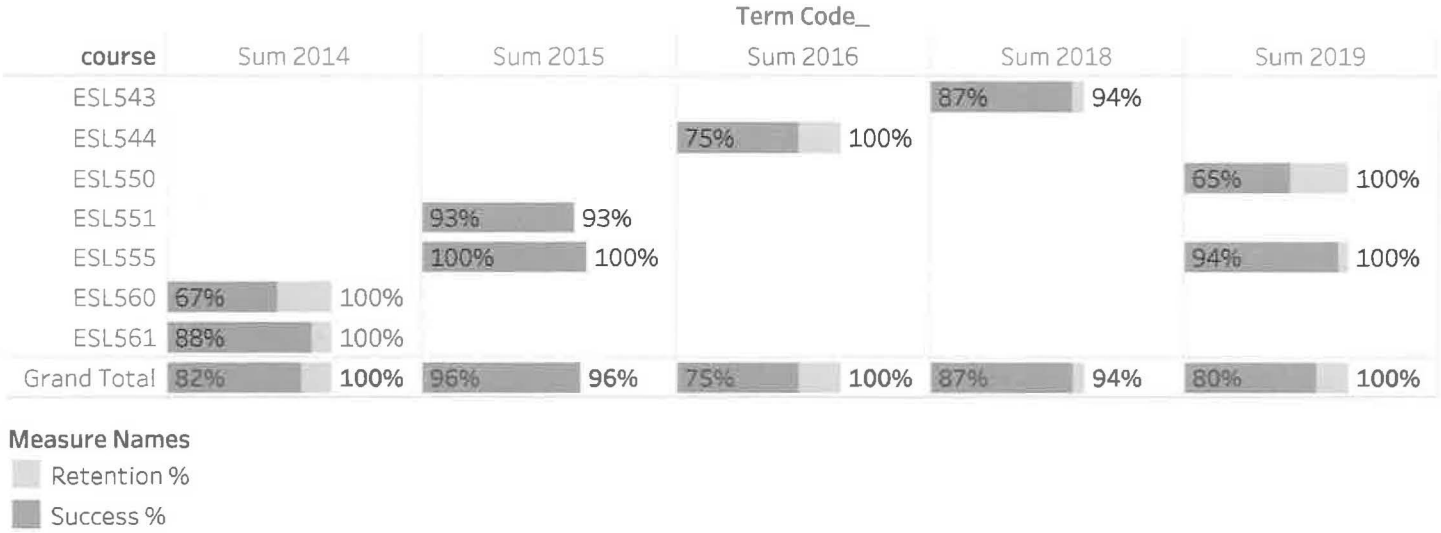
1 Retention & Success by academic year by course ESL



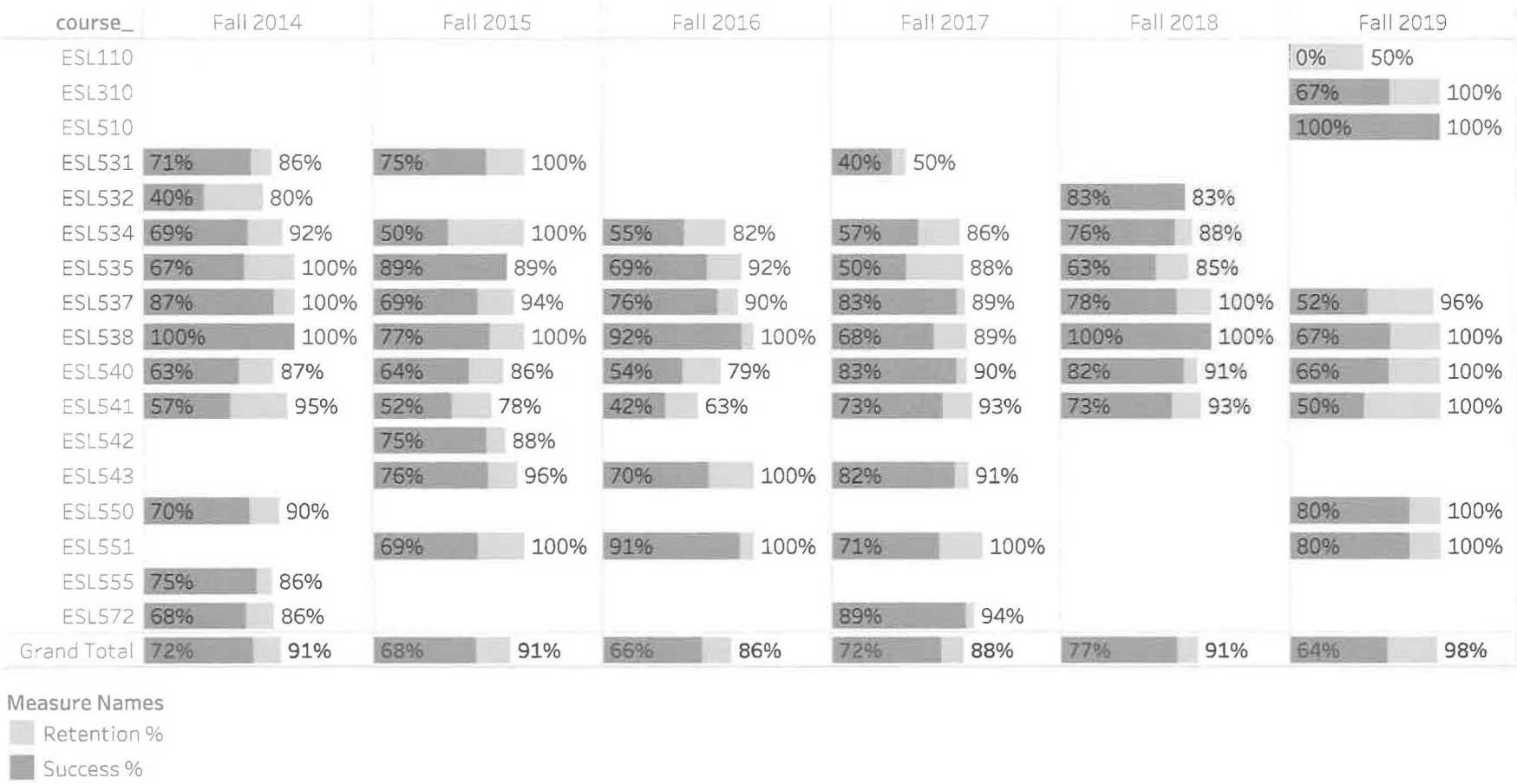
Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201410, 201420 and 201440. The CB04 filter keeps C, D and N. The subject filter keeps ESL. The course filter has multiple members selected.

Measure Names
- Retention %
- Success %

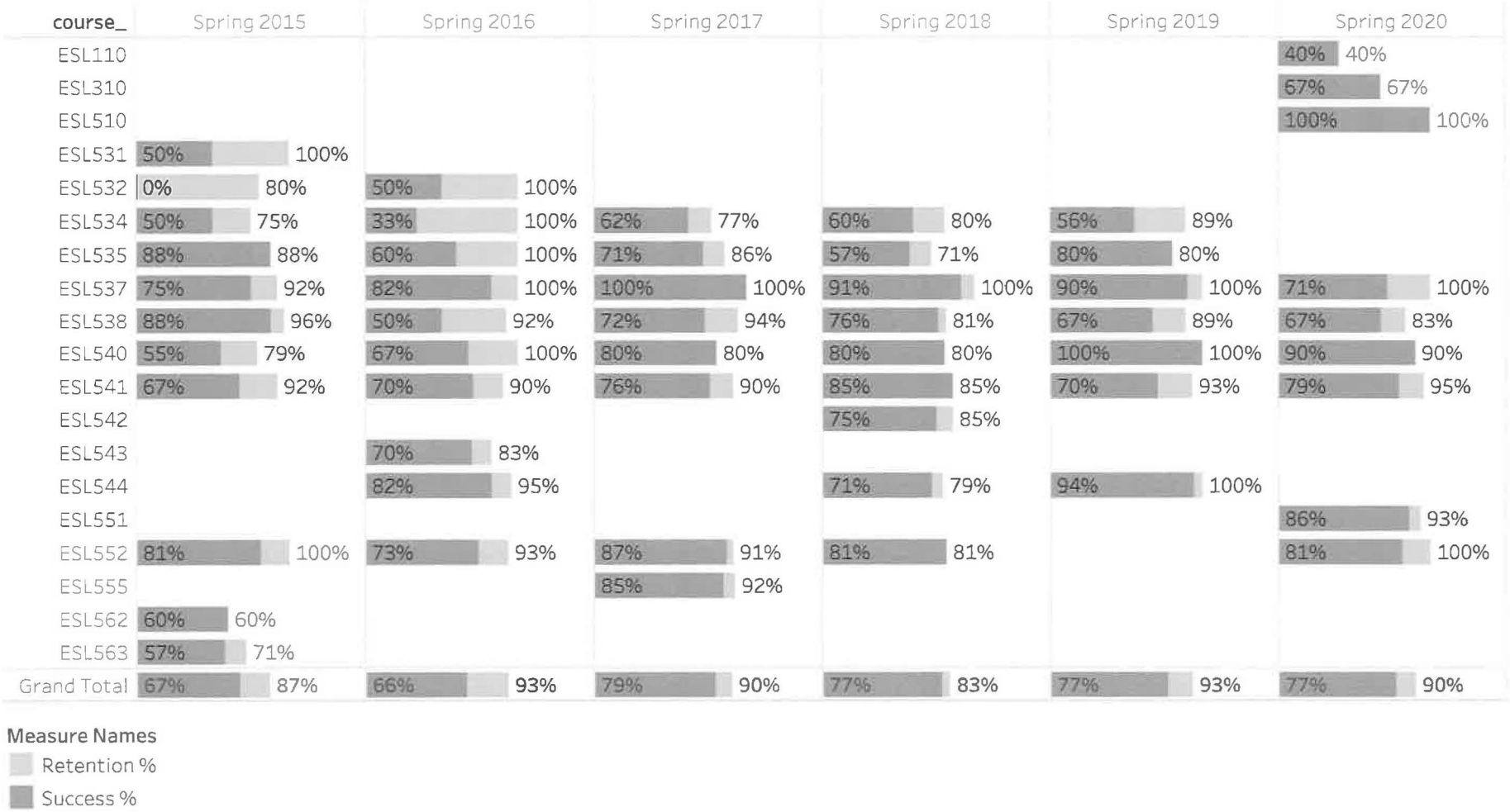
1 Retention & Success by summer term by course ESL



1 Retention & Success by fall term by course ESL



1 Retention & Success by spring term by course ESL



Measure Names

- Retention %
- Success %

2 Program Demographics ESL

Choose individual course via filter or see Appendix A for full demographic course details

course_
All

Academic Year

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Age Category	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	31	11.55	30	10.68	29	8.36	26	10.36	21	7.81	26	13.21
20-24	40	13.23	43	13.75	27	8.82	29	7.57	28	8.26	31	10.90
25-29	29	12.07	24	6.93	15	5.51	16	5.43	18	4.99	9	1.92
30-34	17	5.35	20	5.04	12	3.40	19	5.73	9	2.42	14	3.01
35-39	11	2.44	12	3.85	11	3.36	19	5.57	13	4.33	11	3.66
40-49	35	10.64	33	8.40	21	6.88	24	5.07	22	6.89	23	8.32
50+	16	3.72	13	4.25	12	4.18	18	4.97	10	2.79	5	0.92

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	10	4.5	14	4.4	4	1.5	8	2.9	8	2.9	3	1.4
Black	1	0.3	3	1.2	1	0.3			1	0.2	4	1.3
Filipino	3	1.2	3	0.8	2	0.3	1	0.5	1	0.4	1	0.3
Hispanic	155	51.8	142	44.4	106	34.8	111	31.7	80	26.4	84	30.6
NativeAm					2	0.7	2	0.2	2	0.3	2	0.9
Other							1	0.3				
PacIsl			1	0.3								
White	3	1.1	6	1.7	9	2.8	23	8.0	22	6.6	18	6.0

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	110	37.8	106	32.4	75	24.7	95	27.8	67	24.4	66	23.3
Male	62	21.2	63	20.5	49	15.8	50	15.4	44	11.1	43	15.2
Unknown							1	0.5	3	1.3	3	1.9

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	59	16.8	59	15.7	34	8.4	35	8.5	23	6.1	26	9.7
First Time Transfer	17	3.8	10	2.8	7	1.9	8	2.1	4	1.0	5	1.1
Continuing	107	31.0	98	27.7	85	26.6	109	31.0	92	28.0	86	27.8
Returning	24	6.1	29	6.3	15	3.5	11	2.1	7	1.7	11	1.9
Unknown	3	1.1	1	0.4								
Grand Total	172	59.0	169	52.9	124	40.4	146	43.7	114	36.8	112	40.5

2 Demographics Allan Hancock College Credit

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Age Category	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	4,269	2,742	4,528	2,759	5,805	3,105	6,308	3,255	6,018	3,326	7,482	3,583
20-24	6,122	3,441	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070	4,867	2,853
25-29	2,585	1,182	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101	2,060	1,089
30-34	1,542	563	1,533	528	1,379	578	1,327	556	1,173	560	1,130	507
35-39	944	320	969	292	924	357	891	328	758	319	844	342
40-49	1,212	400	1,262	356	1,042	379	1,040	384	801	328	874	324
50+	891	244	966	248	789	227	676	210	608	189	583	185

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	585	277	582	275	512	264	469	214	386	186	378	187
Black	617	340	673	359	583	326	555	278	459	259	491	278
Filipino	477	320	473	292	483	309	462	269	450	305	488	259
Hispanic	7,959	4,698	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071	7,536	4,047
NativeAm	270	144	263	133	307	144	348	167	358	198	360	190
Other	5	1	2	0	4	1	5	2	2	1	2	1
PacIsl	122	59	97	50	119	62	141	62	131	74	167	81
White	6,671	3,050	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751	7,129	3,648

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,253	4,714	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877	8,777	4,837
Male	8,445	4,174	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916	7,521	3,767
Unknown	3	2	3	2	109	23	181	51	121	52	228	88

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	2,904	1,176	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240	2,620	1,189
First Time Transfer	2,408	598	2,634	616	2,111	541	2,352	656	1,766	564	1,540	447
Continuing	10,402	6,334	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120	9,325	5,977
Returning	3,039	672	3,196	675	2,277	551	2,382	539	1,964	496	2,231	504
Special Admit	560	107	935	173	2,260	353	2,578	424	2,281	425	3,521	574
Unknown	13	3	6	2	4	0	1	0	1	0	2	0
Grand Total	16,700	8,890	17,004	8,641	17,217	9,126	17,235	9,014	15,597	8,845	16,523	8,691

3 Program Equity Outcomes ESL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Under 20	26	84	8	13.2	100.0%	6.3%		53.9%	-24.3%	21
20-24	31	71	5	10.9	89.4%	-8.4%	6	71.2%	0.4%	
25-29	9	12	0	1.9	91.7%			75.0%		
30-34	14	21	2	3.0	100.0%	4.7%		78.9%	8.7%	
35-39	11	24	2	3.7	100.0%	4.8%		90.9%	21.9%	
40-49	23	54	5	8.3	93.9%	-2.2%	2	81.6%	13.3%	
50+	5	7	0	0.9	100.0%			85.7%		
Grand Total	**114**	**273**	**22**	**41.9**	**95.6%**			**70.9%**		

3 Program Equity Outcomes ESL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	3	9	1	1.4	75.0%			62.5%		
Black	4	8	1	1.3	100.0%			57.1%		
Filipino	1	2	0	0.3	100.0%			50.0%		
Hispanic	84	200	16	30.6	95.7%	0.1%		68.5%	-9.1%	19
Native Am	2	6	0	0.9	100.0%			100.0%		
White	18	39	2	6.0	97.3%	2.0%		78.4%	8.8%	
Unknown	2	9	2	1.4	100.0%			100.0%		
Grand Total	**114**	**273**	**22**	**41.9**	**95.6%**			**70.9%**		

3 Program Equity Outcomes ESL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Female	66	153	14	23.3	94.2%	-3.1%	5	73.4%	5.5%	
Male	45	107	6	16.7	98.0%	4.0%		65.3%	-9.3%	10
Unknown	3	13	2	1.9	90.9%			90.9%		
Grand Total	**114**	**273**	**22**	**41.9**	**95.6%**			**70.9%**		

3 Program Equity Outcomes ESL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time	27	63	0	9.8	100.0%	5.9%		50.8%	-26.9%	17
First Time Tran..	5	7	1	1.1	83.3%			66.7%		
Continuing	88	190	18	29.1	94.8%	-2.7%	6	77.3%	20.4%	
Returning	11	13	3	1.9	90.0%	-5.9%	1	90.0%	19.9%	
Grand Total	**114**	**273**	**22**	**41.9**	**95.6%**			**70.9%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Under 20	7,482	28,282	2,460	3,583	90.4%	0.9%	
20-24	4,867	20,725	1,537	2,853	88.8%	-1.6%	330
25-29	2,060	7,055	437	1,089	89.4%	-0.5%	38
30-34	1,130	3,508	196	507	91.3%	1.5%	
35-39	844	2,403	154	342	90.2%	0.4%	
40-49	874	2,442	235	324	91.1%	1.3%	
50+	583	1,566	182	185	91.5%	1.7%	
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**89.9%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 20	7,482	28,282	2,460	3,583	76.0%	-3.6%	1,024
20-24	4,867	20,725	1,537	2,853	77.6%	-0.7%	144
25-29	2,060	7,055	437	1,089	79.6%	1.7%	
30-34	1,130	3,508	196	507	83.5%	5.8%	
35-39	844	2,403	154	342	82.9%	5.0%	
40-49	874	2,442	235	324	85.6%	7.8%	
50+	583	1,566	182	185	83.3%	5.3%	
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**78.1%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Asian	378	1,366	84	187	90.2%	0.3%	
Black	491	1,928	176	278	88.8%	-1.1%	22
Filipino	488	1,813	134	259	91.2%	1.4%	
Hispanic	7,536	30,439	2,709	4,047	88.7%	-2.2%	671
Native Am	360	1,475	151	190	85.9%	-4.1%	60
Other	2	7	0	1	100.0%		
Pac Isl	167	663	73	81	88.6%	-1.2%	8
White	7,129	26,825	1,707	3,648	91.3%	2.5%	
Unknown	516	1,465	167	190	90.8%	0.9%	
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**89.9%**		

3 Allan Hancock College Credit Equity Outcomes

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Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

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	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Asian	378	1,366	84	187	79.5%	1.4%	
Black	491	1,928	176	278	75.2%	-3.0%	58
Filipino	488	1,813	134	259	80.0%	2.0%	
Hispanic	7,536	30,439	2,709	4,047	75.2%	-5.4%	1,636
Native Am	360	1,475	151	190	73.9%	-4.3%	64
Other	2	7	0	1	100.0%		
Pac Isl	167	663	73	81	72.4%	-5.8%	38
White	7,129	26,825	1,707	3,648	81.7%	6.2%	
Unknown	516	1,465	167	190	76.9%	-1.2%	18
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**78.1%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Female	8,967	36,046	2,443	4,909	89.4%	-0.9%	337
Male	7,769	29,148	2,626	3,869	90.4%	0.9%	
Unknown	302	787	132	103	90.5%	0.7%	
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**89.9%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

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PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	8,967	36,046	2,443	4,909	78.5%	0.8%	
Male	7,769	29,148	2,626	3,869	77.7%	-0.7%	193
Unknown	302	787	132	103	74.2%	-3.9%	31
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**78.1%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
First Time	2,748	9,927	213	1,241	87.4%	-2.9%	290
First Time Tran..	1,674	3,393	172	488	92.2%	2.5%	
Continuing	9,472	42,926	4,002	6,043	89.4%	-1.4%	581
Returning	2,235	4,167	302	504	88.1%	-1.9%	78
Special Admit	3,739	5,565	511	605	98.1%	9.0%	
Unknown	2	3	1	0	100.0%		
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**89.9%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

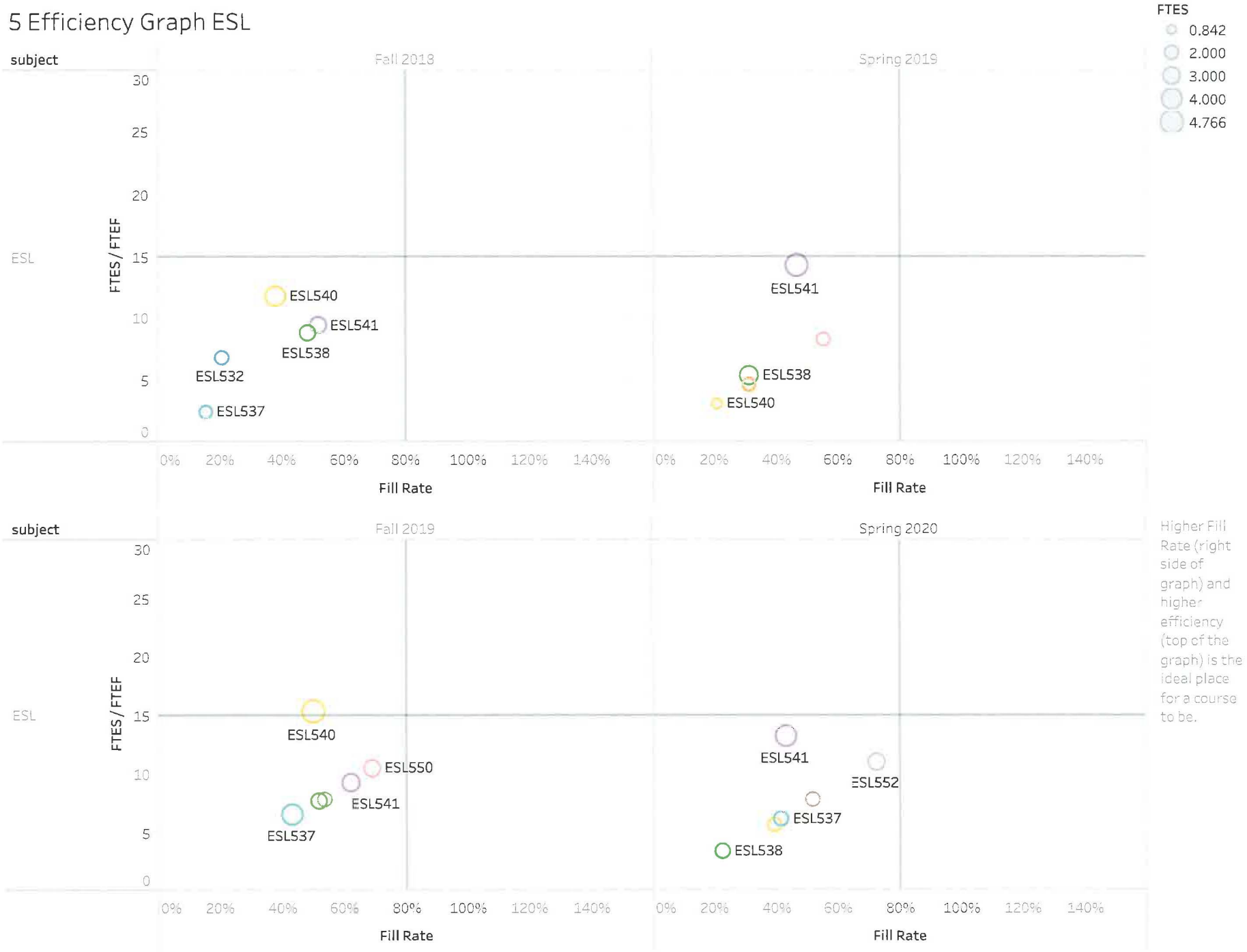
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,748	9,927	213	1,241	65.6%	-14.9%	1,481
First Time Tran..	1,674	3,393	172	488	81.6%	3.7%	
Continuing	9,472	42,926	4,002	6,043	79.4%	3.6%	
Returning	2,235	4,167	302	504	75.9%	-2.3%	96
Special Admit	3,739	5,565	511	605	91.7%	14.8%	
Unknown	2	3	1	0	100.0%		
Grand Total	**17,034**	**65,981**	**5,201**	**8,881**	**78.1%**		

4 Online / Onsite credit course comparison Allan Hancock College

		Academic Year				
Course Type		**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Online	Headcount	7,580	7,006	7,152	6,744	7,040
	Enrollment	15,710	15,695	15,548	15,081	15,957
	Sections	509	517	501	457	487
	Retention %	83%	83%	84%	85%	87%
	Success %	64%	66%	67%	68%	73%
	FTES	1,496	1,524	1,523	1,490	1,569
Onsite	Headcount	13,623	14,458	14,466	13,515	14,715
	Enrollment	50,973	51,353	49,698	48,165	50,024
	Sections	2,284	2,279	2,231	2,164	2,278
	Retention %	90%	90%	89%	89%	91%
	Success %	75%	76%	76%	75%	80%
	FTES	7,145	7,775	7,511	7,403	7,313
Grand Total	Headcount	**17,009**	**17,251**	**17,276**	**15,700**	**17,034**
	Enrollment	**66,683**	**67,048**	**65,246**	**63,246**	**65,981**
	Sections	**2,793**	**2,796**	**2,732**	**2,621**	**2,765**
	Retention %	**88%**	**88%**	**88%**	**88%**	**90%**
	Success %	**72%**	**74%**	**74%**	**73%**	**78%**
	FTES	**8,642**	**9,298**	**9,034**	**8,893**	**8,881**

5 Efficiency Graph ESL



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

5 Efficiency Table ESL

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2018-19	Sum 2018	ESL543	3	0.208	15.0	31	30	30	103%
		Total	**3**	**0.208**	**15.0**	**31**	**30**	**30**	**103%**
	Fall 2018	ESL532	2	0.267	6.8	6	29	29	21%
		ESL534	3	0.000		17	29	29	59%
		ESL535	5	0.000		27	57	29	47%
		ESL537	2	0.652	2.4	9	58	29	16%
		ESL538	2	0.267	8.8	14	29	29	48%
		ESL540	4	0.326	11.8	22	58	29	38%
		ESL541	3	0.267	9.5	15	29	29	52%
		Total	**20**	**1.779**	**11.1**	**110**	**289**	**29**	**38%**
	Spring 2019	ESL534	2	0.326	4.6	9	29	29	31%
		ESL535	1	0.000		5	29	29	17%
		ESL537	2	0.000		10	29	29	34%
		ESL538	3	0.593	5.4	18	58	29	31%
		ESL540	1	0.326	3.1	6	29	29	21%
		ESL541	5	0.326	14.3	27	58	29	47%
		ESL544	2	0.200	8.3	16	29	29	55%
		Total	**15**	**1.771**	**8.2**	**91**	**261**	**29**	**35%**
	Total		**37**	**3.758**	**10.0**	**232**	**580**	**29**	**40%**
2019-20	Sum 2019	ESL550	2	0.275	8.5	17	30	30	57%
		ESL555	2	0.211	8.8	18	22	22	82%
		Total	**4**	**0.486**	**8.6**	**35**	**52**	**26**	**67%**
	Fall 2019	ESL110	0	0.000		2	22	22	9%
		ESL310	0	0.000		3	44	22	7%
		ESL510	0	0.000		1	22	22	5%
		ESL537	4	0.652	6.6	25	58	29	43%
		ESL538	3	0.326	7.7	15	29	29	52%
		ESL540	5	0.326	15.3	29	58	29	50%
		ESL541	3	0.326	9.3	18	29	29	62%
		ESL550	3	0.259	10.5	20	29	29	69%
		ESL551	2	0.259	7.9	15	28	28	54%

5 Efficiency Table ESL

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2019-20	Fall 2019	Total	20	2.148	9.5	128	319	27	40%
	Spring 2020	ESL110	1	0.000		5	22	22	23%
		ESL310	1	0.000		4	22	22	18%
		ESL510	1	0.000		4	44	22	9%
		ESL537	2	0.326	6.2	12	29	29	41%
		ESL538	2	0.652	3.4	13	58	29	22%
		ESL540	2	0.326	5.7	11	28	28	39%
		ESL541	4	0.326	13.2	25	58	29	43%
		ESL551	2	0.259	7.9	15	29	29	52%
		ESL552	3	0.259	11.0	21	29	29	72%
		Total	17	2.148	8.0	110	319	27	34%
	Total		42	4.782	8.8	273	690	27	40%
Grand Total			79	8.540	9.3	505	1,270	28	40%

6 Degree/Certificate ESL & ESL Program

					Academic Year Graduation Desc					
	Program Desc	Degree	Degree Major	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated	ESL	C1NA	English as a Second Langua..	6 to fewer than 18 units (E)		1	7	5	3	3
	ESL Program	CERT6	ESL Program	NC Cert 288 to <480 hrs (P)	3	2	27	40	28	4
Duplicated	ESL	C1NA	English as a Second Langua..	6 to fewer than 18 units (E)		1	7	5	3	3
	ESL Program	CERT6	ESL Program	NC Cert 288 to <480 hrs (P)	3	2	34	40	29	4
Unduplicated	Total				3	3	34	44	31	7
Duplicated	Total				3	3	41	45	32	7

6 Majors None - Headcount

6 ESL & ESL Program Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

					Academic Year Graduation Desc											
					2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Program..	**Degree**	**Degree Major**	**Degree Desc (group)**	**Major ..**	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
ESL	C1NA	English as a Second Lang..	6 to fewer than 18 units (E)	Split			1	100%	7	100%	5	100%	3	100%	3	100%
	Total						**1**	**100%**	**7**	**100%**	**5**	**100%**	**3**	**100%**	**3**	**100%**
ESL Program	CERT6	ESL Program	NC Cert 288 to <480 hrs (P)	Split	3		2	100%	27	100%	40	100%	28	100%	4	100%
	Total				**3**		**2**	**100%**	**27**	**100%**	**40**	**100%**	**28**	**100%**	**4**	**100%**

6 Degree/Certificate Allan Hancock College

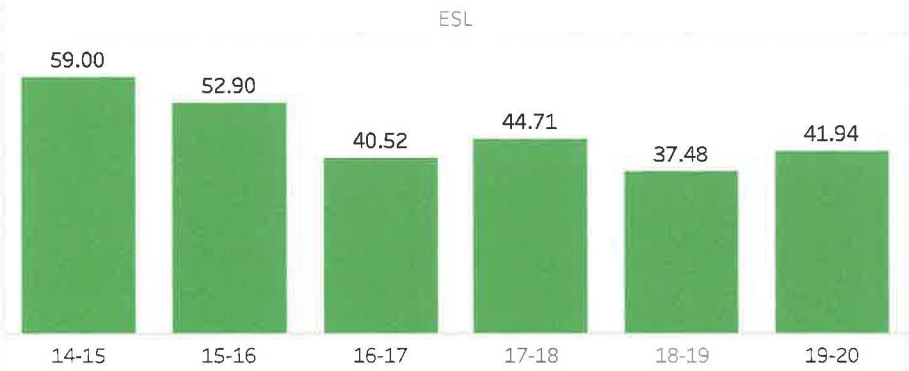
		Academic Year Graduation Desc					
	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated	6 to fewer than 18 units (E)	235	253	318	303	277	246
	12 to fewer than 18 units (B)		1		11	11	16
	18 to fewer than 30 units (L)	172	149	180	146	168	113
	30 to fewer than 60 units (T)	555	511	596	634	697	674
	60+ units (F)	37	38	34	33	38	28
	Associate in Arts - Transfer	42	92	126	159	163	218
	Associate in Arts (A)	571	494	523	493	589	880
	Associate in Science - Transfe	90	95	128	126	191	226
	Associate in Science (S)	299	277	319	313	321	304
	NC Cert 48 to <96 hrs (H)	29	3	10	22	21	8
	NC Cert 192 to <288 hrs (K)	5	7	5	1	6	13
	NC Cert 288 to <480 hrs (P)	4	2	27	46	38	31
	NC Cert 480 to <960 hrs (Q)				2	9	29
	Other Credit Award <6 units(O)	42	129	124	126	94	151
Duplicated	6 to fewer than 18 units (E)	240	261	365	330	299	267
	12 to fewer than 18 units (B)		1		11	11	16
	18 to fewer than 30 units (L)	184	157	188	166	182	122
	30 to fewer than 60 units (T)	575	527	624	671	738	700
	60+ units (F)	37	38	34	33	38	28
	Associate in Arts - Transfer	42	95	130	163	164	229
	Associate in Arts (A)	795	709	726	737	814	1,434
	Associate in Science - Transfe	98	99	133	138	207	235
	Associate in Science (S)	318	307	347	345	350	335
	NC Cert 48 to <96 hrs (H)	29	3	10	23	21	8
	NC Cert 192 to <288 hrs (K)	5	7	5	1	6	13
	NC Cert 288 to <480 hrs (P)	4	2	34	46	39	32
	NC Cert 480 to <960 hrs (Q)				2	9	29
	Other Credit Award <6 units(O)	63	142	136	150	105	161
Unduplicated	Total	**1,517**	**1,491**	**1,703**	**1,673**	**1,802**	**1,923**
Duplicated	Total	**2,390**	**2,348**	**2,732**	**2,816**	**2,983**	**3,609**

7 FTEF+Overload, FTES & Efficiency - ESL

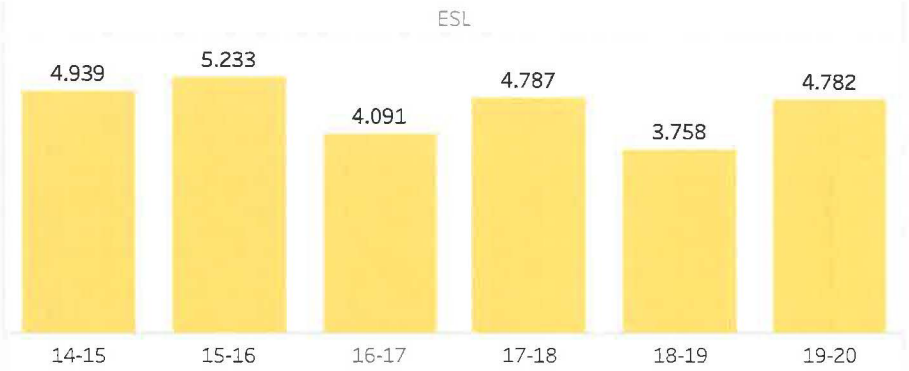
Academic Year

2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF
4.939	59.00	11.95	5.233	52.90	10.11	4.091	40.52	9.90	4.787	44.71	9.34	3.758	37.48	9.97	4.782	41.94	8.77

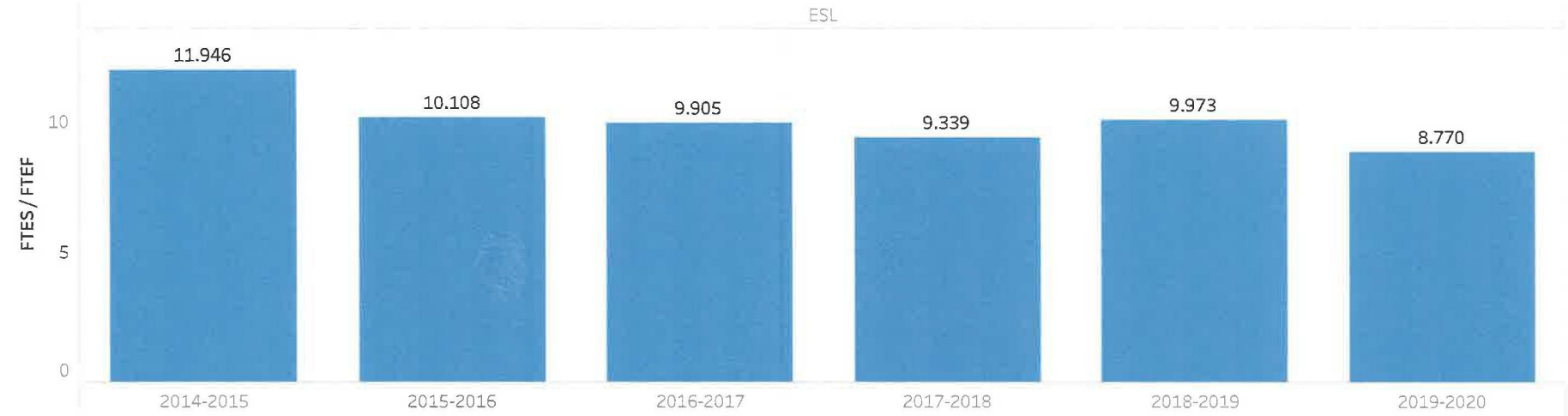
FTES



FTEF



FTEF/ FTES



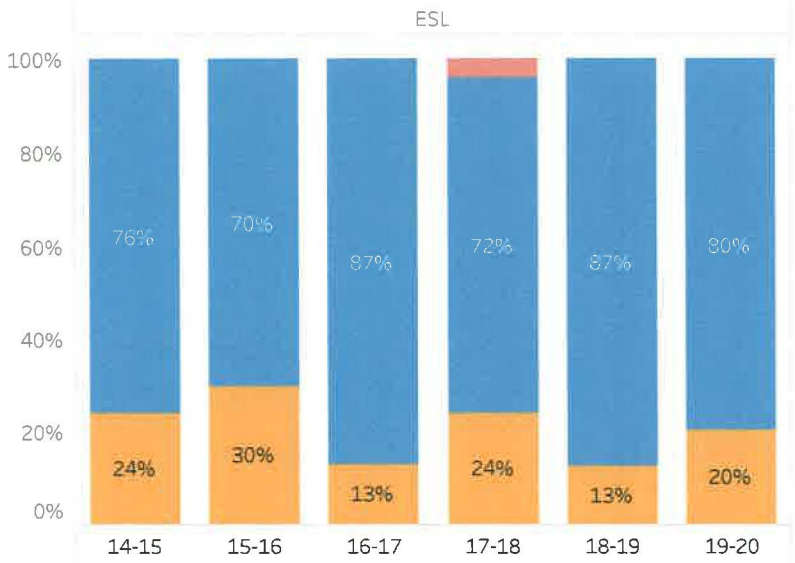
7 FTEF, overload, sections by faculty type ESL

SUBJECT	Faculty Type	2014-2015 FTEF	2014-2015 Overload	2014-2015 Faculty	2014-2015 Sections	2015-2016 FTEF	2015-2016 Overload	2015-2016 Faculty	2015-2016 Sections	2016-2017 FTEF	2016-2017 Overload	2016-2017 Faculty	2016-2017 Sections
ESL	Instructional - FT	3.564	0.240	2.00	20.00	3.312	0.512	2.00	20.00	3.185	0.431	2.00	18.00
	Instructional - PT	1.135	0.000	4.00	8.00	1.409	0.000	3.00	8.00	0.475	0.000	2.00	3.00
Grand Total		**4.699**	**0.240**	**6.00**	**28.00**	**4.721**	**0.512**	**5.00**	**28.00**	**3.660**	**0.431**	**4.00**	**21.00**

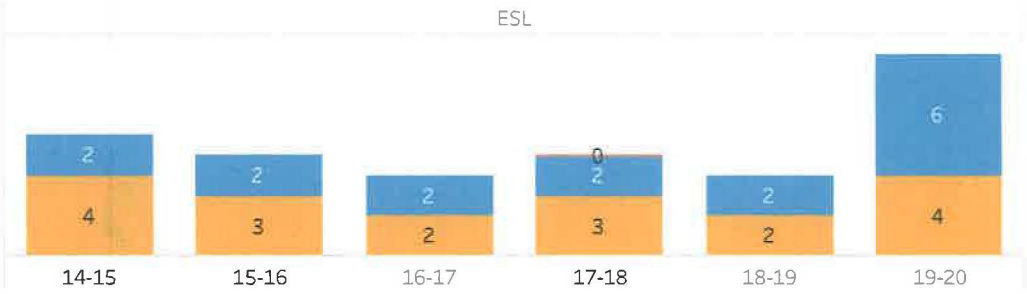
SUBJECT	Faculty Type	2017-2018 FTEF	2017-2018 Overload	2017-2018 Faculty	2017-2018 Sections	2018-2019 FTEF	2018-2019 Overload	2018-2019 Faculty	2018-2019 Sections	2019-2020 FTEF	2019-2020 Overload	2019-2020 Faculty	2019-2020 Sections
ESL	Null	0.18	0.00	0.00	3.00								
	Instructional - FT	3.18	0.37	2.00	17.00	3.13	0.17	2.00	18.00	3.19	0.79	6.00	23.00
	Instructional - PT	1.06	0.00	3.00	7.00	0.46	0.00	2.00	3.00	0.81	0.00	4.00	5.00
Grand Total		**4.42**	**0.37**	**5.00**	**24.00**	**3.59**	**0.17**	**4.00**	**20.00**	**4.00**	**0.79**	**9.00**	**28.00**

Faculty Type
Null
Instructional - FT
Instructional - PT

%FTEF by Faculty Type



Faculty count by type

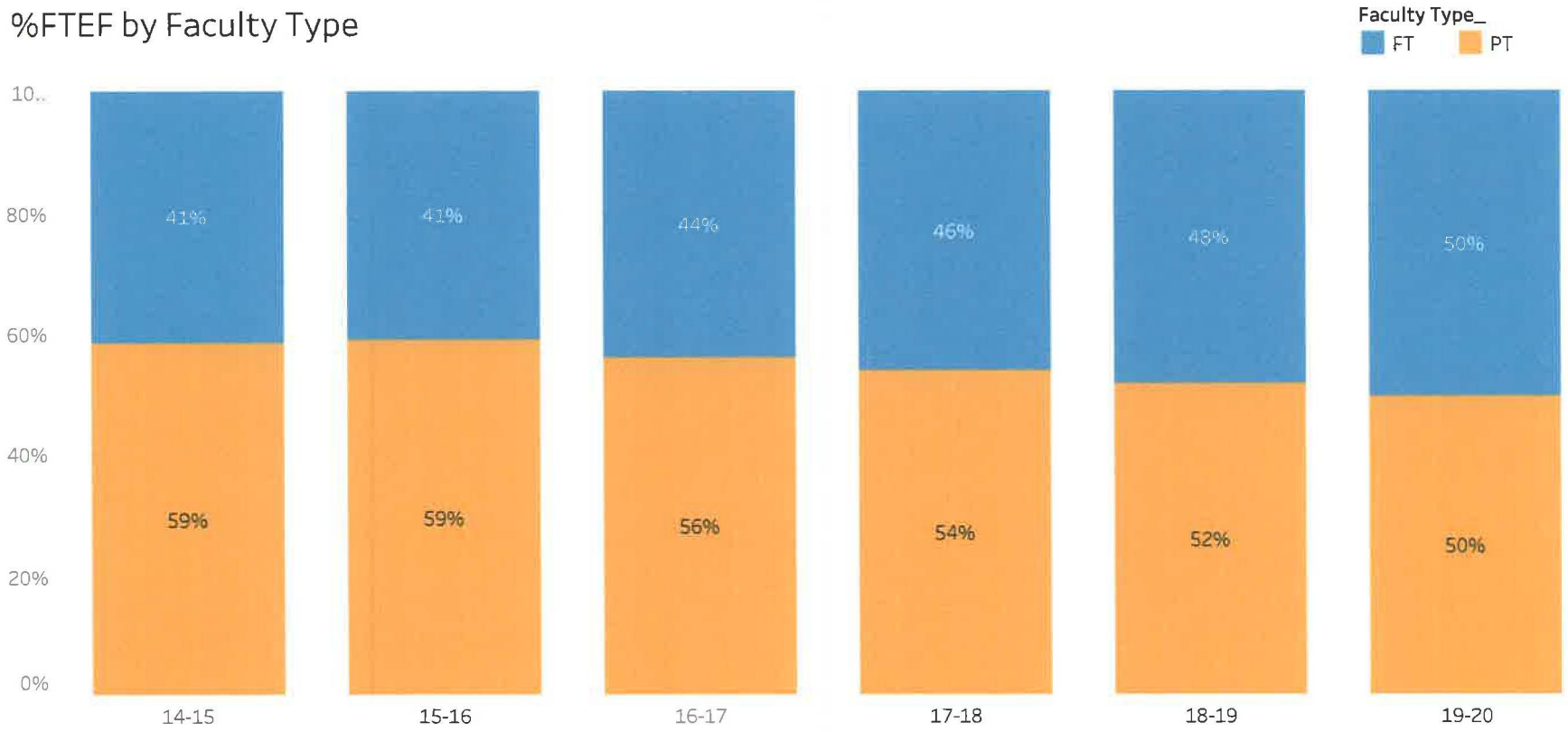


Overload

7 FTEF+Overload by Faculty Type Allan Hancock College

		Academic Year					
Instruction Type	Faculty Type	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Instructional	Instructional - FT	277.160	288.448	307.136	313.022	314.389	311.083
	Instructional - PT	358.454	379.747	356.486	332.909	314.331	298.089
	Total	**635.614**	**668.195**	**663.622**	**645.931**	**628.720**	**609.172**
NonInstructional	NonInstructional - FT	73.988	70.677	70.965	74.347	77.457	94.311
	NonInstructional - PT	34.646	35.110	33.486	35.313	29.225	25.802
	Total	**108.634**	**105.787**	**104.451**	**109.660**	**106.682**	**120.113**
Grand Total		**744.248**	**773.982**	**768.073**	**755.591**	**735.402**	**729.285**

%FTEF by Faculty Type



Appendix A: Program/Course Demographics by Outcome ESL

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ESL110	20-24									3	0.45	0%	0%
	25-29									1	0.15	0%	0%
	30-34									1	0.15	100%	100%
	40-49									2	0.30	100%	50%
ESL310	Under 20									1	0.15		
	20-24									2	0.30	50%	50%
	30-34									1	0.15	100%	100%
	40-49									3	0.45	100%	67%
ESL510	20-24									1	0.15		
	25-29									1	0.15	100%	100%
	30-34									2	0.30	100%	100%
	40-49									1	0.15	100%	100%
ESL531	Under 20	3	0.54	67%	67%								
	20-24	3	0.54	67%	33%								
	25-29	1	0.18	100%	100%								
	30-34	1	0.18	0%	0%								
	40-49	1	0.18	0%	0%								
	50+	1	0.18	0%	0%								
ESL532	Under 20					1	0.30	100%	100%				
	25-29					1	0.30	0%	0%				
	40-49					1	0.30	100%	100%				
	50+					3	0.91	100%	100%				
ESL534	Under 20	6	1.22	100%	57%	7	1.35	100%	63%				
	20-24	2	0.35	100%	100%	5	0.84	100%	80%				
	25-29	4	0.71	50%	25%	2	0.34	100%	100%				
	30-34	2	0.34	100%	100%								
	35-39	2	0.35	100%	50%	5	0.84	80%	80%				
	40-49	4	0.71	75%	75%	3	0.67	50%	25%				
	50+	4	0.85	80%	40%	2	0.34	100%	100%				
ESL535	Under 20	3	0.51	100%	100%	8	1.40	88%	50%				

Appendix A: Program/Course Demographics by Outcome ESL

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ESL535	20-24	2	0.34	50%	0%	6	1.22	100%	71%				
	25-29					4	0.71	100%	100%				
	30-34	2	0.34	100%	50%	3	0.54	100%	100%				
	35-39	2	0.34	100%	100%	3	0.52	67%	67%				
	40-49	2	0.34	50%	0%	6	1.05	50%	33%				
	50+	3	0.67	75%	50%	1	0.17	100%	100%				
ESL537	Under 20	10	2.35	100%	90%	5	0.87	100%	60%	16	2.89	100%	44%
	20-24	5	1.18	100%	100%	5	0.85	100%	100%	8	1.37	100%	50%
	25-29	6	1.34	83%	83%	1	0.18	100%	100%				
	30-34	4	0.84	100%	100%	2	0.35	100%	50%	2	0.34	100%	100%
	35-39	2	0.50	50%	50%	1	0.17	100%	100%	2	0.34	100%	100%
	40-49	1	0.17	100%	100%	4	0.69	100%	100%	7	1.20	80%	60%
	50+	1	0.17	100%	0%	1	0.17	100%	100%	1	0.17	100%	100%
ESL538	Under 20	13	2.38	93%	71%	7	1.19	100%	71%	11	2.02	100%	67%
	20-24	9	1.55	78%	78%	6	1.02	100%	83%	7	1.18	100%	57%
	25-29	5	0.87	60%	60%	5	0.89	60%	60%				
	30-34	4	0.69	100%	100%	3	0.53	100%	100%	2	0.34	100%	100%
	35-39	1	0.18	100%	0%	4	0.69	100%	75%	3	0.52	100%	100%
	40-49	3	0.51	100%	100%	6	1.05	100%	100%	4	0.70	50%	50%
	50+	3	0.67	75%	50%	1	0.17	100%	100%				
ESL540	Under 20	7	1.19	86%	71%	6	1.05	83%	67%	13	2.19	100%	42%
	20-24	9	1.59	100%	100%	8	1.39	100%	88%	12	2.06	92%	75%
	25-29	5	0.84	60%	40%	5	0.87	100%	100%	4	0.73	100%	100%
	30-34	5	0.87	80%	80%	1	0.18	100%	100%				
	35-39	6	1.05	100%	100%	3	0.53	100%	100%	3	0.52	100%	100%
	40-49	4	0.69	75%	75%	4	0.67	75%	75%	8	1.36	100%	88%
	50+	3	0.51	100%	100%	1	0.18	100%	100%				
ESL541	Under 20	8	1.37	100%	88%	8	1.35	100%	63%	13	2.53	100%	46%
	20-24	6	1.05	83%	83%	10	1.71	90%	80%	10	1.68	89%	78%
	25-29	6	1.04	83%	67%	5	0.88	100%	60%	2	0.35	100%	100%

Appendix A: Program/Course Demographics by Outcome ESL

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ESL541	30-34	5	0.87	80%	80%	3	0.51	100%	33%	2	0.34	100%	100%
	35-39	5	0.85	80%	80%	5	0.87	100%	80%	5	0.88	100%	50%
	40-49	3	0.52	100%	67%	9	1.54	89%	89%	9	1.57	100%	75%
	50+	2	0.34	100%	100%	2	0.35	50%	50%				
ESL542	Under 20	2	0.21	100%	100%								
	20-24	5	0.52	80%	80%								
	30-34	3	0.31	100%	33%								
	35-39	5	0.52	60%	60%								
	40-49	3	0.31	100%	100%								
	50+	2	0.21	100%	100%								
ESL543	Under 20					2	0.20	100%	100%				
	20-24					6	0.60	83%	83%				
	25-29	1	0.10	100%	100%	6	0.60	100%	83%				
	30-34	1	0.10	100%	100%	2	0.20	100%	100%				
	35-39					4	0.40	100%	100%				
	40-49	8	0.83	88%	75%	6	0.60	100%	83%				
	50+	1	0.10	100%	100%	5	0.50	80%	80%				
ESL544	Under 20					1	0.10	100%	100%				
	20-24					6	0.62	100%	83%				
	25-29	1	0.10	100%	100%	2	0.21	100%	100%				
	30-34	3	0.31	67%	67%	1	0.10	100%	100%				
	35-39	7	0.73	71%	71%	3	0.31	100%	100%				
	40-49	2	0.21	100%	50%	3	0.31	100%	100%				
	50+	1	0.10	100%	100%								
ESL550	Under 20									12	1.64	100%	58%
	20-24									8	1.09	100%	88%
	25-29									3	0.41	100%	33%
	30-34									4	0.55	100%	50%
	35-39									5	0.68	100%	100%
	40-49									5	0.68	100%	100%

Appendix A: Program/Course Demographics by Outcome ESL

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ESL551	Under 20									6	0.82	100%	50%
	20-24	1	0.14	100%	100%					8	1.09	88%	88%
	25-29									1	0.14	100%	100%
	30-34	2	0.27	100%	50%					4	0.54	100%	75%
	35-39	2	0.27	100%	100%					2	0.27	100%	100%
	40-49	1	0.14	100%	0%					6	0.82	100%	100%
	50+	1	0.14	100%	100%					3	0.41	100%	100%
ESL552	Under 20	2	0.27	100%	100%					5	0.68	100%	100%
	20-24									9	1.22	100%	75%
	25-29	1	0.14	100%	100%								
	30-34	3	0.41	67%	67%								
	35-39	5	0.68	60%	60%					1	0.14	100%	100%
	40-49	2	0.27	100%	100%					5	0.68	100%	100%
	50+	3	0.41	100%	100%					1	0.14	100%	0%
ESL555	Under 20									3	0.31	100%	100%
	20-24									3	0.31	100%	100%
	30-34									3	0.31	100%	67%
	35-39									3	0.31	100%	100%
	40-49									4	0.41	100%	100%
	50+									2	0.21	100%	100%
ESL572	Under 20	3	0.31	100%	100%								
	20-24	3	0.31	100%	67%								
	25-29	1	0.10	100%	100%								
	30-34	2	0.21	100%	100%								
	35-39	1	0.10	100%	100%								
	40-49	2	0.21	100%	100%								
	50+	6	0.62	83%	83%								

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

						Academic Year Graduation Desc					
Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Split	ESL	C1NA	English as a Second Language	Accounting	6 to fewer than 18 units ..		1			1	1
				Admin Assistant/Secretarial	6 to fewer than 18 units ..			1			
				Business Administration	6 to fewer than 18 units ..			1	2		
				Cosmetology	6 to fewer than 18 units ..			1			
				Dance	6 to fewer than 18 units ..			1			
				Early Chldhood Ed for Transfer	6 to fewer than 18 units ..					1	
				Engineering	6 to fewer than 18 units ..			1			
				English	6 to fewer than 18 units ..			1	2		1
				English for Transfer	6 to fewer than 18 units ..				1		
				Human Services General	6 to fewer than 18 units ..						1
				Mathematics and Science	6 to fewer than 18 units ..					1	
				Undeclared	6 to fewer than 18 units ..			1			
		Total					1	7	5	3	3
	ESL Program	CERT6	ESL Program	Accounting	NC Cert 288 to <480 hrs ..			2			
				Addiction Studies	NC Cert 288 to <480 hrs ..						1
				Admin Assistant/Secretarial	NC Cert 288 to <480 hrs ..				1		
				Arts and Humanities	NC Cert 288 to <480 hrs ..			1			
				Auto Service Management	NC Cert 288 to <480 hrs ..	1					
				Business Admin for Transfer	NC Cert 288 to <480 hrs ..						1
				Business Administration	NC Cert 288 to <480 hrs ..			1	2	1	
				CE Gen Computers	NC Cert 288 to <480 hrs ..	1	2	16	12	8	
				Community Ed Non Credit	NC Cert 288 to <480 hrs ..			2	17	12	1
				Computer Science for Transfer	NC Cert 288 to <480 hrs ..						1
				Cosmetology	NC Cert 288 to <480 hrs ..	1			1		
				Culinology	NC Cert 288 to <480 hrs ..			1	1		
				Elem Educ Bilingual/Bicultural	NC Cert 288 to <480 hrs ..			1			
				English	NC Cert 288 to <480 hrs ..			1	1	2	
				Engr Tech: Mechatronics	NC Cert 288 to <480 hrs ..			1			
				Human Services General	NC Cert 288 to <480 hrs ..					2	
				Licensed Vocational Nursing	NC Cert 288 to <480 hrs ..				1	1	
				Management	NC Cert 288 to <480 hrs ..				1		
				Paralegal Studies	NC Cert 288 to <480 hrs ..				1		

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

						Academic Year Graduation Desc					
Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Split	ESL Program	CERT6	ESL Program	Registered Nursing	NC Cert 288 to <480 hrs ..			1	1	1	
				Sociology for Transfer	NC Cert 288 to <480 hrs ..			1			
				Welding Technology	NC Cert 288 to <480 hrs ..				1	1	
		Total				3	2	27	40	28	4
	Total					3	3	34	44	31	7
Grand Total						3	3	34	44	31	7

COURSE REVIEW VERIFICATION

Discipline: Languages & Communication Year: Spring 2020

Program/Discipline

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

   ESL 537, ESL 538, ESL 540, ESL 511, ESL 510, ESL 310, ESL 550, ESL 551, ESL 552, ESL 543, ESL 544, ESL 555, and ESL 572

2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by _____.

3. The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee. FALL 20_20__ SPRING 20____

   We plan to drop the advisory of ESL 310 for ESL 110.

GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES

The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____

Course Review Team Members:

3/10/2020
Signature Date

Andrea Kaiser 3/10/2020
Signature Date

3/10/2020
Signature Date

Melinda Nishimura 3/10/20
Signature Date

3/13/20
Signature Academic Dean Date

Board Approval: 04/17/1996
PCA Established:
DL Conversion:
Date Reviewed: Fall 2018
Catalog Year: 2019 - 2020

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 537
Catalog Course Title: Intermediate Reading for ESL
Banner Course Title: Intermediate Reading for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	13.0	208.0 - 234.0	4.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help intermediate ESL students develop academic reading skills. Emphasis is on developing reading comprehension, vocabulary, and fluency. Students will read a variety of text types (e.g., short stories, newspaper articles, novels, and nonfiction pieces). This course requires one lab hour per week. Student lab work includes, but is not limited to, the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 4 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Develop comprehension skills:

- identify the main idea versus specific details
- identify author's point of view, audience, and purpose
- recognize fact from opinion
- analyze text organization
- recognize inferences

2. Develop vocabulary:

- recognize word forms and word parts
- comprehend idioms and phrasal verbs
- develop dictionary skills
- predict word meaning from context

3. Recognize how grammatical structures and mechanics affect meaning (e.g., identify pronoun referents, verb tenses, punctuation, spelling, and capitalization)

4. Increase reading fluency

Course Objectives

At the end of the course, the student will be able to:

1. comprehend a variety of text types at the intermediate level.
2. read an intermediate-level passage and respond in writing using the text to support opinions at the short-paragraph level.
3. utilize the Language Lab in order to enhance intermediate independent reading, vocabulary, and grammatical skills.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Explanation
  2. Group discussion
  3. Written responses to texts
  4. Independent, pair, and group work
  5. Reading aloud for pronunciation and fluency
  6. Tracking text while listening to audio recording

  In the lab:
  1. Computer-assisted activities
  2. Instructor-guided individual work

Assignments

- **Other Assignments**
  1. Create a reading journal.
  Read a chapter of "The Circuit." Write a brief summary of the major characters and events in the chapter. Explain how the title relates to the chapter. BASIS FOR GRADING: Rubric

  2. Maintain a vocabulary log.
  Read a chapter of "The Circuit." Write new vocabulary, including part of speech, definition, and example sentence, in the vocabulary log. BASIS FOR GRADING: Rubric

3. Read independently utilizing the computerized resources in the Language Lab. Complete comprehension, vocabulary, mechanics, and grammatical exercises related to the story. BASIS FOR GRADING: Rubric

Methods of Evaluation

1. Homework, class work, and Language Lab assignments
2. Comprehension, vocabulary, and skill-based tests

Sample Tasks:
- Determine connections between ideas within a passage by interpreting transitional words.
- Infer meaning of new words from context by analysis of prefixes and suffixes.
- Read and interpret simple graphs and charts.

Texts and Other Instructional Materials

Adopted Textbook

1. Mcintyre, P. and David Bohlke *Reading Explorer 2* Edition: current,
2. Smith, L. and Nancy Mare *Reading for Today 3: Issues* Edition: current,
3. Ackert, P. and Linda Lee *Cause & Effect* Edition: current,
4. Bonesteel, Lynn *Real Reading 3* Edition: current,
5. Butler, Linda *New Password 3* Edition: current

Supplemental Texts

1. Paper, electronic, or Internet-based dictionary
2. English, Yes! Level 5: Intermediate B by Burton Goodman
3. Novels such as "The Circuit" by Francisco Jimenez or "Double Luck" by Lu Chi Fa

Instructional Materials
None

Student Learning Outcomes

1. ESL537 SLO1 - Comprehend intermediate-level passages and identify the main idea, supportive details, and conclusion.
2. ESL537 SLO2 - Read an intermediate-level passage and respond in writing using the text to support opinions at the paragraph level.
3. ESL537 SLO3 - Utilize the Language Lab in order to apply intermediate reading skills to new contexts.

Distance Learning

This course is not Distance Learning.

Generated on: 4/8/2021 1:57:24 PM

Board Approval: 04/17/1996
PCA Established:
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 538
Catalog Course Title: Intermediate Writing for ESL
Banner Course Title: Intermediate Writing for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	13.0	208.0 - 234.0	4.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help intermediate ESL students develop academic writing skills in response to a variety of readings. Instruction is provided in the following areas: reading and analyzing texts; forming and supporting opinions based on readings; and drafting and revising writing. Organization, grammar, vocabulary development, and mechanics at the paragraph and short essay level will also be addressed. This course requires one lab hour per week. Student lab work includes, but is not limited to, the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 4 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Utilize the writing process (pre-write, write, revise, final draft).
2. Develop paragraph and short essay organization in response to a reading.
3. Identify and construct intermediate sentences.
4. Apply intermediate writing mechanics.
5. Create, save, and revise documents.

Course Objectives

At the end of the course, the student will be able to:

1. respond to a reading by writing a well-organized paragraph (200 words) in English using a variety of sentence types, a topic sentence, supporting ideas, and a conclusion.
2. edit sentences for common intermediate errors in vocabulary, grammar, sentence boundaries, and mechanics.
3. demonstrate word processing skills.
4. utilize the Writing Center and/or Language Lab in order to enhance intermediate writing skills.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Instructor-led explanation or demonstration followed by independent writing
  2. Instructor-led explanation or demonstration followed by exercises involving independent, pair, or group work

  In the Lab:
  1. Tutorial by instructor or staff in Writing Center or Language Lab
  2. Independent exercise
  3. Peer and group work

Assignments

- **Other Assignments**
  1. Read and annotate two articles on a thematic unit, such as "finding happiness." Make a list of all the factors that the authors believe affect happiness. BASIS FOR GRADING: Completion of task

  2. Compose and type a short essay about the primary factors that contribute to happiness. Support or refute the opinions expressed in the readings based on personal experience. BASIS FOR GRADING: Rubric

  3. Revise the first draft of written assignment based on the instructor's and/or peers' comments. BASIS FOR GRADING: Rubric

Methods of Evaluation

Completion of the following:
1. Homework
2. Class work
3. Lab work
4. In-class assessments

Sample homework task: Read and annotate two short articles on a thematic unit and respond to comprehension questions in writing.

Sample homework task: Write a paragraph or short essay about happiness. Support your opinion using the readings and your own experience.

Sample lab work: Revise first draft based on the instructor's comments and the writing rubric.

Sample in-class assessment: Write an in-class paragraph or short essay responding to an article read prior to class.

Texts and Other Instructional Materials

Adopted Textbook

1. Brems, Maryanne *Catalyst: Writing from Reading 2* Edition: current,
2. Hogue, Ann *Longman Academic Writing Series 2: Paragraphs* Edition: current,
3. Broukal, Milada *Weaving it Together 3* Edition: current,
4. McVeigh, Joe and Bixby,Jennifer *Q: Skills for Success Reading and Writing 2* Edition: current

Supplemental Texts

1. Thematic related articles
2. Paper, electronic, or Internet-based dictionary

Instructional Materials

None

Student Learning Outcomes

1. ESL538 SLO1 - Respond to a reading by writing a well-organized paragraph (approximately 200 words) in English utilizing a variety of sentence types, a topic sentence, support, and a conclusion.
2. ESL538 SLO2 - Edit sentences for common intermediate errors in vocabulary, grammar, sentence boundaries, and mechanics.
3. ESL538 SLO3 - Demonstrate word processing skills.
4. ESL538 SLO4 - Utilize the Writing Center and/or Language Lab in order to enhance intermediate writing skills.

Distance Learning

This course is not Distance Learning.

Generated on: 4/8/2021 1:54:24 PM

Board Approval: 04/15/1997
PCA Established:
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 541
Catalog Course Title: Advanced Writing for ESL
Banner Course Title: Advanced Writing For ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	13.0	208.0 - 234.0	4.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help advanced ESL students develop academic writing skills in response to a variety of readings. Instruction is provided in the following areas: reading and analyzing texts; forming and supporting opinions based on readings; and drafting and revising writing. Organization, grammar, vocabulary development, and mechanics at the paragraph and essay level will also be addressed. This course requires one lab hour per week. Student lab work includes, but is not limited to, the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 4 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Utilize the writing process (pre-write, write, revise, and final draft).
2. Develop paragraph and essay organization in response to a reading.
3. Identify and construct advanced sentences.
4. Apply advanced writing mechanics.
5. Create, save, and revise documents.

Course Objectives

At the end of the course, the student will be able to:

1. respond to a reading by writing a well-organized, cohesive paragraph (250 words) utilizing a variety of sentence types, transitions, a topic sentence, adequate support, and a conclusion.
2. edit sentences for common advanced errors in vocabulary, grammar, sentence boundaries, and mechanics.
3. demonstrate word processing skills.
4. utilize the Writing Center and/or Language Lab in order to enhance advanced writing skills.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Instructor-led explanation or demonstration followed by independent writing
  2. Instructor-led explanation or demonstration followed by exercises involving independent, pair, or group work

  In the lab:
  1. Tutorial by instructor or staff in the Writing Center or Language Lab
  2. Independent exercise
  3. Peer and group work

Assignments

- **Other Assignments**
  1. Read and annotate two articles on a thematic unit, such as "identity." Make a list of all the factors that the author believes affect identity. BASIS FOR GRADING: Completion of task

  2. Compose and type an essay about the primary factors that contribute to your identity. Support or refute the opinions expressed in the readings based on personal experience. BASIS FOR GRADING: Rubric

  3. Revise the first draft of the written assignment based on the instructor's and/or peers' comments. BASIS FOR GRADING: Rubric

Methods of Evaluation

Completion of the following:
1. Homework
2. Class work
3. Lab work
4. In-class assessments

Sample homework task: Read and annotate two articles on a thematic unit and respond to comprehension questions in writing.

Sample homework task: Write a paragraph or essay about identity. Support your opinion using the readings and your own experience.

Sample lab work: Revise your lab work based on the instructor's comments and the writing rubric.

Sample in-class assessment: Write an in-class paragraph or essay responding to an article read prior to class.

Texts and Other Instructional Materials

Adopted Textbook

1. Brems, Maryanne *Catalyst: Writing from Reading 2* Edition: current,
2. Oshima, Alice and Hogue, Ann *Longman Academic Writing Series 3: Paragraph to Essays* Edition: current,
3. Gramer, M. and Ward, C. *Q: Skills for Success 3 Reading and Writing* Edition: current,
4. Broukal, Milada *Weaving it Together 3* Edition: current

Supplemental Texts

1. Thematic related articles
2. Paper, electronic, or Internet-based dictionary

Instructional Materials

None

Student Learning Outcomes

1. ESL541 SLO1 - Respond to a reading by writing a well-organized, cohesive paragraph (approximately 250 words) in English utilizing a variety of sentence types, transitions, a topic sentence, adequate supporting ideas, and a conclusion.
2. ESL541 SLO2 - Edit sentences for common advanced errors in vocabulary, grammar, sentence boundaries, and mechanics.
3. ESL541 SLO3 - Demonstrate word processing skills.
4. ESL541 SLO4 - Utilize the Writing Center and/or Language Lab in order to enhance advanced writing skills.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/09/2014
PCA Established:
DL Conversion:
Date Reviewed: Fall 2018
Catalog Year: 2019 - 2020

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 543
Catalog Course Title: Intermediate Conversation for ESL
Banner Course Title: Intermed Conversation for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
0

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course prepares students to understand and speak English at the intermediate level. In this course, students develop communicative competence by engaging in a variety of listening and speaking activities. Students will participate in interviews, small group discussions, and presentations.

Course Content

Lecture

1. Conversing on a variety of topics (e.g., education, local and national news, hobbies)

2. Interviewing (e.g., classmates, family members, native speakers, instructors/staff)
3. Conducting surveys and interviews
4. Presenting survey findings, interview results, and observations
5. Taking notes on student presentations and brief lectures
6. Telling stories and jokes
7. Making predictions
8. Role-playing (e.g., student-teacher interactions, parent-teacher interactions, health related interactions)
9. Participating in group discussions (e.g., making and rejecting suggestions, raising and countering objections, making/resolving a complaint, giving and clarifying instructions)
10. Integrating idiomatic expressions and phrasal verbs into conversations

Course Objectives

At the end of the course, the student will be able to:

1. participate with confidence in conversations and small group discussions.
2. use intermediate vocabulary related to personal topics (e.g., hobbies, friendship, education, milestones).
3. present a prepared speech.
4. give an impromptu speech on a familiar topic.

Methods of Instruction

- **Methods of Instruction Description:**
  1. Instructor-guided language modeling 2. Instructor-guided activities 3. Individual and group work 4. Projects (e.g., role-playing, conducting surveys) 5. Presentations

Assignments

- **Outside Assignments**
  1. Complete textbook exercises.
  2. Prepare for assigned conversation and presentation topics by learning vocabulary and organizing ideas into an outline.
  3. Use the Internet and/or CD to practice listening and speaking.
  4. Read documents such as emails, blogs, and newspaper articles in order to prepare for class discussions and roles plays.
  5. Conduct interviews of native English speakers.
  6. Use the telephone to access information and leave messages.
  7. Record audio responses to prompts

Methods of Evaluation

Completion of the following:
1. Class participation
2. Homework
3. Class work
4. Oral presentations
5. Audio recordings

Sample presentation prompt: Compare and contrast the education system in your country and the United States.

Texts and Other Instructional Materials

Adopted Textbook

1. Schoenberg, I. *Speaking of Values: Intermediate Conversation* Edition: current,
2. Brooks, M. *Q: Skills for Success 2 Listening and Speaking* Edition: current

Supplemental Texts

1. Newspapers, magazines, and public documents,

Instructional Materials
None

Student Learning Outcomes

1. ESL543 SLO1 - Participate with confidence in conversations and small group discussions.
2. ESL543 SLO2 - Comprehend intermediate conversations and presentations.
3. ESL543 SLO3 - Deliver a prepared speech on a personal topic to class.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/09/2014
PCA Established:
DL Conversion:
Date Reviewed: Fall 2018
Catalog Year: 2019 - 2020

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 544
Catalog Course Title: Advanced Conversation for ESL
Banner Course Title: Advanced Conversation for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
0

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course prepares students to understand and speak English at the advanced level. In this course, students continue to develop communicative competence by engaging in a variety of listening and speaking activities. Students will participate in interviews, small group discussions, and presentations.

Course Content

Lecture

1. Conversing on a variety of topics (e.g., immigration, crime, parenting)

2. Interviewing (e.g., classmates, family members, native speakers, instructor/staff, business professionals)
3. Conducting surveys and interviews
4. Presenting survey findings, interview results, and observations
5. Taking notes on student presentations and lectures
6. Orally summarizing a movie, TV show, performance, or lecture
7. Listening for main idea and details/examples in order to summarize
8. Participating in group discussions (e.g., persuading, arguing an opinion, countering arguments)
9. Integrating idiomatic expressions and phrasal verbs into conversations

Course Objectives

At the end of the course, the student will be able to:

1. participate with confidence in conversations and small group discussions.
2. use advanced vocabulary related to academic topics (e.g., sociology, health, environment, economics, ethics).
3. present a prepared speech.
4. give an impromptu speech on a familiar topic.

Methods of Instruction

- **Methods of Instruction Description:**
  1. Instructor-guided language modeling 2. Instructor-guided activities 3. Individual and group work 4. Projects (e.g., role-playing, conducting surveys) 5. Presentations

Assignments

- **Outside Assignments**
  1. Complete textbook exercises.
  2. Prepare for assigned conversation and presentation topics by learning vocabulary and organizing ideas into an outline.
  3. Use the Internet and/or CD to practice listening and speaking.
  4. Read documents such as brief articles on the Internet and in newspapers, census data, and magazines in order to prepare for academic presentations.
  5. Conduct interviews of native English speakers.
  6. Use the telephone to access information and leave messages.
  7. Record audio responses to prompts

Methods of Evaluation

Completion of the following:
1. Class participation
2. Homework
3. Class work
4. Oral presentations
5. Audio recordings

Sample presentation prompt: Describe an environmental problem and recommend three possible solutions.

Texts and Other Instructional Materials

Adopted Textbook

1. Mills, R. *Speaking of Values 2* Edition: current
2. Craven, M. and Sherman, K.D. *Q: Skills for Success 3 Listening and Speaking* Edition: current

Supplemental Texts

1. Newspapers, magazines, and public documents.

Instructional Materials

None

Student Learning Outcomes

1. ESL 544 SLO1 - Participate with confidence in conversations and small group discussions.
2. ESL 544 SLO2 - Comprehend advanced conversations and presentations.
3. ESL 544 SLO3 - Deliver a prepared speech on an academic topic to class.

Distance Learning

This course is not Distance Learning.

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Board Approval: 04/20/1999
PCA Established:
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 550
Catalog Course Title: Fundamentals of Grammar
Banner Course Title: Fundamentals of Grammar

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help students use beginning grammatical forms in reading, writing, and oral/aural contexts. This course requires one lab hour per week. Student lab work includes, but is not limited to, the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 3 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Basic use of verb *be* (e.g., *yes/no* questions and negation)
2. Basic use of simple present tense
3. Basic use of present continuous tense
4. Future with *going to*
5. Basic use of simple past tense with regular and irregular verbs
6. Prepositions of time and place
7. Demonstrative adjectives (*this*, *that*, *these*, *those*)
8. Adverbs of frequency
9. Singular and plural nouns
10. Basic use of definite and indefinite articles
11. Subject pronouns, object pronouns, possessive nouns, possessive adjectives
12. Existential *there*

Course Objectives

At the end of the course, the student will be able to:

1. recognize and comprehend basic grammatical forms in a reading passage.
2. determine correct word order of basic sentences.
3. manipulate single words or phrases within a simple sentence (e.g., change an affirmative statement to negative; singular to plural; statement to question; past tense verb to present).
4. identify structural errors in basic sentences and correct them.
5. use the correct grammatical form in writing and speech for the appropriate context at a basic level.
6. understand vocabulary related to basic grammar such as present tense, irregular verbs, subject pronouns, and complements.
7. use computer software programs and the Internet to practice acquired language skills at a basic level.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Demonstration, modeling, and/or explanation
  2. Independent, pair, and group work

  In the Lab:
  1. Computer-assisted activities
  2. Instructor-guided individual work
  3. Individualized instruction

Assignments

- **Other Assignments**
  1. Students read a variety of passages and dialogues that contain basic grammatical forms and answer comprehension questions about the reading. The reading passages and dialogues come from the textbook, Internet sites, and handouts. BASIS FOR GRADING: Completion and review of the assignment.
  2. Students complete cloze and/or oral exercises using the grammatical form in context. BASIS FOR GRADING: Completion and review of the assignment.
  3. In response to a prompt, students write sentences using the grammatical form. BASIS FOR GRADING: Completion and review of the assignment.

Methods of Evaluation

1. Chapter tests
2. Homework

3. Lab assignments
4. Oral and written activities

Texts and Other Instructional Materials

Adopted Textbook

1. Elbaum, Sandra N. *Grammar in Context 1* Edition: current

Supplemental Texts

1. English dictionary

Instructional Materials

None

Student Learning Outcomes

1. ESL550 SLO1 - Use beginning grammatical structures appropriately in a variety of contexts.
2. ESL550 SLO2 - Utilize the Language Lab, including software and the Internet, to apply beginning grammar skills to new contexts.

Distance Learning

This course is not Distance Learning.

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Board Approval: 04/20/1999
PCA Established:
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 551
Catalog Course Title: Intermediate Grammar for ESL
Banner Course Title: Intermediate Grammar for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help students understand and use intermediate grammatical forms in reading, writing, and oral/aural contexts. This course requires one lab hour per week. Student lab work includes, but is not limited to the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 3 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Intermediate use of present tense (e.g., present tense in *Wh*-questions)
2. Intermediate use of past tense (e.g., use of past habitual *used to*)
3. Intermediate use of present continuous tense (e.g., identification of stative vs. active verbs)
4. Future tense with *will* and *going to*
5. Possessive pronouns, possessive adjectives, reflexive pronouns
6. Count and non-count nouns
7. Quantifiers (e.g., *too*, *enough*, *very*, *a lot of*)
8. Adjectives, adverbs, noun modifiers
9. Past continuous verb tense
10. Time words and clauses (e.g., *when*, *until*, *after*)

Course Objectives

At the end of the course, the student will be able to:

1. recognize and comprehend intermediate grammatical forms in a reading passage.
2. determine correct word order of intermediate-level sentences.
3. manipulate single words or phrases within a simple sentence (e.g., change a statement to a Wh-question, apply appropriate quantifier with count and non-count nouns, change adjectives to adverbs).
4. use present, past, and present continuous verb tenses in appropriate contexts.
5. identify structural errors in intermediate sentences and correct them.
6. understand vocabulary related to intermediate grammar such as quantifiers, present participles, and reflexive pronouns.
7. use computer software programs and the Internet to practice acquired language skills at an intermediate level.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Demonstration, modeling, and/or explanation
  2. Independent, pair, and group work

  In the lab:
  1. Computer-assisted activities
  2. Instructor-guided individual work
  3. Individualized instruction

Assignments

- **Other Assignments**
  1. Students read a variety of passages and dialogues that contain intermediate grammatical forms and answer comprehension questions about the reading. The passages and dialogues come from the textbook, Internet sites, and handouts. BASIS FOR GRADING: Completion and review of the assignment.

  2. Students complete cloze and/or oral exercises using the grammatical form in context. BASIS FOR GRADING: Completion and review of the assignment.

  3. In response to a prompt, students write sentences or short paragraphs using the intermediate grammatical form. BASIS FOR GRADING: Completion and review of the assignment.

Methods of Evaluation

1. Chapter tests

2. Homework
3. Language Lab assignments
4. Oral and written activities in class

Texts and Other Instructional Materials

Adopted Textbook

1. Elbaum, Sandra N. *Grammar in Context 2* Edition: current

Supplemental Texts

1. English dictionary

Instructional Materials

None

Student Learning Outcomes

1. ESL551 SLO1 - Use intermediate grammatical structures appropriately in a variety of contexts.
2. ESL551 SLO2 - Utilize the Language Lab, including software and the Internet, to apply intermediate grammar skills to new contexts.

Distance Learning

This course is not Distance Learning.

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Board Approval: 05/13/2003
PCA Established:
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 552
Catalog Course Title: Advanced Grammar for ESL
Banner Course Title: Advanced Grammar for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to help students understand and use advanced grammatical forms in reading, writing, and oral/aural contexts. This course requires one lab hour per week. Student lab work includes, but is not limited to, the following: completion of computer-assisted activities as well as assigned grammar, vocabulary, reading, writing, and listening exercises. Lecture: 3 hours per week. Lab: 1 hour per week.

Course Content

Lecture

1. Modal and semi-modal verbs (e.g., *able to*, *supposed to*)
2. Present perfect verb tense
3. Present perfect continuous verb tense
4. Gerunds and infinitives
5. Adjective clauses
6. Comparative and superlative adjectives
7. Comparison phrases (e.g., *as_____as*, *like*, *alike*, *the same____as*)
8. Active vs. passive voice
9. Articles
10. Definite vs. indefinite pronouns (e.g., *one*, *another*, *the other*)

Course Objectives

At the end of the course, the student will be able to:

1. recognize and comprehend advanced grammatical forms in a reading passage.
2. determine correct word order of advanced-level sentences.
3. manipulate single words or phrases within a sentence (e.g., change active voice to passive voice, negate modals, combine sentences using a relative clause).
4. use a variety of modal verbs in the appropriate context.
5. identify structural errors at the advanced level and correct them.
6. understand vocabulary related to advanced grammar such as modal verbs, passive voice, gerunds, infinitives, superlative and comparative adjectives, and relative clauses.
7. use computer software programs and the Internet to practice acquired language skills at an advanced level.

Methods of Instruction

- **Methods of Instruction Description:**
  In the classroom:
  1. Demonstration, modeling, and/or explanation
  2. Independent, pair, and group work

  In the lab:
  1. Computer-assisted activities
  2. Instructor-guided individual work
  3. Individualized instruction

Assignments

- **Other Assignments**
  1. Students read a variety of passages and dialogues that contain advanced grammatical forms and answer comprehension questions about the reading. The passages and dialogues come from the textbook, Internet sites, and handouts. BASIS FOR GRADING: Completion and review of the assignment.

  2. Students complete cloze and/or oral exercises using the grammatical form in context. BASIS FOR GRADING: Completion and review of the assignment.

  3. In response to a prompt, students write sentences or short paragraphs using the advanced grammatical form. BASIS FOR GRADING: Completion and review of the assignment.

Methods of Evaluation

1. Chapter tests
2. Homework
3. Language Lab assignments
4. Oral and written activities in class

Texts and Other Instructional Materials

Adopted Textbook

1. Elbaum, Sandra N. *Grammar in Context 2* Edition: current

Supplemental Texts

1. English dictionary

Instructional Materials

None

Student Learning Outcomes

1. ESL552 SLO1 - Use advanced grammatical structures appropriately in a variety of contexts.
2. ESL552 SLO2 - Utilize the Language Lab, including software and the Internet, to apply advanced grammar skills to new contexts.

Distance Learning

This course is not Distance Learning.

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Board Approval: 05/15/2001
PCA Established:
DL Conversion:
Date Reviewed: Fall 2018
Catalog Year: 2019 - 2020

Allan Hancock College
Course Outline

Discipline Placement: ESL (Masters Required)
Department: Languages & Communication
Prefix and Number: ESL 555
Catalog Course Title: Pronunciation for ESL
Banner Course Title: Pronunciation for ESL

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	48.0 - 54.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A pronunciation skills course for all levels of ESL students. This course introduces students to Standard American English consonant and vowel sounds, stress, and intonation. Students will practice listening discrimination and production skills at the segmental and suprasegmental levels.

Course Content

Lecture

1. Discriminate and produce English consonants at the word and sentence levels.
2. Discriminate and produce English vowels at the word and sentence levels.
3. Discriminate and produce stress at the word and sentence levels.
4. Discriminate and produce appropriate intonation and rhythm.
5. Utilize communication strategies to achieve a communication goal.

Course Objectives

At the end of the course, the student will be able to:

1. discriminate and produce the sounds of Standard American English at the word and sentence level.
2. use appropriate word and sentence level stress, intonation, and rhythm.
3. recognize the specific features of the English sound system that contrast with one's native language.
4. utilize communication strategies to achieve a communication goal.

Methods of Instruction

- **Methods of Instruction Description:**
  Instructor-guided language modeling.

Assignments

- **Outside Assignments**
  1. Read the textbook and listen to (via CD and Internet) models of target sounds, words, and phrases. Produce targeted pronunciation skills.
  2. Complete the textbook exercises.
  3. Write and practice short dialogues using targeted pronunciation skills.
- **Sample Assignment(s)**
  1. Using the vocabulary in Unit 12, write a dialogue with your class partner. Practice the dialogue in preparation for a class presentation.
  2. Record an oral assignment via phone to Google Voice or instructor's voicemail.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Writing Requirements**
- **Other**
  1. Minimal pair oral production assessments.
  2. Minimal pair oral discrimination assessments.
  3. Dialogue demonstrations.
  4. Successful completion of homework assignments.

Texts and Other Instructional Materials

Adopted Textbook

1. Lane, L. *Focus on Pronunciation 1* Edition: Third Edition 2013
2. Baker, A and Goldstein, S. *Pronunciation Pairs* Edition: Second Edition 2008

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. ESL555 SLO1 - Discriminate and produce consonant and vowel sounds of standard North American English.
2. ESL555 SLO2 - Produce appropriate Standard North American English stress, intonation, and rhythm in context.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Program Outline

Title: English as a Second Language
Award Type: Certificate of Accomplishment

The credit English as a second language (ESL) program provides nonnative speakers with the linguistic foundation necessary for further personal, vocational, and academic endeavors as well as helps them assimilate to life in the United States. The certificate of accomplishment includes reading, writing, grammar, and conversational skills. These courses will enable students to read advanced ESL passages and respond in writing, write well-organized, cohesive paragraphs with minimal errors, use advanced grammatical structures appropriately in a variety of contexts, and participate in conversations in a variety of settings (social, academic, medical, etc.).

The graduate of the Certificate of Accomplishment in English as a Second Language will:

- be independent language learners and have core competencies in English reading, writing, grammar, speech, and listening to achieve their personal, vocational, and academic goals.

Program Requirements

A total of 14 units is required for the certificate.

Required core courses (11 units)		**Units:** 11
ESL540	Advanced Reading for ESL	4
ESL541	Advanced Writing for ESL	4
ESL552	Advanced Grammar for ESL	3

Plus a minimum of 3 units selected from the following:		**Units:** 3
ESL544	Advanced Conversation for ESL	3
ESL555	Pronunciation for ESL	3

Total Program Units **14**

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LANGUAGE DEVELOPMENT SEQUENCE

ESL 537
Intermediate Reading for ESL (4 units)

ESL 538
Intermediate Writing for ESL (4 units)

ESL 540
Advanced Reading for ESL (4 units)

ESL 541
Advanced Writing for ESL (4 units)

ESL 510
Improving Reading Comprehension (4 units)
(Also called READ 510 or ENGL 510)

ESL 310
Reading Skills and Strategies (3 units)
(Also called READ 310 or ENGL 312)

ENGL 113
Introduction to Critical Reading (3 units)
(Also called READ 110 or ESL 110)

UNIVERSITY TRANSFER LEVEL ENGLISH

ENGL 101
Freshman Composition: Exposition (4 units)

ADDITIONAL ESL SUPPORT COURSES

N/ESL 550 Fundamentals of Grammar (3 units)	**ESL 551** Intermediate Grammar for ESL (3 units)	**ESL 552** Advanced Grammar for ESL (3 units)	**ESL 543** Intermediate Conversation for ESL (3 units)	**ESL 544** Advanced Conversation for ESL (3 units)	**ESL 555** Pronunciation for ESL (3 units)	**ESL 572** Public Speaking for ESL (3 units)	**ENGL 110** Grammar for College and Career (3 units)

Note: The noncredit ESL program in Community Education is available for beginning ESL students.
For more information, please contact the counseling department at 1-805-922-6966 ext. 3293 or email counseling@hancockcollege.edu

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

Learn English at home. Use it anywhere.

Spring classes will be offered remotely (online).

Registration continues through January 18.

Classes begin January 19, 2021.

Contact ESL Ambassadors for more information.

tito.deleon@my.hancockcollege.edu | damaris.montoya@my.hancockcollege.edu

www.hancockcollege.edu

Aprenda inglés en casa. Úsalo en cualquier lugar.

Las clases de primavera se ofrecerán de forma remota (en línea).

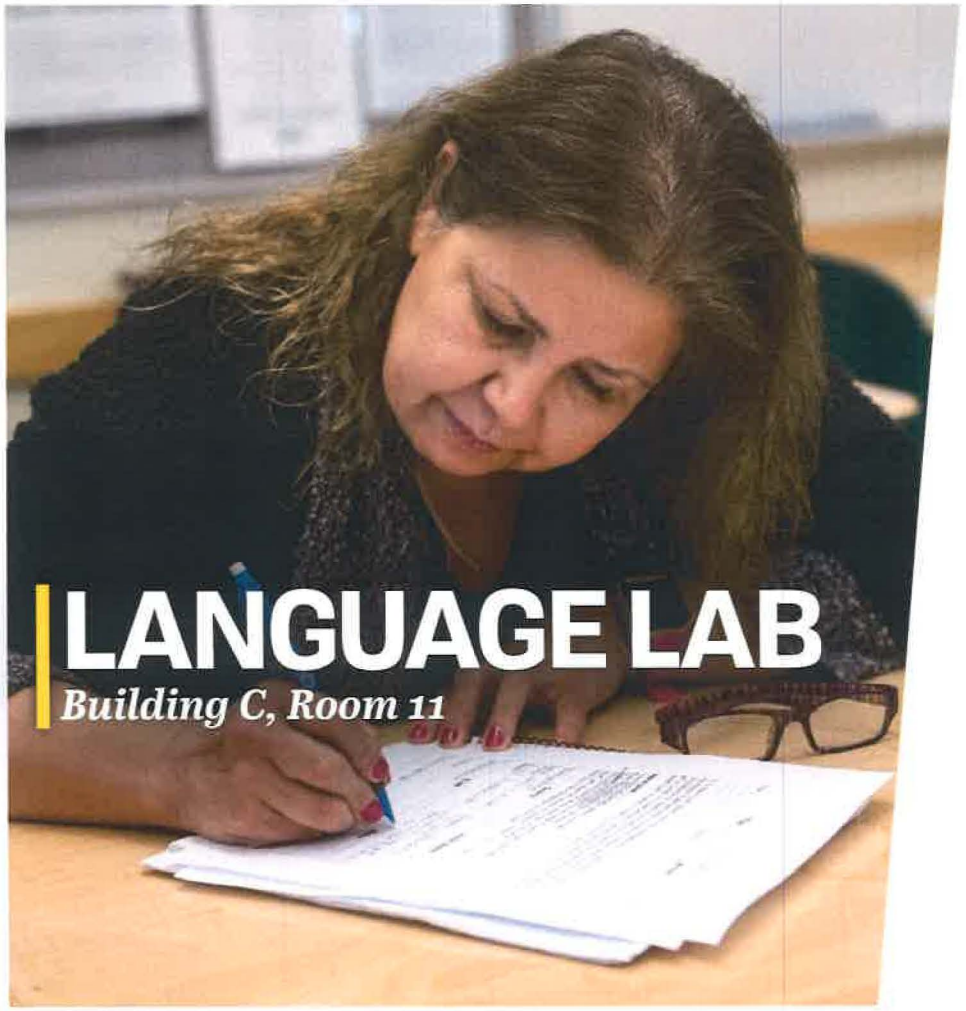
La inscripción continúa hasta el 18 de enero.

Las clases comienzan el 19 de enero.

Comuníquese con los embajadores de ESL para obtener más información.

tito.deleon@my.hancockcollege.edu | damaris.montoya@my.hancockcollege.edu

www.hancockcollege.edu



LANGUAGE LAB

Building C, Room 11

The Language Lab offers students the opportunity to practice and refine their language skills. Staff provides tutoring, additional language instruction, and technical advice to students studying English as a Second Language (ESL). Additionally, students are able to attend language workshops, access course materials, and utilize online language programs and resources.

Here is a full list of services and resources available:

- Language workshops
- Drop-in tutoring
- Individual and group study space
- Access to computers
- Textbook lending
- Book exchange
- Supplemental resources
- Dictionaries and other materials

Questions:
805-922-6966 ext. 3700
Santa Maria campus
Building C, Room 11

ALLAN HANCOCK COLLEGE

November Language Lab Events

All workshops are in the Language Lab (C-11). You DO NOT need to sign-up for workshops. Just COME!

Questions? Call Adrienne at **805.922.6966 ext. 3700** or e-mail adrienne.sandvik@hancockcollege.edu

Monday	Tuesday	Wednesday	Thursday	Friday
4	5 10:00-11:00 AM Sentence Structure Review	6 8:30-9:30 AM Sentence Structure Review	7 1:30-2:30 PM 'Write' Where You Are *Bring a piece of writing	8 1:30-2:30 PM Conversation
11 Veteran's Day – No School	12 10:00-11:00 AM Present Continuous	13 8:30-9:30 AM Present Continuous	14 1:30-2:30 PM 'Write' Where You Are *Bring a piece of writing	15 1:30-2:30 PM Conversation
18	19 10:00-11:00 AM Future	20 8:30-9:30 AM Future	21 **Registration Event** **9-11 AM & 12-1:30 PM** 1:30-2:30 PM 'Write' Where You Are *Bring a piece of writing	22 1:30-2:30 PM Conversation
25	26 10:00-11:00 AM Simple Past Review	27 8:30-9:30 AM Simple Past Review	28 Thanksgiving – No School	29 Thanksgiving – No School

10.29.19

HANCOCK COLLEGE

Fall 2019

JOURNEYS

An English Language Learner Newsletter

Inside the Newsletter

ADILENE'S JOURNEY P. 02

FROM THE CLASSROOM P. 02

COUNSELING CORNER P. 03

STUDENT SERVICES HIGHLIGHT P. 04

STUDENT ACCOMPLISHMENT

The Citizenship Test

by Lama Jorjos

I am from Syria, and the majority of my immediate family came to the U.S. in 2014. After living in the U.S. for five years, we applied for citizenship. It is important for us to become citizens because of the opportunities and freedom available to us as U.S. citizens. Being U.S. citizens will also make it easier to travel to Syria.

The test consisted of an interview and a reading and writing section. I was nervous before the test, but the person conducting the interview made me feel like I was talking to a friend. In addition to studying with my siblings, my ESL and English classes helped me prepare for the test. I needed to be able to use English and have confidence in myself. My siblings and I passed the test on November 1st, 2019. We were so happy when we found out that we had passed. It felt like winning the lottery. We will take the Oath of Allegiance later this month.

ADILENE'S JOURNEY

My name is Adilene Rojas, and I came to the U.S. from Mexico in January 2017. My first language is Spanish, but I have been learning English. Actually, I just started my first semester at UC Berkeley, but I am a junior because I first studied at Allan Hancock College. It was my dream to go to Berkeley. My major is Spanish because my goal is to become a Spanish teacher. I want to help future generations pursue their dreams. Next fall, I plan on studying abroad.

My main motivation to take ESL classes was to communicate with people who speak English and learn more about the culture here in the U.S. Also, I wanted to get a better job. When I started ESL classes, I didn't know that I could get a degree or transfer to a university. While I was taking ESL classes, I found out that I could continue my education. ESL classes helped me to feel confident to continue studying at AHC.

I always had the support of my family and instructors and staff at AHC while I was studying ESL, so my biggest obstacle was myself. It was hard to believe in myself, to feel confident with my skills, and to let go of the fear of speaking in English. Sometimes it is still challenging, but now I know that I can do it.

Now that I have transferred, I am more confident. I believe in myself, and when I need support, I ask for help. I feel very grateful for all the people that I met at AHC because I received a lot from them: an education, emotional support, academic support, transfer support, and so much more.

My advice to English language learners is to focus on your goals and ask for help if you need it. At AHC, there are excellent instructors and staff that are always happy to support students. Also, sometimes the best things take time. It's the same for learning English. Keep learning because it makes us better people who understand our surroundings.

FROM THE CLASSROOM

Happiness

by Christian Zepeda

There are so many people and activities that bring me happiness. I enjoy friends, my mother and brother, a cup of coffee every morning, music, exercise, and work. My three favorite activities are playing a good game of volleyball, going to college, and working at my job.

CONTINUED TO P. 03

Christian is a student in Intermediate Reading & Writing

STUDENT SURVEY

What motivates you to continue studying?

"I want to be a trilingual preschool teacher or counselor. In order to achieve my goal, I need to learn English and get a degree. This keeps me motivated."

-Rosalia Ortiz Mendez, NESL 7040 - Conversation for Beginning ESL

"My primary motivation is to be able to help my children with their school work. Also in order to help others, I need communicate effectively, so I need to learn more English. In the future, I would like to obtain a certificate and get a job in the community.

-Maria Figueroa, NESL 7005 - Intro to English C

"What motivates me the most is my family and my dream to pursue a professional career. My family and friends have always believed in me, so being persistent and disciplined is my way of showing my gratitude for all of the support they have given me.

-Fabiola Vazquez, NESL 550 - Fundamentals of Grammar

"The support from AHC instructors and staff helps me to feel more confident as a student. This motivates me to continue studying. Also, my family is patient and understanding, and they encourage me to get a degree.

-Shaida Bonani, ESL 538 - Intermediate Writing

CONTINUED FROM P. 02

I have played volleyball for about three years. I play volleyball three days a week. Volleyball helps me to get rid of stress. I have learned to share the ball during the game. We play volleyball in the sand and that gives me a better workout, and it is a good way to spend time with family and friends. When I finish the game, I feel relaxed.

Another activity that brings me happiness and makes me think positively is attending Allan Hancock College. I go to school three days a week. Every morning, I wake up an hour and a half before my first class. The first thing that I do is organize my binders. It takes forty minutes to get to school, and when I get there, I am happy because I feel like my friends want to learn like me and that makes me happy.

The last activity that I like to do is my job. I work in construction in the Solvang, Santa Ynez, and Santa Barbara areas. I like it because my coworkers are always optimistic and want to get ahead. I feel that we communicate well. I like it when we start a job because I'm anxious and excited to see how the job will look when it is completed. What I like about my employers is that they like to teach me new skills. Additionally, my employers are my friends; we have lunch together, and we share things. I look at my coworkers as part of my family. Because I enjoy my job, I always do my best, and that makes me happy.

Playing volleyball, attending college, and working at my job are all connected with socializing with people, and I like to share my time and things with others. These three things make me happy.

COUNSELING CORNER

Welcome to the Noncredit Counseling Corner. Our peer advisors, counselors, and coordinator are happy to assist you with your educational journey at AHC. We are located inside Building A and S at the Santa Maria campus, in room 2-111 at the Lompoc Valley Center, and in room R1 at the Santa Ynez Valley Center. You can visit us in person or call (805) 922-6966 ext. 3740 to schedule an appointment at any of our three locations.

We can help you with the following:

- Registering for classes
- Planning your next semester classes
- Appling for financial aid (FAFSA, CA Dream Act, etc.)
- Creating your Student Education Plan (SEP)
- Learning about campus resources
- And more!

Don't forget registration for noncredit and credit spring classes is happening right now. Register on time, and don't be left without classes! Need help finding out when you can register? Come visit us!

STUDENT SURVEY CONTINUED

"My main motivation is that my parents have done so much for my siblings and me to have the opportunity to study. My family supports me and is always there when I need them. Another source of motivation is that I want to get a degree, so I don't have to work in the fields."

-Armando Gomez Hernandez, ESL 537 - Intermediate Reading

"Being around other people who are successful academically motivates me. I faced academic failure in the past. Now I have the opportunity to graduate from a university. That's my goal."

-Tito De Leon, ESL 551 - Intermediate Grammar

"My family motivates me, especially my little brothers and sisters because I want to be a role model for them. Also, my goal is to be a surgeon. I want to help disadvantaged people in the future. That keeps me motivated."

-Yolanda Gonzalez, ESL 541 - Advanced Writing

"My goal is to have more academic preparation, obtain an associate's degree, and be an inspiration for my daughter as well as a source of pride for my family."

-Mario Gonzalez, ESL 540 - Advanced Reading

STUDENT SERVICES HIGHLIGHT

AIM to Dream Center

by Tori Rivas, Interim Coordinator

In October, Allan Hancock College opened two AIM to Dream Centers: one on the Santa Maria Campus (K-11C) and another at the Lompoc Valley Center (2-111). The centers were a collaborative effort between Hancock students, staff, administrators, and members of the community. The AIM to Dream Center is a safe and comfortable place where students can access resources to support and achieve their educational goals.

All students can utilize the center; however, their main goal is to help undocumented students and those who want to transition from noncredit to credit classes. It serves as a bridge for students to connect with resources that are available on campus and off campus. At both centers, students have access to computers, academic counseling, and several other support and academic services.

Santa Maria Hours:

Monday - 8:00-4:30 pm (K-11C)
Tuesday - 8:00-7:00 pm (K-11C)
Wednesday - 8:00-4:30 pm (K-11C)
Thursday - 8:00-4:30 pm (K-11C)
Friday - 8:00-4:00 pm (K-11C)

Lompoc Hours:

Monday - 4:00-8:00 pm (Library)
Tuesday - 8:00-7:00 pm (2-111)
Wednesday - 4:00-8:00 pm (Library)
Thursday - 8:00-4:30 pm (2-111)
Friday - 1:00-4:00 pm (2-111)

LOOKING AHEAD

Noncredit:

Nov. 28-30 - Thanksgiving

Jan. 20 - Martin Luther King, Jr. Day
Jan. 21 - First Day of Class - Spring
Feb. 14 - Lincoln Day
Feb. 17 - Washington Day

Credit:

Nov. 28-30 - Thanksgiving
Dec. 6-12 - Finals Week for Fall

Nov. 17 - Open Registration for Spring
Jan. 20 - Martin Luther King, Jr. Day
Jan. 21 - First Day of Class - Spring
Feb. 14 - Lincoln Day
Feb. 17 - Washington Day

Nov. 6- Applications open for AHC Scholarships
Mar. 2 - FAFSA, apply by date for maximum financial reward

STUDENT SURVEY CONTINUED

"My children encourage and motivate me to continue studying and to pursue my dreams and goals. It's not easy being a mother, student, and employee at the same time, but I am determined to reach my goals."

-Yovanna Paez, READ 510 - Improving Reading Comprehension

"I continue studying because I want to get a bachelor's degree in accounting. I want to get a better job and make more money."

-Ha Ngo, READ 310 - Reading Skills and Strategies

"First, I always keep my goal of getting a job that serves the Hispanic community in mind. My other motivation is my daughter. I want to show her what perseverance is and that we can do anything we set our minds to."

-Rosalba Garcia, READ 110 - Introduction to Critical Reading

"Thinking of better opportunities in the future motivates me. I study to enrich my life and prepare for the future. In that way, I can be successful and live part of the 'American Dream'."

-Felipe Garcia, English 103 - Critical Thinking and Composition

ALLAN HANCOCK COLLEGE

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean Date: April 22, 2021 From: Melinda Nishimori and George Phelan

We recommend the following persons for consideration for the validation team:

DEPARTMENT Languages & Communication PROGRAM English as a Second Language

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Julie Knight	Reading & English Program
(Name)	(Related Discipline/Program)
Andria Keiser	Noncredit English as a Second Language
(Name)	(Unrelated Discipline/Program)
Melanie Brunet	Reading & English Program
(Name)	(Unrelated Discipline/Program)

APPROVED: Mary Patrick April 26, 2021
Academic Dean Date

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

Excellent faculty and students
Innovations in the classroom
Community Building
Language Lab
Adrienne Sandvik
Revised Curriculum
Mirroring with Noncredit
Mirrored Courses: Flyers
Synchronous Online Courses

Concerns regarding the program/discipline:

Additional writing course: need to mirror
Issues with degree seeking versus non-degree seeking data and its relationship to Guided Pathways

2. RECOMMENDATIONS

Coordinate with Reading faculty to develop and update curriculum, specifically the discipline name.
Continue to have ESL and Reading faculty teach courses from both disciplines.
More coordination between the foundation, scholarships, and AIM to Dream Center
Survey/Focus Group on the noncredit to credit pathway

PLAN OF ACTION – POST VALIDATION
Six Year

DEPARTMENT: Languages & Communication PROGRAM: Credit English as a Second Language

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives). The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND **ACHIEVEMENT**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
1. Continue to utilize best practices from AB 705 such as using embedded tutors.	C.8	Fall 2021
2. Encourage male students by informing them of the men's support group and providing motivational presentations by students who have completed the ESL program.	B.2, B.3, C.9	Spring 2022
3. Seek to hire a young male student worker to serve as a role model for male students.	B.2, B.3, C.8	Fall 2021

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**		
Enrollment Changes		
1. Work in conjunction with AHC Outreach to raise community awareness about credit ESL classes.	A.1	Spring 2022
2. Offer synchronous DL courses to accommodate our working, evening, and remotely located student population.	A.5, B.8, D.5	Fall 2021
3. Create and disseminate promotional materials.	A.1	Fall 2022
4. Conduct a survey and/or focus group to determine reasons students matriculate/don't matriculate from noncredit to credit ESL.	A.2	Spring 2022
5. Coordinate with AHC Foundation and AIM to fund more scholarships for students who do not qualify for financial aid.	A.2	Fall 2021
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**

Curricular Changes 1. Create and offer a transitional writing course for ESL students to prepare for ENGL 101. 2. Rename the discipline and renumber the courses to increase clarity of ESL course progression.	C.5 C.5	Fall 2022 Spring 2022
Co-Curricular Changes 1. Create additional "mirrored" classes in noncredit ESL. 2. Schedule Reading and ESL instructors to teach courses within the ESL pathway that they have not traditionally taught.	B.5 C.5	Spring 2023 Spring 2022
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE **ADDITIONAL RESOURCES**

Facilities		
Equipment		
Staffing		

VALIDATION TEAM RECOMMENDATIONS **Disregarded or modified (if appropriate)**	**REASON**	**ACTION/CHANGE**
Recommendation		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By:

Melinda Nishimori — Melinda Nishimori (Oct 21, 2021 14:47 PDT) — Date:_____

George Phelan — George B. Phelan (Oct 21, 2021 16:53 PDT) — Date:_____

Julie Knight — Julie Knight (Oct 27, 2021 14:27 PDT) — Date:_____

Andria Keiser — Andria Keiser (Oct 27, 2021 15:29 PDT) — Date:_____

Melanie Brunet — Melanie F. Guido Brunet (Oct 27, 2021 17:31 PDT) — Date:_____

Reviewed:

Department Chair*

Andrea Sanders — Andrea Sanders (Oct 27, 2021 20:01 PDT) — Date:_____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Mary Patrick — Date:_____

Vice President, Academic Affairs

Robert Curry — Robert Curry (Nov 1, 2021 17:30 PDT) — Date:_____

ESL - POST VALIDATION PLAN OF ACTION

Final Audit Report 2021-11-02

Created:	2021-10-21
By:	Ann Cardona (jcardona@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAK-cSM74Wt-p-cKeOWd11pZgzOiKYSpTA

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