



**Instructional Program Review – Annual Update  
2021**

Date:	April 28, 2021
Program and Department:	Noncredit ESL; Community Education
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2015-2016
Submitted By:	Andria Keiser
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

**I. Alignment of the Program with the AHC Mission**

**AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.**

a. Have there been any changes that would require a change to your Program Mission?

No.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:

[http://www.hancockcollege.edu/public\\_affairs/mission.php](http://www.hancockcollege.edu/public_affairs/mission.php)

The NESL program mission statement supports the educational, intellectual, cultural, vocational, and economic pieces of the college’s mission statement.

**II. Student Success, Program Accessibility and Program Capacity**

\*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

Teaching innovations:

- PD training on Zoom at the beginning and end of the semesters to improve instruction for the students
- Students can use lab software from their devices 24/7 and earn hours for the time spent in NESL 7060.
- Conversation course sections are thriving in the evenings.
- Updated, online curriculum with consumables for students to keep and use at home during class time.

Student support:

- Free tutoring available for NESL students in the ARC and online
- QR codes to help students register for additional classes
- Shortened admissions application
- Video tutorials to help students learn how to register and use Zoom
- More access to Community Ed via text and CE email account.
- Signal Vine used to communicate with students
- Chromebooks & hotspots

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

N/A

### III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

PLOs were revised in fall 2020. They were mapped out and assessing began in spring 2021.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

We need more data before this can occur. As a “dept.” in CE, the coordinators gathered to work on PLO development.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

N/A

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

Revisions were made in fall 2021 to the PLOs to include the added grammar and conversation courses. The main PLO was revised to better align with the SLOs in the core levels – Spanish Literacy to level D.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

We went through Course Review in spring 2021. Courses were sunsetted and revised to reflect a change of hours, and have become DL approved. We are ready to do Program Review in the coming year. Though we may be participating in a summer pilot for the new Program Review process.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

#### IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Digital literacy and internet access during the pandemic have been especially difficult for the majority of our student population. We have noticed an increase in the number of remote summer sections that are need in summer of 2021; this need was evident during spring 2021 as sections filled up quickly and sooner than normal. This leads me to believe that there is a place for remote learning for many of our students.

NESL is a large program without a dept. chair. There is no dept. chair for Community Ed. Therefore, .40 reassigned time for FT faculty coordinator on 175-day contract cannot get all the work done as much happens over the winter/summer break. Extension to the contract time is needed.

- b. List any (internal or external) conditions that have influenced the program in the past year.

The following is in addition to previous PRAUs:

Digital literacy for some of our instructors has been a challenge. I think we all have been challenged. However, through our group trainings and sharing, we have buoyed one another up and shared resources and tips with one another. It has resulted in a more resilient instructor pool. Our students have benefited from this progress as well.

About half of the program's sections are off-campus in community spaces. With fall 2021 approaching, we still need to have remote classes to offset the lack of physical classroom space in the community should the emergency order be lifted. Additionally, students fare better with remote learning if masks and social distancing are not a requirement.

The use of SP for indicating to counselors a student's competency in a course, allowing counselors to see in Banner if that course is eligible to be applied to the certificate, should have taken place in fall 2020. Due to unforeseen circumstances outside of the NESL program's control, A&R was not able set up SP for noncredit CDCP programs. This led to a need to continue using the older completion certificates. Due to the changes in Course Review as well other observations about how to make the certificate petition process simpler, both completion and competency certificates have been updated in AP&P. These changes should take effect in fall 2021. Students who are eligible for the certificate of completion as they stand now may apply. Those who are not will need to wait until the fall to be eligible. This process will lead to eventually phasing out the completion certificate. Moving forward, after a year transitional phase with both certificates in place, those students who don't have an SP grade on previous coursework will be able to take a challenge exam. These exams are set to be created this summer (2021).

**Data for Program with Vocational TOP Codes (CTE):**

[http://www.hancockcollege.edu/institutional\\_effectiveness/reports.php](http://www.hancockcollege.edu/institutional_effectiveness/reports.php)

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

N/A

- d. Industry employment and wage trends

N/A

- e. TOP code employment CORE indicator report

N/A

f. Advisory committee recommendations

N/A

**V. Continuous Improvement of the Program**

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
No new information to add	

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
CAEP	Consumable student books	\$50,000	Allowed students to have and write in the physical student and workbooks as they were taught remotely. This increased engagement and retention of course objectives, goals, and SLOs.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going

No new information.							

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
<b>BASK/CITZ Faculty Coordinator:</b> The position coordinates the program and does so with the lack of a department chair. This position is crucial to the program.	1	Faculty			Ongoing	
<b>VOCE Faculty Coordination:</b> The position coordinates the program and does so with the lack of a department chair. This position is crucial to the program.	2	Faculty			Ongoing	
<b>Extended Hours position:</b> Partial funding to keep existing CE Technician position as FT for evening/weekend support. This position is already district-funded 60%, so there is a need for 40% funding to keep it a FT position. The ability to provide extended service hours for Community Education is key to opening up access to a student population that is unable to seek assistance during their work hours. Having those	3	Staff			Ongoing	

services available in the evenings, and on Saturday mornings is key to equity, inclusion, and access for these students.						
<b>Community Education Public Info Specialist (PT)</b> – Community Education is a rather large department (more like a mini-college), and as a result, it has very specific needs for marketing and outreach. The college currently has one position, serving the whole college, but the workload for this position is large, which means that at times Community Education faces delays with much needed marketing materials. A PT position dedicated to CE would ensure that the marketing pieces fit the needs of the community being serves in a matter that resonates with them.	4	Staff				
<b>2-3 PT noncredit counselors to provide more coverage for students.</b> – The need for NC counselors is big. While we have two FT NC counselors, it would be ideal to make use of PT NC counselors to provide better coverage for noncredit students. One of these counselors should be a CTE specialist, like David Hernandez is for credit programs.	5	PT Faculty				
<b>Career readiness specialist</b> to build business partnerships (FT or PT). This position would handle career prep and job placement for noncredit students in collaboration with Tom Lamica.	6	Staff				

<p>Start conversion/modification of essential noncredit courses to Distance Learning (DL) via CNET in order to facilitate offering courses in a hybrid/blended format, web-enhanced courses, or full DL in order to reach a larger population. This would require payment for FT to complete in summer or trained PT faculty. Banner would need to be formatted to allow the offering of noncredit DL courses.</p>	7	Increase access and student success				
<p>CE Navigators for: VOCE/WKPR BASK/CITZ NESL</p> <p>Navigators play an important role in guiding students' pathways, fostering student persistence and success through direct guidance and coordination of campus and community-based services, leveraging collaboration and support among all parties. <i>SBCC and Cuesta College as well as other community colleges and adult education programs have created these positions using CAEP funds.</i></p>	8	Staff				
<p><b>1-2 Computer lab assistants</b> (PT positions, or one FT aided by student workers). → If we open up an open-access computer lab.</p>	9a	Staff				
<p>Develop an <b>open-access computer lab space</b> on campus (SM, LVC, SYVC) for noncredit students that will address the need for computers. This lab will provide access to computers so students can handle online work and instruction.</p>	9b	Equipment				

<ul style="list-style-type: none"> <li>• Develop relevant CTE-oriented curriculum that addressed regional needs for the following: <ul style="list-style-type: none"> <li>○ increase number of individuals with HS diplomas or equivalent</li> <li>○ increase number of individuals with improved literacy skills (English, reading, writing, math)</li> <li>○ increase the number of individuals receiving job-related skills training (entry or basic level)</li> <li>○ meet regional employer needs for skills training.</li> </ul> </li> </ul>	10	Curriculum				
<ul style="list-style-type: none"> <li>• <b>Career Academy coordinator (Career Readiness and Skills Training)</b> – This is an aspirational position at this time but as the career academy takes off, a PT coordinator will be needed to coordinate/schedule the offerings and work with Public Affairs on</li> </ul>	11	Staff/Faculty				

the marketing and outreach of these offerings and related services. Possible faculty position with teaching load and coordination load. (i.e. coordinate activities and act as a community liaison, curriculum development)						
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