

Progress Update (Past Two Years) - Academic Affairs

1. Provide an update on your program or department's progress on your last objectives or action plans:

Progress Update Past Action Plans

Progress Update Past Action Plans

What type of program review did you last submit?

- Old annual
- Old six-year
- PU
- CPR

What is the status of your last program review action plan/objective?

- Completed
- In Progress
- No Longer Pursuing

Discuss the progress made on the goals in your action plan(s) (if last program review was a PU or CPR) or annual objective(s) (if last program review was an annual or old six-year).

In the last 2020-21 Program Update, there were three objectives for the Noncredit ESL Program. The first objective was to explore the feasibility of making noncredit ESL textbooks "zero cost". Since the last Program Update, the noncredit ESL program has successfully developed Zero Cost Textbook (ZTC) courses for the online noncredit ESL 961, 963, 965, 973, and 975 as well as the online and on-ground versions of ESL 994 and 995. In addition, all noncredit ESL courses that meet in person now have class sets of textbooks for students to borrow while in class. The result is that students are now able to take most noncredit ESL courses without incurring the cost of a textbook.

The second objective was for the noncredit ESL program to explore ways to offer individualized assistance devoted to helping students navigate the technical requirements of their online classes. In 2022, Noncredit Initiatives successfully established a program whereby noncredit students can drop-in during established hours and days to receive individualized technical assistance with Canvas, Corsair Connect, and SMC email and other sites. For students who are exclusively enrolled in online classes, ESL instructors and noncredit counselors have developed tutorials for students to become familiar with Canvas and Zoom. While these practices have been successfully established, noncredit ESL will continue to explore ways to assist students in online and hybrid classes by exploring the possibility of offering in-person workshops on navigating Canvas and Zoom.

The final objective was to work with IT to gain access to course level grade and SLO data for noncredit ESL courses. It appears that we are now able to discern grade distribution for Noncredit ESL in Precision Campus, and the Faculty Lead is able to access SLO data at the course level in WebISIS. While we are now able to review SLO and grade distribution data for the noncredit ESL program, we may need to work with IT and IR to ensure that the noncredit data is complete and accurate.

End of Progress Update Past Action Plans

2. Considering your program's past plans and the developments over the past two years, what challenges and concerns need to be addressed in the next two-year review period?

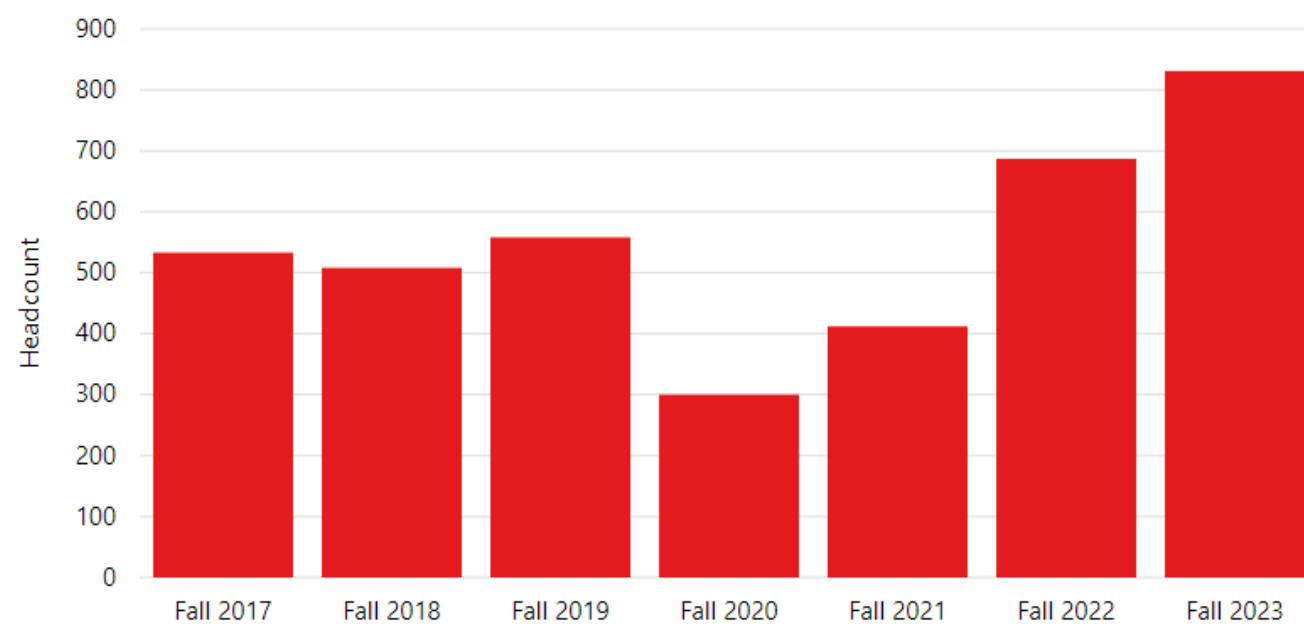
Growing Demand

An emerging challenge in Noncredit ESL has been to accommodate the growing student demand for classes which has ballooned in the past two years. Student headcount and student enrollments were at historical

highs in Fall 2022 and Fall 2023.

Student Headcount

Noncredit Education

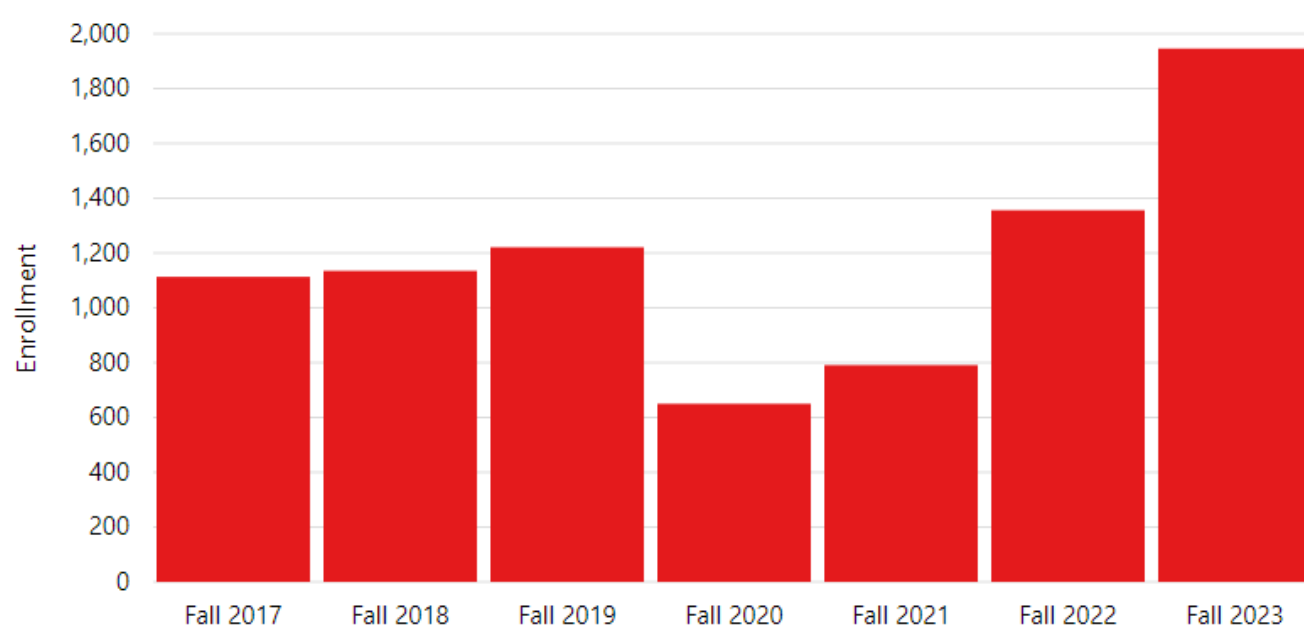


Measures: Headcount

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Measures	533	508	558	300	412	687	831

Course Enrollment

Noncredit Education



Measures: Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Measures	1,113	1,135	1,221	650	791	1,356	1,946

[Show change in values over selected Terms \(adds an additional column at the far right edge of the table shown above\)](#)

We have worked to meet the increasing demand by hiring new adjunct faculty and adding more sections in noncredit ESL. We are grateful for the opportunity to open new sections; however, because of the budget constraints, we were not able to open sections after the semester began and there was still a high level of unmet demand. Despite the fact that noncredit ESL is open enrollment, and students were added to classes throughout the semester, most classes maintained long waitlists throughout the semester. At the end of the Spring 2024 term, 396 waitlist requests remained unfilled. 166 of those unmet requests were for online sections.

WAITING LIST NUMBERS FOR SPRING 2024 ONLINE COURSES

Section	Course Name	Waiting 5/23/24	Meeting Time	Days	Faculty
7029	ESL 913	39	06:30PM-08:00PM	...W...	STIVENER M
7032	ESL 915	37	06:30PM-08:00PMH..	ARMSTRONG P

7038	ESL 963	24	06:30PM-08:00PMH.. HOLMES W J
7041	ESL 965	28	06:30PM-08:00PM ..T.... HONG I T
7044	ESL 973	24	06:30PM-08:00PM ..T.... HOLMES W J
7047	ESL 975	13	01:30PM-03:00PM ...W...ARMSTRONG P
7049	ESL 980	1	06:00PM-08:00PM .M..... NORTHINGTON A I
		166	

Add Core Courses (902-906) to our Evening/Online Program

While the limited number of rooms available at Bundy has sometimes posed a barrier to adding more in-person classes, there is clear potential to grow our afternoon and evening online programs. The online courses have been consistently full, with waitlists throughout the semester. While we have modestly increased our online offerings in the afternoon and evening, to date we have only offered support courses in this modality. This means that our online students are not able to access our full curriculum or to earn Certificates of Competency. Online/evening students would be able to access our full curriculum and to earn Certificates of Competency if they were able to access our core courses online in the evenings, afternoons, and weekends. This can only be accomplished if the College develops a policy that would allow programs with demonstrated demand such as ours to grow.

Increase Number of Noncredit ESL Certificates of Competency

Six new Noncredit ESL Certificates of Competency were launched in 2021-22. The certificates are CDCP.

SP: Degrees and Certificates

Limits: Award Type Detailed Noncredit Cert **Program Title** Advanced English as a Second Language, Beginning English as a Second Language, ESL for College and Career Pathways, Intermediate English as a Second Language, Low Advanced ESL, Low Intermediate ESL

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2021-2022	2022-2023
Noncredit Cert	Advanced English as a Second Language	16	26
	Beginning English as a Second Language	9	11
	ESL for College and Career Pathways	2	6
	Intermediate English as a Second Language	4	19
	Low Advanced ESL	11	23
	Low Intermediate ESL	4	15
Total		46	100
Total		46	100

The number of students earning the CDCP Certificates Of Competency more than doubled from 2012-22 to 2022-23, but it is a challenge to educate noncredit ESL students about the criteria for earning a certificate and to encourage them to apply. The noncredit ESL faculty and counselors will continue to make a concerted effort to educate students about these certificates and to assist them in completing the online applications. To do this, faculty are promoting the certificates in class, in their syllabi, and in the Canvas course shells. Noncredit counselors and noncredit faculty are working together to identify students who are eligible for certificates, and assisting them in completing their online applications. This effort would be greatly aided if the College were to develop a reliable method to auto-generate Certificates of Competency so that it would no longer be incumbent upon individual students to apply for them online.

Increase Mirrored Course Offerings

Noncredit ESL mirrored courses were successfully piloted in the 2023-24 school year. Mirrored courses address the unique goals of advanced noncredit ESL students who are interested in exploring the rigor and expectations of credit courses without the burden of tuition fees, residency requirements, or adverse

implications to their college record. In 2023-24, twenty nine noncredit ESL students were offered the opportunity to explore mirrored ESL courses, and the response has been overwhelmingly positive. Because of the success of these mirrored sections, the ESL department is planning to develop additional mirrored classes in the near future.

Expand Contextualized ESL Course Offerings

In 2022, the noncredit ESL program successfully launched ESL courses with contextualized content for ELLs who are co-enrolled in noncredit Healthcare courses and/or who want to explore a career in the field of healthcare. This program has proven successful with over 100 students enrolled in these courses in 2023-24. The noncredit ESL program is planning to explore the possibility of offering more contextualized courses to be paired with Early Care and Education, Business Essentials, and/or Sustainability.

3. Broadly discuss the most critical resources you anticipate needing to effectively implement the goals in your program's action plan in the next review period. If applicable, your answers here should inform the specific line item requests in your future Annual Resource Requests (ARR).

Space limitations at the Bundy Campus have become an issue as the noncredit ESL program expands and it has become more and more challenging to find classrooms that can accommodate large classes. Bundy 428, the largest classroom in the building, was for many years exclusively assigned to noncredit ESL, but has since been assigned to Health Sciences to serve as a lab. The lack of adequate classroom space to accommodate our growing program is a critical issue that needs to be addressed.

Additionally, the ESL department has requested two additional new full time faculty members as part of the 2023-2024 new full time faculty ranking process. With the growth of the noncredit ESL program, there is an urgent need for more full time support in the ESL department.

This form is completed and ready for acceptance.