Program Review ESLL/NCEL Self-Study AY20-21

Integrated Planning & Budget Taskforce

Programs Strengths

- Course success for female, male, and non-binary has improved or has been flat over the time span.

- Course success has improved over the time span for Asian, Fillipinx, Latinx, Pacific Islander, White, and declined to state.

- FTES for NCEL has improved.

- The difference between enrollment by genders/sex is less than or equal 10%.

- The gender gap by declared major is between 0% and 10%.

Program Data

Enrollment Variables and Trends

Enrollment Trends
Language Arts - Engl as Second Lang-FH

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	927	806	671	435	308	-66.8%
Census Enrollment	2,133	1,797	1,447	1,062	661	-69.0%
Sections	89	73	62	43	35	-60.7%
WSCH	3,565	3,023	2,416	1,810	1,094	-69.3%
FTES (end of term)	235	199	160	119	72	-69.4%
FTEF (end of term)	10.3	8.5	7.3	5.1	4.1	-60.0%
Productivity (WSCH/FTEF)	345	354	330	352	264	-23.4%

FHDA Program Review: ESLL and NCEL Combined

Enrollment Trends

FHDA District->Foothill College->Language Arts->Engl as Second Lang-FH, FHDA District->Foothill College->Language Arts->Non Credit: ESL-FH

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	1,148	1,046	1,085	914	659	-42.6%
Census Enrollment	2,552	2,248	2,263	2,022	1,365	-46.5%
Sections	101	89	85	68	58	-42.6%
WSCH	4,215	3,537	3,465	2,817	1,955	-53.6%
FTES (end of term)	278	234	230	186	130	-53.5%
FTEF (end of term)	12.2	10.5	10.1	9.2	7.8	-36.2%
Productivity (WSCH/FTEF)	346	336	342	306	252	-27.3%

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Resources Needed

- **Time:** Our department will continue to make changes to our curriculum in ways that meet the needs of student populations we encounter today and in the coming years.

- **Sections:** We need the college to incrementally increase the number of sections offered for each course, including adding more classes in the afternoon and evening.

- **Outreach and Marketing:** We emphasize that the success of the two strategies just mentioned will be very much interdependent on a third key strategy, which is to continually increase outreach and marketing for all aspects of our program from top to bottom.

Programs' Actions for Improvement Identified

- Increase mirrored course offerings

- Increase online course offerings post-Covid-19

- Change curricular items to meet the demands of current students and state-wide policy changes

- Collaborate with outreach on ESL Orientations and international student office

- Break up heavily loaded NCEL courses

- Align our courses with Adult Education

- Explore the requirements for starting language schools at Foothill

Programs' Actions for Improvement Identified

- Incorporate competency-based and task-based models of education

- Collaborate with other departments to discuss gaps in content and competency standards that can be reinforced or addressed in ESLL

- Collaborate with outreach, student support services, and counseling to streamline student onboarding and registration process
  - Ex: Collaborate with Julie Ceballos and marketing to improve ESLL department website

- Research adult education initiatives and enrollment trends in order to attract more adult and resident learners and create pathway programs for students with non-academic interests

Programs' Actions for Improvement Identified

- Continue to work with Guided Pathways to identify and improve challenges for registration

- Create cohorts of students and work closely with other language departments and the new Ethnic Studies program

- Rebrand and improve marketing to create opportunities for students to see the value and function of an ESL program

- Stabilize course offerings to improve their quality and control their consistency

- Work with IR to survey students for needs and goals to ensure student-driven offerings

FOOTHILL COLLEGE

Programs' Actions for Improvement Identified

- Improve collaboration and resource sharing amongst colleagues

- Explore options for expanding program to students outside California

- Hold mirrored credit and noncredit sections at the same location

- Obtain CDCP enhancement for mirrored sections in order to respond to fluctuating demands in credit and noncredit.

- Research historical fill rates for afternoon/evening sections; which tends to be high for some courses but low for others

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Questions